

Colonies in North America: British, French, or Spanish?

The symbols on this map show some of the main forts, ports, trading posts, or towns built by one of three European countries: Britain, France, or Spain.

1. First, let's look at the **logic** of fort/town locations. Which is the best description of where this country built most of its first colonial settlements?
___ A. as port towns next to an ocean or large bay
___ B. as trading posts on rivers or inland lakes
___ C. as missions or forts on coasts and inland
2. Then, let's mark the **region** claimed by this country. Color the area(s) that this country seems to be trying to defend by building these settlements.
3. Which European country's forts, trading posts, or towns do you think are shown on your map?
Circle: Britain France Spain
4. Some of your classmates have maps that show colonies and forts of the other two countries. Compare notes, and try to decide where your countries might have conflicting claims. Write letters on the map to mark three places of possible conflict, and briefly describe who you might be fighting there and why.

A. _____

B. _____

C. _____



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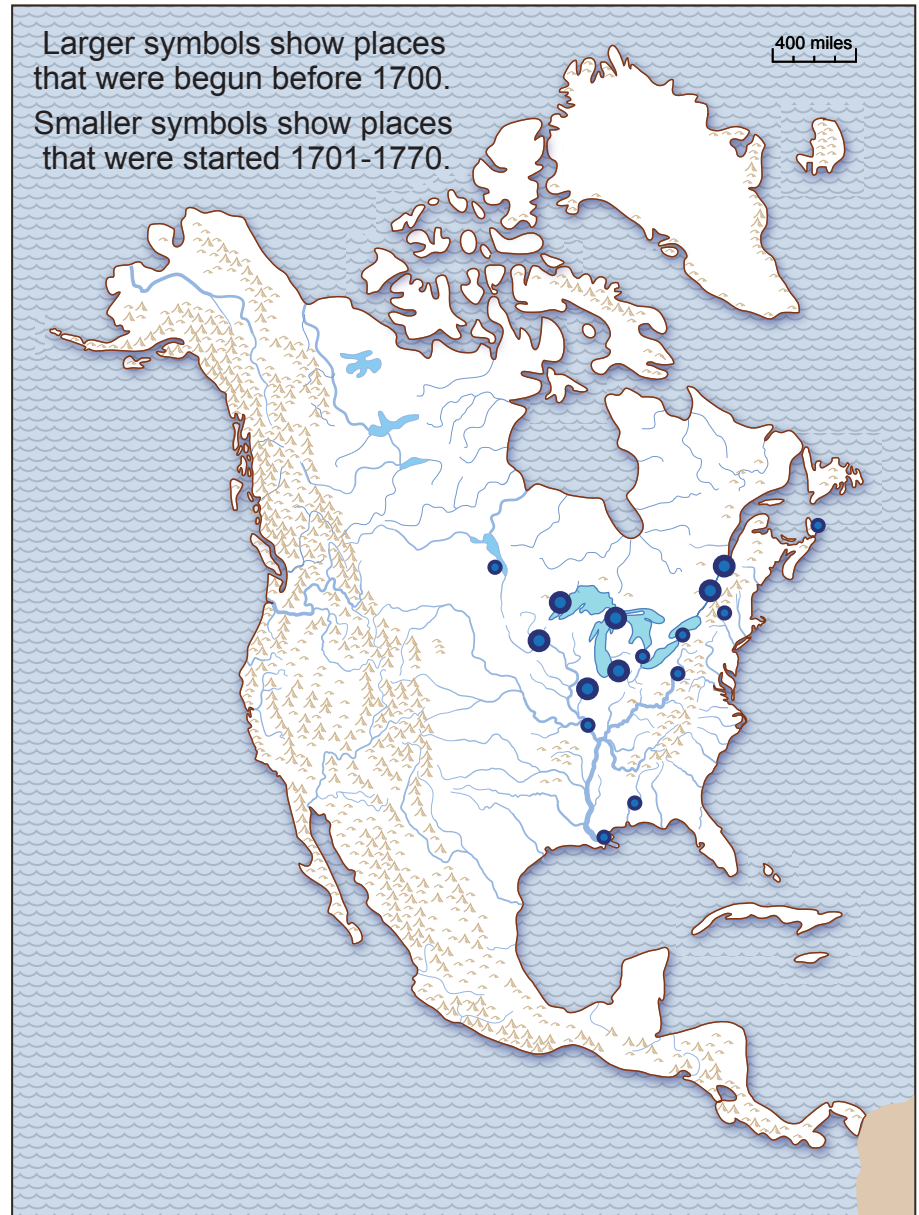
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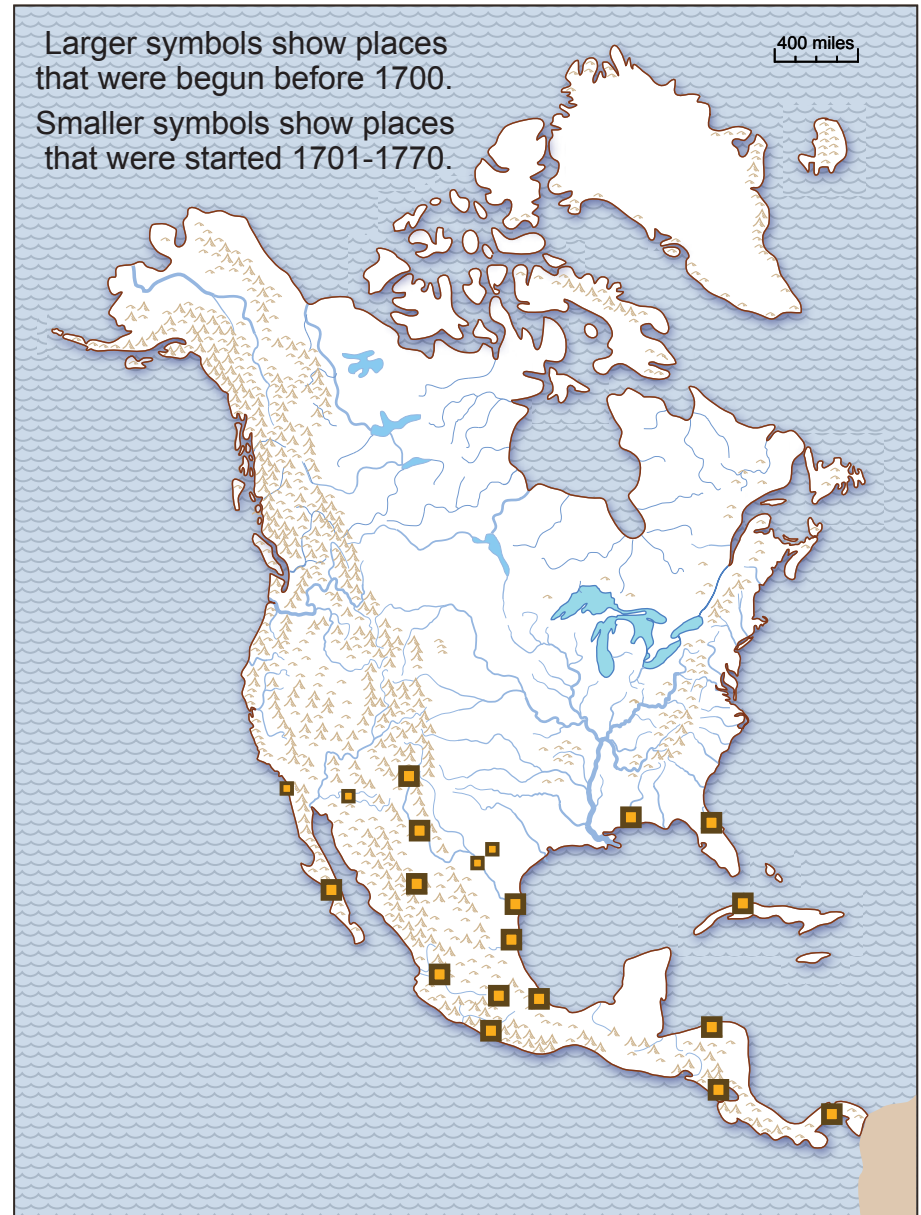
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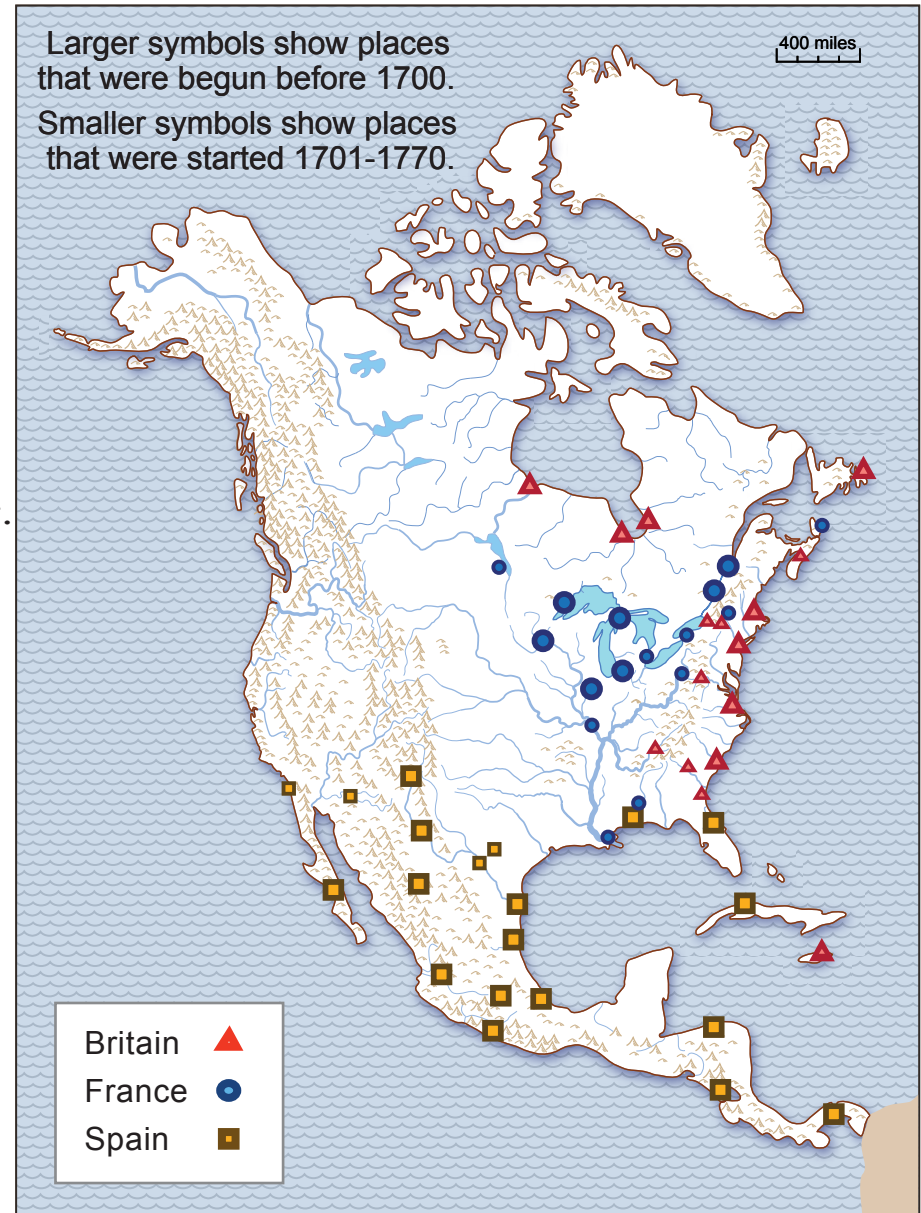
1. First, let's look at the **logic** of fort/town locations. Which is the best description of where each country built most of its first colonial settlements? Circle:
B F S as ports next to an ocean or large bay
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2. Then, let's mark the **region** claimed by each country. Color the areas each country seems to be trying to defend by building these forts and towns.
3. Finally, let's try to identify possible **areas of conflict**. Decide where each pair of countries might have claims in the same general area. Write letters (A, B, C, D) on the map to mark four places of possible conflict, and briefly describe who might be fighting there and why.

A. _____

B. _____

C. _____

D. _____



Teacher's Guide: **Colonies in North America: British, French, and Spanish**

Overview: Students examine a map of colonies in North America. First, they try to discern the logic of location. Then they delimit the regions claimed by each major European colonial power. Finally, they try to identify possible areas of conflict, where two or more countries claimed land in the same general area.

The materials support several different ways of running the activity.

Grade: 3,5,8

Related Discipline: History

GLCEs: 3H306, 5U143, 5U311

Time: 15-30 minutes

Setup: Show signs in different languages, and/or ask students why they think people in different parts of North America speak different languages – English, French, and Spanish, among others.

Procedure: The package of materials can support several different ways of running this activity.

One standalone worksheet has instructions and a map that shows the early forts, trading posts, missions, and other settlements built by three different European countries. Students read the instructions and then try to match each country with the logic of its settlement location. This has a focus on the idea of **geographic association**, because the settlements of different countries tended to be associated with different features: coastlines, rivers, lakes, or highlands. Then, students draw lines around (and/or color) the areas that seem to be claimed by each country. Finally, they look for areas of possible conflict, where two or more countries seem to be claiming land in the same general area.

Alternatively, give each student (or group) a map that shows the settlements of just one of the countries. Have them identify this country's logic of location and delimit the regions it seems to have claimed. Then students compare notes and try to decide where their countries might be in conflict.

Forms that include instructions allow each option to be run as an independent or group inquiry. Maps printed from the clickable map allow inquiry after oral explanation, perhaps aided by the presentation.

The package of materials also includes a clickable map that supports one-computer class inquiry.

However you run it, students should “discover” the locational logic, regional patterns, and areas of conflict between Britain, France, and Spain. This may be more effective than the traditional approach, which is to teach this topic as a matrix to be filled in or a list of traits to be memorized.

Answers: The British built port towns near the Atlantic Ocean and Hudson Bay; the French built trading posts on rivers and the Great Lakes; and the Spanish built missions and forts along the coast and in strategic inland places (especially in the highlands of central Mexico and New Mexico). Note also that Spanish settlements included ports on the Pacific Ocean, which were part of trans-Pacific trading networks that started in the mid-1500s.

Debrief: Many areas of pre-Revolutionary conflict can be “predicted” by examining the geographic patterns and associations on these maps. Focus especially on conflicts near Lake Ontario (Fort Niagara and Duquesne), the Gulf Coast (from Panhandle Florida to Louisiana – all three countries had forts in this area), the South Atlantic (from Charleston to St. Augustine, Florida), and the islands of the Caribbean (which also had French, Dutch, and Portuguese claims).

Vocabulary: colony claim region territory conflict fort trading post mission

Extension: Look at maps of language in North America today – English in New England, Spanish in Mexico and New Mexico, French in Quebec and Louisiana. Mention that more nuanced patterns of language have emerged after centuries of population growth and migration. Conflicts between colonial powers also left other persistent features – conflicting property descriptions, ownership disputes, mismatched road patterns, and so forth. Influences on voting patterns can be a link with civics classes.

Other activities in grades 5, 6, or 7 explore colonial claims and language patterns in Hispaniola (Spanish Dominican Republic and French Haiti) and in northern South America (Dutch Surinam, French Guinea, English Guyana, Spanish Venezuela, and Portuguese Brazil).

Important Places in Colonial North America

Larger symbols show places started before 1700; smaller symbols show places started 1701-1770.

400 miles

BRITISH

1. 1583 Harbour Grace
2. 1607 Jamestowne
3. 1620 Plimoth (Boston)
4. 1626 New York
5. 1655 Jamaica
6. 1668 Fort Charles
7. 1670 Charleston
8. 1679 Fort Albany
9. 1684 York Factory
10. 1721 Fort King George
11. 1727 Fort Oswego
12. 1735 Fort Augusta
13. 1749 Halifax
14. 1754 Fort Cumberland
15. 1756 Fort Loudoun
16. 1758 Fort Stanwyx

FRENCH

1. 1608 Quebec
2. 1611 Montreal
3. 1671 St. Ignace
4. 1675 Grand Portage
5. 1680 Fort Crevecoeur
6. 1686 Fort St. Antoine
7. 1691 Fort St. Joseph
8. 1701 Fort P. du Detroit
9. 1718 New Orleans
10. 1720 Fort du Chartres
11. 1720 Fort Toulouse
12. 1723 Louisbourg
13. 1741 Fort Dauphin
14. 1754 Fort Duquesne
15. 1755 Fort Niagara
16. 1755 Fort Carillon

SPANISH

- | | |
|----------------------|-----------------------------|
| 1. 1515 Habana | 11. 1631 San Jose de Parral |
| 2. 1519 Panama | 12. 1659 El Paso del Norte |
| 3. 1519 Veracruz | 13. 1686 Matamoros |
| 4. 1521 Mexico City | 14. 1690 Santa Fe |
| 5. 1524 Trujillo | 15. 1697 Baja California |
| 6. 1524 Granada | 16. 1698 Pensacola |
| 7. 1525 Acapulco | 17. 1718 San Antonio |
| 8. 1542 Guadalajara | 18. 1752 Tubac |
| 9. 1554 Tampico | 19. 1755 Laredo |
| 10. 1565 San Agustin | 20. 1769 San Diego |

