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# AP<sup>®</sup> Research Academic Paper

## Sample Student Responses and Scoring Commentary

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- ✓ Scoring Guidelines
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AP® Research Academic Paper 2022 Scoring Guidelines

The Response...				
<b>Score of 1</b> <b>Report on Existing Knowledge</b>	<b>Score of 2</b> <b>Report on Existing Knowledge with Simplistic Use of a Research Method</b>	<b>Score of 3</b> <b>Ineffectual Argument for a New Understanding</b>	<b>Score of 4</b> <b>Well-Supported, Articulate Argument Conveying a New Understanding</b>	<b>Score of 5</b> <b>Rich Analysis of a New Understanding Addressing a Gap in the Research Base</b>
Presents an overly broad topic of inquiry.	Presents a topic of inquiry with narrowing scope or focus, that is NOT carried through either in the method or in the overall line of reasoning.	Carries the focus or scope of a topic of inquiry through the method <b>AND</b> overall line of reasoning, even though the focus or scope might still be narrowing.	Focuses a topic of inquiry with clear and narrow parameters, which are addressed through the method and the conclusion.	Focuses a topic of inquiry with clear and narrow parameters, which are addressed through the method and the conclusion.
Situates a topic of inquiry within a single perspective derived from scholarly works <b>OR</b> through a variety of perspectives derived from mostly non-scholarly works.	Situates a topic of inquiry within a single perspective derived from scholarly works <b>OR</b> through a variety of perspectives derived from mostly non-scholarly works.	Situates a topic of inquiry within relevant scholarly works of varying perspectives, although connections to some works may be unclear.	Explicitly connects a topic of inquiry to relevant scholarly works of varying perspectives <b>AND</b> logically explains how the topic of inquiry addresses a gap.	Explicitly connects a topic of inquiry to relevant scholarly works of varying perspectives <b>AND</b> logically explains how the topic of inquiry addresses a gap.
Describes a search and report process.	Describes a nonreplicable research method <b>OR</b> provides an oversimplified description of a method, with questionable alignment to the purpose of the inquiry.	Describes a reasonably replicable research method, with questionable alignment to the purpose of the inquiry.	Logically defends the alignment of a detailed, replicable research method to the purpose of the inquiry.	Logically defends the alignment of a detailed, replicable research method to the purpose of the inquiry.
Summarizes or reports existing knowledge in the field of understanding pertaining to the topic of inquiry.	Summarizes or reports existing knowledge in the field of understanding pertaining to the topic of inquiry.	Conveys a new understanding or conclusion, with an underdeveloped line of reasoning <b>OR</b> insufficient evidence.	Supports a new understanding or conclusion through a logically organized line of reasoning <b>AND</b> sufficient evidence. The limitations and/or implications, if present, of the new understanding or conclusion are oversimplified.	Justifies a new understanding or conclusion through a logical progression of inquiry choices, sufficient evidence, explanation of the limitations of the conclusion, and an explanation of the implications to the community of practice.
Generally communicates the student's ideas, although errors in grammar, discipline-specific style, and organization distract or confuse the reader.	Generally communicates the student's ideas, although errors in grammar, discipline-specific style, and organization distract or confuse the reader.	Competently communicates the student's ideas, although there may be some errors in grammar, discipline-specific style, and organization.	Competently communicates the student's ideas, although there may be some errors in grammar, discipline-specific style, and organization.	Enhances the communication of the student's ideas through organization, use of design elements, conventions of grammar, style, mechanics, and word precision, with few to no errors.
Cites <b>AND/OR</b> attributes sources (in bibliography/ works cited and/or in-text), with multiple errors and/or an inconsistent use of a discipline-specific style.	Cites <b>AND/OR</b> attributes sources (in bibliography/ works cited and/or in-text), with multiple errors and/or an inconsistent use of a discipline-specific style.	Cites <b>AND</b> attributes sources, using a discipline-specific style (in both bibliography/works cited <b>AND</b> in-text), with few errors or inconsistencies.	Cites <b>AND</b> attributes sources, with a consistent use of an appropriate discipline-specific style (in both bibliography/works cited <b>AND</b> in-text), with few to no errors.	Cites <b>AND</b> attributes sources, with a consistent use of an appropriate discipline-specific style (in both bibliography/works cited <b>AND</b> in-text), with few to no errors.

## **Academic Paper**

### **Overview**

This performance task was intended to assess students' ability to conduct scholarly and responsible research and articulate an evidence-based argument that clearly communicates the conclusion, solution, or answer to their stated research question. More specifically, this performance task was intended to assess students' ability to:

- Generate a focused research question that is situated within or connected to a larger scholarly context or community;
- Explore relationships between and among multiple works representing multiple perspectives within the scholarly literature related to the topic of inquiry;
- Articulate what approach, method, or process they have chosen to use to address their research question, why they have chosen that approach to answering their question, and how they employed it;
- Develop and present their own argument, conclusion, or new understanding while acknowledging its limitations and discussing implications;
- Support their conclusion through the compilation, use, and synthesis of relevant and significant evidence generated by their research;
- Use organizational and design elements to effectively convey the paper's message;
- Consistently and accurately cite, attribute, and integrate the knowledge and work of others, while distinguishing between the student's voice and that of others;
- Generate a paper in which word choice and syntax enhance communication by adhering to established conventions of grammar, usage, and mechanics.

**Critical Cartography Applied to the Chesapeake Colonies**

Word Count: 5416



## Introduction

“Maps are thus never replicas of reality; they interpret and can even create a reality laced with the assumptions and logic that guide the construction process itself”<sup>1</sup>.

This fact is often overlooked, but its significance is enormous. It’s crucial to understand that maps are not merely bearers of spatial information, but instead reflect the biases and intentions of their creators. So, if we treat maps as objective representations of spatial information, we unknowingly submit ourselves to the confines of what is actually the subjective viewpoint of their creators. A key example of this is the Mercator projection. The Mercator projection is so ubiquitous in the West that it is often taken simply to represent what is true and natural<sup>2</sup>. In reality though, the Mercator projection was designed with the needs of navigators in mind. The result is that the predominant type of map used in the West today sacrifices form and proportionate area, emphasizing the size of the global North and de-emphasizing the size of the global South. This effect can get so extreme that Africa, which appears to be about as large as Greenland on the Mercator projection, is over 14 times larger in actuality.

Although the presence of such tremendous inaccuracies on commonly used maps can be problematic at times, there’s nothing inherently wrong with maps being subjective. Maps are fundamentally related to the cultures to which they belong and to whom they make sense, so to provide a functional image, maps must lie by favoring some elements over others, necessarily making invisible other possible stories<sup>3</sup>. But it is important to be vigilant, as maps can be weaponized, favoring some elements over others for political or other reasons. Maps are particularly effective for this purpose of political persuasion and argumentation as the relationships among elements on a map leap to the eye, giving maps a legibility that can be difficult to achieve in text<sup>4</sup>. The effectiveness of maps for persuasive purposes is further boosted by the fact that maps allow large amounts of information to be stored within small amounts of space; as the aphorism goes, “a picture is worth a thousand words”. Additionally, the presence of mathematical relationships on maps, such as longitude and latitude, compass direction, and measured distance, signify to readers that maps are reliable representations of the natural world, and this perceived immutability of the natural features on maps serves to lend credibility to whatever humanly inscribed features are also present<sup>5</sup>.

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<sup>1</sup> Bellone, Tamara, et al. “Mapping as Tacit Representations of the Colonial Gaze.” *Mapping Crisis: Participation, Datafication and Humanitarianism in the Age of Digital Mapping*, edited by Doug Specht, University of London Press, London, 2020, 29. JSTOR, [www.jstor.org/stable/j.ctv14rms6g.9](http://www.jstor.org/stable/j.ctv14rms6g.9).

<sup>2</sup> Bellone, “Mapping”, 24.

<sup>3</sup> Bellone, “Mapping”, 30.

<sup>4</sup> Gronim, Sara Stidstone. “Geography and Persuasion: Maps in British Colonial New York.” *The William and Mary Quarterly* 58, no. 2 (2001): 373. <https://doi.org/10.2307/2674190>.

<sup>5</sup> Gronim, “Geography and Persuasion”, 374.

As described by Sara Stidstone Gronim of Long Island University in her article “Geography and Persuasion: Maps in British Colonial New York”, the statesmen and cartographers of the New York colony were acutely aware of the potential of maps for offering legible, succinct and authoritative arguments. For instance, the cartographer Römer, in his map of the Iroquois region, utilized a number of cartographic tricks to strengthen his argument that the New York colony deserved increased attention from the British crown due to its proximity to the fur trade and great lakes. For example, Römer included a scale of miles below the cartouche, indicating to his audience that his map was reliable as it was measured, despite Römer’s only tools for measuring being a compass and the movement of his own body through the woods<sup>6</sup>. The map was dominated by the thickly drawn Mohawk river, and was constructed so that the reader’s eye would pass quickly up the Onondaga river towards lake Ontario, which served to emphasize Römer’s core argument that New York was well positioned with respect to the fur trade. In reality though, the water route being described by the map had rocks, rapids, and seasonal shallowness, but this information was omitted so that Römer could make the route look easy<sup>7</sup>.

Another example of the use of cartography for political persuasion, as explained by Keith R. Widder of Michigan State University in “The 1767 Maps of Robert Rogers and Jonathan Carver”, can be seen in the case of the Michilimackinac colony of Michigan. Robert Rogers, with the goal of convincing his higher ups to establish and appoint him governor of the would-be colony of Michilimackinac, commissioned John Carver to create a map of the region<sup>8</sup>. The purpose of the map was, of course, to be politically persuasive, and to do this the map needed to serve a few purposes: to show that it was a good idea to establish the colony of Michilimackinac, and to show that it was a good idea to put Rogers as its governor. The former was done by centering Michilimackinac on the map and surrounding it by white space, making it the focal point of the map and stressing the importance of Michilimackinac being at the confluence of three great lakes<sup>9</sup>. The latter was done by making the few labeled areas on the map be present in New England and around Lake Ontario, which are regions where Rogers made his reputation fighting the French and Native Americans, serving to remind his audience of his qualifications<sup>10</sup>.

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<sup>6</sup> Gronim, “Geography and Persuasion”, 378.

<sup>7</sup> Gronim, “Geography and Persuasion”, 379.

<sup>8</sup> Widder, Keith R. “The 1767 Maps of Robert Rogers and Jonathan Carver: A Proposal for the Establishment of the Colony of Michilimackinac.” *Michigan Historical Review* 30, no. 2 (2004): 42. <https://doi.org/10.2307/20174081>

<sup>9</sup> Widder, “The 1767 Maps”, 64.

<sup>10</sup> Widder, “The 1767 Maps”, 66.

Besides in the Northeast and Midwest, cartographers in the South were also engaged in using cartography to convey arguments. As researched by Louis de Vorsey of the University of Georgia, in the mid 18th century the British parliamentarian James Oglethorpe had the goal of converting Georgia into a safe haven and a land of opportunity<sup>11</sup>, and to garner the attention necessary to realize this goal, Oglethorpe first needed to portray Georgia as a safe and worthwhile investment. This was done through creating a modified version of an existing map of Georgia, with the key difference being that many details were removed. At a glance, the removal of details seems to be merely to declutter the map or remove outdated information, but in reality was the product of careful effort aimed to best sell the Georgia scheme<sup>12</sup>. For instance, the Spanish were omitted from the map despite them having control over Florida and them having claimed everything south of Charleston. Additionally, the extensive French settlements in the Mississippi region were omitted, and the main Spanish stronghold in Florida was relocated much farther south than it actually was. These decisions were all subtly made with the intent to portray Georgia as being in a much more geopolitically favorable position than it actually was.

On a grander scale, maps can also be used to wage wars of influence between states, as seen in the example of the British and Dutch in the 17th century. As described by Benjamin Schmidt of the University of Washington, a subtle cartographic tool the Dutch used in their war against England for influence over America was diction, or “patriotic cartography”<sup>13</sup>; through heavily labeling places on maps with Dutch names, and publishing these maps in multiple languages and disseminating them widely, the Dutch were able to assert their dominance over contested areas in the New World<sup>14</sup>. An even more subtle device employed by the Dutch was typesetting. Through having Dutch-language labels be bolded and near the center of the map, and having English-language labels be marginalized in small italic text on the outskirts of the map, the Dutch were able to launch another cartographic offensive on the English<sup>15</sup>.

The one commonality the above examples share is that they demonstrate how maps can be used as tools for persuasion and argumentation. Whether it be to convince an audience that a colony is a good investment, or to win influence and legitimacy over another colonial power, or to argue that a certain person should be granted control over a region, maps are able to succinctly and powerfully convey what the mapmakers want them to. The purpose of this paper

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<sup>11</sup> De Vorsey, Louis. “Maps in Colonial Promotion: James Edward Oglethorpe’s Use of Maps in ‘Selling’ the Georgia Scheme.” *Imago Mundi* 38 (1986): 35. <https://www.jstor.org/stable/1150866>

<sup>12</sup> De Vorsey, “Maps in Colonial Promotion”, 37-38.

<sup>13</sup> Schmidt, Benjamin. “Mapping an Empire: Cartographic and Colonial Rivalry in Seventeenth-Century Dutch and English North America.” *The William and Mary Quarterly* 54, no. 3 (1997): 557. <https://doi.org/10.2307/2953839>.

<sup>14</sup> Schmidt, “Mapping an Empire”, 551.

<sup>15</sup> Schmidt, “Mapping an Empire”, 564.

is to, first, recognize this. Recognize that, as told by Martin Brückner of the University of Delaware, maps aren't "unambiguously clear, the product of empirical science, hard facts, and conceptual imperatives such as truth, error, and judgement"<sup>16</sup>, but rather "social constructions obeying the laws and habits of society", with the hidden purpose of pushing "agendas that tend to be shaped by wholly uncartographic motivations". Keeping this in mind, the next step is to take a second look at 18th century maps of colonial America. Not just anywhere though. Much of the previous discourse concerning the messages hidden within colonial maps is focused on the Mid-Atlantic and New England. The sources that have been cited so far are demonstrative of this. Together, they cover New York, New England, Pennsylvania, Michigan, and Georgia. So, there appears to be a relative scarcity in sources covering the Chesapeake Colonies. This paper aims to investigate the comparatively less-studied region of the Chesapeake Colonies and analyze its major maps through the framework of critical cartography. The specific question to be asked is: how do the designs of maps of the Chesapeake Colonies from 1719-1776 reflect the mindsets and intentions of the creators of the maps?

## Method

I aim to use the following three step method to answer the question of how the designs of 18th century maps of the Chesapeake Colonies reflect the mindsets and intentions of the creators of the maps. First is step 1:

- 1.) Collect a few prominent maps of the Chesapeake Colonies from the Library of Congress's online archives. Additionally, collect information about the backgrounds of the creators of the maps. Most of this information should ideally come in the form of primary sources such as journal/diary entries, letters, and autobiographies. Secondary sources may be used as well, such as biographies.

This first step will provide the necessary raw data for the later stages of the project. It not only provides the maps that will be analyzed, but provides essential context around the maps' creation through supplying information about the backgrounds and personal histories of the map creators. This context will enable me to make more accurate and reasonable conclusions about what the creators of the maps were trying to accomplish.

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<sup>16</sup> BRÜCKNER, MARTIN. "Good Maps, Bad Maps; or, How to Interpret A Map of Pensilvania?" *Pennsylvania Legacies* 9, no. 2 (2009): 40–41. <http://www.jstor.org/stable/27765185>.

With the maps and the context around them collected, I can proceed to the second step, where I'll aim to process the visual information present on the maps into structured data. More specifically:

2.) Analyze the maps. The checklist of aspects I will analyze for each map is as follows:

- Map titles
- Focal points
- What information is included/excluded
- Labels
- Empty space
- Diction

I'll aim to answer insightful questions concerning each of the aspects shown above. Shown below are some of the questions I'll be looking to answer.

- Map titles: Is the title of the map used to suggest the reader to interpret a map in a certain way? Or to make the map seem credible?
- Focal points: Are certain elements on the map positioned so that the reader's eye is drawn to that point<sup>17,18</sup>?
- What information is included/excluded: Is the inclusion or exclusion of information used to convey that a colony is more wealthy, safe, important, etc, than it is in reality<sup>19,20</sup>?
- Labels: Is labeling used to emphasize or conceal information? Are labels used to convey to the audience something about the mapmakers themselves<sup>21</sup>?
- Empty space: Is empty space used to obscure information? To emphasize a highly detailed part of the map by creating contrast<sup>22</sup>?
- Diction: Is the phrasing and text information present on the map written to serve a deliberate purpose<sup>23</sup>?

Through answering the above questions, I'll acquire sufficient data about the decisions that the mapmakers took while creating their maps. Step 3 is about synthesizing this data in order to answer the research question. More specifically:

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<sup>17</sup> Gronim, "Geography and Persuasion", 378.

<sup>18</sup> Widder, "The 1767 Maps", 64.

<sup>19</sup> Gronim, "Geography and Persuasion", 379.

<sup>20</sup> De Vorsey, "Maps in Colonial Promotion", 37-38.

<sup>21</sup> Widder, "The 1767 Maps", 64-66.

<sup>22</sup> Widder, "The 1767 Maps", 64-66.

<sup>23</sup> Schmidt, "Mapping an Empire", 562.

- 3.) Using the information gathered in step 2, make conclusions about the links between the mindsets and intentions of the mapmakers and the visual information present on their maps, using the information gathered in step 1 about the backgrounds of the mapmakers to support or confirm these conclusions.

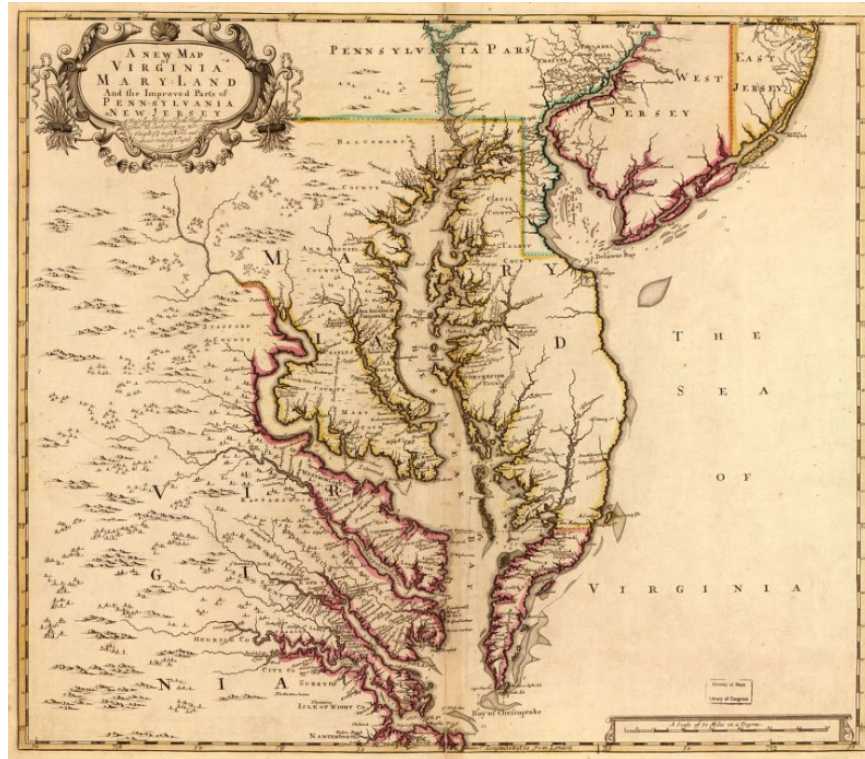
Overall, this three step process, which can be simply described as gaining, analyzing and synthesizing data, is how I will aim to answer the research question of how the designs of 18th century maps of the Chesapeake Colonies reflect the mindsets and intentions of the mapmakers.

This method is based on existing scholarly literature. Similar methods to the one described have already been used in various articles concerning critical cartography, such as Sara Stidstone Gronim's "Geography and Persuasion: Maps in British Colonial New York" and Louis De Vorsey's "Maps in Colonial Promotion: James Edward Oglethorpe's Use of Maps in 'Selling' the Georgia Scheme". In addition to the basic outline of the method being inspired by existing scholarly literature, the specific questions I'll use for cartographic analysis as described in step 2 were also inspired by existing literature relating to critical cartography.

This method may be equally justified through logic. The research question inquires as to the relationship between the information present on maps and the mindsets and intentions of the mapmakers. Accordingly, each step of the method was designed to address a different part of the research question. The aim of step 2 of the method is to analyze the information present on the maps, the aim of step 1 is to understand what the mindsets and intentions of the mapmakers may have been, and the aim of step 3 is to analyze the relationship between the two.

Concerning the ethics of this research project, as I am doing archival data of centuries-old maps that I'll obtain from publically available libraries I don't believe I'll be infringing on any claims of privacy or copyright. However, I do recognize that I'll be analyzing data made by people that likely did not have much regard for the agency or well being of the native populations of the Americas.

## **Data & Analysis**



To start with is this map<sup>24</sup>, titled “A new map of Virginia, Mary-Land, and the improved parts of Pennsylvania & New Jersey.”, published in 1719 and made by John Senex. John Senex was an English publisher and maker of maps and globes, prominent during the early 18th century. It will be important to keep in mind that Senex was a competitive fellow, seeking to gain prestige through having his maps be categorically better than those of all other mapmakers<sup>25</sup>, and was also the appointed geographer of Queen Anne. So, Senex most likely had a vested interest in making maps that would be appealing to those high up in English society as his objective was to gain fame and prestige for his maps. In fact, under the title is the subtext “Most humbly inscrib'd to the Right Hon. the Earl of Orkney &ct., Knight of ye most Noble and Anciet Order of ye Thistle”. Onto the analysis:

- Map Title: The physical size of the colony names in the title “A new map of Virginia, Mary-Land, and the improved parts of Pennsylvania & New Jersey” corresponds to the relative importance and detail of the colonies on the maps. It seems that by having “Maryland” be the largest word and “Virginia” be at a close second, Senex is conveying to his audience what areas they should be paying attention to. The presence of the word

<sup>24</sup> Senex, John, -1740. A new map of Virginia, Mary-Land, and the improved parts of Pennsylvania & New Jersey. [London: s.n, 1719] Map. <https://www.loc.gov/item/2007625604/>.

<sup>25</sup> Laurence Worms. “Senex, John.” Oxford Dictionary of National Biography, 2004, pp. Oxford Dictionary of National Biography, 2004–09-23.

“new” in the title serves as a reminder to the audience that this map has superior credibility and accuracy.

- Focal Points: In accordance with the map title, the Chesapeake bay is at the center of the map, emphasizing Maryland and Virginia, but mostly Maryland. The two colonies have by far the most detail, inscriptions, and coloration as well.
- Which information is included/excluded: There’s a very high density of inscriptions on the lands immediately adjacent to the Chesapeake Bay, so much so that it interferes with legibility unless you look at the map very closely. The labels are holistic, and include the names of counties, settlements, swamps, waterfalls, rivers, Indian tribes, and more. The extreme emphasis on making the map detailed instead of aesthetically appealing may be a manifestation of Senex’s interests in gaining recognition amongst the English nobility through proving his skills as a cartographer.
- Labels: The size and styling of the labels correlates to the significance of what the labels represent. Colony names, like “Maryland” and “Virginia”, are bolded, in full uppercase, and are the largest labels. Labels that represent major geographical features, such as “Chesapeak [sic] Bay” and “The Sea of Virginia”, are also in full uppercase and relatively large, but smaller than colony names. County names are in full uppercase, but are slightly smaller. Most of the remaining labels aren’t in full uppercase and use the smallest text. This well ordered, hierarchical layout of labels may also be indicative of Senex’s attitudes on detail and creating impressive maps.
- Empty Space: Outside of the lands immediately adjacent to the Chesapeake Bay, there is a fair amount of white space, except in Virginia. The presence of this white space is notable, as areas such as southern New Jersey, which would’ve been rather forested<sup>26</sup>, did not have forest indications on the map, although Virginia did. This may be indicative of how Senex’s aim is to prioritize Maryland and Virginia over the other colonies present. However, the high information density of inner Virginia is somewhat justified as the region is highly forested and mountainous.
- Diction: Shorthand is used at times, such as “R” in place of “River” and “C’” in place of “creek”. This may be indicative of Senex’s detail-oriented attitude, as using shorthand frees up space which can then be filled with more labeling. “Co.” and “Coun.” are at times used in place of county, presumably for similar reasons. Such conventions seem to be used more for labels in Virginia than those in Maryland.

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<sup>26</sup> Crocker, Susan J.; Liknes, Greg. C. 2017. Forests of New Jersey, 2016.



Overall, Senex's background, as an ambitious individual who wants to achieve fame and acknowledgement amongst the English nobility through creating impressive and superior maps, seems to reflect clearly in his map of the Chesapeake Bay. It manifests most strongly through the extremely high detail density that he elected to include at the cost of visual appeal, and through the high orderliness present in the map, which can be seen in how the sizes of the names of the colonies in the map title corresponds to the relative prominence of those same colonies on the map and in how the labels on the map follow a well structured hierarchy.



This map<sup>27</sup>, titled “A new and accurate chart of the Bay of Chesapeake, with all the shoals, channels, islands, entrances, soundings, and sailing-marks, as far as the navigable part of the rivers Patowmack, Patapsco and north-east.”, was drawn for Robert Sayer and John Bennet in 1776. Robert Sayer was a print, map, and chart publisher, active throughout the mid and late 18th century. Starting in the 1750s, Sayer, through paying close attention to market trends and changes in consumer interest, managed to expand his modest print business

<sup>27</sup> Robert Sayer And John Bennett. A new and accurate chart of the Bay of Chesapeake, with all the shoals, channels, islands, entrances, soundings, and sailing-marks, as far as the navigable part of the rivers Patowmack, Patapsco and north-east. London, Printed for Robert Sayer and John Bennett, 1776. Map. <https://www.loc.gov/item/74691941/>.

tremendously to new sectors such as design books, sporting prints, country atlases, and fine prints publishing, earning him large amounts of financial strength by the 1770s<sup>28</sup>.

After achieving a strong base through exploiting expanding markets, Sayer would start to become more adventurous. In 1774, Sayer took John Bennett into partnership, and would begin producing a variety of American atlases, becoming the leading British chart publisher by the end of the decade. Sayer's success was based on commercial rather than creative skills<sup>29</sup>, and his business oriented mindset seems to manifest strongly in this map drawn for him.

- Map title: The title “A new and accurate chart of the Bay of Chesapeake, with all the shoals, channels, islands, entrances, soundings, and sailing-marks, as far as the navigable part of the rivers Patowmack, Patapsco and north-east.”, makes it evident that this map is focused on the nautical instead of the terrestrial, and indicates that the target audience is merchants and sailors.
- Focal points: After reading the title, the reader's eye would be drawn to the middle left half of the map, corresponding to the entrance of the Chesapeake bay. The visual density of this area would stand out, as not only are the density of sounding measurements the highest here, but it also features a few vertices where large numbers of nautical lines converge. Having the entrance to the Chesapeake bay be heavily labeled and well mapped out would serve to reassure the sailors and merchants who would read this map that the map is reliable and useful.
- Which information is included/excluded: The map is strictly nautical. There are virtually zero features that convey information about land, such as indications of topography, landmarks or forests. Instead, there is a massive amount of information corresponding to nautical data. There's hundreds of sounding measurements, many navigation lines, and many labels of rivers, creeks, bays, points, and islands. The vast amount of written information is equally notable. There are elaborate written instructions for sailors on how to best navigate the bay and get to certain points, and there are also written observations that detail things such as the speed and location of currents. The influence of Sayer's background as a businessman is clear to see in the more optional details. For instance, not only are the locations of settlements labeled, but the touch of having visual indications of the size of settlements, where the number of houses in the settlement's illustration corresponds to the settlement's size, was added as well. This information detailing not just the location but also the size of settlements would be useful for those

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<sup>28</sup> Susanna Fisher. “Sayer, Robert.” Oxford Dictionary of National Biography, 2004, pp. Oxford Dictionary of National Biography, 2004–09-23.

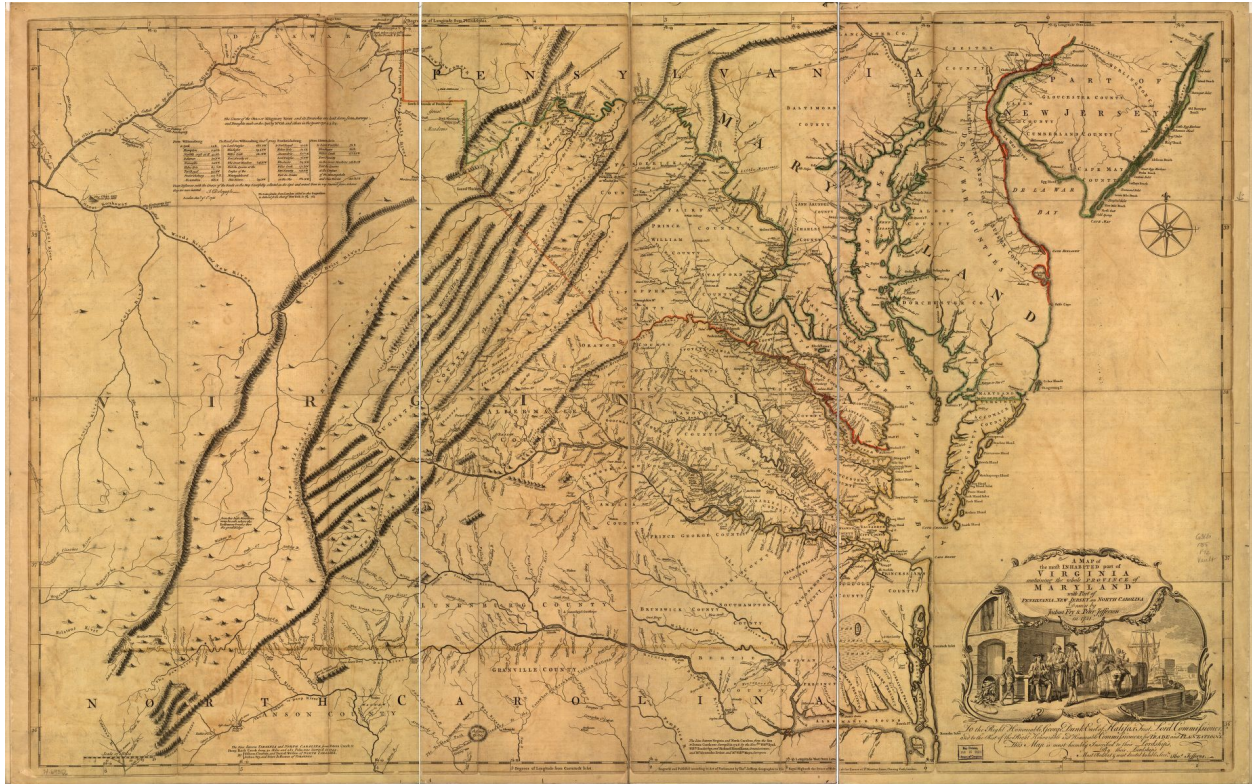
<sup>29</sup> Fisher. “Sayer, Robert.”

with economic interests, like merchants. Similarly, notes such as “Patowmack River is Navigable with Large Shipping to Alexandria & for Shallops as high as the Falls” were included as well. The inclusion of such information conveys that this map was made by and for people with economic interests.

- Labels: Creeks, rivers, bays, capes, the names of colonies, ocean depth, sand, shoals, points, islands, and settlements are labeled. As mentioned, a notable aspect about labeling is the use of illustrations in settlement labels. Larger settlements have more and overall larger illustrations attached to them. The extra attention given towards conveying the size and location of major settlements, when considered along with the aforementioned presence of shipping instructions, suggests that the map is tailored to people with economic interests.
- Empty space: All land, barring where settlements are located, is empty space. This serves to emphasize the nautical information that would be relevant for the target audience of this map.
- Diction: The directions written near the edges of the map are rather math heavy and are organized in a procedural, easy to follow manner. The names of clearly labeled points on the map are referenced frequently in the directions as well. The result is that the map becomes quite useful for navigational purposes.

Sayer's background as an entrepreneur, and his economically oriented mindset, manifests well in this map. Although the map is highly nautical in nature, complete with hundreds of sounding measurements and extensive labeling of bodies of water, the more optional details present in the map are tailored to more economically minded seafarers such as merchants rather than to, say, surveyors and explorers. This manifests in the inclusion of details such as visual representations of the population of labeled settlements and annotations detailing the amount of shipping that can be carried on certain waterways.





This map<sup>30</sup>, titled “A map of the most inhabited part of Virginia containing the whole province of Maryland with part of Pensilvania, New Jersey and North Carolina”, was drawn by Joshua Fry and Peter Jefferson in 1751 and published by Thomas Jefferys in 1755. Joshua Fry was an ambitious and proactive man, who moved to Virginia at 26 and served as a professor, judge, and in the military<sup>31</sup>. In fact, in 1738, 13 years prior to the drawing of this map, Fry already showed interest in creating a full map of Virginia, but this proposal was rejected. Peter Jefferson, father of Thomas Jefferson, was known for being a man of “extraordinary vigor, both of mind and body”<sup>32</sup>. He first began to do joint surveyor work with Fry in 1746, and exhibited notable willpower and courage during these expeditions, persevering despite being in uncharted territory and having to deal with hostile wildlife and lack of food<sup>33</sup>. The adventurous and pioneering nature of these two men, as will be explained, manifests clearly in this 1751 map. It’s also essential to note that this map was commissioned by the governor of Virginia, Lewis

<sup>30</sup> Fry, Joshua, Approximately, Peter Jefferson, and Thomas Jefferys. A map of the most inhabited part of Virginia containing the whole province of Maryland with part of Pensilvania, New Jersey and North Carolina. [London, Thos. Jefferys, 1755] Map. <https://www.loc.gov/item/74693166/>.

<sup>31</sup> Farrell, Cassandra. "Joshua Fry (ca. 1700–May 31, 1754)" Encyclopedia Virginia. Virginia Humanities, (22 Dec. 2021). Web. 05 Mar. 2022

<sup>32</sup> Verell, Nancy. “Peter Jefferson”. Monticello, 14 Apr. 2015. Web. 05 Mar. 2022

<sup>33</sup> Randolph, Sarah N. (Sarah Nicholas), 1839-1892. The Domestic Life of Thomas Jefferson. New York: Harper, 19-20, 1871.

Burwell, to prevent territorial disputes between Britain and France, and that the Loyal Land Company, of which Joshua Fry was a member, had land holdings in the disputed region<sup>34</sup>.

- **Map titles:** In the title “A map of the most inhabited part of Virginia containing the whole province of Maryland with part of Pensilvania, New Jersey and North Carolina”, the phrase “most inhabited part of Virginia” seems strange, as the map shows much more than that as it puts the much less inhabited inner regions of Virginia in clear view. However, in the context of how this map was commissioned in order to help resolve territorial disputes between Britain and France, the inclusion of this phrase makes sense, as it implies that inner Virginia has a significant population, which would strengthen British claims to the area.
- **Focal points:** The mountain ranges located in the middle left half of the map immediately catch the eye. As opposed to, say, Senex’s map, where mountains were small and had lighter tones that didn’t stand out much against the page, in this map the mountains are drawn largely, with strong dark tones that create a striking contrast with the rest of the map as the mountain ranges streak across the page. This again serves to draw attention to the inner parts of Virginia.
- **Which information is included/excluded:** The map extends quite far inland. Additionally, mountains and rivers are clearly marked and there are many of them, even far inland. Considering how this map was commissioned to resolve territorial disputes, the inclusion of mountains and rivers, which are often used to mark borders, is unsurprising. The complete absence of forests on the map would make sense as well, as forests are rarely used to mark borders and excluding such information would bring emphasis to the more relevant mountains and rivers.
- **Labels:** Most notable among the labels is the label “Virginia”. It utilizes the largest text, is almost exactly located on the centerline of the map and, most importantly, is very wide. The label “Virginia” is over half as wide as the entire map, and the first letter “V” starts very close to the left edge of the map. The width and positioning of the label “Virginia” suggests that Fry and Jefferson were clearly asserting that Virginia’s land claims extended far inland.
- **Empty space:** Spaces in the center of the map that could’ve been filled with markings of forests were left empty, and spaces that could’ve been left empty on the far left side of the map instead include scattered markings of singular mountains. Again, attention

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<sup>34</sup> Farrell, Cassandra. "Joshua Fry (ca. 1700–May 31, 1754)" Encyclopedia Virginia. Virginia Humanities, (22 Dec. 2021). Web. 05 Mar. 2022

seems to be drawn to the left part of the map, where inner Virginia is. The top of the map seems to have the most white space, but in general the map is rather full.

- Diction: On the labels at the top of the map, phrases such as “Fort taken 1754 called by the French F. Du Quense” and “Old French T.” can be seen. The inclusion of such phrases that bring attention to what land holdings the French do and don’t have would’ve been valuable for understanding who owns what land.

This map was made to resolve territorial disputes between Britain and France, and the details present in it reflect that. The map going far inland despite claiming to depict “the most inhabited part” of Virginia, the comprehensive inclusion of mountains and rivers combined with the complete exclusion of forests, and the sheer width and prominence of the label “Virginia” are the key details indicative of this. The extensive surveying experience and ambition of Fry and Jefferson is also evident in the map, as even in the far inland parts of Virginia a rather large amount of information related to the positioning of mountains and waterways is present.

## **Conclusion**

The goal of this paper was to unveil the hidden links between the mindset and intentions of mapmakers and the visual information present, or absent, on their maps. Through analyzing six different features on maps and interpreting them with respect to the backgrounds of their mapmakers, I’ve researched why three major 18th century maps of the Chesapeake Colonies may have been constructed in the way that they were, and have reached the following conclusions. First, that the orderly labeling system and the prioritization of detail over aesthetic appeal in Senex’s map may have been guided by his desire to gain prestige among the English nobility. Second, that the presence of shipping instructions and illustrations that emphasized the size and position of major settlements in the map drawn for Sayer may have reflected Sayer’s commercial interests. Third, that assertive labeling and the high inclusion of border-defining geographical features in Fry and Jefferson’s map may have reflected a desire to solidify Virginia’s territorial claims.

As discussed in the literature review, colonial era maps of America were often constructed in order to achieve a goal or advance an argument of interest to the mapmakers. Whether it be in order to make a colony seem more profitable, as in the case of New York, or to assert authority over a region, as in the case of the Dutch-English cartographic rivalry, or to argue that a certain person should be granted control over a region, as in the case of Michilimackinac in Michigan, examples of this concept are varied and various. This paper adds

on to this existing knowledge base by arguing that in the comparatively less studied region of the Chesapeake Colonies, various maps were still drawn in order to advance personal and political interests.

Maps are often taken for granted, and assumed to be objective representations of space. Considering that the creation process of maps tends to be arduous, and that accordingly, the creators of the maps would need strong motivations to undertake such a task, this is a dangerous assumption. If such maps become widely disseminated, the biases and mindsets that guided the construction process of the maps may be inherited by the readers. For this reason, it may have been the case that the three maps discussed in this paper may have been able to significantly influence the historical developments of the Chesapeake Colonies through influencing opinions and decision making in the Chesapeake Colonies and England. This is a potential area of further research, and one that can possibly unveil highly important information. Further research may also aim to go wider rather than deeper. As this paper only covered three of the many major maps of the Chesapeake Colonies, there are still various other maps which may yield insightful and interesting results once analyzed.

The most important issue I encountered throughout this project was that I was unable to find any primary sources about the mapmakers themselves. Primary sources, such as letters and journal entries, can single handedly expose the true intentions of mapmakers and how those intentions manifested on their maps. My inability to find such sources meant that instead of the focus of this paper being to confirm and clearly demonstrate the links between mapmakers and map design, I instead ended up having to speculate about those links based on biographical information. This somewhat reduces the strength of my conclusions. In addition, throughout this paper the notable features present on each map were assumed to be products of highly deliberate choices rather than force of habit. If the latter is true, then it would pose some complications to the intentions that I tried to identify throughout this paper. However, as mapmaking is a time consuming, arduous, and often high-stakes affair, the original assumption is reasonable.

As stated in the opening sentence of this paper, “maps are thus never replicas of reality; they interpret and can even create a reality laced with the assumptions and logic that guide the construction process itself”<sup>35</sup>. This is not an idea confined to maps of the Chesapeake Colonies made between 1719 and 1776. This concept applies to all maps, as maps are human made, and accordingly are inseparable from the biases and intentions of their creators. In fact, this

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<sup>35</sup> Bellone, Tamara, et al. “Mapping as Tacit Representations of the Colonial Gaze.” *Mapping Crisis: Participation, Datafication and Humanitarianism in the Age of Digital Mapping*, edited by Doug Specht, University of London Press, London, 2020, 29. JSTOR, [www.jstor.org/stable/j.ctv14rms6g.9](http://www.jstor.org/stable/j.ctv14rms6g.9).

principle, of the design of what is made being inseparable from the intentions and biases of the makers, applies to all human artifacts. The greatest thing I got from this project was cognizance of this fact; to be mindful of how all human creations are designed for a purpose, necessarily omitting other possible designs for that purpose.



## Academic Paper

**Note:** Student samples are quoted verbatim and may contain spelling and grammatical errors.

**Sample: D**

**Score: 4**

This paper earns a score of 4. Its topic of inquiry is focused with narrow parameters as seen in the title and, again, at the end of the paper’s introduction on page 5: “[H]ow do the designs of maps of the Chesapeake Colonies from 1719-1776 reflect the mindsets and intentions of the creators of the maps?” This research question explicitly connects to the scholarly conversations and springs forth from a gap in that conversation. This is also found on page 5, where the student states, “The sources that have been cited so far are demonstrative” of the Middle Atlantic and New England regions and there is a “scarcity of sources for the Chesapeake Colonies.”

This paper does not earn a score of 3 because the method is logically defended. Evidence of this can be seen on page 7, where the student provides a rationale for the method. The student even addresses the ethics of using archival data. Additionally, the paper’s three conclusions, found on page 15, go well beyond papers that earn a score of 3. The paper has neither an underdeveloped line of reasoning nor insufficient evidence.

This paper does not earn a score of 5 because, while the explanation of the limitations on page 17 helps to justify the new understanding, the evidence includes an analysis of only three maps and there are weak implications that point back to the community of practice. In addition, the communication is not enhanced as there are missing captions for the figures and informal phrases, such as “not just anywhere though” on page 5 and “on to the analysis” on page 8.