



MAP SET

BRITAIN'S NORTH AMERICAN EMPIRE

1607-1764

Mapping America's Road from Revolution to Independence

Norman B. Leventhal Map Center • Boston Public Library • maps.bpl.org



The Norman B. Leventhal Map Center at the Boston Public Library

Produced in 2016 by the Norman B. Leventhal Map Center at Boston Public Library
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Cover images: L. Delarochette, 1763, *A new map of North America wherein the British Dominions in the continent of North America, and on the islands of the West Indies, are carefully laid down... &*
Samuel Blodget, 1756, *A Prospective View of the Battle Fought near Lake George.*

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PROJECT BACKGROUND

This Map Set is one in a series created by Leventhal Map Center education staff and a teacher advisory group composed of Boston Public School teachers. The goals of these materials are to help teachers create primary source-based lessons that help students develop critical thinking skills and build content knowledge about the events, history, and outcomes of the American Revolution and the new nation. Maps are an excellent resource for students to identify multiple perspectives, engage in critical thinking, and construct arguments.

The Norman B. Leventhal Map Center at the Boston Public Library is dedicated to the creative educational use of its cartographic holdings, which extend from the 15th century to the present. In pursuit of its mission, the Center collects and preserves maps and atlases, promotes research in the collection, and makes its resources available to the public through its website, exhibitions, publications, lectures, and educational programs. The Center has a particular interest in developing innovative uses of maps and geographic materials to engage young people's curiosity about the world, thereby enhancing their understanding of geography, history, world cultures, and citizenship.

For more resources: maps.bpl.org

HOW TO USE THIS MAP SET

Each map can be used on its own or compared to other maps in the set. When giving students any primary source, the Library of Congress Teaching with Primary Sources analysis guides are an excellent tool to foster inquiry and critical thinking. www.loc.gov/teachers/usingprimarysources

Map Inquiry Worksheets

Use the **Library of Congress Map Analysis and Primary Source Analysis Tools** on pages 41 & 42 and/or the **Map Inquiry Worksheets** (included for each map) with specific questions connected to each map. The Library of Congress Tools can be adapted for younger and older learners. The Map Inquiry Worksheets are recommended for students in grades 3–8.

Document Connections

Each map also includes an extension question, comparing the map to another image or primary text source. These documents are included after the printable version of each map in the set.

Printing and Displaying Maps

There are multiple ways to print or display the maps in this set. A URL and hyperlink are provided for each, linking to a high resolution image on the Map Center web site that can be viewed online or downloaded. Additionally, 8.5 x 11 printable pages are included in this packet for all maps and sources. All maps can be found at maps.bpl.org.

Essential Questions

How does geography play a role in historical events?

How can maps and images help us better understand Britain's North American empire?

Objective

Students will be able to use maps and other visual sources to understand the role of geography and place from the founding of Britain's North American empire (1607) through the French and Indian War (1763).

Standards

MA State Standards: History & Social Studies

3.13 Give examples of goods and services provided by their local businessmen and industries. (E)

5.6 Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them (e.g., the Pequot and King Philip's Wars in New England). (H, G, E)

5.15 Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies. (H, C, E)

USI.1A Explain the political and economic factors that contributed to the American Revolution. (H, C) The impact on the colonies of the French and Indian War, including how the war led to an overhaul of British imperial policy from 1763 to 1775.

Common Core Standards

CCSS.ELA-Literacy.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

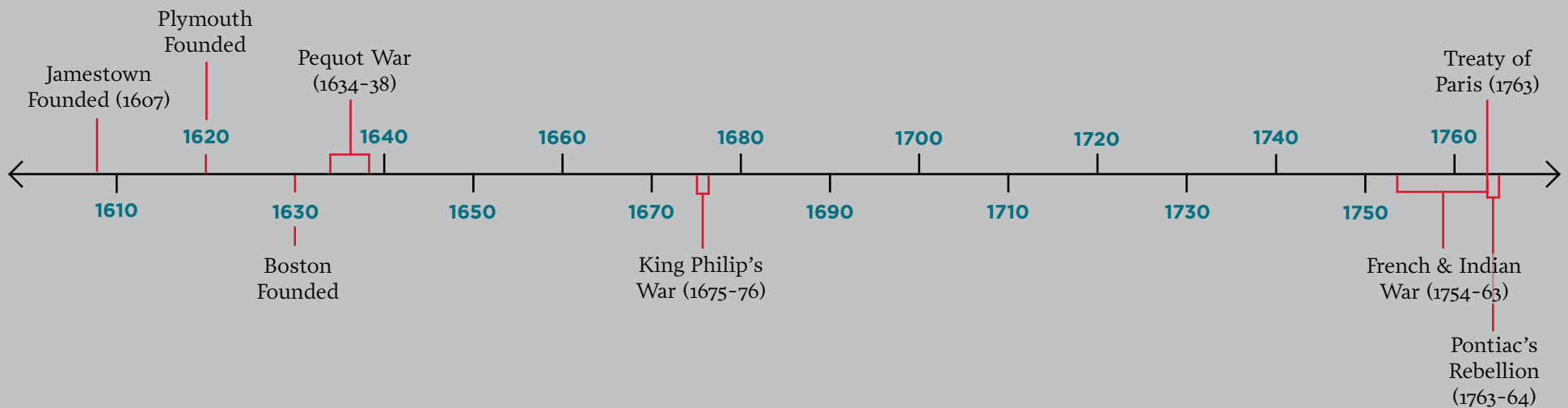
CCSS.ELA-Literacy.RH.6-8.1, 9-10.1, 11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.2, 9-10.2, 11-12.2 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.

OVERVIEW BOUNDARIES, CONFLICT, AND TRADE IN BRITAIN'S NORTH AMERICAN EMPIRE, 1607-1764

By the mid-1700s, the thirteen British colonies which would become the United States spanned more than 1,200 miles along the Atlantic Coast from Georgia to Maine. Since the founding of Virginia in 1607, these colonies had become integral to the expanding British Empire. The four maps in this set each tell a part of the story of this time period.

The 1675 map of New England by John Seller (Map 1) shows a visible Native American presence as well as the range of English settlement. Images of warfare between Native Americans and settlers point to the fact that this map was drawn during the period of King Philip's War (1675-1676), the last major attempt by the Native Americans of southern New England to drive out the English. A larger percentage of the population was killed in that bloody conflict than in any other war in American history, and it dealt a devastating blow to Native communities.



Three major rivers cross Seller's map: the Hudson, Connecticut, and Merrimack. A 1740 map by Emanuel Bowen (Map 2) shows another part of the known world of the English settlers in the mid-1700s: the Atlantic Ocean. The map represents courses charted by ships going to and from the West Indies from the coasts of Europe and Africa, the Canary Islands and Azores, and the eastern seaboard of North America. Both maps are reminders of the importance of water and land in the

OVERVIEW CONT'D.

development of colonial America. The West Indies, the islands in the Caribbean mistakenly named by Columbus when he thought that he had reached the Far East, play a major role in Britain's empire. An investigation of the title page of Thomas Jefferys' *The West-India atlas* shows many clues about the importance of these islands to the economic power of Britain.

In 1754, a global conflict erupted among Europe's most powerful nations. The part of the conflict fought between 1754 and 1763, during which France and England battled for dominance in North America, came to be known as the French and Indian War. Maps show us the changing boundaries as these two powers vied for control of the North American continent. The Samuel Blodget map (Map 3) shows one of the battles of that war fought in 1755 near Lake George in New York.

Britain's victory in the French and Indian War greatly expanded her empire in North America. Under the 1763 Treaty of Paris, Britain acquired most of France's territory in eastern Canada, Spanish-held Florida, and Native American lands (see the 1763 Delarochette map of North America, Map 4). Subsequently, the British military had to map these unfamiliar areas and garrison troops in frontier regions to protect the new territorial acquisitions. Parliament levied new taxes (such as the Stamp Act of 1765) to pay for the cost of the war and defense of the colonies. These efforts gradually strained relations between the colonists and London. Another war broke out in 1775. This time, British colonists would take up arms against their own government.

MAP 1 NEW ENGLAND | 1675

Author: John Seller
Date: 1675
Title: *A Mapp of New England*
URL: maps.bpl.org/id/10058



Map Facts

This is one of the earliest maps showing the interior of New England and it notes both English colonial settlements as well as the locations of various Native American tribes. John Seller, “Hydrographer to the King,” was an important person in the map and chart-publishing business in England in the late 1600s.

Hydro means water in Latin. A hydrographer is a person who draws maps and charts that focus on the sea, lakes, and other waterways, and includes the land next to these bodies of water. Seller did not travel to the New World to survey the waterways himself. Working in London, he created his maps using the discoveries and descriptions from English sailors who had been there.

Zoom In



A New World

People living in England who had never been to America would have purchased this map. Therefore, it not only shows the geography of New England, but also the people and wildlife that inhabit it. The dwellings and dress of selected Native Americans are shown as well as native animals such as turkeys, beavers, and bears.



King Philip's War

This scene refers to bloody conflicts during King Philip's war (1675-76), a devastating war between Wampanoags and other Native Americans and colonists. This view, the only image of a battle scene from the war, likely shows fighting near Hadley, Massachusetts, on the Connecticut River. King Philip's War is considered to be the deadliest of any American war in proportion to the population (an estimated 80,000 English colonists lived in New England

MAP 1 NEW ENGLAND | 1675 CONT'D.

and 10,000 Native Americans). It is estimated that one out of every ten English colonists died in the fighting and one out of every three Native Americans died.

Map Inquiry Worksheets

p. 9 New England | 1675 Map Inquiry Worksheet

p. 41 Library of Congress Map Analysis & Primary Source Analysis Tools

Document Connection

p. 11 Title Page and Table of Contents from Wood's *New England's Prospect*

MAP 1 NEW ENGLAND | 1675 MAP INQUIRY WORKSHEET

Observe	<p>Circle which of these you find on this map:</p> <p>Compass Date Title Legend or Key Scale Name of Mapmaker Latitude & Longitude</p> <p>List other details you find interesting:</p>
Reflect	<p>Map Skills:</p> <p>Find the term <i>Hydrographer</i>. (Hint: hydro = water) Based on his title, what kinds of maps did John Seller specialize in making?</p> <p>What bodies of water are included on this map? Why would people be interested in maps of waterways?</p> <p>Imagine you are someone in England seeing this map of New England in 1675. What kinds of information could you learn about the New World? What might you find strange or interesting?</p>
Question	<p>What questions do you have about this map?</p>

MAP 1 NEW ENGLAND | 1675



MAP 1 DOCUMENT CONNECTION | NEW ENGLAND'S PROSPECT

Author: William Wood
Date: 1639
Title: Title Page and Table of Contents from Wood's *New England's Prospect*
URL: Title Page: ark.digitalcommonwealth.org/ark:/50959/zk51wc376
TOC: archive.org/details/woodsnewenglandoowoodgoog



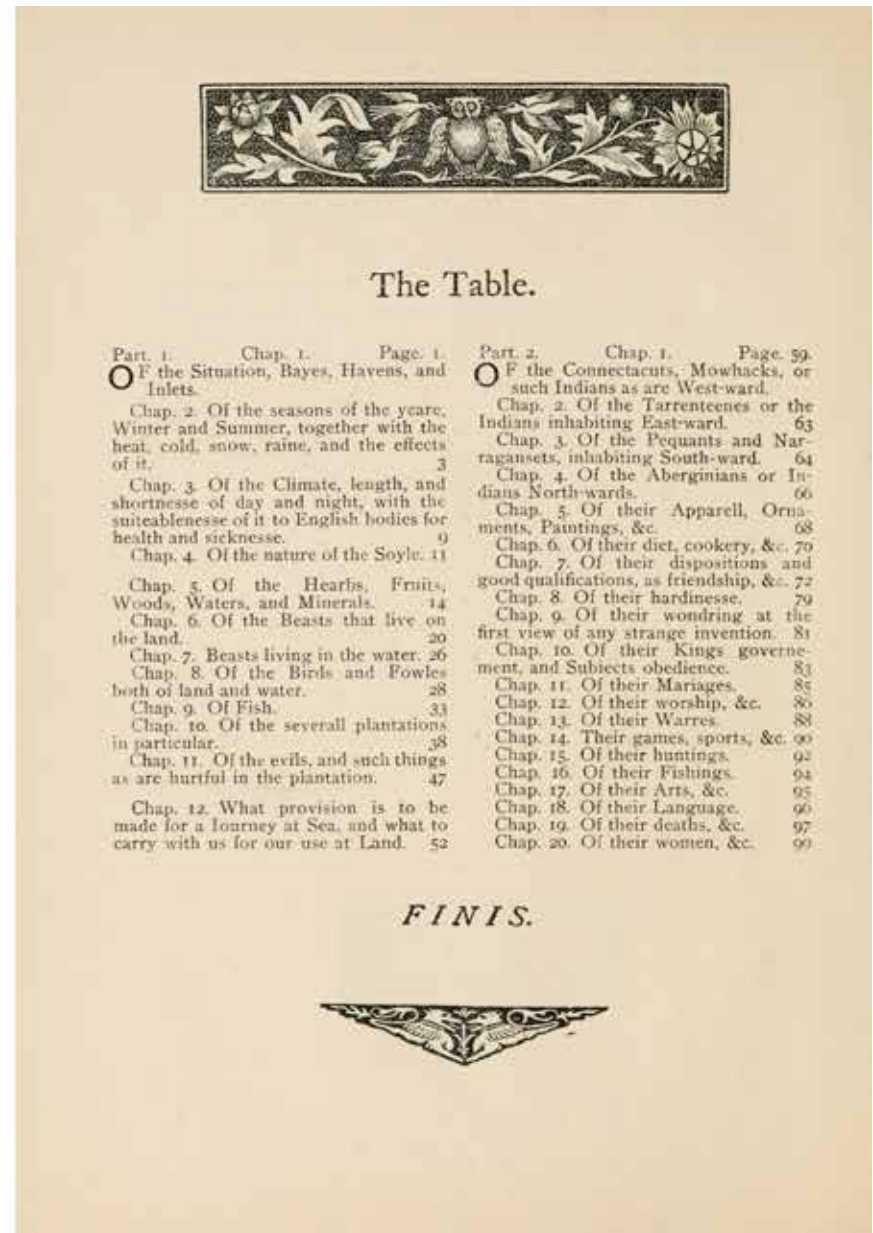
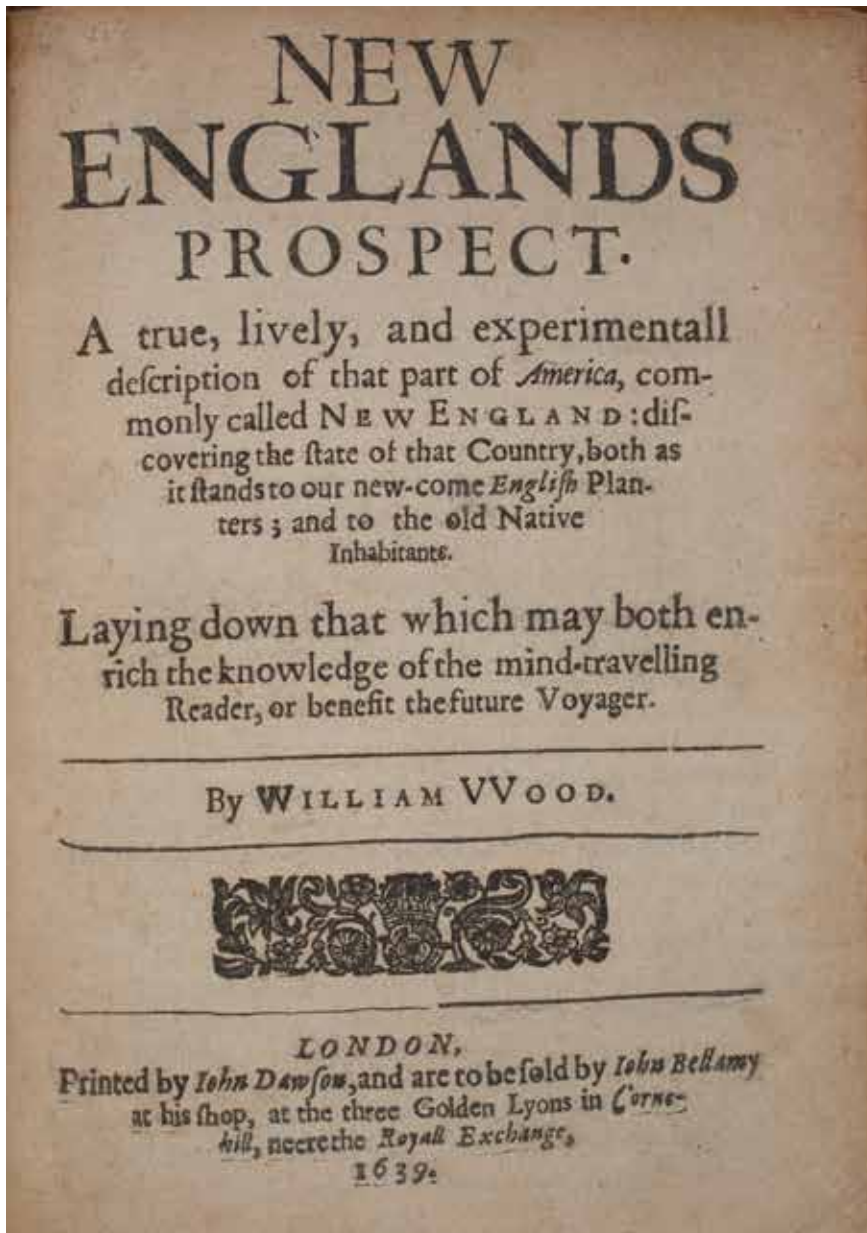
Document Facts

New England's Prospect was first published in England in 1634. English citizens were hungry for news and information from the British colonies in North America and this book provided lively insight into the plants and animals of New England as well as descriptions of Native American culture and customs. Little is known about the author, William Wood, except that he lived in Massachusetts for four years before returning to England in 1633 to write and publish his book encouraging others to settle in the colonies.

Discussion Questions

Both Seller's map and Wood's book helped English citizens learn more about the geography, natural resources, and inhabitants of the North American colonies.

- Can you find any of the items listed in Wood's table of contents on Seller's map?
- What were the most important details Wood wanted settlers going to New England to know?



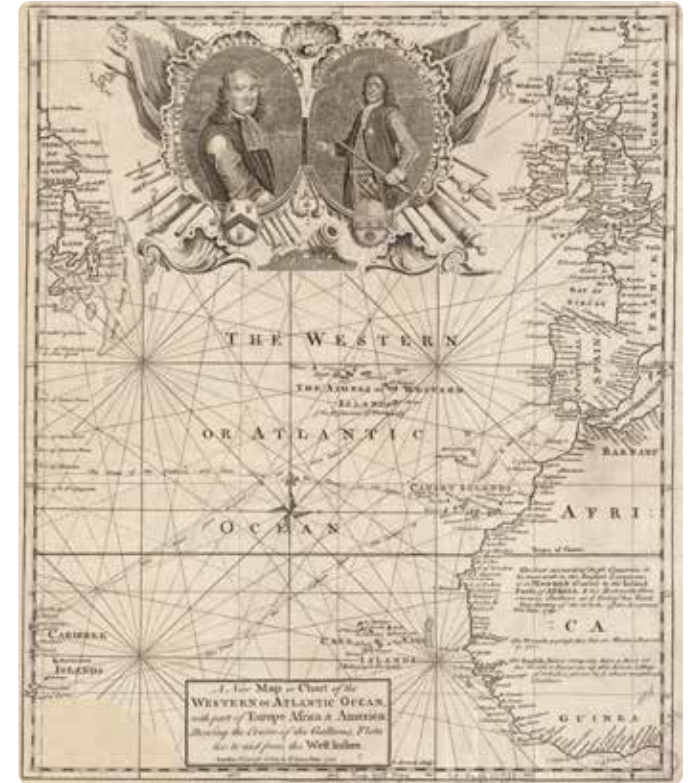
MAP 2 ATLANTIC OCEAN | 1740

Author: Emanuel Bowen

Date: 1740

Title: *A new map or chart of the Western or Atlantic Ocean, with part of Europe Africa & America, showing the course of galleons, flota &c. to and from the West Indies*

URL: maps.bpl.org/id/14696



Map Facts

During the 1700s, European countries—predominantly England, France, and Spain—were engaged in almost constant conflict over who controlled the lands within the Atlantic world. Britain's primary commercial interests focused on the North American continent and the West Indies. Sugar from the plantations of Barbados, Jamaica, and the Leeward Islands was the most profitable commodity. Other valuable exports included indigo and rice from the Carolinas, tobacco from the Chesapeake, fish from New England and Newfoundland, and furs from Canada. Slaves from Africa were also treated as a profitable commodity. A new world was developing: as the European population in the Americas increased, so too did the numbers of enslaved peoples forced from Africa. Meanwhile, Native populations were declining due to diseases introduced by Europeans and warfare over land.

Zoom In



Slavery

The productivity of Britain's empire relied on the labor of enslaved Africans, largely from Western and Central Africa. Slave ships carried men, women, and children from Africa's West Coast across the Atlantic to support the growing colonial economy, especially the hard labor required on sugar plantations. An estimated 10 million Africans arrived in the Americas (North and South America and the Caribbean) between 1500-1807. The transatlantic slave trade connected the economies of Europe, Africa, and the Americas. Ships sailed from Europe with goods such as guns and cloth to sell or trade for enslaved Africans. Africans were then transported to and sold throughout the Americas. Finally, ships returned to Europe with goods predominantly grown by slaves, including sugar, rice, and tobacco.

MAP 2 ATLANTIC OCEAN | 1740 CONT'D.



West Indies

This map highlights the routes that ships would take from Europe to the islands of the West Indies. The West Indies were a vital part of Britain's commercial empire, producing tobacco, indigo, and sugar. The transatlantic slave trade was central to the prosperity of the region. Enslaved people constituted between 80 and 90 percent of the population of the islands of the West Indies.

Map Inquiry Worksheets

- p. 15 Atlantic Ocean | 1740 Map Inquiry Worksheet
- p. 41 Library of Congress Map Analysis & Primary Source Analysis Tools

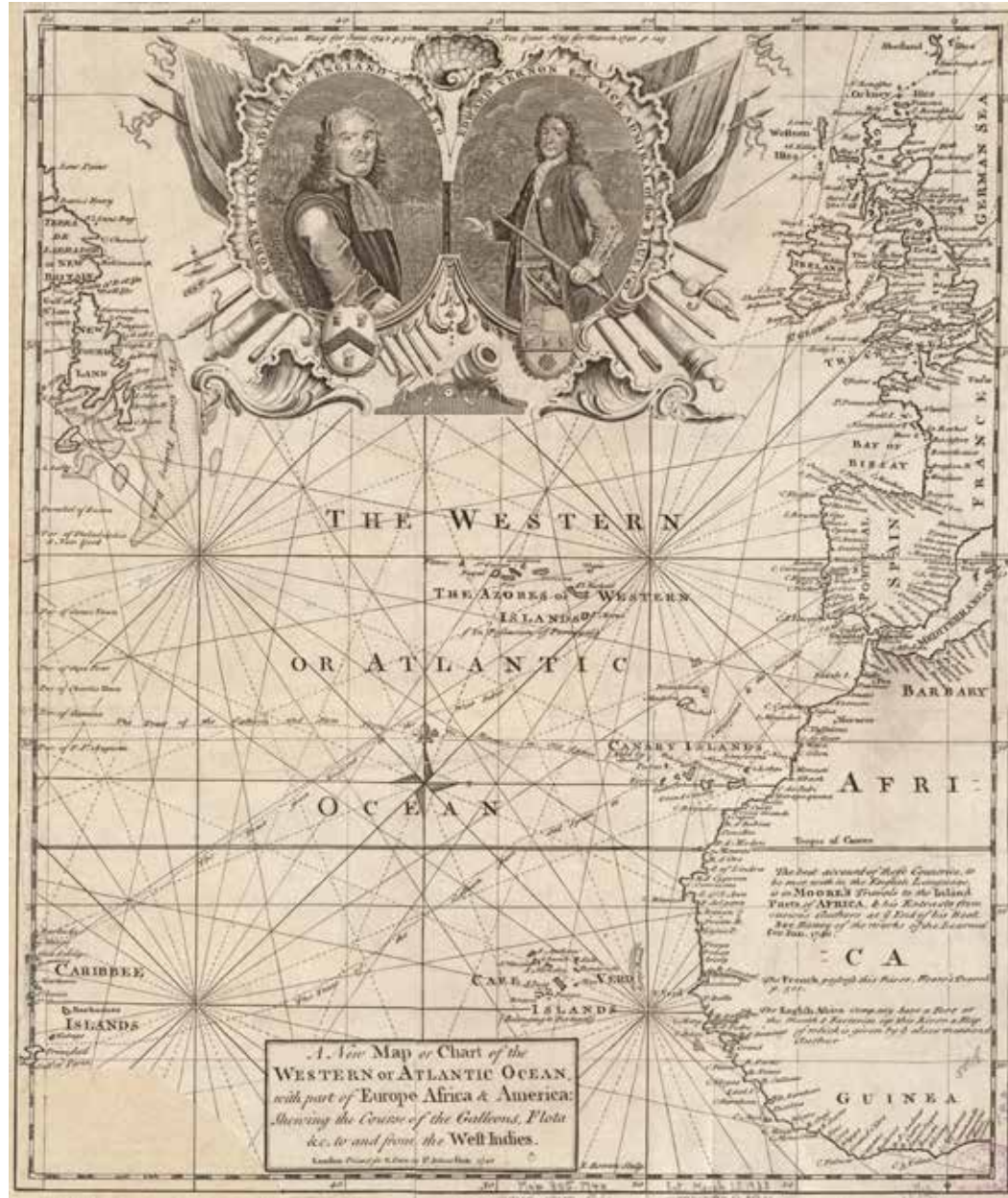
Document Connection

- p. 17 Images from 1783 *West-India atlas* & 1755 Mitchell Map

MAP 2 ATLANTIC OCEAN | 1740 MAP INQUIRY WORKSHEET

Observe	<p>Circle which of these you find on this map:</p> <p>Compass Date Title Legend or Key Scale Name of Mapmaker Latitude & Longitude</p> <p>List other details you find interesting:</p>
Reflect	<p>Map Skills:</p> <p>Can you find <i>rhumb lines</i>, the imaginary lines that radiate from the compass rose to show direction? Who would need to use these lines?</p> <p>What is featured at the center of this map? What places are on the edges? Why do you think the mapmaker did this?</p> <p>The mapmaker shows you many sailing routes. Trace the route of a ship from:</p> <ul style="list-style-type: none">• England to the West Coast of Africa• The West Coast of Africa to the West Indies• The West Indies back to England <p>What might be transported on each of these routes in 1740?</p>
Question	<p>What questions do you have about this map?</p>

MAP 2 ATLANTIC OCEAN | 1740



MAP 2 DOCUMENT CONNECTION | WEST-INDIA ATLAS & MITCHELL MAP

Author: Thomas Jefferys
Date: 1783
Title: Title page from *The West-India atlas, or, a compendious description of the West*
URL: maps.bpl.org/id/19839

Author: John Mitchell
Date: 1755
Title: Cartouche from *A Map of the British and French Dominions in North America with the Roads, Distances, Limits, and Extent of the Settlements, Humbly Inscribed to the Right Honourable the Earl of Halifax and the other Right Honourable, the Lords Commissioners for Trade and Plantations.*
URL: maps.bpl.org/id/14007



Document Facts

Title Page (left)

This scene (a frontispiece for a 1783 atlas of the Caribbean region) shows the enslaved Africans who worked the sugar plantations, where mortality rates were very high. Bundles of sugarcane lie on the right. The barrels most likely contain molasses, a byproduct of sugar production and a chief export along with sugar. The large ships in the background could have transported these commodities to other North American colonies or Europe.

Cartouche (right)

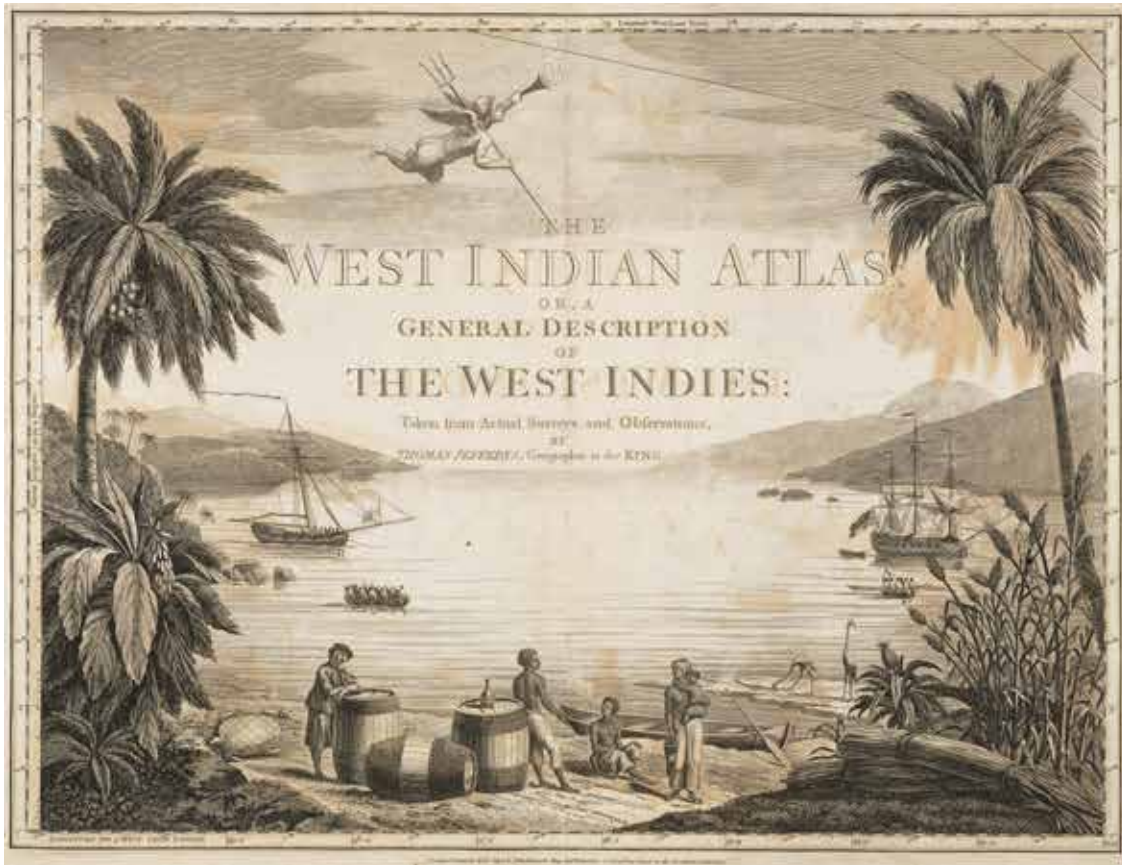
A cartouche is an area on a map that often contains the map's title and can include decorations, animals, costumed figures, etc. This image represents the commercial productivity of Britain's North American empire, with a palm tree, stalks of maize or corn, and a fishing net and beaver. In the left background is a coastal settlement with barrels, possibly filled with molasses or tobacco, waiting for export on a ship. Two Native American figures, symbolizing America, gaze upward at the title. The title is crowned by the royal crest and British flag, signifying America's dependence on Britain for protection and leadership.

MAP 2 DOCUMENT CONNECTION | WEST-INDIA ATLAS & MITCHELL MAP CONT'D.

Discussion Questions

- What can these images tell us about the British Empire in the 1700s?
- What natural resources are being used? How?
- Where is the labor to extract these resources coming from?

MAP 2 DOCUMENT CONNECTION | WEST-INDIA ATLAS & MITCHELL MAP IMAGES | 1783 & 1755



MAP 3 LAKE GEORGE, NY | 1756

Author: Samuel Blodget

Date: 1756

Title: *A Prospective View of the Battle Fought near Lake George*

URL: maps.bpl.org/id/rb15821 (map)

www.masshist.org/maps/Blodget/2724_Blodget.htm# (description)



Map Facts

During the French and Indian War (1754-1763), Britain and France fought each other, along with their Native American allies, for control of North America. This war was a part of Europe's Seven Years' War, a struggle that would greatly alter the map of North America. This map shows conflicts near Lake George, in northern New York, in 1755. British colonists hoped to capture the French fortress on Lake Champlain, but settled for victory at Lake George instead. On the left, the French and their Native American allies are shown ambushing British colonial soldiers. On the right we see the failed French attack on the British colonists' camp on the lake shore. Note that the British also had Native American allies fighting with them.

Britain's victory in the war greatly expanded her empire in North America. Under the 1763 Treaty of Paris, Britain acquired most of France's territory in eastern Canada and Spanish-held Florida. On the midwestern frontier, Native Americans, such as the Ottawa, fought back against English settlement. The Proclamation of 1763 forbade colonists from settling on western land reserved for Native Americans and set a Proclamation line along the Appalachian mountains. With the French threat eliminated, Britain now levied taxes on North American colonists, such as the Sugar Act and the Stamp Act, to support their troops, leading to growing unrest in the colonies.

Zoom In



A Different Way to Fight

This map shows the contrast between the European troops firing in a line with the Native Americans firing from multiple vantage points from the forest. The creator of this map, Samuel Blodget, wrote in his account of the battle that the Native Americans "...rose up from the rocks and shrubs and from behind the trees when our men came within sure reach of their guns, and made a considerable slaughter among them." While not true of all Revolutionary battles, colonial soldiers often adopted this style of fighting, commonly called guerilla warfare.

MAP 3 LAKE GEORGE, NY | 1756 CONT'D.



Native American Allies

Mohawk Chief Hendrick is shown on horseback (“First Engagement,” upper left). He was killed while fighting alongside the British troops at the Battle of Lake George in 1755. Hendrick was a powerful leader within the Iroquois Confederacy (composed of six Native American nations) whose alliance with the British helped the Mohawks maintain their political, economic, and military strength even as the British Empire grew.

Map Inquiry Worksheets

- p. 23 Lake George, NY | 1756 Map Inquiry Worksheet
- p. 41 Library of Congress Map Analysis & Primary Source Analysis Tools

Document Connection

- p. 25 Map of the Ohio Valley

MAP 3 LAKE GEORGE, NY | 1756 MAP INQUIRY WORKSHEET

Observe	<p>Circle which of these you find on this map:</p> <p>Compass Date Title Legend or Key Scale Name of Mapmaker Latitude & Longitude</p> <p>List other details you find interesting:</p>
Reflect	<p>Map Skills:</p> <p>There are three different groups fighting in these battle scenes. Can you find:</p> <ul style="list-style-type: none">• British soldiers• French soldiers• Native American allies <p>What clues did you use to identify each group?</p> <p>Look at the map on the far left side. Why would forts located on Lake George and Lake Champlain be important to secure?</p> <p>Who do you think would have used this map and why?</p>
Question	<p>What questions do you have about this map?</p>

MAP 3 LAKE GEORGE, NY | 1756



MAP 3 DOCUMENT CONNECTION | MAP OF THE OHIO VALLEY

Author: Thomas Hutchins
Date: 1765
Title: *A topographical plan of that part of the Indian-country through which Colonel Bouquet marched in the year, 1764; A general map of the country on the Ohio and Muskingham shewing the situation of the Indian-towns with respect to the army under the command of Colonel Bouquet*
URL: maps.bpl.org/id/rb17638



Document Facts

This map focuses on the Ohio Valley and an expedition by British colonel Henry Bouquet to stop what was later called Pontiac's Rebellion (1763-1764). After British victory in the French and Indian War, Native Americans in the Ohio Country lost their military assistance and alliances with the French. Many felt like conquered peoples in their own lands instead of allies of the increasing number of British colonists. Inspired by the leadership of Pontiac, chief of the Ottawa tribe, the uprising by a loose confederation of Native Americans (such as the Shawnee and Seneca-Cayuga tribes) was an attempt to stop the encroachment of the British on Native lands. The tribes surrendered, and eventually Pontiac as well, but the uprising was influential in the 1763 Proclamation that restricted British settlement to east of the Appalachian Mountains (a mandate that was largely ignored).

Vocabulary

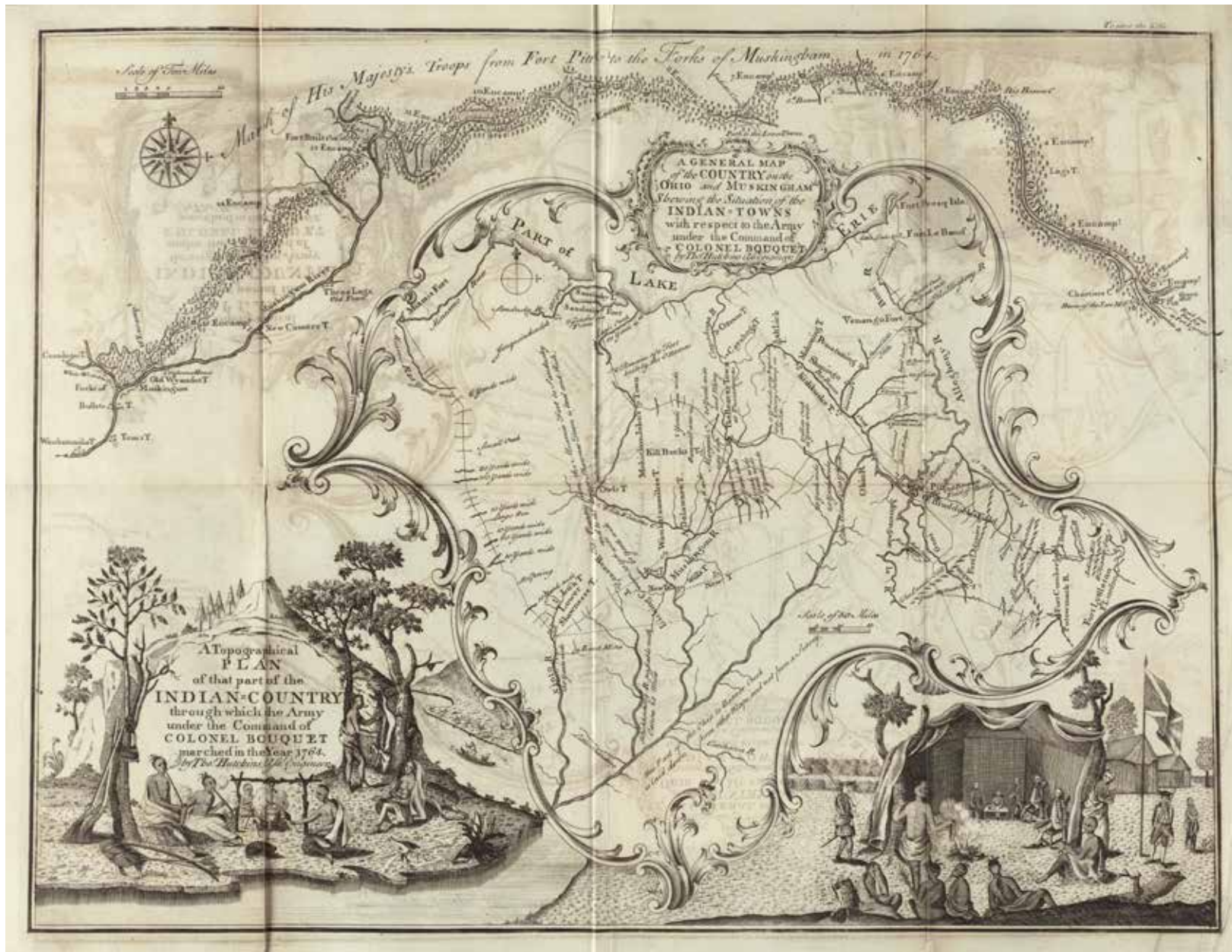
Topographical: showing the physical features of a place

Discussion Questions

Describe what you see in each of the images on the map.

- Who is pictured? Who made the map?
- How does the image in the bottom left corner compare with the one on the bottom right?
- What is happening in the image on the right?
- What do these images tell us about the relationship between the British and the Native Americans at this time?

MAP 3 DOCUMENT CONNECTION | MAP OF THE OHIO VALLEY | 1765



MAP 4 THE BRITISH EMPIRE | 1763

Author: L. Delarochette

Date: 1763

Title: *A new map of North America wherein the British Dominions in the continent of North America, and on the islands of the West Indies, are carefully laid down from all the surveys, hitherto made; and the boundaries of the new governments, as well as the other provinces are shewn. Also extracts from the definitive Treaty of Peace in 1763, relative to the cessions made to his Britannick Majesty on the continent of North America, and to the partition agreed on for the islands*

URL: maps.bpl.org/id/rb15829



Map Facts

Britain's victory in the French and Indian War (1754-1763) greatly expanded her empire in North America. Under the 1763 Treaty of Paris, Britain acquired most of France's territory in eastern Canada and Spanish-held Florida. On the midwestern frontier, Native Americans, such as the Ottawa, fought back against English settlement. The Proclamation of 1763 forbade colonists from settling on western land reserved for Native Americans and set a Proclamation line along the Appalachian mountains. The British government had to manage these vast land holdings. Parliament levied new taxes to pay for the war and to defend the colonies. These efforts gradually strained relations between the colonists and London.

Zoom In



Proclamation Line

While not drawn on this map, the British established the Proclamation Line of 1763 along the Appalachian Mountains as part of the Treaty of Paris. This line separated the eastern colonial settlements from Native American territories in the west. Colonists were not allowed to establish settlements in land west of the line (although many did in defiance of the rule).

MAP 4 THE BRITISH EMPIRE | 1763 CONT'D.



Claiming Territory

The map's explanation (or key) highlights important aspects of European expansion into new territories. "Indian Villages" versus "European towns" are noted. For areas largely unsettled by Europeans, Native American tribes (and their alliances) are marked. Forts, mines, and networks of roads and trading paths are also noted, along with remarks about various treaties and agreements between the English, French, and Native Americans.

Map Inquiry Worksheets

p. 29 The British Empire | 1763 Map Inquiry Worksheet

Special Instructions:

- 1) Divide students into small groups and assign each one of the four map sections (pp. 31-34). Due to the large size of the original map, it is recommended that students view their specific PDF map section on a computer or digital device where they can zoom in. You can access the PDF at maps.bpl.org.
- 2) Have students complete the **Observe** section of the worksheet and compare notes with other groups.
- 3) Project the full map (p. 30) on a screen using an overhead or LCD projector (or have the students look at the full map on their own device) to complete the **Reflect** and **Question** sections.

Refer to the map key (p. 35) to locate the four sections as well as document connection excerpts on the full map.

p. 41 Library of Congress Map Analysis & Primary Source Analysis Tools

Document Connection

p. 36 Excerpts from Treaty of Paris

MAP 4 THE BRITISH EMPIRE | 1763 MAP INQUIRY WORKSHEET

Observe	<p>Which part of North America are you looking at on your section of the map?</p> <p>What details does the map maker include? If another group has the same map section, compare answers.</p> <p>Now, look at the full map (projected or on your own device).</p>
Reflect	<p>Map Skills:</p> <p>What do you notice about the borders of the 13 colonies? Which are similar to their corresponding state borders today? Which are different?</p> <p>What comparisons can you make with this map and a modern map of the United States?</p>
Question	<p>What questions do you have about this map?</p>

MAP 4 THE BRITISH EMPIRE | 1763



MAP 4 THE BRITISH EMPIRE | SECTION 1 | 1763



MAP 4 THE BRITISH EMPIRE | SECTION 2 | 1763



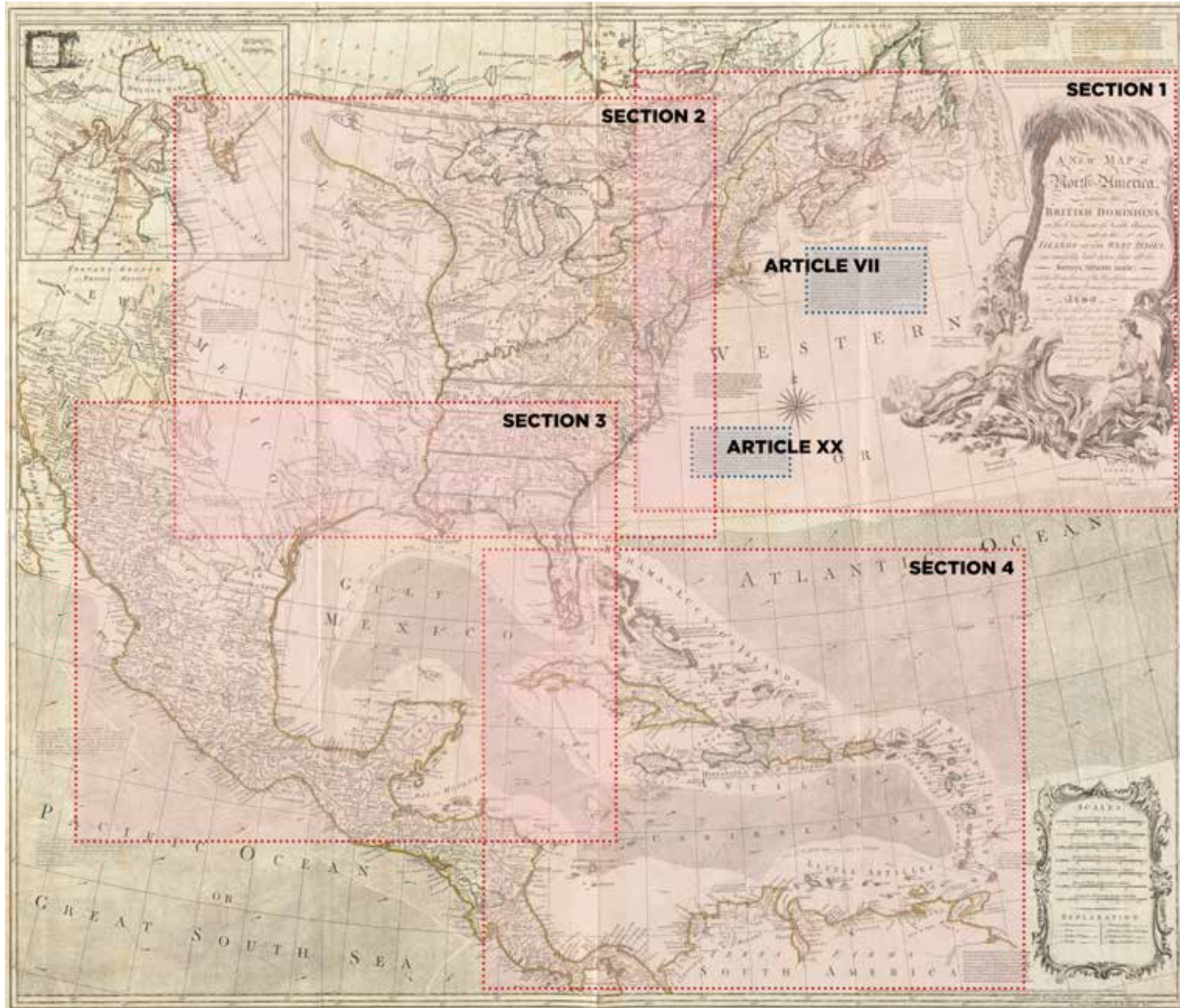
MAP 4 THE BRITISH EMPIRE | SECTION 3 | 1763



MAP 4 THE BRITISH EMPIRE | SECTION 4 | 1763



MAP 4 THE BRITISH EMPIRE | SECTION & EXCERPT KEY | 1763



MAP 4 DOCUMENT CONNECTION | EXCERPTS FROM TREATY OF PARIS

Author: L. Delarochette

Date: 1763

Title: A new map of North America wherein the British Dominions in the continent of North America, and on the islands of the West Indies, are carefully laid down from all the surveys, hitherto made; and the boundaries of the new governments, as well as the other provinces are shewn. Also extracts from the definitive Treaty of Peace in 1763, relative to the cessions made to his Britannick Majesty on the continent of North America, and to the partition agreed on for the islands

URL: avalon.law.yale.edu/18th_century/paris763.asp

Document Facts

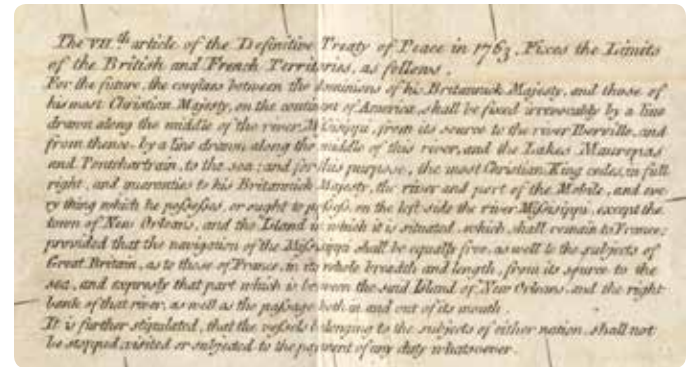
In addition to serving as a visual representation of the exchange of North American territory by Great Britain, France, and Spain at the end of the French and Indian War (1756-1763), Delarochette's map also features "extracts from the definitive Treaty of Peace in 1763, relative to the cessions made to his Britannick Majesty on the continent of North America, and to the partition agreed on for the islands." The map includes text from the Treaty stating that France would retain control of New Orleans. However France gave New Orleans to Spain in a secret treaty signed before the Treaty of Paris in 1763.

Excerpts

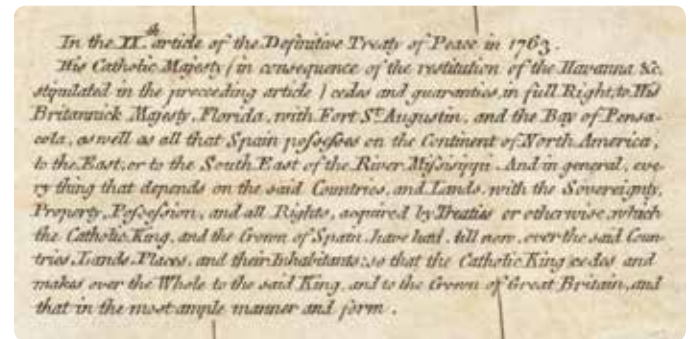
The VIIth article of the Definitive Treaty of Peace in 1763

[The border of Great Britain will be] "drawn along the **middle of the river Mississippi**, from its source to the **river Iberville**, and from thence, by a line drawn along the middle of this river, and the **Lakes Maurepas and Pontchartrain** to the sea...

[Great Britain will possess everything] "on the left side [east] of the river Mississippi, except the **town of New Orleans**, and the Island in which it is situated, which shall remain to France*; provided that the navigation of the Mississippi shall be equally free, as well to the subjects of Great Britain, as to those of France."



The VIIth article of the Definitive Treaty of Peace in 1763. Fixes the Limits of the British and French Territories, as follows.
For the future, the confines between the Dominions of his Britannick Majesty, and those of his most Christian Majesty, on the continent of America, shall be fixed irrevocably by a line drawn along the middle of the river Mississippi, from its source to the river Iberville, and from thence, by a line drawn along the middle of this river, and the Lakes Maurepas and Pontchartrain, to the sea; and for this purpose, the most Christian King cedes, in full right, and guarantees to his Britannick Majesty, the river and part of the Mobile, and every thing which he possesses, or right to possess, on the left side the river Mississippi, except the town of New Orleans, and the Island in which it is situated, which shall remain to France: provided that the navigation of the Mississippi shall be equally free, as well to the subjects of Great Britain, as to those of France, in its whole breadth and length, from its source to the sea, and especially that part which is between the said Island of New Orleans, and the right bank of that river, as well as the passage both in and out of its mouth.
It is further stipulated, that the vessels belonging to the subjects of either nation, shall not be stopped, visited or subjected to the payment of any duty whatsoever.



In the XIIth article of the Definitive Treaty of Peace in 1763.
His Catholic Majesty (in consequence of the restitution of the Havanna &c. stipulated in the preceding article) cedes and guarantees in full Right, to His Britannick Majesty, Florida, with Fort St. Augustin, and the Bay of Pensacola, as well as all that Spain possesses on the Continent of North America, to the East, or to the South East of the River Mississippi. And in general, every thing that depends on the said Countries, and Lands, with the Sovereignty, Property, Possession, and all Rights, acquired by Treaties or otherwise, which the Catholic King, and the Crown of Spain, have had, till now, over the said Countries, Lands, Places, and their Inhabitants, so that the Catholic King cedes and makes over the Whole to the said King, and to the Crown of Great Britain, and that in the most ample manner and form.

MAP 4 DOCUMENT CONNECTION | EXCERPTS FROM TREATY OF PARIS CONT'D.

**France gave New Orleans to Spain in a secret treaty signed before the Treaty of Paris in 1763. The mapmaker does not know this information yet!*

In the XXth article of the Definitive Treaty of Peace in 1763

[Spain gives full rights to England] “**Florida with Fort St. Augustin**, and the **Bay of Pensacola**, as well as all that Spain possesses on the Continent of North America to the East, or to the South East of the River Mississippi.”

Discussion Questions

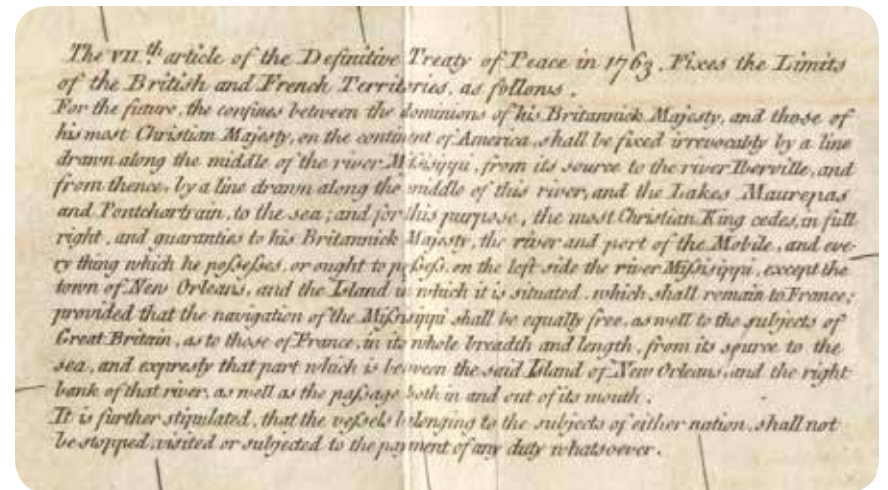
- Find the source (*beginning*) and the mouth (*where it ends*) of the Mississippi River.
- Now find the highlighted locations in the text about the Treaty of Paris, 1763.
- Note which areas the British and French controlled.
- What area did Britain gain from Spain?

The VIIth article of the Definitive Treaty of Peace in 1763

[The border of Great Britain will be]
“drawn along the middle of the river
Mississippi, from its source to the river
Iberville, and from thence, by a line drawn
along the middle of this river, and the Lakes Maurepas and Pontchartrain
to the sea...

[Great Britain will possess everything] on the left side [east] of the river
Mississippi, except the town of New Orleans, and the Island in which it is
situated, which shall remain to France*; provided that the navigation of the
Mississippi shall be equally free, as well to the subjects of Great Britain, as
to those of France.”

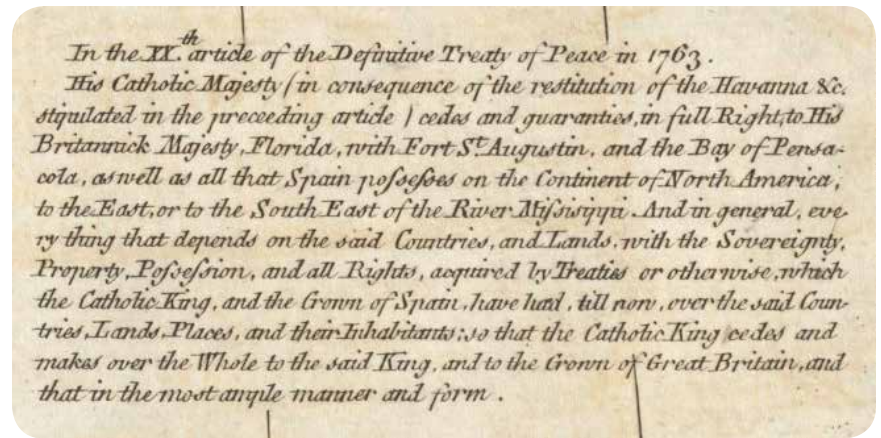
**France gave New Orleans to Spain in a secret treaty signed before the Treaty of Paris in 1763. The mapmaker does not know this information yet!*



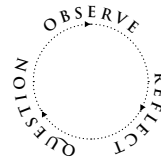
In the XXth article of the Definitive Treaty of Peace in 1763

[Spain gives full rights to England]

“Florida with Fort St. Augustin, and the
Bay of Pensacola, as well as all that Spain
possesses on the Continent of North America
to the East, or to the South East of the
River Mississippi.”



TEACHER'S GUIDE ANALYZING MAPS



Guide students with the sample questions as they respond to the primary source. **Encourage them to go back and forth between the columns; there is no correct order.**

OBSERVE

Have students identify and note details.

Sample Questions:

Describe what you see. · What do you notice first? · What size and shape is the map? · What graphical elements do you see? · What on the map looks strange or unfamiliar? · Describe anything that looks like it does not belong on a map. · What place or places does the map show? · What, if any, words do you see?

REFLECT

Encourage students to generate and test hypotheses about the source.

Why do you think this map was made? · Who do you think the audience was for this map? · How do you think this map was made? · How does it compare to current maps of this place? · What does this map tell you about what the people who made it knew and what they didn't? · If this map was made today, what would be different? · What would be the same?

QUESTION

Have students ask questions to lead to more observations and reflections.

What do you wonder about...
who? · what? · when? · where? · why? · how?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

Beginning
Have students write a brief description of the map in their own words.

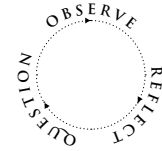
Intermediate
Study three or more maps of a city or state at different time periods. Arrange them in chronological order. Discuss clues to the correct sequence.

Advanced
Search for maps of a city or state from different periods, then compile a list of changes over time and other differences and similarities between the maps.

For more tips on using primary sources, go to
<http://www.loc.gov/teachers>



PRIMARY SOURCE ANALYSIS TOOL



OBSERVE

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REFLECT

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QUESTION

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FURTHER INVESTIGATION