

# 200 YEARS IN THE MAKING

## 2 Medley of Cultures

Louisiana was the first state to have a majority Catholic French- and Spanish-speaking population, reflecting its origins as a colony under France from 1699-1763 and Spain from 1763-1803.

### Guiding Questions

1. Which cultural and ethnic groups lived in Louisiana in 1812?
2. How did early Louisiana settlers contribute to Louisiana's distinct cultural heritage?
3. How and why do some historical maps combine elements of art and science?



Left: "Mississippi Bubble" Table Top Louisiana State Museum

This table top depicts the result of attempts made by the Company of the Indies to encourage migration to and investment in Louisiana.

### A Meeting of Three Worlds

The promise of prosperity brought people to Louisiana, voluntarily or by force. Among the many ethnic groups in colonial Louisiana were people of French, English, Spanish, German, Anglo, and African descent. Along with American Indians, they helped make Louisiana a true "medley of cultures."

Contact among Louisiana's most numerous inhabitants—whites, Indians, and Africans—was a three-way exchange. No one racial or ethnic group dominated during much of the colonial period. American Indians made up the largest segment of Louisiana's eighteenth century population, often sharing their food, medicines, and material goods as well as building and recreational practices with colonists.

Through trade and gift-giving, American Indians acquired a taste for such European items as sophisticated weapons, liquor, cloth, glass beads, and other goods. Europeans used these goods to increase American Indian dependency on them.

Africans were also a powerful cultural force in colonial Louisiana. Since they were introduced in large numbers over short periods of time and came mostly from one region in West Africa, their language and customs were similar.

### Census

A 1726 census showed a Louisiana population of 3,784 people. Of those, 2,240 were white (including 245 indentured servants and 332 soldiers), 1,385 were enslaved Africans, and 159 were enslaved American Indian. By 1746, Louisiana had a black majority, with about 4,500 enslaved people, 3,300 white settlers, and 600 white soldiers. Blacks continued to outnumber whites according to a census taken in 1766, which showed 5,556 whites and 5,940 enslaved Africans. Though greatly diminished, the number of American Indians surpassed all, with almost 16,000 capable of carrying arms, a figure that did not include women, children, the elderly, and the ailing.

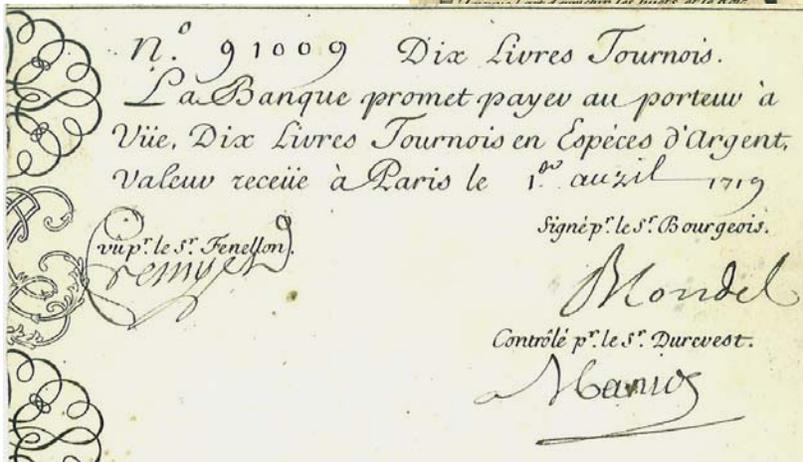
### Colonial Settlers

While a French possession, Louisiana was governed alternately by the crown and by several chartered proprietors who contracted with the crown for administration of the colony and a trade monopoly. In return, the proprietors would provide the colony with the settlers and laborers (both free and enslaved) needed to turn the colony into a successful and profitable venture. Antoine Crozat was Louisiana's first proprietor of Louisiana from 1712 until 1717 when he resigned. The crown then turned the colony over to John Law, who established the corporation called the Company of the Indies to govern Louisiana.

Intent upon making Louisiana profitable and unsatisfied with its French

settlers, the Company of the Indies tried to lure farmers, especially hard-working Germans, to the colony. Between 1720 and 1722, Law sent an estimated 1,600 German, Alsatian, and Swiss settlers, soldiers, and indentured servants to his Louisiana concessions, which were located in Arkansas, on the Gulf Coast, and just below New Orleans. Over half of these settlers died en route to Louisiana. Disease, famine,

Right and Below: 1719 Bank Note  
John Law's Company of the Indies  
Randy Haynie Family Collection



*Right:* Plan de la Nouvelle Orleans  
N. Boone  
1744  
Gift of Samuel Wilson, Jr.  
Louisiana State Museum

This early plan of New Orleans shows the city only four blocks deep.

**STUDENT ACTIVITY**

Complete an opinionaire about the location of New Orleans. See page thirty-three for the activity directions.

and natural disasters forced most of the German immigrants to resettle in a more fertile, safer location just above New Orleans, an area known today as the "German Coast."

Beset by failed crops, wars with Native Americans, insurrections of enslaved people, and financial disaster, the Company of the Indies returned the colony to the French crown, which administered it until 1763 when France turned Louisiana



west of the Mississippi and New Orleans over to Spain.

Although most settlers in Louisiana were of the Catholic faith, a few were Protestant or Jewish. Royal policy in France and Spain prohibited non-Catholics from living in the colonies, but enforcement was lax in frontier areas such as Louisiana.

These first Jews were descendants of the Sephardic Jews who had been expelled from the Iberian peninsula. They established themselves in Brazil and the Caribbean in the 1600s and later migrated throughout the Americas,

*Left:* Jean-Baptiste Le Moyne, sieur de Bienville  
Rudolph Bohunek  
1933  
Louisiana State Museum



Considered the "Father of Louisiana," Bienville dominated the colony's political scene for decades.

including Louisiana.

By 1788, the number of settlers and enslaved people had more than doubled to include 19,445 whites, 1,701 free people of color, and 21,465 enslaved people. Figures for 1788, however, included a much larger geographical area. By then, Spain had acquired West Florida and placed it under the jurisdiction of Louisiana.

In the 1780s and 1790s, American settlers began moving west of the Appalachian Mountains, often settling in areas such as present-day Tennessee and Kentucky or further south in the lower Mississippi Territory. Some settled in Spanish territory in north Louisiana and West Florida. Many of these settlers depended on access to the Mississippi River or its

tributaries to get their goods to market. This migration continued after the Louisiana Purchase.

### **New Orleans**

In 1718, Jean-Baptiste Le Moyne, sieur de Bienville, established the city of New Orleans on a crescent-shaped section of the Mississippi River about 100 miles from the river's mouth. He named the settlement in honor of the ruling regent, the Duc d'Orleans.

The site chosen for New Orleans had many advantages. Located where distance between the river and Lake Pontchartrain is shortest, American Indians in Louisiana had long used the area as a depot and market for goods carried between the two waterways. The narrow strip of land also aided rapid troop movements, while the river's curve slowed ships that approached from downriver and exposed them to gunfire.

Although much smaller than U.S. cities such as Boston or Philadelphia, Louisiana's colonial capital, New Orleans, was the largest city in the Gulf South at that time. Between 1721 (the year of the city's first census) and 1805, New Orleans' population rose from 472 to 8,222. Most of this surge occurred toward the end of the century when

immigration to the colony increased.

During the years of Spanish rule (1763 to 1803), the white population almost doubled and the enslaved population grew 250 percent. The number of free people of color increased sixteen-fold, although this group was undercounted throughout the period.

### **Free People of Color**

The first recorded emancipation of an enslaved African in Louisiana was that of Louis Congo, who obtained his freedom by accepting a position as colonial executioner in the early 1720s.

From the beginning of its history, New Orleans was home to a sizeable population of free people of color, or gens de couleur libre; however, their exact numbers remain unknown. French census takers consolidated free people of color with whites, indentured servants, or enslaved Africans. Only when Spain effectively took over Louisiana in 1769 did census takers begin to distinguish between free people of color and the enslaved; however, these census figures usually undercounted free persons of color.

### **Colonial Trade**

All trade conducted with the colony was supposed

to take place with the mother country, thereby keeping profits within the imperial system. This practice did not work well in colonial Louisiana, because Louisiana had too few desirable products to export and too few people to exploit the natural resources that existed. Toward the end of the colonial period, an export-directed economy finally succeeded in Louisiana, and the colony benefited from the exportation of such crops as cotton, sugar, tobacco, indigo, and rice and from natural resources such as timber, furs, hides, and fish.

Louisiana settlers used earnings from the export of cash crops and natural resources to purchase imported enslaved Africans and merchandise, primarily manufactured goods and foods they did not or could not produce themselves. These items included textiles, furniture, and household furnishings. For most of the colonial period, wholesale merchants imported goods and enslaved Africans first from France and later from Spain. Smuggling goods from European and American ships became prevalent and remained so even when trade restrictions in the colony were lifted.



## EARLY COLONIAL SETTLERS

<b>1714</b>	<b>French</b>	St. Denis established a military post, St. Jean Baptiste, on the Red River. Located near the Natchitoches tribe of Caddo, the settlement quickly took their name. Natchitoches still exists as the oldest European settlement in Louisiana.
<b>1718</b>	<b>French</b>	Established by Bienville, New Orleans replaced Biloxi as the capital of Louisiana in 1723. By 1720, the Mississippi River banks had been settled as far north as Point Coupee. The French established a short-lived post near present-day Baton Rouge in 1722.
<b>1716</b>	<b>Africans</b>	This year marked the first major importation of enslaved Africans into Louisiana. Within a four-year period, over 2,000 Africans from Guinea, the Gold Coast, and Angola arrived in Louisiana; others arrived from the French islands in the Caribbean. In 1724, the growing number of enslaved Africans in Louisiana led to the passage of a series of laws, known as the Code Noir, which governed slavery in the colony. In 1785, Spain estimated there were 16,544 enslaved in Louisiana; by 1803, estimates reached 28,000.
<b>1720</b>	<b>Germans</b>	John Law sponsored 2,000 settlers who entered Louisiana through the port at Biloxi. Bienville settled many north of New Orleans along the “German Coast” in present-day St. Charles and St. James parishes. German farmers became important suppliers of food products for the New Orleans market.
<b>1765</b>	<b>Acadians</b>	Acadian exiles from Canada established farms in the Attakapas District. In the 1780s, thousands more arrived under the sponsorship of the Spanish government; most settled in southwest Louisiana.
<b>1777</b>	<b>Islenos</b>	Spain sent 700 Canary Island residents to increase the population of Louisiana. They initially settled along the Amite River at Galveztown. They later moved to the area of present-day St. Bernard and Plaquemines parishes with a small group settling in Baton Rouge. Later, a group of Spanish from the Iberian Peninsula established New Iberia along Bayou Teche.
<b>1786</b>	<b>Anglo-Americans</b>	Anglo-Americans migrated into the Ohio and lower Mississippi River Valleys in increasing numbers after the American Revolution. Encouraged by a generous Spanish land policy, Anglo-Americans began settling in the Florida Parishes and the Opelousas District. This migration increased after the Louisiana Purchase with movement into the area of Fort Miro (Monroe) on the Ouachita River, Vidalia across the Mississippi River from Natchez, and Alexandria on the Red River. Many brought enslaved Africans with them.
<b>1791</b>	<b>French and Africans</b>	The Saint-Domingue revolt caused French planters to seek refuge in Louisiana, bringing their more numerous enslaved Africans with them. In addition, free people of color that escaped the island began to migrate to Louisiana.
<b>1810 Census</b>		The estimated population of the Territory of Orleans was 76,000, with approximately equal numbers of blacks and whites. This number was well above the 60,000 needed for statehood as established by the Northwest Ordinance of 1787. In 1811, Congress authorized the convening of a constitutional convention.

# LESSON: COLONIAL LOUISIANA MIGRATIONS

GLEs– Grade Eight: 3, 10, 11, 12, 75;  
Grade Three: 16, 53, 56, 57; ELA  
Grade Eight: 9, 40, 41

## Overview

Students trace the basic migratory routes of selected early immigrants, completing a Louisiana Migrations graphic organizer and map.

## Directions

1. Make copies of the Louisiana Migrations map and chart on pages twenty-six and twenty-seven, one copy of each per student. For grade three, see pages twenty-eight and twenty-nine.
2. Arrange students in teams. Explain that each team will research the reasons for early migration to Louisiana and complete the supporting graphic organizer. Explain that students will include both the “Push/Pull” factors (cause/attraction) that encouraged selected groups to migrate to Louisiana and the major strengths or contributions made by the indicated group.
3. Ask students to produce a Louisiana Migration map (page twenty-six) that shows where each cultural group originated and where they settled in Louisiana.

## Research Sites

- World Map (with country labels): <http://geology.com/world/world-map.shtml>
- Louisiana History Online: <http://lsm.crt.state.la.us/cabildo/cab-intro.htm>
- Louisiana Folklife Cultural Regions: [www.louisianafolklife.org/LT/Maps/creole\\_maps\\_major\\_ethnic.html](http://www.louisianafolklife.org/LT/Maps/creole_maps_major_ethnic.html)
- Louisiana Folklife New Populations: <http://www.louisianafolklife.org/NewPopulations/>
- Historical Map: [http://www.louisianadigitallibrary.org/cdm4/item\\_viewer.php?CISOROOT=/LHC&CISOPTR=59&CISOBX=1&REC=4](http://www.louisianadigitallibrary.org/cdm4/item_viewer.php?CISOROOT=/LHC&CISOPTR=59&CISOBX=1&REC=4)

**Louisiana Migration and Settlement Chart**

Immigrants	Push/Pull Factor (why they left, why they came)	Differences and Similarities (Factors that made it easy or difficult to fit in)	Contribution(s) to the Development of Louisiana
Acadians from Nova Scotia			
Africans from West Africa via Caribbean			
Islenos from Canary Islands			
Irish from Ireland			
Germans from German States in Europe			
French from France			

# LOUISIANA MIGRATION MAP

## Student Worksheet

Name \_\_\_\_\_

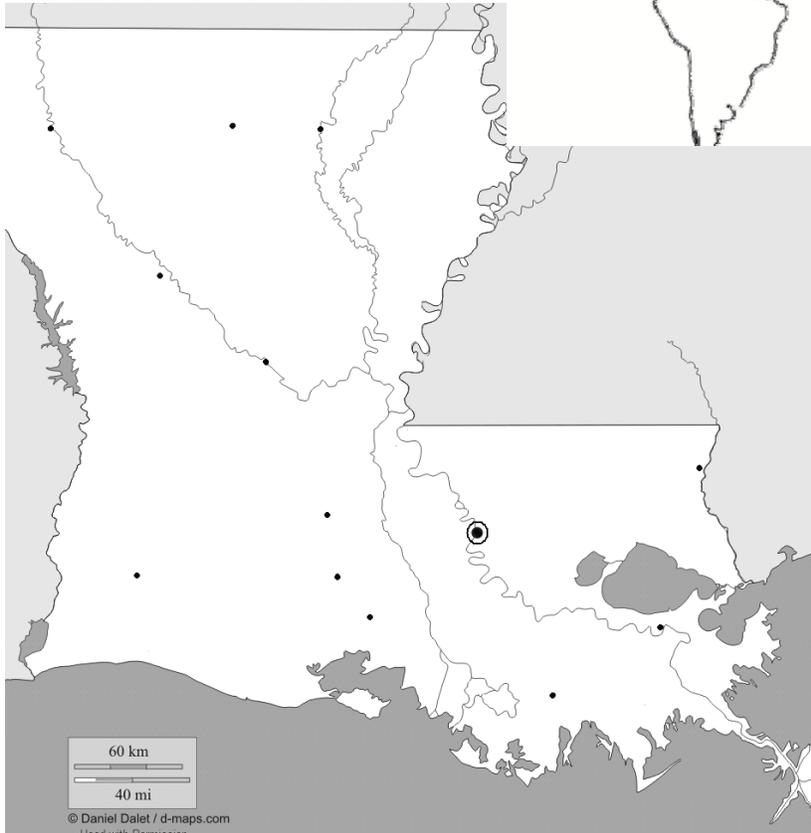
### Directions

Trace the basic migratory routes of some of the early immigrants to Louisiana, indicating their area of origin and their area of settlement in Louisiana:

1. Acadians from Nova Scotia
2. Africans from West Africa via the Caribbean
3. Islenos from Canary Islands
4. Irish from Ireland
5. Germans from German states
6. French from France
7. Africans from West Africa

### Research Sites

- World Map (with country labels): <http://geology.com/world/world-map.shtml>
- Louisiana History Online: <http://lsm.crt.state.la.us/cabildo/cab-intro.htm>
- Louisiana Folklife Cultural Regions: [www.louisianafolklife.org/LT/Maps/creole\\_maps\\_major\\_ethnic.html](http://www.louisianafolklife.org/LT/Maps/creole_maps_major_ethnic.html)
- Louisiana Folklife New Populations: <http://www.louisianafolklife.org/NewPopulations/>
- Historical Map: [http://www.louisianadigitallibrary.org/cdm4/item\\_viewer.php?CISOROOT=/LHC&CISOPTR=59&CISOBOX=1&REC=4](http://www.louisianadigitallibrary.org/cdm4/item_viewer.php?CISOROOT=/LHC&CISOPTR=59&CISOBOX=1&REC=4)



# LOUISIANA MIGRATION AND SETTLEMENT

*Middle and High School*

Student Worksheet

Name \_\_\_\_\_

## Directions

Research the early groups that migrated to colonial Louisiana. Complete the Louisiana Migration and Settlement chart, indicating why each group left their country of origin to come to Louisiana, factors that made it easy/difficult to live in Louisiana, and the contributions made by each group to the Louisiana colony or state.

**Louisiana Migration and Settlement Chart**

<b>Immigrants</b>	<b>Push/Pull Factor</b> (why they left, why they came)	<b>Differences and Similarities</b> (Factors that made it easy or difficult to fit in)	<b>Contribution(s) to the Development of Louisiana</b>
Acadians from Nova Scotia			
Africans from West Africa via Caribbean			
Islenos from Canary Islands			
Irish from Ireland			
Germans from German States in Europe			
French from France			

# SETTLING LOUISIANA

Grade Three

Student Worksheet  
Name \_\_\_\_\_

**Directions**

Complete the K-W-L chart by providing information about early Louisiana settlers.

K – Stands for what you KNOW about the subject.

W – Stands for what you WANT to learn.

L – Stands for what you LEARN as you read.

**KWL**

What We Know	What We Want to Find Out	What We Learned

# WHY PEOPLE CAME TO LOUISIANA

Grade Three

Student Worksheet

Name \_\_\_\_\_

## Directions

Research the early groups that migrated to colonial Louisiana. Complete the Louisiana Settlers chart. Think about why people migrated to Louisiana and the result of their moving to the area.

### Louisiana Settlers Chart

People	Economics	Religion	Settlement	Did they stay in Louisiana?
French				
Spanish				
Acadians				
Germans				
Africans				

## LESSON: CULTURAL DIFFUSION, DIVERSITY, AND LOUISIANA HERITAGE

*GLEs– Grade Eight: 10, 11, 12, 75, 81; Grade Three: 16, 53, 56, 57; ELA Grade Eight: 9, 16, 18, 19, 40, 41*

### Overview

Culture is the way of life of a group of people. The elements of culture include religion, music, food, art, language, literature, clothing, recreational activities, and language as well as housing styles and architecture. In Louisiana, these elements combine to create the interesting culture of Louisiana and to enhance the quality of life for the state’s citizens. Throughout history, groups from many different countries and continents have made Louisiana their home, bringing with them their unique cultural traditions. In this lesson, students will research cultural diffusion and Louisiana’s cultural heritage.

### Directions

1. Make copies of the Cultural Diffusion worksheet on page thirty-one, one per group.
2. Begin this activity with a brainstorming session on the topic, “What is cultural diffusion?” Make a list of student responses on the board.
3. Divide students into teams, assigning one of the following groups to each team: Germans, Acadians, Irish, French, Spanish, Anglo/Americans, African Americans, and American Indians. You may also want to assign one or more of Louisiana’s twenty-first century new population groups; see page eighty for information. The following Internet sites will help identify Louisiana’s traditional and new populations:
  - Louisiana Folklife, Traditional Cultures: [http://www.louisianafolklife.org/LT/Maidas\\_Essay/main\\_introduction\\_onepage.html](http://www.louisianafolklife.org/LT/Maidas_Essay/main_introduction_onepage.html)
  - Louisiana Folklife New Populations: <http://www.louisianafolklife.org/NewPopulations/>
  - Louisiana State Museum Antebellum Immigration: <http://lsm.crt.state.la.us/cabildo/cab8.htm>
3. **Cultural Diffusion Worksheet:** Have students research their group and identify why they came, where they settled, and their contributions to Louisiana, taking notes on the Cultural Group Research chart. Each student group will use this information to make a presentation about the culture they researched. Conclude with a question and answer session. Make copies of each team’s research. Each student team should have a copy of every team’s chart. Following the classroom presentations, ask students to use what they learned about cultural diffusion and Louisiana’s diverse cultural heritage to produce a virtual poster or wall mural entitled Louisiana’s Cultural Heritage.
4. **Louisiana’s Cultural Heritage Mural or “Glogster” Poster:** For a technology-based lesson, ask students to use their Cultural Diffusion worksheet information (page thirty-one) and the free Internet-based poster site, Glogster, to produce an interactive virtual poster that explains and illustrates Louisiana’s diverse cultural heritage. See the Cultural Diffusion worksheet for student instructions. Alternately, students can use markers and bulletin board paper to produce a classroom Louisiana Heritage wall mural.

### Virtual Poster Project

#### Glogster Information for Teachers

With Glogster, students can insert images and text as well as audio and video files about Louisiana’s cultures into their virtual poster to produce a true interactive experience for viewers. Please use the Glogster education portal, <http://edu.glogster.com/edu/register/>. Register each student group free of charge. View sample Glogster education posters for ideas, <http://edu.glogster.com/glogpedia/>. Email some of your poster links to [lsmeducation@crt.state.la.us](mailto:lsmeducation@crt.state.la.us) for a chance to have some of your class posters featured on the Louisiana Bicentennial Commission Internet site, [www.louisianabicentennial2012.com](http://www.louisianabicentennial2012.com).

# CULTURAL DIFFUSION WORKSHEET

Middle and high school

## Student Worksheet

Name \_\_\_\_\_

Culture is the way of life of a group of people. The elements of culture include religion, music, food, art, language, literature, clothing, recreational activities, and language as well as housing styles and architecture. In Louisiana, these elements combine to enhance the quality of life for the state's citizens.

### Directions

Research your selected cultural group and complete the Cultural Group Research Chart.

### Internet Resources

- Louisiana Folklife, Traditional Cultures: [http://www.louisianafolklife.org/LT/Maidas\\_Essay/main\\_introduction\\_onepage.html](http://www.louisianafolklife.org/LT/Maidas_Essay/main_introduction_onepage.html)
- Louisiana Folklife New Populations: <http://www.louisianafolklife.org/NewPopulations/>
- Louisiana State Museum, Antebellum Immigration: <http://lsm.crt.state.la.us/cabildo/cab8.htm>
- Louisiana Music Hall of Fame: <http://louisianamusichalloffame.org/content/view/132/149/>

## Cultural Group Research Chart

1. Cultural group researched: \_\_\_\_\_
2. Where did this group originate? \_\_\_\_\_
3. Where in Louisiana did they settle? \_\_\_\_\_
4. What did this group contribute to Louisiana? \_\_\_\_\_

<b>Religion</b>	<b>Customs</b>
<b>Language</b>	<b>Festivals</b>
<b>Food</b>	<b>Other</b>
<b>Music/Dance</b>	<b>Other</b>

## Group Project: Louisiana 's Cultural Heritage Virtual Poster

Use the Cultural Group worksheets from the classroom presentations and the free Internet-based poster site, Glogster, to produce an interactive virtual poster that explains and illustrates Louisiana's diverse cultural heritage. Insert images and text as well as audio and video files about Louisiana's cultures into your virtual poster to produce a true interactive experience for viewers.

## LESSON: NEW ORLEANS OPINIONAIRE

GLE– Grade Eight: 2, 6, 11, 15, 65, 66; Grade Three: 9, 10, 15, 17; ELA Grade Eight: 9, 40, 41

### Overview and Directions

Students investigate Bienville’s decision concerning the location of New Orleans and respond to an opinionaire before completing a chart on the pros and cons of the selected site. This activity asks students to examine historical events in terms of contemporary significance and relevance. Make copies of the opinionaire, page thirty-three.

### Extension Activity

This procedure can be used when considering the location of historical and contemporary communities, transportation systems, etc.

### Directions

Investigate Bienville’s decision concerning the location of New Orleans.

1. Ask students to complete the Opinionaire chart. Explain that they will use what they know about New Orleans to circle either A (agree) or D (disagree) after each opinionaire statement.
2. Ask students to use their textbook, Google maps (<http://maps.google.com/>), and the Louisiana State Museum History of Louisiana Internet site, <http://lsm.crt.state.la.us/CABILDO/cab-colonial.htm>, to investigate Bienville’s choice of location for New Orleans and to complete the Pro/Con chart concerning the benefits and consequences (negative result) of the city’s location.
3. Ask students to review their research findings to see if their original opinionaire answers changed as a result of their investigation.

### Opinionaire on the Location of New Orleans

Bienville, one of the early founders of French Louisiana, made the decision to locate the settlement of New Orleans between the Mississippi River and Lake Pontchartrain. This was an economically sound decision.	A	D
The location of New Orleans allowed access to multiple waterways for trade.	A	D
The advantages of the geographic location of New Orleans outweighed the disadvantages.	A	D

### Pro/Con List for the Location of New Orleans

List the Benefits of New Orleans’ Location	List the Consequences (negative result) of New Orleans’ Location

# NEW ORLEANS' LOCATION OPINIONAIRE

Student Worksheet  
Name \_\_\_\_\_

- Directions:** Investigate Bienville's decision concerning the location of New Orleans.
1. Complete the Opinionaire chart.
  2. Use your textbook, Google maps (<http://maps.google.com/>), and the Louisiana State Museum History of Louisiana Internet site, <http://lsm.crt.state.la.us/CABILDO/cab-colonial.htm>, to investigate Bienville's choice for the location of his city (New Orleans). Complete the Pro/Con chart by writing the benefits and consequences (negative result) of the city's location.
  3. In light of your investigation, have your opinionaire answers changed?

## Opinionaire on the Location of New Orleans

**Directions:** Using what you already know about New Orleans, give your opinion concerning each of the following statements. After each statement circle either A (agree) or D (disagree).

Bienville, one of the early founders of French Louisiana, made the decision to locate the settlement of New Orleans between the Mississippi River and Lake Pontchartrain. This was an economically sound decision.	A	D
The location of New Orleans allowed access to multiple waterways for trade.	A	D
The advantages of the geographic location of New Orleans outweighed the disadvantages.	A	D

## Pro/Con List for the Location of New Orleans

List the Benefits of New Orleans' Location	List the Consequences (negative result) of New Orleans' Location

## LESSON: THE MAP AS ART

*GLEs– Grade Eight: 3, 11, 75;  
Grade Three: 52, 53; ELA Grade  
Eight: 9, 19, 40, 41*

### Overview

Students use modern symbolism to produce a cartouche for their Louisiana Migration map, page twenty-six. Assign this activity after students have completed the Louisiana Migration and Settlement chart on page twenty-seven and the Louisiana Migration map on page twenty-six.

### Words to Know

- Symbolism – the use of items or symbols to represent other items, ideas, etc.; as an example, each star on the U.S. flag represents one U.S. state
- Cartographer— a person who makes maps
- Cartouche— a structure or symbol, usually in the shape of an oval, that is used as a decorative element or to present information

### Procedure

1. Make copies of the Map as Art viewing journal, page thirty-five, one per group.
2. Explain the use of symbolism in art. As an example, examine the Seutteri “Mississippi Bubble” cartouche at [www.louisianadigitallibrary.org/cdm4/item\\_viewer.php?CISOROOT=/LHC&CISOPTR=65&CISOBOX=1&REC=1](http://www.louisianadigitallibrary.org/cdm4/item_viewer.php?CISOROOT=/LHC&CISOPTR=65&CISOBOX=1&REC=1). A discussion of the cartouche’s symbolism is available at <http://lsm.crt.state.la.us/6-2.htm>.
3. Arrange students in groups of four. Distribute copies of the Map as Art viewing journal, one per group.
4. Ask students to view samples of ornate cartouches on selected historic maps located at <http://www.davidrumsey.com/blog/2010/2/25/cartouches-decorative-map-titles>. Explain that students will use their viewing journal to record their observations of cartouche symbolism.
5. Encourage a class discussion about student observations to ensure all students understand symbolism.
6. Ask students to use symbolism to design and produce an informational cartouche for their completed Louisiana Migration map. The cartouche should include accurate visual information about three different cultural groups and one contribution to Louisiana history or culture that was made by each group. Direct student attention to the project instructions detailed at the bottom of the Map as Art viewing journal

### The Map as Art and Craft

Maps serve many purposes besides showing us how to get from one point to another. They are at once artistic, scientific, and technological creations with more than one level of meaning.

Like architecture, cartography is where science and art meet; and, like art, maps reflect the age in which they are produced. The papermaker's craft, like the engraver's art, the colorist's illumination and the printer's skill all contribute to the beauty of a map and enhance the cartographer's creation.

The decorative devices surrounding the titles of many historical maps are known as cartouches. They provide visual stimulation and information, sometimes serving political purposes as well.

### Extension Activity

As an extension, students can investigate the science of historical and contemporary mapmaking.

**THE MAP AS ART**  
Viewing Journal: Mapmaking and Symbolism

**Student Worksheet**  
Name \_\_\_\_\_

**Directions**

1. View samples of ornate cartouches on selected historic maps at <http://www.davidrumsey.com/blog/2010/2/25/cartouches-decorative-map-titles>.
2. Use this visual literacy journal to record your observations about symbolism.
3. Use symbolism to design an informational cartouche for your Louisiana Migrations map.

Map Cartouches	Notes and Observations
<p>As you view the historical maps, make a list of the cartouche figures and symbols that you find interesting.</p> <p>Why do you think the mapmaker-artist included each figure or symbol?</p> <p>Consider: Why did early mapmakers decorate their maps?</p>	
<p>List interesting cartouche symbols or figures that you see.</p> <p>What do you think each item represents?</p>	

**Project: The Map as Art**

In the style of early cartographers, design an informational cartouche for your Louisiana Migrations map. Your map should include accurate visual information about three different cultural groups and one contribution to Louisiana history of culture that was made by each cultural group. Before producing your final cartouche, prepare a chart showing the symbols you will use and what each symbol represents. Work with a group of your peers to critique one another's cartouche before producing the final product.

# YESTERDAY AND TODAY

Grade Three

Student Worksheet

Name \_\_\_\_\_

## Directions

Work with your team to compare and contrast eighteenth century Louisiana lifestyles with lifestyles today. Use the following chart to guide your investigation.

### Yesterday and Today

FEATURES	LOUISIANA YESTERDAY	LOUISIANA TODAY
Traditions, Customs, and Celebrations		
Religion		
Art/Music		
Shelter		
Clothing		
Recreation		
Tools		
Food		
Communication		