



# REVOLUTIONARY IDEALS



HISTORY  
OF  
PHILIP'S WAR  
COMMONLY  
THE GREAT INDIAN WAR

# Using Maps to Compare European Colonization in North America

## GUIDING QUESTION:

What can maps tell us about the similarities and differences among English, Spanish, and French colonies in North America?

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## ► OVERVIEW

In the fifteenth century, European countries sailed west, searching for new trade routes to Asia. Before 1492, Europe had long suffered from scarcity and famine. As the voyages of Columbus and his successors revealed lands unknown to them, intense competition arose to exploit the resources of the Western hemisphere, and later to colonize it. Mapping the lands, coastlines, and seaways became crucial to this enterprise. In this lesson, students will analyze maps and explore student-generated thoughts and questions about the maps to compare and contrast European colonization in North America.

## ► OBJECTIVES

At the conclusion of this activity, students will be able to:

- › Learn how to observe, interpret, and analyze a historical map;
- › Analyze colonial maps to explore characteristics of European colonization in North America; and
- › Compare and contrast the British, French, and Spanish colonies.

## ► STANDARDS CONNECTIONS

### CONNECTIONS TO COMMON CORE

- › CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

### CONNECTIONS TO C3 FRAMEWORK

- › D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
- › D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

## ► DOCUMENTS USED

### PRIMARY SOURCES

Map, Francesco Giuseppe Bressani, *An Accurate Depiction of New France*, 1657  
Library of Congress (2021668642)  
<https://www.loc.gov/item/2021668642>

Map, Gerhard Mercator, *Virginia [and Maryland]*, 1636  
Map Collection, The John Carter Brown Library (3363)  
<https://jcb.lunaimaging.com/luna/servlet/s/mzrw4z>

Map, Juan de Rivera, *Nova delineatio s[tr]ictissimae S. Didaci Provinciae in Nova Hispania*, 1682  
Map Collection, The John Carter Brown Library (05868)  
<https://jcb.lunaimaging.com/luna/servlet/s/Oe1xfh>

## ► TEACHER-CREATED MATERIALS

- › Map Analysis Chart
- › Exit Ticket

## ► ACTIVITY PREPARATION

- › Provide links so that each group can access the three maps (either via the original source or a downloaded image). It will be helpful for students to zoom in and manipulate the images.
- › Make one copy of the Map Analysis Chart and Exit Ticket for each student.
- › Organize students into groups of three or four students each.
- › Arrange the classroom for group work.

## ► PROCEDURE

### ACTIVITY ONE (30 MINUTES)

- › Distribute the Map Analysis Chart to each student.
- › Explain to students that they will be exploring primary source maps from the colonial period from England, France, and Spain.
  - › In the left column, students should list what they see and observe.
  - › In the middle column, students write what they think is happening on the map. This section is open to their possible interpretations. Encourage students to use the stem, “I think \_\_\_\_ because \_\_\_\_.”
  - › In the right column, students should write questions they have.
- › Organize students into groups of three or four students each.
- › Provide each group one of the three maps through links or downloaded images.
- › Tell students they will have eight minutes to complete the row for their starting map.
  - › **Teacher Tip:** Use a timer so students know how much time they have.
- › Repeat this process so that groups view all three maps.

**Students interested in this topic might be interested in researching the following for an NHD project:**

- › **Treaty of Tordesillas (1494)**
- › **Lost Colony of Roanoke (1585–1590)**
- › **Hudson Bay Company (1670)**
- › **American Colonization Society (1816–1913)**

### ACTIVITY TWO (30 MINUTES)

- › Ask students to discuss similarities and differences among the three maps.
- › Instruct students to read through what they wrote in the middle and right columns on their graphic organizer and choose one or two items they would like to explore further. If a student chooses one item, instruct them to explore that same topic with more than one European country. If they choose two, have them choose from two different maps.
- › Tell students that they will now conduct some of their own research to investigate their thoughts and questions about the maps.
- › Instruct students to use their digital device or their textbook to research their own questions about the map.

### ASSESSMENT OPTIONS

- › Ask students to share the answers to their questions with small groups or the full class.
- › Assign students the Exit Ticket to display their understanding of the impact of particular aspects of colonization. Address any gaps in student learning based on Exit Ticket feedback.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to: [nhd.org/RevIdeals](https://nhd.org/RevIdeals).

# Map Analysis Chart

## ► PART I

	What do you see on the map? Make observations based on what you see.	What do you think is happening on the map? Make possible inferences.	What do you want to know about the map? Ask questions that you can research.
<p>English map</p> <p><u>Virginia [and Maryland], 1636</u></p>			
<p>Spanish map</p> <p><u>Nova delineatio s[t]rictissimae S. Didaci Provinciae in Nova Hispania, 1682</u></p>			

## Map Analysis Chart (Con't)

	What do you see on the map? Make observations based on what you see.	What do you think is happening on the map? Make possible inferences.	What do you want to know about the map? Ask questions that you can research.
<b>French map</b> <u>An Accurate Depiction of New France, 1657</u>			

## ► PART II

Choose one or two items from the middle or right-hand columns above. You will now further investigate these thoughts or questions and record your findings in the space provided below.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Exit Ticket

How does what you discovered in this lesson show the impact of physical geography on English, French, and Spanish colonization?

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How does what you discovered in this lesson show the impact of the relationships between Europeans and Indigenous communities on English, French, and Spanish colonization?

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How does what you discovered in this lesson explain why the English, French, and Spanish colonized the Americas?

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