Active Learning, Primary Documents, and Complex Events: Reinvigorating History Education

Samantha Clonch
sclonch@bgsu.edu

Follow this and additional works at: https://scholarworks.bgsu.edu/honorsprojects

Part of the Education Commons

Repository Citation
https://scholarworks.bgsu.edu/honorsprojects/297

This work is brought to you for free and open access by the Honors College at ScholarWorks@BGSU. It has been accepted for inclusion in Honors Projects by an authorized administrator of ScholarWorks@BGSU.
ACTIVE LEARNING, PRIMARY DOCUMENTS, AND COMPLEX EVENTS:

REINVIGORATING HISTORY EDUCATION

SAMANTHA CLONCH

HONORS PROJECT

Submitted to the Honors College

at Bowling Green State University in partial

fulfillment of the requirements for graduation with

UNIVERSITY HONORS

APRIL 26, 2016

Andrew Schocket, American Culture Studies and History, Advisor

Nancy Patterson, School of Teaching and Learning, Advisor
Introduction

When I began this project, I started with the idea of exploring a topic that is often hurried over in social studies classrooms, United States expansion. After doing some research, I was left with a desire to encourage in classrooms the deeper exploration of an event from expansion that often receives attention for one class period or less, the Louisiana Purchase. The Louisiana Purchase interested me because it is popularly perceived as an inevitable event that only brought about good results, when in reality it was much more complex than many people believe and had many negative effects in the United States. By focusing my project on the Louisiana Purchase, I wanted to encourage teachers to show their students that this event was the result of politicians and diplomats negotiating and forging compromises, that the situation could have been handled in many different ways, and that there were far-reaching consequences of the Purchase, both positive and negative, which affected whites, Native Americans, and African Americans, both free and enslaved, in the United States for decades.

I also chose to look at the Louisiana Purchase because I wanted to encourage teachers to take a look at the methods they were using to teach, and to encourage them to change those methods if necessary. In particular, I wanted to encourage teachers to look at how they use historiography and active learning. Historiography is the study of historical writing, and it is an important part of social studies that is often incorporated in lessons in a way that students find tedious. Active learning, on the other hand, is a pedagogical method which puts students in charge of their learning rather than relegating them to passive listening roles. The Louisiana Purchase is appropriate for addressing the implementation of these methods because there is a wealth of primary and secondary documents relating to it which can be used when incorporating
historiography, and because there are several aspects which are well-suited for active learning techniques, such as the inter-party debate that occurred in the United States after the Purchase was announced.

The final goal of the project was to combine the desires above to create a set of lesson plans that teachers everywhere could use to 1. help their students look more deeply at the complex event that is the Louisiana Purchase; 2. incorporate active learning activities into their teaching that would engage students better than traditional lectures and individual work do; and 3. incorporate primary and secondary documents into lessons in ways that encourage student interest instead of apathy. The result of this project is a block plan, seven lesson plans, and fourteen resources, amounting to over 110 pages of materials which I believe meet these purposes.

What follows this introduction are those materials. The lesson plans are intended to act as part of a larger unit on United States expansion, and, though designed with eighth graders in mind, could be used for classes in grades seven through twelve. It is a very real likelihood that eighth grade teachers would not choose to devote this much time to the Louisiana Purchase, but these lessons plans are also well suited for Advanced Placement and College Credit Plus courses. Following the lesson plans are supplementary resources. Included are the worksheets and primary and secondary documents referenced in the lesson plans, as well as a sample rubric for the final presentation and an information sheet for teachers for the process drama from Lesson Plan 1.

These lesson plans are designed to meet social studies standards from the Ohio Department of Education, Common Core, and the National Center for History in the Schools.
The Ohio Department of Education standards are for eighth grade and mainly deal with United States expansion and reading and using primary and secondary documents, while the Common Core standard specifically focuses on citing evidence to support analysis of primary and secondary sources. Finally, the standards from the National Center for History in the Schools are centered around historical analysis and interpretation, historical research capabilities, and United States expansion and its effect on government relations with Native Americans and other countries. Key activities, such as a jigsaw about silenced groups and a treaty-making negotiation, stem from these standards and prepare students to answer the essential question “Was the Louisiana Purchase a beneficial course of action?” The overall assessment of the section is a presentation in which students answer this essential question and use information from the primary and secondary documents that were examined throughout the lessons to support their position.

Finally, these lesson plans have not yet been tested in an actual classroom, as the completion of my Honors Project did not line up with my participation in any field placements. It is impossible to know how well these will work until they are implemented, but there are many factors that play a part in a lesson succeeding. Every group of students who participates in the lessons will have different needs and different responses and how well a teacher adapts a lesson to meet those needs is just as important as the quality of the content that is studied. That being said, it is my hope to perform a run-through in the coming school year as I complete Methods and Student Teaching.
<table>
<thead>
<tr>
<th>Day 1</th>
<th>Learning Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By the end of the lesson, students will be able to describe the state of affairs prior to the Louisiana Purchase and proposed solutions to the affairs in an exit slip.</td>
</tr>
</tbody>
</table>

**Standards:**
OLS:SS8 13

**Hook:** Interactive Map Review of US geography

**Body:** *(Form of) Process Drama: Standing on a simplified map of America, students will be given various roles and will answer questions in the mindset of those roles in order to understand the state of affairs in the United States and the world prior to the Louisiana Purchase.**

**Assessment:**
*Exit slip*

**Closure & HW:** *The teacher asks the students to explain what they think the take-home message of the lesson was.*

<table>
<thead>
<tr>
<th>Day 2</th>
<th>Learning Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By the end of the class, students will be able to explain how the Louisiana Purchase was a complex series of events and negotiations in an exit slip.</td>
</tr>
</tbody>
</table>

**Standards:**
OLS:SS8 2

**Hook:**
Students answer “Describe a situation in which you had to negotiate for something. Was it simple to come to an agreement or did you have to make several offers?” on a sheet of paper.

**Body:**
*In groups of 3, students will be given roles with goals similar to those of the French and U.S. delegates in 1803. Students will negotiate with each other to try and meet their goals.*
*Class discussion of student outcomes and of what actually happened with the Louisiana Purchase, look at agreements in LP documents*

**Assessment:**
*Treaty-Making Activity Packets*  
*Exit slip*

**Closure & HW:**  
*Exit slip. The Louisiana Purchase is usually portrayed as a quick impulse purchase by the United States. However, it was much more complex. Explain why it was much more complex in 2-3 sentences.*  
*Ask for 4-6 volunteers to role play tomorrow in class. These students will be given information to read and prepare for their roles.*

<table>
<thead>
<tr>
<th>Day 3</th>
<th>Learning Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By the end of the lesson, students will be able to express how the Louisiana Purchase impacted political discourse, presidential power, and constitutional interpretation in a worksheet.</td>
</tr>
</tbody>
</table>

**Standards:**
OLS:SS8 1, 10  
CCSS.ELA-LITERACY.RH.6-8.1

**Hook:**
Students answer “Are there any topics that you have a different opinion about than a friend/sibling/cousin does? How easy is it to have a calm conversation about that topic?” on a sheet of paper.

**Body:**
*Process drama interview: Brazer Hamilton, Pickering, King, and Jefferson sitting at the front of the room for the rest of the class to ask them questions about their opinion on the Louisiana Purchase and the actions that Jefferson took following the Purchase.*  
*Class discussion of the responses given in the interview.*  
*Students will answer questions on a worksheet about the interview.*  
*Turn in worksheet*

**Assessment:**
*Notes Worksheet*

**Closure & HW:**  
*The teacher asks the students to explain what they think the take-home message of the lesson was.*

<table>
<thead>
<tr>
<th>Day 4</th>
<th>Learning Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By the end of the period, students will be able to explain to other students in a discussion based on their notes the impact the Louisiana Purchase had on one of the following silenced groups: the Free People of Color of Louisiana; the Choctaw Nation; the Osage, Missouri, Oto, Panis, Cansas, Ayowais, &amp; Sioux Nations; the Caddo Nation; the Sauk Nation; the People of Louisiana (subscribers, planters, merchants, &amp; other inhabitants); or the French Inhabitants of Louisiana.</td>
</tr>
</tbody>
</table>

**Standards:**
OLS:SS8 10, 16  
CCSS.ELA-LITERACY.RH.6-8.1

**Hook:**
For students: In your group, state one thing each of you did [this weekend, last night, depends on when the lesson falls]. Teacher then asks one group to share and makes it seem like they’re moving on with the lesson. Hopefully a student objects to everyone not getting the chance to share and the teacher can use this as a springboard to begin talking about silenced groups. The teacher may have to bring attention to the fact that most groups of students were silenced if the students do not.

**Body:**
Jigsaw Part 1: Students will work in groups of 3-4 (different from the previous day and containing one member from each of the previous day’s groups). Each group member will teach the rest of their group about the impact of the Louisiana Purchase on their silenced historical group from the previous day. Students will take notes about the impacts in a table.

**Assessment:**
Silenced Group Notes Worksheet

**Closure & HW:**
*Hand out Final Presentation Instructions: Students will begin thinking about their answer to the question “Was the Louisiana Purchase a beneficial course of action?” They will also begin looking for evidence to support their position from the primary documents examined in earlier lessons.*  
*Teacher explains that the take-home message of the jigsaw activity is that there are many groups who were affected by the Louisiana Purchase that were silenced and therefore are not usually learned about.*

<table>
<thead>
<tr>
<th>Day 5</th>
<th>Learning Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By the end of the activity, students will be able to summarize in a table the impact of the Louisiana Purchase on all of the following silenced groups: the Free People of Color of Louisiana; the Choctaw Nation; the Osage, Missouri, Oto, Panis, Cansas, Ayowais, &amp; Sioux Nations; the Caddo Nation; the Sauk Nation; the People of Louisiana (subscribers, planters, merchants, &amp; other inhabitants); or the French Inhabitants of Louisiana.</td>
</tr>
</tbody>
</table>

**Standards:**
OLS:SS8 10, 16  
CCSS.ELA-LITERACY.RH.6-8.1

**Body:**
Jigsaw Part 2: Students will work in groups of 3-4 (different from the previous day and containing one member from each of the previous day’s groups). Each group member will teach the rest of their group about the impact of the Louisiana Purchase on their silenced historical group from the previous day. Students will take notes about the impacts in a table.

**Assessment:**
Silenced Group Table Worksheet

**Closure & HW:**
*Hand out Final Presentation Instructions: Students will begin thinking about their answer to the question “Was the Louisiana Purchase a beneficial course of action?” They will also begin looking for evidence to support their position from the primary documents examined in earlier lessons.*  
*Teacher explains that the take-home message of the jigsaw activity is that there are many groups who were affected by the Louisiana Purchase that were silenced and therefore are not usually learned about.*
## Essential Questions: Was the Louisiana Purchase a beneficial course of action?

### Day 6
**Learning Objectives:**
Students will be able to identify the long-term impacts of the Louisiana Purchase in a webquest.

**Standards:**
OLS:SS8 10

**Hook:**
*Ask question: What do you think a long term impact of the Louisiana Purchase was?

**Body:**
*Students will complete a webquest covering the long-term impacts of the Louisiana Purchase, alone, in pairs, or in groups of 3, depending on student preference. (Sources for webquest: [CrashCourse Jefferson video](#) Thought bubble portion)

**Assessment:**
Long-Term Effects Webquest

**Closure & HW:**
*Closure: The teacher will inform the students that the take-home message of the lesson is that the Louisiana Purchase had many long-lasting effects beyond increasing the size of the United States.

*Closure: Students will determine their answer to the question “Was the Louisiana Purchase a beneficial course of action?”

*HW: Students will select evidence which helps to support their position from the primary documents examined in earlier lessons and use that evidence to prepare a presentation of 2-5 minutes to present in the next class.

### Day 7
**Learning Objectives:**
By the end of the period, students will be able to present and defend using primary and secondary documents their position on the question “Was the Louisiana Purchase a beneficial course of action?” in a short presentation.

**Standards:**
OLS:SS8 1
CCSS.ELA-LITERACY.RH.6-8.1

**Body:**
*In groups of three to four, students will each present their answers to the question “Was the Louisiana Purchase a beneficial course of action?” and back up their position with the evidence they selected from the primary documents. As each student presents, they will be recorded by a camera on a tripod next to one of the other group members. While one student is presenting, the others will fill out the Final Presentation Worksheet, where they write down the presenter’s position and their supporting evidence.

**Assessment:**
*Final Presentation Worksheet
*Presentation and related materials

**Closure & HW:**
*Closure: The teacher will give a preview of the next section/lesson.

### Notes on the standards:

National Center for History in the Schools (NCHS) standards:
*Day 1: Historical Thinking 3C, 3G
*Day 2: Historical Thinking 3G
*Day 3: Historical Thinking 3A, 3B
*Day 4: Historical Thinking 4F
*Day 5: Historical Thinking 4F, 3B
*Day 6:
*Day 7: Historical Thinking 3J, 4F
*Every day: US History Content Standards: Era 4: Standard 1

ONLS:SS8 means Ohio’s Learning Standards: Social Studies Grade 8

CCSS.ELA-LITERACY.RH.6-8 means Common Core State Standards English Language Arts Literacy in History Grades 6-8
It’s All About the Mississippi

<table>
<thead>
<tr>
<th>Your Name</th>
<th>Samantha Clonch</th>
<th>Date</th>
<th>4/11/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject/ Course</td>
<td>Social Studies</td>
<td>Grade</td>
<td>8</td>
</tr>
<tr>
<td>Unit Topic or Theme</td>
<td>The Louisiana Purchase</td>
<td># of Students</td>
<td>20</td>
</tr>
<tr>
<td>Class Length</td>
<td>45 minutes</td>
<td>Day 1 of 7</td>
<td>CMT Initials</td>
</tr>
</tbody>
</table>

Essential Question(s)
Was the Louisiana Purchase a beneficial course of action?

Lesson Rationale and Summary
The Louisiana Purchase is a vital event in the expansion of the United States. The political, social, and physical characteristics of the United States today would not be the same had the Louisiana Purchase not occurred or occurred differently. This particular lesson sets the scene for the Louisiana Purchase and is important because it explains why the events that resulted in the Louisiana Purchase occurred. It is being taught this way because the activity helps students more easily understand multiple perspectives and visualize the characteristics that distinguished the time period. The goal of the lesson is for students to be able to understand and describe the state of affairs in the United States prior to the Louisiana Purchase, as well as proposed solutions to the affairs. The instructional strategies used to accomplish the goal are process drama and questioning.

Standards
- Ohio’s New Learning Standards: Social Studies Grade 8: Content Statement 13: Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.
- National Center for History in the Schools (NCHS) standards: Historical Thinking 3C: Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and 3G: Challenge arguments of historical inevitability.
- National Center for History in the Schools (NCHS) standards: Content Standards Era 4: Content Statement 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

Learning Objectives
- By the end of the lesson, students will be able to describe the state of affairs prior to the Louisiana Purchase and proposed solutions to the affairs in an exit slip.

Academic Language

H=hook  B=Body  C=closure

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>geography (H, B, C)</td>
<td>United States of America (H, B, C)</td>
</tr>
<tr>
<td>mountains (H, B, C)</td>
<td>Spain (H, B, C)</td>
</tr>
<tr>
<td>river (H, B, C)</td>
<td>France (H, B, C)</td>
</tr>
<tr>
<td>territory (H, B, C)</td>
<td>trade (B, C)</td>
</tr>
<tr>
<td>state (H, B, C)</td>
<td>economy (B, C)</td>
</tr>
<tr>
<td>country (H, B, C)</td>
<td>revolt (B, C)</td>
</tr>
<tr>
<td>gulf (H, B, C)</td>
<td>revolution (B, C)</td>
</tr>
<tr>
<td>Mississippi River (H, B, C)</td>
<td>farmers (B, C)</td>
</tr>
<tr>
<td>Appalachian Mountains (H, B, C)</td>
<td>merchants (B, C)</td>
</tr>
<tr>
<td>Atlantic Ocean (H, B, C)</td>
<td>governor (B, C)</td>
</tr>
<tr>
<td>Gulf of Mexico (H, B, C)</td>
<td>president (B, C)</td>
</tr>
<tr>
<td>Mississippi Territory (B, C)</td>
<td>Northwest Territory (B, C)</td>
</tr>
<tr>
<td></td>
<td>Gulf of Mexico (H, B, C)</td>
</tr>
</tbody>
</table>

Syntax and Discourse: The lesson is a whole class discussion in which the teacher will be asking questions of students to keep the lesson moving, but students are encouraged to ask questions as the lesson progresses to aid their understanding or to help progress the lesson further. Students will be taking on differing roles during the body and the teacher will be asking
students questions which they will answer from their role’s perspective. Questions that the students ask may be from the perspective of their role or from their own perspective.

**Planned Assessments**

Exit slip (formative assessment given during the closure)

**Differentiated Instructional Strategies**

The process drama/discussion may be recorded to aid auditory learners later on. Most of the differentiation in the lesson comes from giving different roles to different students so that students will be asked questions which fit their level of comprehension. The process drama is also good for differentiation because it engages students who learn through listening and through movement better than a regular lecture would. For the exit slip, students may type their answers, write them by hand, or record a video with their answers. The floor of the classroom will be cleared so that all students can see the map on the floor and because of that students with mobility disabilities will have little trouble moving around.

**List Resources**

- computer
- projector
- white board or projector screen
- large sticky notes (for hook)
- masking tape (to create parts of the map of the U.S. on the floor)
- pieces of paper with various geographical features printed on them (New Orleans, Mississippi River, Gulf of Mexico, Appalachian Mountains, Indiana Territory, Northwest Territory, Mississippi Territory, Saint Domingue, etc.)
  - Both of the Hamilton and Jefferson sources are included in the Lesson Plan 1: Primary Documents resource
- Exit slips
- Westward Expansion, 1790-1850 Interactive Map
- Envelopes with student names on the outside and their role with background information inside

**THE LESSON**

1. **HOOK** Allotted Time: 7 minutes

- The teacher will have the the Westward Expansion, 1790-1850 Interactive Map projected on the board or projector screen.
- The teacher will direct students to form groups of three.
- Each group will work together to create labels for the major geographic/geologic features on the map.
- Group members will take turns placing their group’s labels on the map.
- The teacher will click “Show Geologic Features” to check their accuracy.
- The teacher will summarize the key features of the map and will address any mistakes that were made.
- The teacher will say something like this transition statement: “All right everyone, now that we’ve reviewed the geographic features of the eastern United States, we’re going to look at how those features influenced the state of affairs in the U.S. from about 1800 to about 1803.”

2. **BODY** Allotted Time: 31 minutes

- The teacher will instruct students to pick up the envelope with their name on it from the front of the room. The envelope contains their role for the process drama and where they should locate themselves on the map on the floor. *
- The teacher will inform students that they have a minute to read their roles and to orient themselves (some students may be alone while others are in small groups) on the map.
- Students will introduce what their roles are to the rest of the class (groups may work together to create one introduction for the whole group if they wish).
- The teacher will inform students that they may ask questions at any time, from their perspective or the perspective of their role.
• Students, from the perspectives of their roles, will answer teacher questions in order to work out what the state of affairs was in the United States prior to the Louisiana Purchase.
  ● Questions:
    ▪ For each group of settlers: “What goods do you produce and what do you do with them?” (should say “use some for ourselves and sell some to merchants”)
    ▪ For the merchants: “What do you do with the goods you buy?” (should say sell them back on the east coast or to foreign countries). “How do you get those goods to the east or the other countries?” (Should say ship them down the Mississippi River)
    ▪ To anyone: “So the merchants ship the goods down the Mississippi. What other bodies of water do the goods go through before reaching the east coast or, let’s say, France?” “Why don’t the merchants just ship the goods over land back to the east? Wouldn’t that be quicker and cheaper?” (trace a path from where the merchants are to where Jefferson and Hamilton are) (should answer that the Appalachians are in the way and that it takes longer and is therefore more expensive) (recommended that the revolutionaries or France are targeted to give answers since they may not be talking for a while)
    ▪ For Spain: “How do you feel about Americans travelling through your city in order to trade their goods?” Depending on the answer, “So you’re annoyed with the Americans. What are you going to do about that?” if they say the Americans are annoying, or “It doesn’t bother you at all that Americans are saving money and therefore increasing how much they can make selling the goods by travelling through New Orleans?” if they say they don’t really care about the Americans travelling through (goal is to get them to realize that Spain often closed off New Orleans to Americans)
    ▪ For the merchants, once Spain says it’s closing New Orleans to Americans: “What does Spain’s decision mean for you?” (should say they’re not gonna buy goods anymore)
    ▪ For the settlers: “And how does that affect you?” (not going to be able to get what they need/afford it)
    ▪ To Jefferson and Hamilton: “How does this affect the United States overall?” (should explain that it harms the economy and limits American growth)
    ▪ To Spain: “Do you still feel the same? Are you going to keep New Orleans closed to Americans?” (key phrase Spain was made aware of on their role card, the indication to give the Louisiana Territory to France)
    ▪ To France: “What are you going to do with the Louisiana Territory?” If they don’t say anything about their relationship with the U.S. ask “What about the Americans going through New Orleans for trade, would you allow that?”
    ▪ To anyone: “Has the situation with American trade really changed? Why or why not?”
    ▪ To anyone: “What can be done to ensure that American trade continues?”
  ● After students give some suggestions, the teacher will show the Hamilton editorial and the Jefferson letter
  ● The teacher will have students read important quotes out loud for the rest of the class.
  ● NOTE: This is the indication for the revolutionaries to revolt
  ● More questions:
    ▪ To France: “What are you going to do now that you’ve got a revolution on your hands? What does this mean for the Louisiana territory?
    ▪ To Hamilton and Jefferson: “Now that France has something else on its plate, what course of action do you think the United States should take?”
  ● Once Hamilton and Jefferson have given their answers, the teacher will wrap-up by saying something like “All right, so Hamilton you think the U.S. should do x and Jefferson you think we should do y. Those are good ideas. Tomorrow we’ll see what the United States actually did. Thank you all so much for your participation, by the way. That went fantastic.”

3. CLOSURE

Allotted Time: 7 minutes

• The teacher will pass out the exit slips.
• While doing so, the teacher will ask the students what they believe the take-home message of the lesson was.
• The teacher will call on the students who raise their hand to share their answer.
• The teacher will instruct students to complete their exit slip and to turn it in when finished.
• Students will fill out their exit slip.
• Students will turn in their exit slip when finished.
Assessment: Exit slip

*These roles should be planned ahead and should be determined based on the students in each particular class. Some students who need more of a challenge may be given roles where they will be answering questions alone, such as Spain, France, Thomas Jefferson, or Alexander Hamilton, while others may be more challenged by working in groups. The same is true for students who may be struggling with the content. Answering questions solitarily may be useful for some students while others may benefit from being able to discuss their answer with other students. The teacher should use knowledge of their students to determine the roles they play. Other roles include merchants who ship goods on the Mississippi River, settlers from the Indiana territory, and settlers from the Mississippi territory. Students should be given information about their roles in their envelopes. For instance, France would be told that if they get any territory in North America (i.e. Louisiana) they would colonize the area. Settlers would get told what they produce and what they do with those goods, Spain would get told their relationship with the United States, etc. The students should get just enough information to get their minds working to answer deeper questions from the teacher without giving them the answers to those deeper questions.

REFLECTION

This section is where teachers can reflect on how the lesson is going/went and can make notes about what needs changed or tweaked before the lesson is taught again.
# Lesson Plan Template • Revised 2015

## Let’s Make a Deal!

<table>
<thead>
<tr>
<th>Your Name</th>
<th>Samantha Clonch</th>
<th>Date</th>
<th>4/11/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject/Course</td>
<td>Social Studies</td>
<td>Grade</td>
<td>8</td>
</tr>
<tr>
<td>Unit Topic or Theme</td>
<td>The Louisiana Purchase</td>
<td># of Students</td>
<td>20</td>
</tr>
<tr>
<td>Class Length</td>
<td>45 minutes</td>
<td>Day 2 of 7</td>
<td>CMT Initials</td>
</tr>
</tbody>
</table>

### Essential Question(s)

Was the Louisiana Purchase a beneficial course of action?

### Lesson Rationale and Summary

The Louisiana Purchase is a vital event in the expansion of the United States. The political, social, and physical characteristics of the United States today would not be the same had the Louisiana Purchase not occurred or occurred differently. This particular lesson is being taught so that students can understand the complexity of the purchase part of the Louisiana Purchase. It is being taught this way because this method is a more engaging way for students to learn about the topic than a lecture is. The goal of the lesson is for students to be able to explain how the Louisiana Purchase was a complex series of events and negotiations. Group interaction is the instructional strategy that will be used to accomplish this goal.

### Standards

- Ohio’s New Learning Standards: Social Studies Grade 8: Content Statement 2: North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.
- National Center for History in the Schools (NCHS) standards: Historical Thinking 3G: Challenge arguments of historical inevitability.
- National Center for History in the Schools (NCHS) standards: Content Standards Era 4: Content Statement 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

### Learning Objectives

- By the end of the class, students will be able to explain how the Louisiana Purchase was a complex series of events and negotiations in an exit slip.

### Academic Language

<table>
<thead>
<tr>
<th>H=hook</th>
<th>B=Body</th>
<th>C=closure</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States of America (B, C)</td>
<td>Spain (B, C)</td>
<td>Explain (B, C)</td>
</tr>
<tr>
<td>France (B, C)</td>
<td>Discuss (B)</td>
<td>Review (C)</td>
</tr>
<tr>
<td>Mississippi River (B)</td>
<td>Saint Domingue (B)</td>
<td>Thomas Jefferson (B, C)</td>
</tr>
<tr>
<td>Louisiana Purchase (B, C)</td>
<td>Negotiate (B)</td>
<td>Louisiana Territory (B, C)</td>
</tr>
<tr>
<td>New Orleans (B, C)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The hook is a question requiring an answer in full sentences. There are also some questions on the worksheet to guide student learning, but for the most part students will be developing their own questions to move their negotiations along. The questions on the worksheet will require a mix of complete sentence answers and incomplete sentence answers. There will be a short whole class discussion after the main learning activity to discuss the results of the various negotiations. The students will be discoursing in small groups for the bulk of the lesson.

### Planned Assessments

Exit slip (formative assessment given during the closure)
Treaty-Making Activity Packets (formative assessment given during the body)
Differentiated Instructional Strategies
Students will be paired/grouped by the teacher and therefore students who need a little more help to grasp the subject can be paired/grouped with students who can best help them learn. The teacher (and co-teacher if in such a setting) will also be circulating the room as the CLT is occurring and will be able to help when any questions and/or difficulties arise. If needed a co-teacher may focus their attention specifically on one or two groups who need more help with the activity while the other co-teacher circulates among the rest of the class. For the exit slip, students may type their answers, write them by hand, or record a video with their answers.

List Resources
● Projector
● Computer
● White board or projector screen
● Exit slips
● Treaty-Making Activity Packets
● Primary Documents and Politician Information Packets

THE LESSON

1. HOOK
   Allotted Time: 7 minutes
   - The teacher will have the question “Describe a situation in which you had to negotiate for something. Was it simple to come to an agreement or did you have to make several offers?” projected on the board or projector screen.
   - The teacher will instruct students to answer the question on a sheet of paper in a few complete sentences.
   - The students will answer the question.
   - The teacher will ask for a few students to share their answers.
   - The teacher will explain that in this lesson students will be learning about the Louisiana Purchase, the United States’ solution to issues that were discussed in the previous lesson.
   - The teacher will instruct students to turn in their answers.
   - As a transition, the teacher will explain that instead of being a simple purchase like its name implies, the Louisiana Purchase was actually a complex negotiation (the teacher can say it was similar to one, some, or all of the students’ examples or that it was different than one, some, or all of the students’ examples, depending on what the student responses are), and that in the lesson’s activity the students are going to discover why it was more complex.

2. BODY
   Allotted Time: 31 minutes
   - The teacher will divide students into groups of three (teacher preference).
   - The teacher will appoint two students from each group to represent the American delegates and the other student to represent the French delegate.
   - The teacher will give each student the appropriate activity packet for the delegate they are representing.
   - The teacher will instruct students to read the background information in their activity packets and to follow the instructions to complete the activity.
   - The delegates in each group will negotiate with each other to try and meet their goals. What they end up buying and for how much will vary depending on each group’s negotiations.
   - The teacher will circulate the room as the groups negotiate.
   - Once groups have completed their negotiations, the teacher will ask the students to reveal their results to the rest of the class.
   - The teacher will encourage the class to discuss which results they think were the best situation.
● The teacher will ask the students what they think the actual outcome was (possibly ask which of the groups’ results the class thinks were the most similar to the actual results)
● The teacher will explain what the actual outcome of the Louisiana Purchase was (how much land was purchased, where, for how much, how the money was broken down) using the three primary documents that make up the Louisiana Purchase (see resource list) to supplement the discussion.
● The teacher will point out why these different characteristics made the Louisiana Purchase complex and not simply an impulse purchase.

Assessment: Packet/worksheet for the above activity. The students will use this to guide their negotiations and will fill in answers as they go through the activity.

3. CLOSURE

Allotted Time: 7 minutes

● The teacher will instruct the students to turn in their Treaty-Making Activity Packets.
● The teacher will instruct students to pick up an exit slip, fill it out, and turn it in when finished.
● The students will turn in their Treaty Negotiation packets and pick up an exit slip.
● Students will fill out an exit slip with the question “The Louisiana Purchase is usually portrayed as a quick impulse purchase by the United States. However, it was much more complex. Explain why it was much more complex in 2-3 sentences.”
● Students will turn in their exit slips when finished.
● The teacher will explain that in the next lesson they will be doing a process drama interview that requires 4-6 volunteers who are willing to do some homework.
● The teacher will give the 4-6 volunteers the information they need to complete their homework.

Assessment: The exit slip. See above.

Homework: 4-6 volunteers will be given the Primary Documents and Politician Information Packets to read to prepare for the process drama interview the next day. They will need to read them and be able to answer questions about their character and their character’s position.

REFLECTION
The Great Debate

<table>
<thead>
<tr>
<th>Your Name</th>
<th>Samantha Clonch</th>
<th>Date</th>
<th>4/12/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject/ Course</td>
<td>Social Studies</td>
<td>Grade</td>
<td>8</td>
</tr>
<tr>
<td>Unit Topic or Theme</td>
<td>The Louisiana Purchase</td>
<td># of Students</td>
<td>20</td>
</tr>
<tr>
<td>Class Length</td>
<td>45 minutes</td>
<td>Day 3 of 7</td>
<td>CMT Initials</td>
</tr>
</tbody>
</table>

### Essential Question(s)
Was the Louisiana Purchase a beneficial course of action?

### Lesson Rationale and Summary
The Louisiana Purchase is a vital event in the expansion of the United States. The political, social, and physical characteristics of the United States today would not be the same had the Louisiana Purchase not occurred or occurred differently. This particular lesson is being taught so that students can understand the political debate that sprang up following the Purchase regarding Jefferson’s choices. This lesson will help students understand the impact the Purchase had on the interpretation of the Constitution and on presidential powers. This lesson is being taught this way to give students a more personal look into the past. The goal of the lesson is for students to learn how the Louisiana Purchase impacted political discourse, presidential power, and constitutional interpretation through the process drama technique called interviewing.

### Standards
- Ohio’s New Learning Standards: Social Studies Grade 8: Content Statement 1: Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.
- Ohio’s New Learning Standards: Social Studies Grade 8: Content Statement 10: Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.
- National Center for History in the Schools (NCHS) standards: Historical Thinking 3A: Compare and contrast differing sets of ideas.
- National Center for History in the Schools (NCHS) standards: Historical Thinking 3B: Consider multiple perspectives.
- National Center for History in the Schools (NCHS) standards: Content Standards Era 4: Content Statement 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- Common Core State Standards English Language Arts Literacy in History Grades 6-8: Standard 1: Cite specific textual evidence to support analysis of primary and secondary sources.

( Italics indicate which part of the standard will be focused on in this lesson)

### Learning Objectives
- By the end of the lesson, students will be able to express how the Louisiana Purchase impacted political discourse, presidential power, and constitutional interpretation in a worksheet.

### Academic Language

<table>
<thead>
<tr>
<th>H = Hook</th>
<th>B = Body</th>
<th>C = Closure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Jefferson (B)</td>
<td>Alexander Hamilton (B)</td>
<td>Federalists (B)</td>
</tr>
<tr>
<td>presidential power (B, C)</td>
<td>treaty (B)</td>
<td>expressed powers (B, C)</td>
</tr>
<tr>
<td>Constitution (B, C)</td>
<td>debate (B)</td>
<td>implied powers (B, C)</td>
</tr>
<tr>
<td>explain (B)</td>
<td>role play (B)</td>
<td>interview (B)</td>
</tr>
<tr>
<td>Timothy Pickering (B)</td>
<td>Samuel Brazer (B)</td>
<td>Rufus King (B)</td>
</tr>
</tbody>
</table>

The hook is a question requiring full sentence answers. Students will also be developing their own questions for the majority of the body of the lesson. The teacher may ask questions of the students to keep the role-play interview moving. On the worksheet, students will be asked to answer in full sentences for some questions. The whole class will be participating in the interview, and then there will be a whole class discussion about what was learned during the interview. The audience is expected to ask questions of the role-players during the interview.
**Planned Assessments**

Notes Worksheet (formative assessment given in the body)

**Differentiated Instructional Strategies**

This lesson will be differentiated by tiered assignments. There will be three different worksheets for students with varying levels of skills and knowledge. Additionally, during the class discussion, if there is a co-teaching situation, one teacher can lead a discussion with a group of students who need more guidance, while the other teacher can manage the discussion with the rest of the students. Students may also record the interview so that they can go back and listen to the recording in order to fill out their worksheet so that they can focus their full attention on what is being said during the interview instead of having to split their attention between the speakers and their worksheet.

**List Resources**

- Computer
- Projector
- White board or projector screen
- Notes Worksheets
- Chairs (for students doing the role playing)
- Primary Documents and Politician Information Packets (for the students who are not role-playing)

---

**THE LESSON**

1. **HOOK**
   
   Allotted Time: 7 minutes
   
   - The teacher will have “Are there any topics that you have a different opinion about than a friend/sibling/cousin does? How easy is it to have a calm conversation about that topic?” projected on the board or projector screen.
   - The teacher will instruct the students to answer the question on a sheet of paper in a few full sentences and to turn it in when they are finished.
   - The students will answer the question.
   - The teacher will ask for a few students to share their answers.
   - The teacher will say something like this transition statement: “You’re probably wondering what differences in opinion have to do with the Louisiana Purchase. Well, not everyone thought that the Louisiana Purchase was a wise decision. There was actually some pretty heated debate about it. Today we’re going to explore that debate through a process drama interview.”

2. **BODY**
   
   Allotted Time: 32 minutes
   
   - The teacher will instruct the students portraying Brazer, Hamilton, Pickering, King, and Jefferson to sit in the chairs at the front of the room. (These students volunteered for the roles in the previous class and went home and learned about their character so that they are prepared to answer questions from that point of view.)
   - The teacher will pass out the Notes Worksheet to the rest of the class.
   - The teacher will instruct the rest of the class to ask the role-playing politicians questions, guided by their worksheet, in order to learn about the politicians’ opinions on the Louisiana Purchase, and the actions that Jefferson took following the Purchase.
   - The teacher will instruct the students in the audience to fill out the worksheet as the interview progresses.
   - The teacher will ask the role-playing politicians to introduce themselves and give basic descriptions about their positions.
   - The students who are role-playing politicians will answer the audiences questions, staying in character as much as possible.
   - The students in the audience will ask the politicians questions.
   - The students in the audience will fill out their worksheets as the interview is taking place.
   - The teacher will prompt the audience to encourage questioning when lulls in the interviewing are reached.
   - The teacher will lead a discussion about the worksheet once they have determined enough questions have been asked.
   - The teacher will encourage students to ask any questions they have about the interview.
   - The teacher will instruct the students to turn in their worksheet once the discussion is over and the worksheet is completed.
● The teacher will inform students that if they are unable to complete the worksheet in class they may take it home to complete it for homework.
● The students will turn in the worksheet as they complete it.

Assessment: Notes Worksheet, hopefully completed by the end of class but may be completed as homework if necessary.

3. CLOSURE

Allotted Time: 6 minutes

● The teacher will ask the students what they believe the take-home message of the lesson was.
● The teacher will call on the students who raise their hand to share their answer.
● The teacher will explain that in the next lesson the students will be participating in the first half of a jigsaw activity about silenced groups

Assessment: Notes Worksheet, hopefully completed by the end of the class but may be completed as homework if necessary.

Homework: Notes Worksheet, if necessary

REFLECTION
# It’s a Small World (Part 1)

<table>
<thead>
<tr>
<th>Your Name</th>
<th>Samantha Clonch</th>
<th>Date</th>
<th>4/13/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject/ Course</td>
<td>Social Studies</td>
<td>Grade</td>
<td>8</td>
</tr>
<tr>
<td>Unit Topic or Theme</td>
<td>The Louisiana Purchase</td>
<td># of Students</td>
<td>20</td>
</tr>
<tr>
<td>Class Length</td>
<td>45 minutes</td>
<td>Day</td>
<td>4 of 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CMT Initials</td>
<td></td>
</tr>
</tbody>
</table>

## Essential Question(s)
Was the Louisiana Purchase a beneficial course of action?

## Lesson Rationale and Summary
The Louisiana Purchase is a vital event in the expansion of the United States. The political, social, and physical characteristics of the United States today would not be the same had the Louisiana Purchase not occurred or occurred differently. This particular lesson is being taught so that students can understand the impact the Purchase had on groups that are often overlooked during the study of the event. Using a Jigsaw activity to teach this lesson puts the students in control of their learning and engages them more than a lecture would. The goal of the lesson is for students to learn about silenced groups that were affected by the Louisiana Purchase and how the Louisiana Purchase affected them.

## Standards
- Ohio’s New Learning Standards: Social Studies Grade 8: Content Statement 10: Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.
- Ohio’s New Learning Standards: Social Studies Grade 8: Content Statement 16: Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.
- Common Core State Standards English Language Arts Literacy in History Grades 6-8: Standard 1: Cite specific textual evidence to support analysis of primary and secondary sources.
- National Center for History in the Schools (NCHS) standards: Historical Thinking 3B: Consider multiple perspectives.
- National Center for History in the Schools (NCHS) standards: Historical Thinking 4f: Support interpretations with historical evidence.
- National Center for History in the Schools (NCHS) standards: Content Standards Era 4: Content Statement 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

(Italics indicate which part of the standard will be focused on in this lesson)

## Learning Objectives
- By the end of the period, students will be able to explain to other students in a discussion based on their notes the impact the Louisiana Purchase had on one of the following silenced groups: the Free People of Color of Louisiana; the Choctaw Nation; the Osage, Missouri, Oto, Panis, Cansas, Ayowais, & Sioux Nations; the Caddo Nation; the Sauk Nation; the People of Louisiana (subscribers, planters, merchants, & other inhabitants); or the French Inhabitants of Louisiana.

## Academic Language

<table>
<thead>
<tr>
<th>H: Hook</th>
<th>B: Body</th>
<th>C: Closure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louisiana Purchase (B)</td>
<td>Choctaw Nation (B)</td>
<td>Osage Nation (B)</td>
</tr>
<tr>
<td>French Inhabitants of Louisiana (B)</td>
<td>Sioux Nation (B)</td>
<td>Sauk Nation (B)</td>
</tr>
<tr>
<td>People of Louisiana (subscribers, planters, merchants and other inhabitants) (B)</td>
<td>Missouri Nation (B)</td>
<td>read (B)</td>
</tr>
<tr>
<td>Oto Nation (B)</td>
<td>Panis Nation (B)</td>
<td>Canas Nation (B)</td>
</tr>
</tbody>
</table>

Students will be developing their own questions. On the Silenced Group Notes Worksheet, students may write in whatever manner they see fit (words, phrases, full sentences, paragraphs) so long as they are recording enough information for them to teach the information in the next lesson. Students are having small group discussion in a Jigsaw format, with the second part of the Jigsaw format taking place in the next lesson.

## Planned Assessments
Silenced Group Notes Worksheet (formative assessment given in the body)
Differentiated Instructional Strategies

Briefly Describe:
Students will be grouped so that there are varying levels of knowledge and skill within each group, to help ensure that students with less knowledge and/or skill with the topic can receive guidance and help from their peers as they learn about their specific topic. The teacher will also be circulating to help clear up any confusion that occurs and provide additional guidance if necessary. If the classroom is a co-teaching situation, one teacher can work with a group of students who need more assistance throughout the whole period while the other teacher circulates as stated above.

List Resources

- Primary and Secondary Documents Packets
- Silenced Group Notes Worksheets

THE LESSON

1. HOOK

   Allotted Time: 6 minutes

   - The teacher will instruct students to, in their seating groups, to state one activity each of them did [the past weekend, last night, depends on when the lesson falls].
   - The teacher will ask one group to share their activities
   - The teacher will then make it seem like they’re moving on with the lesson.
   - Hopefully a student will object to everyone not getting the chance to share.
   - The teacher will use this as a springboard to begin talking about silenced groups and what they are historically.
   - The teacher may have to bring attention to the fact that most groups of students were silenced if the students do not.
   - The teacher will say something like this transition statement: “Silenced groups can be found all throughout history. Today you will be exploring the experiences of some of the silenced groups that were effected by the Louisiana Purchase.”

2. BODY

   Allotted Time: 34 minutes

   - The teacher will divide students into groups of 3-4.
   - The teacher will pass out the Silenced Group Notes Worksheet and the Primary and Secondary Documents Packets.
   - The teacher will inform the students that they will read primary and secondary documents explaining the impact of the Louisiana Purchase on various historical groups (free people of color, various Native American groups, French settlers, etc) and take notes while they do so because they will be teaching their new groups the information in the next lesson.
   - Each student will take notes on their assigned historical group and will prepare to teach other students about the impact of the Louisiana Purchase on their historical group.
   - The students in each group will work together to understand the primary document related to their silenced group and answer the questions Silenced Group Notes teaching worksheet.
   - The teacher will circulate the room, clearing up any confusion and providing additional guidance as needed.

   Assessment: Silenced Group Notes Worksheet: This is the worksheet that students will fill out during their discussions during the body. Students will turn these in at the end of the next lesson after using them to prepare for their teaching and after using them to teach during the next lesson.

3. CLOSURE

   Allotted Time: 5 minutes

   - The teacher will ask the students if they still have any questions about their groups or what they will do during the next lesson.
   - The teacher will answer any such questions.
   - The teacher will explain to the students that for homework they should look over their notes and prepare to teach their new group members in the Jigsaw Part 2.

Homework: Students should look over their notes from the Jigsaw Part 1 and prepare to teach their new group members in the Jigsaw Part 2 in the next lesson.

REFLECTION (Record on the back)
It’s a Small World (Part 2)

<table>
<thead>
<tr>
<th>Your Name</th>
<th>Samantha Clonch</th>
<th>Date</th>
<th>4/13/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject/ Course</td>
<td>Social Studies</td>
<td>Grade</td>
<td>8</td>
</tr>
<tr>
<td>Unit Topic or Theme</td>
<td>The Louisiana Purchase</td>
<td># of Students</td>
<td>20</td>
</tr>
<tr>
<td>Class Length</td>
<td>45 minutes</td>
<td>Day of 7</td>
<td>CMT Initials</td>
</tr>
</tbody>
</table>

Essential Question(s)

Was the Louisiana Purchase a beneficial course of action?

Lesson Rationale and Summary

The Louisiana Purchase is a vital event in the expansion of the United States. The political, social, and physical characteristics of the United States today would not be the same had the Louisiana Purchase not occurred or occurred differently. This particular lesson is being taught so that students can understand the impact the Purchase had on groups that are often overlooked during the study of the event. Using a Jigsaw activity to teach this lesson puts the students in control of their learning and engages them more than a lecture would. The goal of the lesson is for students to learn about silenced groups that were affected by the Louisiana Purchase and how the Louisiana Purchase affected them.

Standards

- Ohio’s New Learning Standards: Social Studies Grade 8: Content Statement 10: Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.
- Ohio’s New Learning Standards: Social Studies Grade 8: Content Statement 16: Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.
- Common Core State Standards English Language Arts Literacy in History Grades 6-8: Standard 1: Cite specific textual evidence to support analysis of primary and secondary sources.
- National Center for History in the Schools (NCHS) standards: Historical Thinking 3B: Consider multiple perspectives.
- National Center for History in the Schools (NCHS) standards: Historical Thinking 4f: Support interpretations with historical evidence.
- National Center for History in the Schools (NCHS) standards: Content Standards Era 4: Content Statement 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

(Latin indicates which part of the standard will be focused on in this lesson)

Learning Objectives

- By the end of the activity, students will be able to summarize in a table the impact of the Louisiana Purchase on all of the following silenced groups: the Free People of Color of Louisiana; the Choctaw Nation; the Osage, Missouri, Oto, Panis, Cansas, Ayowais, & Sioux Nations; the Caddo Nation; the Sauk Nation; the People of Louisiana (subscribers, planters, merchants, & other inhabitants); or the French Inhabitants of Louisiana.

Academic Language

H: Hook  B: Body  C: Closure
Louisiana Purchase (B)  Choctaw Nation (B)  Osage Nation (B)  Free People of Color of Louisiana (B)
French Inhabitants of Louisiana (B)  Sioux Nation (B)  Sauk Nation (B)  Caddo Nation (B)
People of Louisiana (subscribers, planters, merchants and other inhabitants) (B)  Missouri Nation (B)
Oto Nation (B)  Panis Nation (B)  Canas Nation (B)  Ayowais Nation (B)  discuss (B)
record (B)  explain (B)  understand (B)  compare (B)  contrast (B)

On the Silenced Group Table Worksheet, students may write in whatever manner they see fit (words, phrases, full sentences, paragraphs) so long as they are recording enough information for them to understand what each group is and how the Louisiana Purchase affected them. Students are having small group discussions in a Jigsaw format, a continuation of the Jigsaw activity that began in the previous lesson. Students will be expected to develop questions as needed in order to understand what their peers are explaining to them.

Planned Assessments

Silenced Group Table Worksheet (formative assessment given in the body)

Differentiated Instructional Strategies
The teacher will also be circulating to help clear up any confusion that occurs and provide additional guidance if necessary. If the classroom is a co-teaching situation, one teacher can work with a group of students who need more assistance throughout the whole period while the other teacher circulates as stated above. Additionally, students may record the explanations of their classmates in order to listen to the recording later so that they can fill out their table in a setting that better meets their needs. Students may also fill out the chart electronically and either print it out to turn it in, email it to the teacher, or upload it to the class website.

List Resources
- Extra Primary and Secondary Documents Packets
- Silenced Group Table Worksheets
- Final Presentation Instructions

THE LESSON

1. BODY
   * The teacher will divide the students into groups of 3-4 which are different from the previous lesson and consist of one member from each of the previous lesson’s groups.
   * The teacher will pass out the Silenced Group Table Worksheet or instruct the students to pick up a copy.
   * The teacher will tell the students that each student in each group will take a turn teaching the rest of their group about the silenced group they studied the previous lesson while the rest of the group takes notes on their worksheet.
   * The teacher will inform the students that they should cite evidence from their primary and secondary documents when possible to add to their explanation.
   * The teacher will also inform the students that when they are taking notes and listening to the other students speak, they should ask questions to clear up any confusion they have or to get any more information they need.
   * Finally, the teacher will inform the students that they should turn in their Silenced Group Notes Worksheet and their Silenced Group Table Worksheet when all of the presentations for their group are finished.
   * The students will take turns teaching each other about the silenced groups that were affected by the Louisiana Purchase.
   * The group members who are not teaching will fill out the table worksheet while their group member is speaking, and will ask questions to clear up any confusion they have.
   * The listening students may also record their group members talking so that they can go back later and use that recording to fill in the table worksheet.
   * The teacher will circulate the room, clearing up any confusion and providing additional guidance as needed.
   * When all of the presentations for their group are finished, the students will turn in their Silenced Group Notes Worksheet from the previous lesson (what they used to teach) and their Silenced Group Table Worksheet (what they took notes on during this lesson’s presentations).

Assessment: Silenced Group Table Worksheet

2. CLOSURE
   * The teacher will ask the students if they have any lingering questions about the silenced groups that were discussed.
   * The teacher will answer these questions, possibly asking the rest of the class if anyone could provide their classmate with an answer.
   * The teacher will explain that the take-home message of the Jigsaw Activity is: There are many groups who were affected by the Louisiana Purchase that were silenced and therefore are not usually learned about.
   * The teacher will hand out the homework.
   * The teacher will inform the students that in the next lesson they will take a broader look at the effects of the Louisiana Purchase.

Homework: Hand out the Final Presentation Instructions: Students will begin thinking about their answer to the question “Was the Louisiana Purchase a beneficial course of action?” They will also begin looking for evidence to support their position from the primary documents examined in earlier lessons.

REFLECTION (Record on the back)
The Louisiana Purchase is a vital event in the expansion of the United States. The political, social, and physical characteristics of the United States today would not be the same had the Louisiana Purchase not occurred or occurred differently. This particular lesson is important because it teaches that the Purchase had impacts that lasted for many years after the treaty was ratified, even up to today. It also shows how one event can lead to a chain of other events that drastically affect the country. Structuring the lesson this way allows for more student interaction with the content than a lecture would, increasing student attention and retention. The goal of the lesson is for students to learn about the long-term impacts of the Louisiana Purchase by completing a webquest.

Standards

- Ohio’s New Learning Standards: Social Studies Grade 8: Content Statement 10: Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.
- Ohio’s New Learning Standards: Social Studies Grade 8: Content Statement 16: Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.
- National Center for History in the Schools (NCHS) standards: Content Standards Era 4: Content Statement 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

(Italics indicate which part of the standard will be focused on in this lesson)

Learning Objectives

- Students will be able to identify the long-term impacts of the Louisiana Purchase in a webquest.

Academic Language

H - Hook  B - Body  C - Closure

long-term consequences (H, B)  state creation (B)  slavery (B)  secession (B)  Indian Removal (B)  Mississippi River (B)  trade (B)  resources (B)  farm land (B)  grazing land (B)  continental power (B)  Gold Rush (B)  search (B)  identify (B)  research (B)

Students are being asked questions. They need to search through several provided websites and videos to locate the answers. For the most part, students will be required to write in full sentences. Students may be having small group discussions to complete the webquest if they work in pairs or groups of three.

Planned Assessments

Long-Term Effects Webquest (formative assessment given in the body)

Differentiated Instructional Strategies

The main source of differentiation in this lesson will be tiered assignments, with the webquest having three versions, each with varying levels of guidance about where students can find the answers to the questions. The use of computers allows for the use of the speech function for those who prefer to learn by listening and for blind students. Should the classroom contain English Language Learner (ELL) students, ensuring they are using computers and web browsers set to their primary language is important, so that they would be given the option by the computer to have the websites for the webquest translated into that primary language from English. Copies of the webquest can also be provided in their
primary language if needed. The teacher would circulate the room as students are completing the web-quest, helping them and paying particular attention to students with IEPs and 504s and ELL students. The use of computers also allows for the use of dictation software for students who find it easier to say what they are thinking instead of typing or handwriting it. Additionally, if the classroom is a co-teaching situation, one teacher can work with a group of students who need more assistance throughout the whole period while the other teacher circulates as stated above.

List Resources

- Long-Term Effects Webquest (All three tiered versions; ELL versions if necessary; placed online in class website or other area accessible to the students and teachers from the computer (to make accessing the links easier) and as actual physical copies (2-3 more of each version than anticipated)
- computer, laptop, or tablet for each student, pair, or group of 3 students (depending on group set-up)
- headphones for each student

THE LESSON

1. HOOK 
   **Allotted Time: 5 minutes**
   - The teacher will ask the students: “What do you think a long-term impact of the Louisiana Purchase was?”
   - The teacher will call on students who raise their hands to share their answers with the rest of the class.
   - The teacher will say something like this transition statement: “Alright, now that we’ve established what you think the long-term impacts of the Louisiana Purchase are, you’re going to find out if you’re right. Today you’re doing a webquest, and you can work by yourself, with a partner, or in a group of three.”

2. BODY 
   **Allotted Time: 33 minutes**
   - The teacher will inform students that they have 33 minutes to work on the webquest, which includes the time it takes them to find 1-2 partners if they don’t wish to work alone.
   - The teacher will inform the students that they should follow the instructions on the webquest, raise their hands if they have any questions, and turn in the webquest when they are finished.
   - The teacher will pass out the webquest.
   - The students will find 1-2 partners, if they wish.
   - The students will complete the webquest covering the long-term impacts of the Louisiana Purchase, alone, in pairs, or in groups of 3, depending on student preference.
   - The teacher will circulate the classroom, aiding students where needed, and paying extra attention to students with IEPs and 504s, and ELL students.
   - The students will turn in the webquest as they complete it.

Assessment: Long-Term Effects Webquest

3. CLOSURE 
   **Allotted Time: 7 minutes**
   - The teacher will inform the students that the take-home message of the lesson is that the Louisiana Purchase had many long-lasting effects beyond increasing the size of the United States.
   - The teacher will ask the students “Was the Louisiana Purchase a beneficial course of action?” and inform them that they should use everything they have learn in this lesson and the previous five lessons to determine their answer to that question.
   - Students will use the information they learned in this lesson and in previous lessons to determine their answer to the question “Was the Louisiana Purchase a beneficial course of action?”
   - The teacher will inform the students that their homework is to complete preparations for the presentation they will give the next day in class on their answer to the question “Was the Louisiana Purchase a beneficial course of action?” The teacher should inform the students that the presentation is based on the criteria listed on the sheet given out as homework during the previous lesson.

Homework: Students will finish preparing for the next lesson’s presentations. Students will select evidence which helps to support their position from the primary and secondary documents examined in earlier lessons. They will use that evidence to prepare a presentation of 2-5 minutes to present in class tomorrow.

REFLECTION (Record on the back)
**Was It Worth It In The End?**

<table>
<thead>
<tr>
<th>Your Name</th>
<th>Samantha Clonch</th>
<th>Date</th>
<th>4/14/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject/ Course</td>
<td>Social Studies</td>
<td>Grade</td>
<td>8</td>
</tr>
<tr>
<td>Unit Topic or Theme</td>
<td>The Louisiana Purchase</td>
<td># of Students</td>
<td>20</td>
</tr>
<tr>
<td>Class Length</td>
<td>45 minutes</td>
<td>Day</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>of 7</td>
<td>CMT Initials</td>
</tr>
</tbody>
</table>

**Essential Question(s)**

Was the Louisiana Purchase a beneficial course of action?

**Lesson Rationale and Summary**

The Louisiana Purchase is a vital event in the expansion of the United States. The political, social, and physical characteristics of the United States today would not be the same had the Louisiana Purchase not occurred or occurred differently. The purpose of this lesson is for students to bring together what they have learned over the course of the past seven lessons and present their answer to the essential question, Was the Louisiana Purchase a beneficial course of action?, using evidence from the primary and secondary sources they explored. Students are presenting their answers to group members instead of writing a paper because the activity is more active and engaging for students than writing individual papers and handing them in would be. The goal of the lesson is for students to be able to present a well-supported position on the essential question.

**Standards**

- Ohio’s New Learning Standards: Social Studies Grade 8: Content Statement 1: Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.
- Common Core State Standards English Language Arts Literacy in History Grades 6-8: Standard 1: Cite specific textual evidence to support analysis of primary and secondary sources.
- National Center for History in the Schools (NCHS) standards: Historical Thinking 3J: Hypothesize the influence of the past.
- National Center for History in the Schools (NCHS) standards: Historical Thinking 4F: Support interpretations with historical evidence.
- National Center for History in the Schools (NCHS) standards: Content Standards Era 4: Content Statement 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

**Learning Objectives**

- By the end of the period, students will be able to present and defend using primary and secondary documents their position on the question “Was the Louisiana Purchase a beneficial course of action?” in a short presentation.

**Academic Language**

H- Hook   B - Body   C - Closure   *Note: This is just a basic list of possible content-related academic language. The specific content-related academic language each student uses will differ depending on their position and the evidence they use to support it.

Louisiana Purchase (B)  Jefferson (B)  Federalists (B)  Democratic Republicans (B)  treaty (B)  Mississippi River (B)  trade (B)  land (B)  New Orleans (B)  Native Americans (B)  Free Blacks (B)  slaves (B)  Oregon (B)  present (B)  record (B)  listen (B)  defend (B)

Students, when they are listening to the presentations of their peers, will be answering questions on the worksheet given to them about the presentation. They may answer in single word responses, full sentences, or a paragraph depending on what the question is asking. Students will be working in small groups with each individual member giving a presentation, and the group members who are not presenting will be expected to ask questions of the presenter if needed to complete the worksheet.
Planned Assessments

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation (and any related materials to the presentation i.e. copy of powerpoint, song, poem, outline or notes for speech, etc.)</td>
<td>(summative assessment given in the body)</td>
</tr>
<tr>
<td>Final Presentation Worksheet</td>
<td>(formative assessment given in the body)</td>
</tr>
</tbody>
</table>

Differentiated Instructional Strategies

For this lesson, the product may be differentiated. The type of presentation that the students can give is up to them, as long as they incorporate their answer to the essential question and support that answer with examples from the primary and secondary sources. They can give a speech, they can do a presentation, they can sing a song, they can write a poem, whatever way they wish to format their presentation is acceptable. Additionally, if needed, students with special needs or English Language Learners may present directly to the teacher or record their presentation on their own instead of presenting to their group. In a co-teaching situation, one teacher could focus exclusively on these students while the other circulates the room, helping the other students with any technical difficulties or anxiety. For the worksheet, students may write or type to fill it out, and may turn in a hard copy or an electronic copy. Students may also request a copy of their group members’ presentation recordings so that they may fill out the worksheet at a later time and just pay attention to the speaker as they are talking in class.

List Resources

- tripods for each group
- cameras for each group
- Final Presentation Worksheet

THE LESSON

1. INTRODUCTION  
   Allotted Time: 7 minutes
   - The teacher will divide the students into their groups (3-4 members each).
   - The teacher will show the students how to use the camera and the tripod to record their presentations.
   - The teacher will pass out the Final Presentation Worksheet and will tell students to fill out the worksheet as they listen to their peers present.
   - The teacher will tell the students to turn in their worksheets once all of their group members have finished presenting and the worksheet has been filled out.
   - The teacher will instruct the groups to get their cameras set up and to begin their presentations.

2. BODY  
   Allotted Time: 36 minutes
   - Students will present their answers to the question “Was the Louisiana Purchase a beneficial course of action?”, backing up their position with the evidence they selected from the primary documents, and video-recording their presentation as they give it.
   - While each student is presenting, the others will fill out the Final Presentation Worksheet, where they write down the presenter’s position and their supporting evidence.
   - The teacher will circulate the room as students give their presentations, helping them with any technical difficulties or anxiety.
   - The teacher will also ensure that students who are not presenting are staying on task.

Assessment: The presentation and the Final Presentation Worksheet are the assessments for the body. These are both items that will be turned in at the end of the period. Students will be expected to fill out the Final Presentation Worksheet while their group members are presenting. The students will also be expected to record their presentation while they are giving it; they may ask a group member to start and stop the camera for them. Included in the assessment of the presentation will be any other materials related to the presentation (i.e. a copy of their powerpoint, song, or poem, their outline or notes for their speech, etc.).

3. CLOSURE  
   Allotted Time: 2 minutes
   - Students will turn in their worksheet, the video of their presentation, and any materials related to their presentation (i.e. copy of powerpoint, song, or poem, outline or notes for speech, etc.).
   - The teacher will give a preview of the next section/lesson for the students.

REFLECTION (Record on the back)
The Louisiana Purchase Lesson Plans Resources
Lesson Plan 1: It’s All About the Mississippi
Process Drama Teacher Information Sheet

By Samantha Clonch
Lesson Plan 1: It’s All About the Mississippi

Key Roles*

- Thomas Jefferson (recommendation: 1 student)
- Alexander Hamilton (recommendation: 1 student)
- Merchants (recommendation: 2 groups of students, one with 3 members and one with 2 members, for 5 total)
- American Settlers (recommendation: 3 groups of 3 students each, see below for more detail)
- Spanish government (recommendation: 2 students)
- French government (recommendation: 2 students)

*recommendations based on the 20 student class size used in the lesson plan

Additional Roles

The following are additional groups that could be added for classes of larger sizes.

- Revolutionaries of Saint Domingue (recommendation: 2-3 students)
- Native American groups (recommendation: groups of 2-3 students each)
- Free People of Color from New Orleans (recommendation: 1-3 students)
- Slaves from the Louisiana Territory (recommendation: 1-3 students)
- French Settlers (recommendation: 2-3 students)
- Spanish Settlers (recommendation: 2-3 students)

*It is suggested that the teacher include a name for each role. These could be people who were alive during the period, such as Native American leaders or St. Domingue revolutionaries, or they could be made-up names. Either way, all students having names to associate with their roles will help students see that these groups and people were just as important as Jefferson and Hamilton were.

Teacher Questions

The following are examples of questions that the teacher could ask students throughout the process drama. For the most part, they are written so that a question logically follows the one that came before it. These questions are based on the key roles listed above. More questions may be needed or some may need to be removed based on the number of students and their ability levels and learning styles.

For each group of settlers: “What goods do you produce and what do you do with them?” (For the second half of the question, the answer should be some variant of “use some for ourselves and sell some to merchants.”)

For the settlers and the settlers: “How do you interact with each other?” (The answer should be that the settlers sell the goods they produce to the merchants and buy the rest of the goods they need or want and cannot produce themselves from the merchants.)

For the merchants: “What do you do with the goods you buy?” (The answer should be that they sell them back on the east coast or to foreign countries. The second answer), “How do the goods that you buy and sell get to their destinations?” (The answer should be that they ship them on the Mississippi River.)
Lesson Plan 1: It’s All About the Mississippi
Process Drama Teacher Information Sheet

To anyone: “So the merchants ship the goods up and down the Mississippi. What other bodies of water do the goods go through before reaching their destinations?” “Why don’t the merchants just ship the goods over land to or from the east? Wouldn’t that be quicker and cheaper?” (trace a path from where the merchants are to where Jefferson and Hamilton are) (The students should answer that the Appalachians are in the way and that it takes longer and is therefore more expensive.) (It is recommended that the revolutionaries or France are targeted to give answers since they may not be talking for a while.)

For Spain: “How do you feel about Americans travelling through your city in order to trade their goods?” Depending on the answer, “So you’re annoyed with the Americans. What are you going to do about that?” if they say the Americans are annoying, or “It doesn’t bother you at all that Americans are saving money and therefore increasing how much they can make selling the goods by travelling through New Orleans?” if they say they don’t really care about the Americans travelling through. (The goal is to get them to realize that Spain often closed off New Orleans to Americans.)

For the merchants, once Spain says it’s closing New Orleans to Americans: “What does Spain’s decision mean for you?” (They should say they are not going to buy or sell goods anymore.)

For the settlers: “And how does that affect you?” (The settlers are not going to be able to get what they need/afford what they need/sell their goods.)

To Jefferson and Hamilton: “How does this affect the United States overall?” (They should explain that it harms the economy and limits American growth.)

To Spain: “Do you still feel the same? Are you going to keep New Orleans closed to Americans?” (key phrase Spain was made aware of on their role card, the indication to give the Louisiana Territory to France)

To France: “What are you going to do with the Louisiana Territory?” If they don’t say anything about their relationship with the U.S. ask “What about the Americans going through New Orleans for trade, would you allow that?”

To anyone: “Has the situation with American trade really changed? Why or why not?”

To anyone: “What can be done to ensure that American trade continues?” (Encourage creative answers here)

Interlude, see Lesson Plan 1: It’s All About the Mississippi for more information

To France: “What are you going to do now that you’ve got a revolution on your hands? What does this mean for the Louisiana territory?”

To Hamilton and Jefferson: “Now that France has something else on its plate, what course of action do you think the United States should take?”
Possible Questions for Additional Roles

The following are questions that could be added to the questions above for any of the additional roles that may be added.

To the Saint Domingue Revolutionaries: “Why are you revolting? What are you hoping to accomplish?”

To each Native American group: “What effect does the closing of New Orleans have on you?”

To the slaves, the free people of color, the Native American groups, and the French and Spanish settlers: “How does the change of ownership of New Orleans affect you?”

The French and Spanish settlers can also be asked questions similar to or the same as the American settlers concerning what they produce, what they do with those goods, how they interact with the merchants, and how the closing of New Orleans may or may not affect them.
The Louisiana Purchase Lesson Plans Resources
Lesson Plan 1: It’s All About the Mississippi
Primary Documents

By Samantha Clonch

*The yellow highlighting indicates text in which the writer talks about the Louisiana Purchase or explains their reasoning behind the course of action they recommend. The pink/purple highlighting is the course(s) of action that the writer recommends. For Lesson Plan 1, it is recommended that the focus be on the pink/purple sections, with supplementary information taken from the yellow sections.
From Thomas Jefferson to Robert R. Livingston, 18 April 1802

To Robert R. Livingston

Washington Apr. 18. 1802.

…The cession of Louisiana & the Floridas by Spain to France works most sorely on the US. on this subject the Secretary of state has written to you fully, yet I cannot forbear recurring to it personally, so deep is the impression it makes in my mind. it compleatly reverses all the political relations of the US, and will form a new epoch in our political course. of all nations of any consideration France is the one which hitherto has offered the fewest points on which we could have any conflict of right, and the most points of a communion of interests. from these causes we have ever looked to her as our natural friend, as one with which we never could have an occasion of difference. her growth therefore we viewed as our own, her misfortunes ours. there is on the globe one single spot, the possessor of which is our natural & habitual enemy. it is New Orleans, through which the produce of three eighths of our territory must pass to market, and from it’s fertility it will ere long yield more than half of our whole produce and contain more than half our inhabitants. France placing herself in that door assumes to us the attitude of defiance. Spain might have retained it quietly for years. her pacific dispositions, her feeble state, would induce her to increase our facilities there, so that her possession of the place would be hardly felt by us, and it would not perhaps be very long before some circumstance might arise which might make the cession of it to us the price of something of more worth to her. not so can it ever be in the hands of France. the impetuosity of her temper, the energy & restlessness of her character, placed in a point of eternal friction with us, and our character, which though quiet, & loving peace & the pursuit of wealth, is high minded, despising wealth in competition with insult or injury, enterprizing & energetic as any nation on earth, these circumstances render it impossible that France and the US. can continue long friends when they meet in so irritable a position. they as well as we must be blind if they do not see this; and we must be very improvident if we do not begin to make arrangements on that hypothesis. the day that France takes possession of N. Orleans fixes the sentence which is to restrain her forever within her low water mark. it seals the union of two nations who in conjunction can maintain exclusive possession of the ocean. from that moment we must marry ourselves to the British fleet & nation. we must turn all our attentions to a maritime force, for which our resources place us on very high ground: and having formed and cemented together a power which may render reinforcement of her settlements here impossible to France, make the first cannon which shall be fired in Europe the signal for tearing up any settlement she may have made, and for holding the two continents of America in sequestration for the common purposes of the United British & American nations. this is not a state of things we seek or desire. it is one which this measure, if adopted by France, forces on us, as necessarily as any other cause, by the laws of nature, brings on it’s necessary effect. it is not from a fear of France that we deprecate this measure proposed by her. for however greater her force is than ours compared in the abstract, it is nothing in comparison of ours when to be exerted on our soil. but it is from a sincere love of peace, and a firm persuasion that bound to France by the interests and the strong sympathies still existing in the minds of our citizens, and holding relative positions which ensure their continuance we are secure of a long course of peace, whereas the change of friends, which will be rendered necessary if France changes that position, embarks us necessarily as a belligerent power in the first war of Europe. in that case France will have held possession of New Orleans during the interval of a peace, long or short, at the end of which it will be wrested from her. will this shortlived possession have been an equivalent to her for the transfer of such a weight into the scale of her enemy? will not the amalgamation of a young, thriving, nation continue to that enemy the health & force which are at present so evidently on the decline? and will a few years possession of N. Orleans add equally to the strength of France? she may say she needs Louisiana for the supply of her West Indies. she
does not need it in time of peace, and in war she could not depend on them because they would be so easily intercepted. I should suppose that all these considerations might in some proper form be brought into view of the government of France. tho' stated by us, it ought not to give offence; because we do not bring them forward as a menace, but as consequences not controllable by us, but inevitable from the course of things. we mention them not as things which we desire by any means, but as things we deprecate; and we beseech a friend to look forward and to prevent them for our common interests.

If France considers Louisiana however as indispensable for her views she might perhaps be willing to look about for arrangements which might reconcile it to our interests. if any thing could do this it would be the ceding to us the island of New Orleans and the Floridas. this would certainly in a great degree remove the causes of jarring & irritation between us, and perhaps for such a length of time as might produce other means of making the measure permanently conciliatory to our interests & friendships. it would at any rate relieve us from the necessity of taking immediate measures for countervailing such an operation by arrangements in another quarter. but still we should consider N. Orleans & the Floridas as no equivalent for the risk of a quarrel with France produced by her vicinage.—I have no doubt you have urged these considerations on every proper occasion with the government where you are. they are such as must have effect if you can find the means of producing thorough reflection on them by that government. the idea here is that the troops sent to St. Domingo, were to proceed to Louisiana after finishing their work in that island. if this were the arrangement, it will give you time to return again & again to the charge. for the conquest of St. Domingo will not be a short work. it will take considerable time and wear down a great number of soldiers. every eye in the US. is now fixed on this affair of Louisiana. perhaps nothing since the revolutionary war has produced more uneasy sensations through the body of the nation…

Th: Jefferson


Primary Document 2:

For the Evening Post, [8 February 1803]

For the Evening Post

[New York, February 8, 1803]

Since the question of Independence, none has occurred more deeply interesting to the United States than the cession of Louisiana to France. This event threatens the early dismemberment of a large portion of our country: more immediately the safety of all the Southern States; and remotely the independence of the whole union. This is the portentous aspect which the affair presents to all men of sound and reflecting minds of whatever party, and it is not to be concealed that the only question which now offers itself, is, how is the evil to be averted?

The strict right to resort at once to War, if it should be deemed expedient cannot be doubted. A manifest and great danger to the nation: the nature of the cession to France, extending to ancient limits without respect to our rights by treaty; the direct infraction of an important article of the treaty itself in withholding the deposit of New-Orleans; either of these affords justifiable cause of War and that they would authorize immediate hostilities, is not to be questioned by the most scrupulous mind.
The whole is then a question of expediency. Two courses only present. First, to negociate and endeavour to purchase, and if this fails to go to war. Secondly, to seize at once on the Floridas and New-Orleans, and then negociate.

A strong objection offers itself to the first. There is not the most remote probability that the ambitious and aggrandizing views of Bonaparte will commute the territory for money. Its acquisition is of immense importance to France, and has long been an object of her extreme solicitude. The attempt therefore to purchase, in the first instance, will certainly fail, and in the end, war must be resorted to, under all the accumulation of difficulties caused by a previous and strongly fortified possession of the country by our adversary.

The second plan is, therefore, evidently the best. First, because effectual: the acquisition easy; the preservation afterwards easy: The evils of a war with France at this time are certainly not very formidable: Her fleet crippled and powerless, her treasury empty, her resources almost dried up, in short, gasping for breath after a tremendous conflict which, though it left her victorious, left her nearly exhausted under her extraordinary exertions. On the other hand, we might count with certainty on the aid of Great Britain with her powerful navy.

Secondly, this plan is preferable because it affords us the only chance of avoiding a long-continued war. When we have once taken possession, the business will present itself to France in a new aspect. She will then have to weigh the immense difficulties, if not the utter impracticability of wresting it from us. In this posture of affairs she will naturally conclude it is her interest to bargain. Now it may become expedient to terminate hostilities by a purchase, and a cheaper one may reasonably be expected.

To secure the better prospect of final success, the following auxiliary measures ought to be adopted. The army should be increased to ten thousand men, for the purpose of insuring the preservation of the conquest. Preparations for increasing our naval force should be made. The militia should be classed, and effectual provision made for raising on an emergency, 40,000 men. Negociations should be pushed with Great-Britain, to induce her to hold herself in readiness to co-operate fully with us, at a moment’s warning.

This plan should be adopted and proclaimed before the departure of our envoy. Such measures would astonish and disconcert Bonaparte himself; our envoy would be enabled to speak and treat with effect; and all Europe would be taught to respect us.

These ideas have been long entertained by the writer, but he has never given himself the trouble to commit them to the public, because he despaired of their being adopted. They are now thrown out with very little hope of their producing any change in the conduct of administration, yet, with the encouragement that there is a strong current of public feeling in favour of decisive measures.

If the President would adopt this course, he might yet retrieve his character; induce the best part of the community to look favorably on his political career, exalt himself in the eyes of Europe, save the country, and secure a permanent fame. But for this, alas! Jefferson is not destined!

Pericles.

The Louisiana Purchase Lesson Plans Resources
Lesson Plan 1: It’s All About the Mississippi
Exit Slip

By Samantha Clonch
**It’s All About the Mississippi Exit Slip**

Why was the United States concerned about Spain, and later France, having possession of the Louisiana Territory?

There were several different recommendations for how to deal with this problem. Name one from Alexander Hamilton and one from Thomas Jefferson. Additionally, describe how you think the situation should have been handled.
The Louisiana Purchase Lesson Plans Resources
Lesson Plan 2: Let’s Make a Deal!
Treaty-Making Activity Packets

By Samantha Clonch

*This includes both the packet for the French representative and the packet for the American representatives of each group. The French packet is first and the American packet is second. Sources for information and pictures are included on the final page.
Let’s Make a Deal!

You are a French representative who has been appointed by Napoleon Bonaparte. Because of the Saint Domingue revolt, the Louisiana Territory is no longer as profitable for France as it could have been. Additionally, there is the threat of war between France and Britain, and Napoleon doesn’t want to worry about the British coming down from Canada and invading the Territory. Napoleon is selling Louisiana to deal with these problems.

Your task is to sell the Louisiana Territory to the United States. You are going to be negotiating with the other members of your group, who are American representatives of President Thomas Jefferson.

YOUR INSTRUCTIONS FROM NAPOLEON: Sell all of the Louisiana Territory to the United States of America. Yes, all of the approximately 827,000 square miles. This land should fetch at least $14 million, but it’s worth more than that. Try and sell the Territory for as much as you can, but there is no minimum or maximum amount you should try and reach. Remember, we could go to war with Britain at any time. Any money helps, and selling Louisiana means we don’t have to protect it. Also, France DOES NOT own the Floridas. You CANNOT sell them because they belong to Spain.
PART 1

Use full sentences to answer all questions except for those asking for a dollar amount.

WHAT YOU HAVE TO DECIDE:

1. What is the least amount of money that you are willing to accept for the Louisiana Territory?

$_____________________________  Why?________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

2. Is it more important to sell the Louisiana Territory or to get your minimum price for it? Why?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

3. What price are you going to offer the United States first? (Remember, the U.S. is likely to come back with an offer that is less than your offer. Leaving room between your first offer and your bottom line price may be a good idea.)

First Offer: $_____________________________

4. What is included in this offer? (all of the Louisiana Territory? Just New Orleans? Just access to the Mississippi River and New Orleans for trade?)

_____________________________________________________________________________________

_____________________________________________________________________________________
5. Now that you’ve made your offer and the United States has made theirs, take a few minutes to think about them. Are you going to offer them the same price and territory again, or are you going to offer them something different?

Second offer: $__________________________

For (New Orleans? The Louisiana Territory?): ________________________________

Explain your decision:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Once you’ve discussed the new offer, pause for a minute or two. If you came to an agreement, skip to Part 2. If there isn’t an agreement, what will you do now? Will you make another offer or will you walk away? (Remember that Napoleon wants to sell the Louisiana Territory because there is an imminent war and because there is a high change the Territory will be invaded and Napoleon won’t have the resources to protect it.)

6. What will you do now? Why? ____________________________________________

__________________________________________________________________________

__________________________________________________________________________

Third offer: $__________________________

For (New Orleans? The Louisiana Territory?): ________________________________

List any additional offers below (including the price and the territory being sold):
PART 2

Answer the following questions as a group. Taking the point of view of the American representatives may be helpful, but is not required. Use full sentences to answer questions 2, 3, and 4.

1. What was the final result of your negotiations?

$___________________________ for _________________________________

2. Why did you agree to this offer? If there was no agreement on an offer, explain why.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. There are many people living in New Orleans and the Louisiana Territory, including French, Spanish, and American settlers, free people of color, slaves, and many different groups of Native Americans. What rights can these people expect now that they are in United States Territory? (If your group did not reach an agreement, answer this like you would if an agreement had been reached.)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
4. What will be done with the territory? Will it just remain a territory under the control of the federal government and lacking any shared sovereignty? Will it be broken up into several territories? Will it eventually be made into one or more states, gaining shared sovereignty with the federal government?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

5. If it is made into a state or states, how long will this process take? What will be the requirements that the territory (or territories) must meet before it can become a state? (For example, the Northwest Ordinance says that a territory can become a state when it has a population of at least 60,000 people by drafting a constitution and petitioning the government for membership to the Union.)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
You are an American representative who has been appointed by Thomas Jefferson. Because the Mississippi River is being controlled by France, there is concern that trade in the western United States may be stifled by the French closing New Orleans. To prevent this, President Jefferson is attempting a peaceful course of action by trying to buy New Orleans. Other courses of action that have been suggested include war and seizing New Orleans and the Floridas by force. One of these may be pursued if the peaceful measure fails.

Your task is to buy the Louisiana Territory from France. You are going to be partnered with one other member of your group, who is also an American representative, and you will be negotiating with the third member of your group, who is a French representative of Napoleon Bonaparte.

YOUR INSTRUCTIONS FROM JEFFERSON: Buy New Orleans and the Floridas from France. Congress has only approved $10 million for this task. If that fails, do your best to purchase only New Orleans or to gain access to the Mississippi River and New Orleans so that American trade can continue. Try and buy the area(s) for as little as you can. Again, Congress has only approved $10 million; any amounts exceeding that will need to be approved by them, which could be an exceedingly difficult task.
PART 1

Use full sentences to answer all questions except for those asking for a dollar amount.

WHAT YOU HAVE TO DECIDE:

1. What is the most that you are willing to pay to fulfill Jefferson’s instructions?

$______________________________    Why?________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

2. Is it more important to gain access to New Orleans and the Mississippi River or to stay under $10 million? Why?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

3. What price are you going to offer France first? (Remember, France is likely to come back with an offer that is higher than your offer. Leaving room between your first offer and your maximum price may be a good idea.)

   First Offer: $______________________________

4. What is included in this offer? (all of the Louisiana Territory? Just New Orleans? Just access to the Mississippi River and New Orleans for trade?)

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________


5. Now that you’ve made your offer and France has made theirs, take a few minutes to think about them. Are you going to offer them the same price and territory again, or are you going to offer them something different?

Second offer: $__________________________

For (New Orleans? The Louisiana Territory?): ________________________________

Explain your decision:

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Once you’ve discussed the new offer, pause for a minute or two. If you came to an agreement, skip to Part 2. If there isn’t an agreement, what will you do now? Will you make another offer or will you walk away? (Remember that the United States wants control of New Orleans, or at least access to it and the Mississippi River, so that the trade of those living west of the Appalachians won’t be hindered.)

6. What will you do now? Why? ___________________________________________

_________________________________________________________________________

Third offer: $__________________________

For (New Orleans? The Louisiana Territory?): ________________________________

List any additional offers below (including the price and the territory being sold):
PART 2

Answer the following questions as a group. Taking the point of view of the American representatives may be helpful, but is not required. Use full sentences to answer questions 2-5.

1. What was the final result of your negotiations?

$______________________________ for ________________________________

2. Why did you agree to this offer? If there was no agreement on an offer, explain why.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. There are many people living in New Orleans and the Louisiana Territory, including French, Spanish, and American settlers, free people of color, slaves, and many different groups of Native Americans. What rights can these people expect now that they are in United States Territory? (If your group did not reach an agreement, answer this like you would if an agreement had been reached.)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
4. What will be done with the territory? Will it just remain a territory under the control of the federal government and lacking any shared sovereignty? Will it be broken up into several territories? Will it eventually be made into one or more states, gaining shared sovereignty with the federal government?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________


5. If it is made into a state or states, how long will this process take? What will be the requirements that the territory (or territories) must meet before it can become a state? (For example, the Northwest Ordinance says that a territory can become a state when it has a population of at least 60,000 people by drafting a constitution and petitioning the government for membership to the Union.)

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Sources


User:Golbez. (2006, July 29). Location of Louisiana Territory [Map of the states and territories of the United States as it was from July 1805 to 1809. On July 4 1805, the District of Louisiana was organized as Louisiana Territory. On March 1 1809, Illinois Territory was split from Indiana Territory.]. Retrieved March 21, 2016, from https://en.wikipedia.org/wiki/Louisiana_Territory#/media/File:United_States_1805-07-1809.png
The Louisiana Purchase Lesson Plans Resources
Lesson Plan 2: Let’s Make a Deal!
Exit Slip

By Samantha Clonch
The Louisiana Purchase is usually portrayed as a quick impulse purchase by the United States. However, it was much more complex. Explain why it was much more complex in 2-3 sentences.
The Louisiana Purchase Lesson Plans Resources
Lesson Plan 2: Let’s Make a Deal!
Primary Documents and Politician Information

By Samantha Clonch

*Note: The following are the primary documents and the excerpts of primary documents that would be given to the student volunteers at the end of Lesson Plan 2 so that they can prepare for Lesson Plan 3. For each source, the text of the source is first, followed by a citation, and then a paragraph containing information about the author and explaining the text of the document for the student. Each of the student volunteers should receive one source and its related information, and that student should read the information to prepare for the role play described in Lesson Plan 3.
Purchase of Louisiana by Alexander Hamilton

[New York, July 5, 1803]

Purchase of Louisiana. At length the business of New-Orleans has terminated favourably to this country. Instead of being obliged to rely any longer on the force of treaties, for a place of deposit, the jurisdiction of the territory is now transferred to our hands and in future the navigation of the Mississippi will be ours unmolested. This, it will be allowed is an important acquisition, not, indeed, as territory, but as being essential to the peace and prosperity of our Western country, and as opening a free and valuable market to our commercial states. This purchase has been made during the period of Mr. Jefferson’s presidency, and, will, doubtless, give eclat to his administration. Every man, however, possessed of the least candour and reflection will readily acknowledge that the acquisition has been solely owing to a fortuitous concurrence of unforeseen and unexpected circumstances, and not to any wise or vigorous measures on the part of the American government...

We are certainly not disposed to lessen the importance of this acquisition to the country, but it is proper that the public should be correctly informed of its real value and extent as well as of the terms on which it has been acquired. We perceive by the newspapers that various & very vague opinions are entertained; and we shall therefore, venture to state our ideas with some precision as to the territory; but until the instrument of cession itself is published, we do not think it prudent to say much as to the conditions on which it has been obtained.

...The whole of East and West-Florida, lying south of Georgia and of the Mississippi Territory, and extending to the Gulf of Mexico, still remains to Spain, who will continue, therefore, to occupy, as formerly, the country along the southern frontier of the United States, and the cast bank of the river, from the Iberville to the American line.

Those disposed to magnify its value will say, that this western region is important as keeping off a troublesome neighbour, and leaving us in the quiet possession of the Mississippi. Undoubtedly this has some force, but on the other hand it may be said, that the acquisition of New-Orleans is perfectly adequate to every purpose; for whoever is in possession of that, has the uncontroled command of the river. Again, it may be said, and this probably is the most favourable point of view in which it can be placed, that although not valuable to the United States for settlement, it is so to Spain, and will become more so, and therefore at some distant period will form an object which we may barter with her for the Floridas, obviously of far greater value to us than all the immense, undefined region west of the river.

It has been usual for the American writers on this subject to include the Floridas in their ideas of Louisiana, as the French formerly did, and the acquisition has derived no inconsiderable portion of its value and importance with the public from this view of it. It may, however, be relied on, that no part of the Floridas, not a foot of land on the east of the Mississippi, excepting New-Orleans, falls within the present cession. As to the unbounded region west of the Mississippi, it is, with the exception of a very few settlements of Spaniards and Frenchmen bordering on the banks of the river, a wilderness through which wander numerous tribes of Indians. And when we consider the present extent of the United States, and that not one sixteenth part of its territory is yet under occupation, the advantage of the acquisition, as it relates to actual settlement, appears too distant and remote to strike the mind of a sober politician with much force. This, therefore, can only rest in speculation for many years, if not centuries to come, and consequently will not perhaps be allowed very great weight in the account by the majority of readers. But it may be added, that should our own citizens, more enterprizing than wise, become desirous of settling this country, and emigrate thither, it must not only be attended with all the injuries of a too widely dispersed population, but by adding to the great weight of the western part of our territory, must hasten the dismemberment of a large portion of our country, or a dissolution of the Government. On the whole, we think it may with candor be said, that whether the possession at this time of any territory west of the river Mississippi will be advantageous, is at best extremely problematical. For ourselves, we are very much inclined to the opinion, that after all, it is the Island of N. Orleans by which the command of a free navigation of the Mississippi is secured, that gives to this interesting cession, its greatest value, and will render it in every view of immense benefit to our country. By this cession we hereafter shall hold within our own grasp, what we have heretofore enjoyed only by the uncertain tenure of a treaty, which might be broken at the pleasure of another, and (governed as we now are) with perfect impunity. Provided therefore we have not purchased it too dear, there is all the reason for exultation which the friends of the administration display, and which all Americans may be allowed to feel.
As to the pecuniary value of the bargain; we know not enough of the particulars to pronounce upon it. It is understood generally, that we are to assume debts of France to our own citizens not exceeding four millions of dollars; and that for the remainder, being a very large sum, 6 per cent stock to be created, and payment made in that. But should it contain no conditions or stipulations on our part, no “tangling alliances” of all things to be dreaded, we shall be very much inclined to regard it in a favorable point of view though it should turn out to be what may be called a costly purchase. By the way a question here presents itself of some little moment: Mr. Jefferson in that part of his famous electioneering message, where he took so much pains to present a flattering state of the Treasury in so few words that every man could carry it in his noddle and repeat it at the poll, tells us, that “experience too so far authorises us to believe, if no extraordinary event supervenes, and the expenses which will be actually incurred shall not be greater than was contemplated by Congress at their last session, that we shall not be disappointed in the expectations formed” that the debt would soon be paid, &c. &c. But the first and only measure of the administration that has really been of any material service to the country (for they have hitherto gone on the strength of the provisions made by their predecessors) is really “an extraordinary event,” and calls for more money than they have got. According to Mr. Gallatin’s report, they had about 40,000 to spare for contingencies, and now the first “extraordinary event” that “supervenes” calls upon them for several millions. What a poor starvling system of administering a government! But how is the money to be had? Not by taxing luxury and wealth and whiskey, but by increasing the taxes on the necessaries of life. Let this be remembered...

The rights of the present proprietors of real estate in New-Orleans and Louisiana, whether acquired by descent or by purchase, will, of course, remain undisturbed. How they are to be governed is another question; whether as a colony, or to be formed into an integral part of the United States, is a subject which will claim consideration hereafter. The probable consequences of this cession, and the ultimate effect it is likely to produce on the political state of our country, will furnish abundant matter of speculation to the American statesman...

Hamilton, A. (1803). *Purchase of Louisiana, [5 July 1803]*. Retrieved from Founders Online
http://founders.archives.gov/documents/Hamilton/01-26-02-0001-0101#ARHN-01-26-02-0001-0101-fn-0001

About Alexander Hamilton:

Alexander Hamilton was a prominent politician following the Revolutionary War (he served in the Continental Congress, wrote *The Federalist* along with John Jay and James Madison, was elected Secretary of the Treasury in 1789, and served as governor of New York). He had a notable conflict with Thomas Jefferson and James Madison, which pitted Hamilton and the Federalists against Jefferson, Madison, and the Democratic-Republicans. (Information from http://www.archives.gov/exhibits/charters/constitution_founding_fathers_new_york.html)

The following are the main points Hamilton makes in the above article, *Purchase of Louisiana* (be sure to read the actual document though, because not all points will be listed below):

- The Louisiana Purchase was good because it gained unrestrained navigation of the Mississippi River for the United State, which will bring peace and prosperity to the West and will benefit the economy.
- The Louisiana Purchase was the result of coincidences, not planned actions by Thomas Jefferson and his government.
- The Floridas are important territory that the United States needs control of. The Louisiana Purchase did not include the Floridas.
- The land west of the Mississippi River isn’t really necessary for the United States to own; the United States could offer that territory to Spain to obtain the Floridas.
- Adding so much land in the West will lead to the West breaking away from the rest of the country and setting up its own country, or will lead to the destruction of the government of the United States.
- The Louisiana Purchase cost a lot of money, which wasn’t planned for by the Treasury. Jefferson doesn’t want to tax luxuries to get the money to pay for the Purchase and will instead raise taxes on things that people actually need.
- It wasn’t explained how the Louisiana Territory is going to be governed. This could have a big effect on politics in the United States.
Rufus King to Timothy Pickering
4 Nov. 1803  *Life* 4:324

Congress may admit new States, but can the Executive by treaty admit them, or, what is equivalent, enter into engagements binding Congress to do so? As by the Louisiana Treaty, the ceded territory must be formed into States, & admitted into the Union, is it understood that Congress can annex any condition to their admission? if not, as Slavery is authorized & exists in Louisiana, and the treaty engages to protect the property of the inhabitants, will not the present inequality, arising from the Representation of Slaves, be increased?

As the provision of the Constitution on this subject may be regarded as one of its greatest blemishes, it would be with reluctance that one could consent to its being extended to the Louisiana States; and provided any act of Congress or of the several states should be deemed requisite to give validity to the stipulation of the treaty on this subject, ought not an effort to be made to limit the Representation to the free inhabitants only? Had it been foreseen that we could raise revenue to the extent we have done, from indirect taxes, the Representation of Slaves would never have been admitted; but going upon the maxim that taxation and Representation are inseparable, and that the Genl. Govt. must resort to direct taxes, the States in which Slavery does not exist, were injudiciously led to concede to this unreasonable provision of the Constitution.

  [http://press-pubs.uchicago.edu/founders/documents/a4_3_1s11.html](http://press-pubs.uchicago.edu/founders/documents/a4_3_1s11.html)

About Rufus King:
Rufus King was a prominent politician in the period following the Revolutionary War. He expressed enthusiastic sympathies for the Federalist Party and held several political offices, including Minister to Great Britain, New York Senator, and Legislator in the state of New York. He was also a Vice Presidential and Presidential candidate for the Federalist Party.
(Information from [http://www.archives.gov/exhibits/charters/constitution_founding_fathers_massachusetts.html](http://www.archives.gov/exhibits/charters/constitution_founding_fathers_massachusetts.html))

The following are the main points King makes in his letter (be sure to read the actual document though, because not all points will be listed below):

- The Constitution gives Congress the power to admit new states, but it doesn’t say anything about the Executive (i.e. the President) admitting them by treaty.
- The Louisiana Purchase treaty says that the territory must be made into states and admitted to the Union. Is Congress allowed set conditions the territory must meet before it can be admitted, for example that slavery must be illegal?
- If Congress can’t put such conditions on admittance, and because slavery is legal and present in Louisiana, will the inequality of representation in Congress be increased? (Slaves were counted as 3/5ths of a person when the population was being counted to determine the number of representatives a state received. Some politicians, King included, felt that this gave states with a lot of slaves an unequal and unfair number of representatives that could give them extra influence in Congress)
- The 3/5ths Compromise should not be extended to Louisiana willingly.
- Representation should be determined only by the number of free inhabitants in states created from the Louisiana Territory.

Image from:  
Letter from Thomas Jefferson to John Breckinridge, August 12, 1803

Monticello, Aug 12, ’03.

Dear Sir, - The enclosed letter, tho’ directed to you, was intended to me also, and was left open with a request, that when perused, I would forward it to you. It gives me occasion to write a word to you on the subject of Louisiana, which being a new one, an interchange of sentiments may produce correct ideas before we are to act on them.

Our information as to the country is very incompleat; we have taken measures to obtain it in full as to the settled part, which I hope to receive in time for Congress. The boundaries, which I deem not admitting question, are the high lands on the western side of the Mississippi enclosing all it’s waters, the Missouri of course, and terminating in the line drawn from the northwestern point of the Lake of the Woods to the nearest source of the Missipi, as lately settled between Gr Britain and the U S. We have some claims, to extend on the sea coast Westwardly to the Rio Norte or Bravo, and better, to go Eastwardly to the Rio Perdido, between Mobile & Pensacola, the antient boundary of Louisiana. These claims will be a subject of negociation with Spain, and if, as soon as she is at war, we push them strongly with one hand, holding out a price in the other, we shall certainly obtain the Floridas, and all in good time. In the meanwhile, without waiting for permission, we shall enter into the exercise of the natural right we have always insisted on with Spain, to wit, that of a nation holding the upper part of the streams, having a right of innocent passage thro’ them to the ocean. We shall prepare her to see us practise on this, & she will not oppose it by force.

Objections are raising to the Eastward against the vast extent of our boundaries, and propositions are made to exchange Louisiana, or a part of it, for the Floridas. But, as I have said, we shall get the Floridas without, and I would not give one inch of the waters of the Mississippi to any nation, because I see in a light very important to our peace the exclusive right to it’s navigation, & the admission of no nation into it, but as into the Potomak or Delaware, with our consent and under our police. These federalists see in this acquisition the formation of a new confederacy, embracing all the waters of the Missipi, on both sides of it, and a separation of it’s Eastern waters from us. These combinations depend on so many circumstances which we cannot foresee, that I place little reliance on them. We have seldom seen neighborhood produce affection among nations. The reverse is almost the universal truth. Besides, if it should become the great interest of those nations to separate from this, if their happiness should depend on it so strongly as to induce them to go through that convulsion, why should the Atlantic States dread it? But especially why should we, their present inhabitants, take side in such a question? When I view the Atlantic States, procuring for those on the Eastern waters of the Missipi friendly instead of hostile neighbors on it’s Wester waters, I do not view it as an Englishman would the procuring future blessings for the French nation, with whom he has no relations of blood or affection. The future inhabitants of the Atlantic & Missipi States will be our sons. We leave them in distinct but bordering establishments. We think we see their happiness in their union, & we wish it. Events may prove it otherwise; and if they see their interest in separation, why should we take side with our Atlantic rather than our Missipi descendants? It is the elder and the younger son differing. God bless them both, & keep them in union, if it be for their good, but separate them, if it be better. The inhabited part of Louisiana, from Point Coupee to the sea, will of course be immediately a territorial government, and soon a State. But above that, the best use we can make of the country for some time, will be to give establishments in it to the Indians on the East side of the Missipi, in exchange for their present country, and open land offices in the last, & thus make this acquisition the means of filling up the Eastern side, instead of drawing off it’s population. When we shall be full on this side, we may lay off a range of States on the Western bank from the head to the mouth, & so, range after range, advancing compactly as we multiply.

This treaty must of course be laid before both Houses, because both have important functions to exercise respecting it. They, I presume, will see their duty to their country in ratifying & paying for it, so as to secure a good which would otherwise probably be never again in their power. But I suppose they must then appeal to the nation for an additional article to the Constitution, approving & confirming an act which the nation had not previously authorized. The constitution has made no provision for our holding foreign territory, still less for incorporation foreign nations into our Union. The Executive in seizing the fugitive occurrence which so much advances the good of their country, have done an act beyond the Constitution. The Legislature in casting behind them metaphysical subtleties, and risking themselves like faithful servants, must ratify & pay for it, and throw themselves on their country for doing them unauthorized what we know they would have done for themselves had they been in a situation to do it. It is the case of a guardian, investing the money of his ward in purchasing an important adjacent territory; & saying to him when of age, I did this for your good; I pretend to no right to bind you: you may disavow me, and I must get out of the scrape as I can: I thought it my duty to risk myself for you. But we shall not be
disavowed by the nation, and their act of indemnity will confirm & not weaken the Constitution, by more strongly marking out its lines...


Letter from Thomas Jefferson to John Breckinridge, August 18, 1803

Dear Sir, - I wrote you on the 12th inst. on the subject of Louisiana, and the constitutional provision which might be necessary for it. A letter received yesterday shews that nothing must be said on that subject which may give a pretext for retracting; but that we should do sub-silentio what shall be found necessary. Be so good therefore as to consider that part of my letter as confidential. It strengthens the reasons for desiring the presence of every friend to the treaty on the first day of the session. Perhaps you can impress this necessity on the Senators of the western states by private letter…


About Thomas Jefferson:

Thomas Jefferson was a politician during and after the Revolutionary War. He is well known for writing the Declaration of Independence and serving as President of the United States. He also served in the Virginia Legislature, as Secretary of State under George Washington, and was the Democratic-Republican candidate for president in the 1796 and 1800 elections.
(Information from: [https://www.monticello.org/site/jefferson/thomas-jefferson-brief-biography](https://www.monticello.org/site/jefferson/thomas-jefferson-brief-biography))

The following are the main points Jefferson makes in his August 12th letter (be sure to read the actual document though, because not all points will be listed below):

- The United States gained a lot of land through the Louisiana Purchase.
- The United States will, in the future, put pressure on Spain in the Floridas while also offering to buy them, and Spain will eventually sell them.
- In the East, people are objecting to the Louisiana Purchase because it does not include the Floridas, but this isn’t a problem because Spain will sell them to the United States.
- Giving up any of the Mississippi River to get the Floridas is not going to happen, because the Mississippi River is important for peace.
- The Federalists are worried that by buying the Louisiana Territory, the United States is encouraging the West to break off and create its own confederacy. There are too many factors involved to be able to predict what will happen, including that.
- Besides, what’s so wrong with the West wanting to separate? If it will keep them happy, they should separate.
- The inhabited part of Louisiana will become a territorial government and will then become a state soon after that.
- The Indians should be offered land west of the Mississippi in exchange for their land east of the Mississippi, and that land should be sold to fill up the eastern side and create more states there.
- An amendment should be made to the Constitution, approved by the citizens of the United States, allowing territory to be added in the way it was following the Louisiana Purchase.
- The Executive went too far beyond its given powers when it agreed to the Louisiana Purchase and Congress is acting in the citizens best interests by investing in the territory without permission from them.

The following are the main points Jefferson makes in his August 18th letter (be sure to read the actual document though, because not all points will be listed below):

- An amendment to the Constitution is no longer necessary to get the Louisiana Purchase approved. A letter from an acquaintance convinced Jefferson of this.
- All that is needed to get the Louisiana Purchase approved is the presence and support of the Congressmen who look upon the treaty favorably.
The senators in the west should be encouraged to attend the next meeting of Congress so that the treaty can be approved.
Dear Sir, - I am disgusted with the men who now rule, and with their measures. At some manifestations of their malignancy, I am shocked. The cowardly wretch at their head, while, like a Parisian revolutionary monster, prating about humanity, would feel an infernal pleasure at the utter destruction of his opponents. We have too long witnessed his general turpitude, his cruel removals of faithful officers, and the substitution of corruption and looseness for integrity and worth...

How many Indian wars, excited by the avidity of the Western and Southern States for Indian lands, shall we have to encounter, and who will pay the millions to support them? The Atlantic States. Yet the first moment we ourselves need assistance, and call on the Western States for taxes, they will declare off, or at any rate refuse to obey the call...Whenever the Western States detach themselves, they will take Louisiana with them...

I do not know one reflecting Nov-Anglian who is not anxious for the GREAT EVENT at which I have glanced. They fear, they dread the effects of the corruption so rapidly extending; and that, if a decisive step be long delayed, it will be in vain to attempt it. If there be no improper delay, we have not any doubt but that the great measure may be taken, without the smallest hazard to private property or the public funds, the revenues of the Northern States being equal to their portion of the public debt, leaving that for Louisiana on those who incurred it...


**About Timothy Pickering:**
Pickering served in the Revolutionary War and was a politician following the war. He was a Senator and also served as Secretary of State under George Washington. He was a Federalist.

**The following are the main points Pickering makes in his letter (be sure to read the actual document though, because not all points will be listed below):**

- The men who are in charge of the government evil in nature, and the worst of all is the President (Thomas Jefferson).
- The United States is going to suffer many wars with Native Americans because of people from the Southern and Western states seeking land that is controlled by the Native Americans.
- The Atlantic states are going to have to pay for those wars because the West will refuse to do their part by paying taxes.
- The Western states are going to separate from the Union and will take the newly purchased Louisiana Territory with them.
- The people of New England (Nov-Anglian) are all fearing and dreading the spread of corruption.
- The Northern states should only pay their part of the public debt and should leave the debt created by the purchase of Louisiana to those who created it.

...The acquisition of the vast territory of Louisiana, in itself was a great, a wonderful achievement of wisdom and policy. The means, by which it was obtained, afford an honorable, an unprecedented example of magnanimity and justice.

The value of the acquisition is beyond doubt or dispute. The high estimation, in which it was once held by those, whom spirit of party now induces to underrate and belittle it, furnishes unequivocal evidence of its magnitude. Before the object had been compassed, before success had given a sanction to the project, when the most sanguine of the votaries of hope were startled at the boldness of the enterprise; at this time, the enemies of the government were loud in their assertions, that the attainment was of the first and greatest moment. They likened Louisiana to the roc’s egg, in the Eastern Tale, to gain which no sacrifice could be too great, and in the attempt to gain which, they felt assured the Administration would incur defeat, disgrace and ruin...In a word, we were told, that an adequate compensation for such an acquirement could scarce be conceived, that it was a prize worthy the loftiest ambition, - that the horrors of war were not to be shunned, when such an object was at stake…

But vain alike were all their artful intrigues, and the boisterous clamor. Unbiased by the one, unheeding the other, the Administration pursued the path of policy, with deliberate, determined and considerate energy... The success of their efforts we this day celebrate. By fair, honest, pacific, Republican measures, we have acquired possession of the fertile fields of Louisiana; we have gained complete control of all the Western Waters; and the Flag of the Union waves in triumph over the Levee of Orleans…

The foul and withered hand of Envy has been extended to pluck the wreath of glory from their brows. But - IN VAIN!


About Samuel Brazer:
Samuel Brazer was a pamphleteer at the time of the Louisiana Purchase. His pamphlet celebrated the Purchase and also had a political objective. He was hoping to build public support for the Purchase, and tried to do so by emphasizing the ability of the Jefferson administration to find a peaceful solution to the Mississippi crisis. (Information from: The Louisiana Purchase: Emergence of an American Nation, edited by Peter J. Kastor)

The following are the main points Pickering makes in his Address (be sure to read the actual document though, because not all points will be listed below):

- The Louisiana Purchase was the product of great wisdom and policy from the government (i.e. Thomas Jefferson and his representatives).
- The Louisiana Territory is very valuable and this fact cannot be doubted or argued.
- The Federalist party (the enemies of the government), were very vocal about their support of acquiring the Louisiana Purchase, and even advised war to get it.
- Thomas Jefferson’s government wouldn’t be swayed by the loud encouragements for war and instead used policy to buy the Territory.
- The Federalist party is now envious and jealous of what the Democratic-Republicans did, but that doesn’t matter.
Note: The first version of the notes worksheet is the proficient level, the second version is the basic level, and the final version is the advanced level.
The Great Debate

Instructions: While the interview is taking place, fill out the table below. Ask the politicians questions to find out anything you’re missing.

<table>
<thead>
<tr>
<th>Politician’s Name:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is their political party?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do they think about the Louisiana Purchase?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-3 Other Notes on Their Position</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Politician’s Name:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>What is their political party?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do they think about the Louisiana Purchase?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-3 Other Notes on Their Position</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>
Instructions: Answer the following questions in full sentences.

Explain two to three (2-3) reasons why the political parties were arguing about the Louisiana Purchase.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Jefferson changed his opinion on how the Constitution should be interpreted because of the Louisiana Purchase. This impacted future interpretation of the document. Describe his change of opinion.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

The Constitution doesn’t give express permission for Congress, the Executive, or the Judiciary to buy foreign territory or add it to the United States. Do you think it is acceptable that the Executive branch agreed to the treaty even though it wasn’t given that power by the Constitution?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Do you think it was acceptable for Congress to approve the Louisiana Purchase if the Constitution doesn’t cover this sort of situation?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
The Great Debate

Instructions: While the interview is taking place, fill out the table below. Ask the historical figures questions to find out anything you’re missing.

<table>
<thead>
<tr>
<th>Politician’s Name (ex. Alexander Hamilton):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is their political party? (ex. Federalist)</td>
<td></td>
</tr>
<tr>
<td>What do they think about the Louisiana Purchase? (Do they support it? Are they against it?)</td>
<td></td>
</tr>
<tr>
<td>2-3 Other Notes on Their Position (Example questions you could answer: What do they think will happen because of the Purchase? What do they think about another politician?)</td>
<td>*</td>
</tr>
</tbody>
</table>

* * *
<table>
<thead>
<tr>
<th>Politician’s Name (ex. Alexander Hamilton):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is their political party? (ex. Federalist)</td>
<td></td>
</tr>
<tr>
<td>What do they think about the Louisiana Purchase? (Do they support it? Are they against it?)</td>
<td></td>
</tr>
<tr>
<td>2-3 Other Notes on Their Position (Example questions you could answer: What do they think will happen because of the Purchase? What do they think about another politician?)</td>
<td>*</td>
</tr>
</tbody>
</table>
Instructions: Answer the following questions.

List two to three (2-3) reasons why the political parties were arguing about the Louisiana Purchase.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Jefferson changed his opinion on how the Constitution should be interpreted because of the Louisiana Purchase. This impacted future interpretation of the document. What was his change of opinion?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

The Constitution doesn’t say that Congress, the Executive, or the Judiciary can buy foreign territory or add it to the United States. Do you think it is acceptable that President Jefferson’s representatives agreed to the treaty even though the Constitution doesn’t say they can?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Do you think it was acceptable for Congress to approve the Louisiana Purchase if the Constitution doesn’t say anything about adding new land to the United States?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
The Great Debate

Instructions: While the interview is taking place, fill out the table below. Ask the politicians questions to find out anything you’re missing.

<table>
<thead>
<tr>
<th>Politician:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Political party:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opinion on the Louisiana Purchase:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Notes:</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Politician:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Political party:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opinion on the Louisiana Purchase:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Notes:</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>
Instructions: Answer the following questions in full sentences.

What was the main reason the political parties were arguing about the Louisiana Purchase?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Jefferson changed his opinion on how the Constitution should be interpreted because of the Louisiana Purchase. This impacted future interpretation of the document. Describe his change of opinion.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

The Constitution doesn’t give express permission for Congress, the Executive, or the Judiciary to buy foreign territory or add it to the United States. Do you think it is acceptable that the Executive branch agreed to the treaty even though it wasn’t given that power by the Constitution?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Do you think it was acceptable for Congress to approve the Louisiana Purchase if the Constitution doesn’t cover this sort of situation?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
*Note: The following are the primary and secondary documents that will be given to the Jigsaw groups. For each source, the text of the source is first, followed by a citation. Each of the Jigsaw groups should receive one source, and that group should read the source and use it and the internet to fill out the Silenced Group Notes Worksheet.
Address from the Free People of Color

[January, 1804]

To His Excellency William C. C. Claiborne: Governor General and Intendant of Louisiana

We the Subscribers, free Citizens of Louisiana beg leave to approach your Excellency with Sentiments of respect & Esteem and sincere attachment to the Government of the United States.

We are Natives of this Province and our dearest Interests are connected with its welfare. We therefore feel a lively Joy that the Sovereignty of the Country is at length united with that of the American Republic. We are duly sensible that our personal and political freedom is thereby assured to us for ever, and we are also impressed with the fullest confidence in the Justice and Liberality of the Government towards every Class of Citizens which they have here taken under their Protection.

We were employed in the military service of the late Government, and we hope we may be permitted to say, that our Conduct in that Service has ever been distinguished by a ready attention to the duties required of us. Should we be in like manner honored by the American Government, to which every principle of Interest as well as affection attaches us, permit us to assure your Excellency that we shall serve with fidelity and Zeal. We therefore respectfully offer our Services to the Government as a Corps of Volunteers agreeable to any arrangement which may be thought expedient.

We request your Excellency to accept our congratulations on the happy event which has placed you at the Head of this Government, and promises so much real prosperity to the Country.

N E W ORLEANS January 1804

Louis Simon    Jp Saseier  
Leonard Pomet  V— alin    
Noel Banrepan  Baltazard Demazelliere  
Valfroy trudeaux  Henry Bricou  
Jp Bte Déprés  Entoine populuse  
V le Dut  Charle caxexe  
Baptiste Rouaire  Voltaire fonvergne  
Barthelêmi Ducret  fransoi Caves pere  
Louis Brion fils  Celestin populus  
Philippe Auguste  Louis Daunoy fils  
Jacque Auguste  Nobert fortier  
Henry Hugont  Eugene Demasiliere  
Ete Sarrey  Jp Louis Dolliote  
Baptiste pierre  Pierre Bailly  
jathainte Charle  Pierre Bailly fils  
Charles Porée  Louis Aurit  
honoree frechinet  Charles D'ecoup  
Voltaire Porée  Jem Sarrieux  
Pierre Bouye  Etienne Saulet  
Aantoine foucher  Louis ferdinand  
Maurice populos  Louis liotant  
Charles Simon  Louis hardy
Baptiste Maidesingue  Baptiste hardÿ
Celestin Matata      joachim hardý
Baptiste d aigles    Jean Pierre Cennois
Voltaire Auguste     Josephe j . Bº Voisin
Miniere Rosemone     Charles Boidoré
Noel Hés

[Endorsed] Recd in Gov’ Claiborne’s 17 Jan’y 1804.

Excerpt from an Interview with Mr. Fitzgerald, a Choctaw, July 25, 1971

Early History of Choctaws

...Ultimately, it is the destruction, annihilation of culture and tribal background, and I think what you're saying is very true, there's no way. Because nobody is going to give up their identity. I don't imagine there is anywhere in history that this has ever had occurred complete assimilation. But, you know, I'm amused and I'll digress here, for I guess this is what might be in order, to mention a little bit about the early history here. Of course, before 1803, before Jefferson, you know, really bought the Louisiana Purchase, or introduced a bill to buy the Louisiana Purchase, and before 1776 when the nation was organized here, there was tremendous competition between the Spanish and the English, and the French for the friendship of the Indians. And the Choctaws remember this. This always amazed me, how they played the game. It was a difficult game because it involved so many people coming in and trying to say, "Well, we like you," and get you on their side and not really feel this way about you. But, in 1803, I know, because some speech in which Jefferson was saying, President Jefferson was saying in his bill to buy the Louisiana Purchase, he wanted to say, in fact he did offer the proposition that Indians ought all be moved out and moved west. I guess this is where they wanted to move them. And then in 1820, when they had to sign the Doaksville Treaty and just let the southwestern part of Mississippi go in exchange for this territory in Oklahoma. I thought this was a real period in history in which, I'm sure, the Choctaws look back on when they are studying about it. It would have been difficult for anybody to have done better because of the tremendous intrigue, the tremendous—I guess you would say pressure, to get them to give up their homes. And then, they discovered in Oklahoma, that part of this territory that they had traded for, somebody went over there and found a lot of white people in there! Then, they come back and complained about it. So, in 1824, they treated to change this and to identify the boundaries differently. So this was a treaty caused a good amount of frustration back here and I believe it was Pushmataha and Moshalatubbe and Apuckshenubbee went to Washington. Two of these, Pushmataha died up there, and I don't know which one of the others was in an accident in Kentucky on their way up there. Here are two of the strong leaders that were lost at a critical period of time in history when they really needed them. But anyway, they got this treaty squared around, then in 1830, actually in 1829, the legislature here in Mississippi itself, you know, wanted to take over all the land and get the Choctaws out. In 1830, they said, "We are going to give citizenship to all the Choctaws of this particular area, the south-west area, that's the big county of Doaksville and then all adjoining counties or territories to that." This was a move what was kind of a situation which they said, "Well, you can't have any tribal governments, we're going to count you citizens of our state." This has never come about as acceptable and proper spirited from my point of view, because they have not as I read history and read about Mississippi, given the Choctaws all the support they've needed to participate and vote in the elections. But anyway, the Dancing Rabbit Creek Treaty then come along in 1830 and

(Wiped everything out.) (Laughs.)

wiped everything out and traded all their land going over this…

[4 January 1806]
Speech of the Osages, Missouri, Otos, Panis, Kansas, Ayowais & Sioux Nations to the President of the U.S. & to the Secretary at War.

My Grandfather & My Father

It is with an open heart that we receive your hands, friendship streches ours in yours & unites them together.

fathers

We feel entirely our happiness at this Day, since you tell us that we are wellcome in the Grand lodge of prosperity. We percieve that we are numbered among your Most Cherished Children.

fathers

You observe that we have undertaken a very long journey in order to see our fathers & Brethren; it is Most true: but fathers, we will tell you that we Did not look back for to measure the road, & our Sight streching to the rising Sun, discovered every New day the pleasure Rising with him, as we were reflecting our daily approach, our hearts were overjoy'd, for we were Soon to See our New good fathers who wish to pity us.

Fathers

There is a long While that we wish to be acquainted with our fathers & Brothers of the rising Sun & we hope that, when w'll return back, where the sun sets, we will Dispell all the thick Clouds whose Darkness obscures the Light of the Day.

Fathers

That Great Spirit who disposes of every thing, & fixes into our Bosom the ardent Desire of seeing you, we thank him & we will thank him more when w'll be at home amongst our Wives & children, for, then, our eyes Will be satisfied, our ears full with your words, & our hearts with joy.

But, fathers, we have to thank our interpreters who advis'd us to strengthen our hearts, & listen not to the sense of those men who wanted to prevent us from Coming to see you, alleging that we would be unwelcome & all of us should die. Our interpreters told us that our fathers were good & would pity us, that they wanted to be acquainted with their new red Children; & that we ought not to listen to the Crowing of Bad Birds.

fathers

You do not know yet your new red Children, & we see that you are as much worthy of pity as we are; flatterers Came Before you, made vast promises, but when far away, they Constitute themselves masters, decieve you & your Children Suffer.

fathers

Do pity your children who wish to do Good & Behave well, if you say it [is] in their power, but, fathers trust them we know: we know them who love your new red Children who wish them to be happy, who hear your word, fill up our ears with it insinuate it in our hearts & spread it all over our fields; & fathers, that Spirit who took Care of us in Coming hither, here he is! He alone Can Carry your words together with us, to our Warriors wives & Children & they all will Call you then their fathers.

Fathers

We believe that you wish to pity us & to prevent our wants by sending us supplies of goods, but look sharp & tell to your men to take not too much fur for a little of goods, should they act in that way we would not be better off than we are now with our actual traders.

Fathers
We have seen the belov'd Man, we shook hands with him & we heard the words you put in his mouth. We wish him well, where he is, we have him in our hearts, & when he will return we believe that he will take care of us prevent our wants & make us happy: he told us you wished us to come to see you & our Brethren of the rising Sun: here we are happy to see you & glad to hear the words of good fathers.

Fathers
You tell us to be in peace & amity with our Brethren: we wish to be so: Misunderstanding sometimes breaks peace & amity, because we listen too much to those men who live yet amongst us & who do not belong to your family, but when we will have but your own Children with us, then it will be easy for you to maintain the peace of your red children & we will all acknowledge that we have good fathers.

Fathers
Meditate what you say, you tell us that your children of this side of the Mississippi hear your word, you are mistaken, since every day they rise their tomahawks over our heads, but we believe it be contrary to your orders & inclination, & that, before long, should they be deaf to your voice, you will chastise them.

Fathers
Though your forefathers were inhabiting the other side of the Big lake, we consider you as ourselves, since, like us, you spring out of our land, for the same reason, we believe you consider us to be your children, that you pity us & wish to make us happy should we follow your advices.

Fathers
You say that the French, English & Spanish nations have left the waters of the Missouri & Mississippi, we are all glad of it, & we believe that the day they will leave us the weather will be clear, the paths clean, & our ears will be no more affected with the disagreeable sounds of the bad birds who wish us to relinquish the words of our good fathers whose words we keep in our hearts.

Although fathers
Do not believe that the number of our new Brethren would be able to frighten us, were we not inclined to acknowledge you for our fathers; but we wish to live like you & to be Men like you; we hope you will protect us from the wicked, you will punish them who wont hear your word, open their ears, & lead them in the good path.

Fathers
Since you wish to be acquainted with your new children of the other side of the Mississippi, you may believe that they have the same desire, but if we contempt your word as they do on this side of that River you will soon be compell'd to chastise the wicked, but fathers, we shall not do as they do, for we wish to be numbered among your best children, & we will try only to punish the wicked.

Fathers
You say that you are as numerous as the stars in the skies, & as strong as numerous. So much the better, fathers, tho', if you are so, we will see you ere long punishing all the wicked red skins that you'll find amongst us, & you may tell to your white Children on our lands, to follow your orders, & do not as they please, for they do not keep your word. Our Brothers who came here before told us you had ordered good things to be done & sent to our villages, but we have seen nothing, & your waged Men think that truth will not reach your ears, but we are conscious that
we must speak the truth, truth must be spoken to the ears of our fathers, & our fathers must open
their ears to truth to get in.

Fathers
You tell us to Complain to the beloved man, should any one Commit injury & decline
Compensation, but you Know fathers that the beloved man is gone far away, that he Can not do
the justice which you want him to do; while he is absent we do better to Complain to his fathers,
& when he will arrive we will Complain to him, then he will have justice done to the injured man
& if he loves his fathers he will chastise the one who Broke the peace which our good fathers
told us to make together & to maintain.

Fathers
We hear your word, we will Carry it into our villages, & spread it all over our fields, we will tell
to our warriors, wives & Children that, ever since you became the fathers of all the red skins, like
good fathers, you wish us to live like Children of but one family who have but one father, & that
before we should go at war we have to take the advice of our good fathers & then we shall know
what these latter will tell us.

Fathers
Our hearts are good, though we are powerfull & strong, & we know how to fight, we do not wish
to fight but shut the mouth of your Children who speak war, stop the arm of those who rise the
tomahawk over our heads & Crush those who strike first, then we will Confess that we have
good fathers who wish to make their red Children happy & peace maintained among them. For
when we are at peace we hunt freely, our wives & Children Do not stand in want, we smoke &
sleep easy.

Fathers
We left the place where the sun sets in order to see & hear you, fathers we see & hear you & we
are happy; the skies are Clear where our fathers breathe & we wish it may be so where the sun
sets. We wish our wives & children may be joy full when they think that we breathe where our
fathers Breathe, for we are wellcome to Breathe with you, fathers.

fathers
Pity your own new Children, they wish to follow your advice, tell them what you wish them to
do, they will do any thing that you wish them to do, they do not Belong any more to themselves
but they are your own property, dispose of them as you please.

Fathers
As you spoke that we had brethren inhabiting the shores of the big Lake & that you offered us to
visit them, we do wish to be acquainted with them, to shake hands with them & to tell them that
we are their Brothers & if they are good Children we will tell them that we are so, for you know
fathers we acknowledge you for our fathers.

Fathers
After shaking hands with all our new Brothers, being acquainted with them all, then we will tell
to our warriors, our wives, our Children how many things we have seen, they all will listen to our
sayings, they will gather around us, hear the words of their new fathers & Brethren, love them all
& wonder at all things; yes fathers, we will speak the truth, you know the truth must come out of
the mouth of a father.

Fathers
We hope the more we will See our new Brethren the More we will love them for we hope they
will wellcome us & recieve us as their Brethren.
Fathers
We wish to have this, your Warrior (major Rodger) for our leader in the Journey that we will
undertake to visit our Brethren: he will take good care of us, for he does love us, he will hold the
weather Clear, Clean & smooth the paths of his red Brethren. Our Brother (Capt. Stoddert) is a
good man, but he is not acquainted with his Brethren, the red Skins, he can not take good Care of
them for he is always Sick & leaves them to the Care of Careless people who are not acquainted
with your new Children the red Skins.

Fathers
You Say, that, when we will Come back the ice will be broken, the snow Melted, & then we will
return into our Villages:--yes, fathers, when we will see our Warriors, when we will see our
Wives, when we will see our Children, our hearts will be overjoy'd, their hearts will be overjoyed
they will hear the word you put in our Mouth, we will Carry it to them Deeply engraved in our
hearts. Our Warriors will bury the tomahawk, the wicked will be good, when ever they will hear
the word of their fathers & know them to be good to all the red Skins.

Fathers
We will keep your Word in our Bosom; the stinking Cloud may Rise, it will melt away when We
will remember the Word of our fathers, the bad birds may fly over our heads, & Crow Mischief,
their flesh will be poor, their voice weak, they will hush & fly away when hearing the word of
our fathers; we will be happy with your word, fathers, & never part with it.

Fathers
It most true, there is some people amongst us, who wish us to be deaf to your word, they have a
smooth lying tongue but they Can't be your Children, because a Child allways says the word of
his father. They are unhappy for we will not listen to them, your sun will give them light, &
shine heretofore over all your Children.

Grandfather (the President)
You told us to go now & then to see our father the great chief of War (the secretary at war) that
he would Communicate your word to us, we have visited him & have been wellcome. We hope
that he does love your new Children Worthy of pity, & Consider us as Your white Children.

fathers
We give you again the hand of friendship.

Indians’ speech to Thomas Jefferson and Henry Dearborn, January 4, 1806. (1806). In P. J.
Kastor (Ed.), The Louisiana Purchase: Emergence of an American nation (pp. 221-224).
Dehahuit to William C. C. Claiborne, September 5, 1806

I am highly gratified at meeting to day with your Excellency and so respectable a number of American officers, and shall forever remember the words you have spoken.

I have heard, before, the words of the President; though not from his own mouth: - his words are always the same; but what I have this day heard will cause me to sleep more in peace.

Your words resemble the words my forefathers have told me they used to receive from the French in ancient times. My ancestors from Chief to Chief were always well pleased with the French; they were well received and well treated by them when they met to hold talks together, and we can now say the same of you, our new friends.

If your nation has purchased what the French formerly possessed, you have purchased the country that we occupy, and we regard you in the same light as we did them…

Black Hawk on the Louisiana Purchase and a Subsequent Treaty with the United States Regarding Land

On arriving at our village we gave out the news that a strange people had taken possession of St. Louis and that we should never see our generous Spanish father again. This information cast a deep gloom over our people.

Sometime afterwards a boat came up the river with a young American chief, at that time Lieutenant, and afterwards General Pike, and a small party of soldiers aboard. The boat at length arrived at Rock river and the young chief came on shore with his interpreter. He made us a speech and gave us some presents, in return for which we gave him meat and such other provisions as we could spare.

We were well pleased with the speech of the young chief. He gave us good advice and said our American father would treat us well. He presented us an American flag which we hoisted. He then requested us to lower the British colors, which were waving in the air, and to give him our British medals, promising to send us others on his return to St. Louis. This we declined to do as we wished to have two fathers.

When the young chief started we sent runners to the village of the Foxes, some miles distant, to direct them to treat him well as he passed, which they did. He went to the head of the Mississippi and then returned to St. Louis. We did not see any Americans again for some time, being supplied with goods by British traders.

We were fortunate in not giving up our medals, for we learned afterwards, from our traders, that the chiefs high up the Mississippi, who gave theirs, never received any in exchange for them. But the fault was not with the young American chief. He was a good man, a great brave, and I have since learned, died in his country’s service.

Some moons after this young chief had descended the Mississippi, one of our people killed an American, was taken prisoner and was confined in the prison at St. Louis for the offence. We held a council at our village to see what could be done for him, and determined that Quashquame, Pashepaho, Ouchequaka and Hashequarhiqua should go down to St. Louis, see our American father and do all they could to have our friend released by paying for the person killed, thus covering the blood and satisfying the relations of the murdered man. This being the only means with us for saving a person who had killed another, and we then thought it was the same way with the whites.

The party started with the good wishes of the whole nation, who had high hopes that the emissaries would accomplish the object of their mission...Quashquame and party remained a long time absent. They at length returned and encamped near the village, a short distance below it, and did not come up that day, nor did any one approach their camp...Early the next morning the Council Lodge was crowded, Quashquame and party came up and gave us the following account of their mission:

“On our arrival at St. Louis we met our American father and explained to him our business, urging the release of our friend. The American chief told us he wanted land. We agreed to give him some on the west side of the Mississippi, likewise more on the Illinois side opposite Jeffreion. When the business was all arranged we expected to have our friend released to come home with us. About the time we were ready to start our brother was let out of the prison. He started and ran a short distance when he was shot dead!”

This was all they could remember of what had been said and done. It subsequently appeared that they had been drunk the greater part of the time while in St. Louis.
This was all myself and nation knew of the treaty of 1804. It has since been explained to me. I found by that treaty, that all of the country east of the Mississippi, and south of Jeffreons was ceded to the United States for one thousand dollars a year. I will leave it to the people of the United States to say whether our nation was properly represented in this treaty? Or whether we received a fair compensation for the extent of country ceded by these four individuals?

I could say much more respecting this treaty, but I will not at this time. It has been the origin of all our serious difficulties with the whites.

Remonstrance of the People of Louisiana Against the Political System Adopted by Congress for Them, May 1804

We the subscribers, planters, merchants and other inhabitants of Louisiana, respectfully approach the Legislature of the United States with a memorial of our rights, a remonstrance against certain laws which contravene them, and a petition for that redress which the laws of nature, sanctioned by positive stipulation, have entitled us.

Without any agency in the events which have annexed our country to the United States, we yet considered them as fortunate, and thought out liberties secured even before we knew the terms of the cession. Persuaded that a free people would acquire a territory only to extend the blessings of freedom; that an enlightened nation would never destroy those principles on which its government was founded, and that their Representatives would disdain to become the instruments of oppression, we calculated with certainty that their first act of sovereignty would be a communication of all the blessings they enjoyed….It was early understood that we were to be American citizens: this satisfied our wishes, it implied every thing we could desire, and filled us with that happiness which arises from the anticipated enjoyment of a right long withheld. We knew that it was impossible to be citizens of the United States without enjoying personal freedom, protection for property, and above all the privileges of representative government, and did not therefore imagine that we could be deprived of these rights even if there should have existed no promise to impart them; yet it was with some satisfaction we found these objects secured to use by the stipulations of treaty, and the faith of Congress pledged for their uninterrupted enjoyment. We expected them from your magnanimity, but were not displeased to see them guarantied by solemn engagements….

With a firm persuasion that these engagements would be soon fulfilled, we passed under your jurisdiction with a joy bordering on enthusiasm, submitted to the inconveniences of an intermediate dominion without a murmur, and saw the last tie that attached us to our mother country severed with less regret….We could not bring ourselves to believe that we had so far mistaken the stipulations in our favor, or that Congress could so little regard us, and we waited the result with anxiety which distance only prevented our expressing before the passing of the bill. After a suspense which continued to the last moment of the session, after debates which only tended to show how little our true situation was known, after the rejection of every amendment declaratory of our rights, it at length became a law and before this petition can be presented, will take effect in our country.

Disavowing any language but that of respectful remonstrance, disdaining any other but that which befits a manly assertion of our rights, we pray leave to examine the law for erecting Louisiana into two Territories and providing for the temporary government thereof, to compare its provisions with our rights, and its whole scope with the letter and spirit of the treaty which binds us to the United States.

...Uninformed as we are supposed to be of our acquired rights, is it necessary for us to demonstrate that this act does not “incorporate us in the Union,” that it vests us with none of the “rights,” gives us no advances and deprives us of all the “immunities” of American citizens.

Children of Empire or Concitoyens? Louisiana's French Inhabitants

...Often pictured as infantilized and backward peasants and fur traders, quite literally the children of empire, the French have appeared in many a historical novel as passive spectators to the noble exploits of Anglo-American liberators such as George Rogers Clark and Andrew Jackson. However, any perceived American attempt to deprive the French of their political voice or their property drew their immediate response. Consider the numerous petitions sent by the inhabitants of Indiana, Illinois, and Michigan in the 1780s and 1790s. The Governance Act of 1804 also prompted lengthy memorandums from the leading francophone citizens of Lower and Upper Louisiana and delegations to deliver the documents to Washington from both New Orleans and St. Louis. Loathing the prospect of dictatorship of Jeffersonian bureaucrats and the imposition of anglophone institutions, the writers chided Congress for not extending to them the essential privileges of a free people - including, of course, any form of representative government. Speaking a language eastern politicians could easily recognize, the French sounded much like other groups of disenfranchised westerners chafing at the territorial bit. They had, of course, special concerns, noted in the memorandum sent from St. Louis with a fair measure of sarcasm:

“[T]he records of each county, and the proceedings of the courts of Justice in the District of Louisiana, should be kept and had in both the English and French languages as it is the case in a neighboring country under a monarchical Government and acquired by conquest.”

The French, were more than ready to play the game of republican politics, as their subsequent actions in Louisiana and elsewhere amply demonstrate. In Detroit the alienated French majority grew so exasperated with territorial governor William Hull that they sent a petition to President Madison requesting Hull’s removal in 1809….Times had changed, and the French in this region, especially those from the dominant commercial class, had heard the news...

In the end, French citizens in the lands of the Louisiana Purchase and nearby regions that had previously been joined to the United States challenged the republic to address their specific needs and to live up to the promise of political empowerment. As westerners, they grew impatient with federal guardianship. As urban businessmen, they sought stability, resented interference, and demanded public improvements. Through all of this, their behavior was more predictable than exceptional. Yet they also expressed themselves culturally, socially, and legally as Frenchmen. This distinctiveness asserted itself in complex ways throughout the nineteenth century. In the 1890s, Louisiana’s Afro-Creole leaders such as Aristide Mary, Rodolphe Desdunes, and young Homer Plessy - also the heirs of this distinctiveness - would challenge the constitutionality of the state’s segregation law.

Ready to speak English, the French were consistently frustrated by the refusal of Anglos to return the favor. Prepared to enjoy the blessings of freedom and exploit the opportunities in an expanding American empire, the French of the Mississippi Valley had more success in pursuing profit and expanding influence….

The Louisiana Purchase Lesson Plans Resources
Lesson Plan 4: It’s a Small World (Part 1)
Silenced Group Notes Worksheet

By Samantha Clonch
Silenced Groups

Working with your group members, you will read a primary or secondary document from a group that typically isn’t studied in connection with the Louisiana Purchase. You should also search the internet for more information about your group. Use those two sources to answer the following questions. You will use these answers during the next lesson to teach other students about your silenced group.

What is your silenced group?
__________________________________________________________

What time period is your document from?
__________________________________________________________

What are some possible reasons this group isn’t studied in connection with the Louisiana Purchase?
__________________________________________________________
__________________________________________________________
__________________________________________________________
What was this group’s experience after the Louisiana Purchase?

There are a number of different ways you can answer this. Some questions you could answer include: Was the group supportive of the United States taking control of the Louisiana Territory? What complaints, if any, did they have about how governing was handled after the Purchase? Were they treated fairly by the United States government? Was your group hopeful about the future under the United States government following the Purchase? Did your group go from having a positive experience to a negative one?
The Louisiana Purchase Lesson Plans Resources
Lesson Plan 5: It’s a Small World (Part 2)
    Silenced Group Table Worksheet

By Samantha Clonch
Silenced Groups

Fill out one of the sections below for each silenced group that you learn about from your group members. Ask questions once the presentation is over if you need more information.

<table>
<thead>
<tr>
<th>Silenced Group</th>
<th>Time Period</th>
<th>Possible reasons the group may have been silenced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What was the experience of this group after the Louisiana Purchase?
<table>
<thead>
<tr>
<th>Silenced Group</th>
<th>Time Period</th>
<th>Possible reasons the group may have been silenced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What was the experience of this group after the Louisiana Purchase?
What was the experience of this group after the Louisiana Purchase?

<table>
<thead>
<tr>
<th>Silenced Group</th>
<th>Time Period</th>
<th>Possible reasons the group may have been silenced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What was the experience of this group after the Louisiana Purchase?
<table>
<thead>
<tr>
<th>Silenced Group</th>
<th>Time Period</th>
<th>Possible reasons the group may have been silenced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What was the experience of this group after the Louisiana Purchase?
What was the experience of this group after the Louisiana Purchase?

<table>
<thead>
<tr>
<th>Silenced Group</th>
<th>Time Period</th>
<th>Possible reasons the group may have been silenced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What was the experience of this group after the Louisiana Purchase?
The Louisiana Purchase Lesson Plans Resources
Lesson Plan 5: It’s a Small World (Part 2)
Final Presentation Instructions

By Samantha Clonch

*Note: This is the instruction sheet for the final presentations that will be given by students during Lesson Plan 7. It is included with the resources for Lesson Plan 5 because that is the lesson plan where this sheet is passed out to the students. Teachers should include with this instruction sheet copies of any primary and secondary sources that have not already been handed out.
The Louisiana Purchase Final Presentation

For your final assignment in the Louisiana Purchase section, you will be presenting your answer to the question, Was the Louisiana Purchase a beneficial course of action?, to a small group of your classmates. You will also turn in a video recording of your presentation.

Your presentation may be in any format that you like. Some possible formats include an oral report, a powerpoint presentation, the performance of a song you wrote, or the recitation of a poem you wrote. You are not limited to these formats. If you would like to use another format for your presentation, seek approval before

Your presentation must meet the following criteria:

● Answer the question Was the Louisiana Purchase a beneficial course of action? clearly.
● Provide three reasons to back up your answer.
● Use information from the primary and secondary sources that were examined in the unit to support your reasons.
   ○ Direct quotes from these documents are encouraged, but not required.
● Clearly indicate which sources your evidence is from.
   ○ It is recommended that you include the author or the title of the source in your presentation in some form if possible. This works particularly well in oral reports, powerpoint presentations, and other similar presentations.
   ○ You may need to write one to two additional paragraphs explaining what your evidence is and/or where it comes from if you cannot incorporate it into your presentation.
   ○ You may also need to include an explanation of your poem or song and how you are meeting the criteria in these paragraphs if you choose one of those formats.
● Turn in any related materials to your presentation.
   ○ You may need to turn in:
     * your speech or oral report * your outline for your speech or oral report * your powerpoint * your song * your poem or * your supplementary paragraphs

If you have any questions, ask as soon as possible. The presentation will take place during the final lesson of this section.
The Louisiana Purchase Lesson Plans Resources
Lesson Plan 6: Gold! Slavery? Land! Indian Removal?
Hmmm….
Long-Term Effects Webquest

By Samantha Clonch

*Note: The first version of the webquest is the proficient level, the second version is the basic level, and the final version is the advanced level.

Map citation:
User:Golbez. (2006, July 29). Location of Louisiana Territory [Map of the states and territories of the United States as it was from July 1805 to 1809. On July 4 1805, the District of Louisiana was organized as Louisiana Territory. On March 1 1809, Illinois Territory was split from Indiana Territory.]. Retrieved March 21, 2016, from https://en.wikipedia.org/wiki/Louisiana_Territory#/media/File:United_States_1805-07-1809.png
The Long-term Effects of the Louisiana Purchase

For this assignment you will be visiting several different websites to find the information you need to answer the questions below. You may work alone or with one or two partners of your choosing. Unless otherwise noted, you do not need to use full sentences. Raise your hand if you have a question or if you have technical difficulties.

Part 1: Open the [Westward Expansion Interactive Map](#). Select the year 1800 from the timeline at the top, and then select States & Territories and Show Labels from the right-hand side. Next select Present-day States. Use the map to answer the following question.

The Louisiana Purchase included all or part of how many present-day states?
Part 2: Watch the Thought Bubble section of the Crash Course video “Thomas Jefferson & His Democracy: Crash Course US History #10”, stopping at 10:16. (You may need to watch the section two or three times; if you do, the section starts at 8:31.) Use the information to answer the following question.

What did Thomas Jefferson want to ensure by purchasing the Louisiana Territory? Why?

Part 3: Open the Classroom Zoom: The Louisiana Purchase webpage. Use the scroll bar on the right hand side of the inset page to scroll to the section titled The Legacies. Read this section and use the information to answer the following questions.

The Louisiana Purchase enlarged the United States. How much did the area of the country increase?

What were the new boundaries of the United States after the Louisiana Purchase?

States formed from the Purchase are part of an area called the “bread basket.” Why was the area given that name?
Why was access to the port of New Orleans important for western farmers?

What was important about the Mississippi River and its tributaries after the Louisiana Purchase?

Which territory did Great Britain feel pressure to sell after the Louisiana Purchase? Which territories did Spain feel pressure to sell?

What did the Louisiana Purchase lead Americans to believe?

Part 4: Read the following paragraph from Joseph Harriss’ article entitled “How the Louisiana Purchase Changed the World.”

“Rich in gold, silver and other ores, as well as huge forests and endless lands for grazing and farming, the new acquisition would make America immensely wealthy. Or, as Jefferson put it in his usual understated way, ‘The fertility of the country, its climate and extent, promise in due season important aids to our treasury, an ample provision for our posterity, and a wide-spread field for the blessings of freedom.’”
Use the information to answer the following questions.

The Louisiana Territory had abundant resources. According to Harriss why was this beneficial to the United States?

Did Jefferson view the abundance of resources as beneficial for any other reason(s) as well? If so, what was the reason or what were the reasons?

Part 5: Open the Louisiana Purchase webpage from the Legacy Preservation Library. Read paragraphs 2, 3, 4, 7, and 15 and use the information to answer the following questions. (The first paragraph begins “The purchase of Louisiana was opposed…”)

What practice was a major source of debate when the territory from the Louisiana Purchase was being formed into states?

Was this debate handled peacefully in Kansas? How do you know?
What other event stimulated occupation of upper Louisiana? What means of communication and transportation did this bring to the region?

Why did the U.S. government make treaties with the chiefs of the tribes of buffalo-hunting Indians that lived on the Plains?

What important part has the territory of the Louisiana Purchase assumed today? Why is this role so important?

**Part 6:** Open the [Indian Removal Act](https://www.kansasmemory.org/khs/item/4398) webpage from the Kansas Historical Society. Read the article and use the information to answer the following questions.

Why was the Louisiana Territory important to Thomas Jefferson in regards to the Native Americans living in the East?

Did Jefferson’s plan work? Explain.
After Andrew Jackson became president, he carried out a plan similar to Jefferson’s involving the Native Americans still living East of the Mississippi River. What was this plan called and what year was it put in place?

Describe what happened to Native Americans under this plan.

Part 7: Finally, in at least 3 full sentences, summarize the long-term effects of the Louisiana Purchase.
Do you think the United States would be the same today if the Louisiana Purchase had not occurred, or if it had occurred differently, as was discussed after the Treaty-Making Activity? Explain in what ways you think it would be different, or explain why you think it wouldn’t be different. Use full sentences.
The Long-term Effects of the Louisiana Purchase

For this assignment you will be visiting several different websites to find the information you need to answer the questions below. You may work alone or with one or two partners of your choosing. Unless otherwise noted, you do not need to use full sentences. Raise your hand if you have a question or if you have technical difficulties.

Part 1: Open the Westward Expansion Interactive Map. Select the year 1800 from the timeline at the top, and then select States & Territories and Show Labels from the right-hand side. Next select Present-day States. Use the map to answer the following question.

The Louisiana Purchase included all or part of how many present-day states?
Part 2: Watch the Thought Bubble section of the Crash Course video “Thomas Jefferson & His Democracy: Crash Course US History #10”, stopping at 10:16. (You may need to watch the section two or three times; if you do, the section starts at 8:31.) Use the information to answer the following question.

What did Thomas Jefferson want to ensure by purchasing the Louisiana Territory? Why?

Part 3: Open the Classroom Zoom: The Louisiana Purchase webpage. Use the scroll bar on the right hand side of the inset page to scroll to the section titled The Legacies. Read this section and use the information to answer the following questions.

The Louisiana Purchase enlarged the United States. How much did the area of the country increase? (Under the first bolded heading of the Legacies section)

What were the new boundaries of the United States after the Louisiana Purchase? (Under the first bolded heading of the Legacies section)
Some states formed from the Purchase are part of an area called the “bread basket.” Why was the area given that name? (Under the second bolded heading of the Legacies section)

Why was access to the port of New Orleans important for western farmers? (Under the second bolded heading of the Legacies section)

What was important about the Mississippi River and its tributaries after the Louisiana Purchase? (Under the second bolded heading of the Legacies section)

Which territory did Great Britain feel pressure to sell after the Louisiana Purchase? Which territories did Spain feel pressure to sell? (Under the third bolded heading of the Legacies section)

What did the Louisiana Purchase lead Americans to believe? (Under the third bolded heading of the Legacies section)
Part 4: Read the following paragraph from Joseph Harriss’ article entitled “How the Louisiana Purchase Changed the World.”

“Rich in gold, silver and other ores, as well as huge forests and endless lands for grazing and farming, the new acquisition would make America immensely wealthy. Or, as Jefferson put it in his usual understated way, “The fertility of the country, its climate and extent, promise in due season important aids to our treasury, an ample provision for our posterity, and a wide-spread field for the blessings of freedom.”

Use the information to answer the following questions.

The Louisiana Territory had abundant resources. Why was this beneficial to the United States?

Part 5: Open the Louisiana Purchase webpage from the Legacy Preservation Library. Read paragraphs 2, 3, 4, 7, and 15 and use the information to answer the following questions. (The first paragraph begins “The purchase of Louisiana was opposed…)

What practice was a major source of debate when the territory from the Louisiana Purchase was being formed into states? (Paragraph 2)

Was this debate handled peacefully in Kansas? How do you know? (Paragraph 3)
What other event stimulated occupation of upper Louisiana? What means of communication and transportation did this bring to the region? (Paragraph 4)

Why did the U.S. government make treaties with the chiefs of the tribes of buffalo-hunting Indians that lived on the Plains? (Paragraph 7)

What important part has the territory of the Louisiana Purchase assumed today? Why is this role so important? (Paragraph 15)

**Part 6:** Open the [Indian Removal Act](https://www.kansastory.com/indian-removal) webpage from the Kansas Historical Society. Read the article and use the information to answer the following questions.

Why was the Louisiana Territory important to Thomas Jefferson in regards to the Native Americans living in the East? (Paragraph 1)

Did Jefferson’s plan work? Explain. (Paragraph 1)
After Andrew Jackson became president, he carried out a plan similar to Jefferson’s involving the Native Americans still living East of the Mississippi River. What was this plan called and what year was it put in place? (Paragraph 1)

Describe what happened to Native Americans under this plan. (Paragraphs 1 & 2)

Part 7: Finally, in at least 3 full sentences, summarize the long-term effects of the Louisiana Purchase.
Do you think the United States would be the same today if the Louisiana Purchase had not occurred, or if it had occurred differently, as was discussed after the Treaty-Making Activity? Explain in what ways you think it would be different, or explain why you think it wouldn’t be different. Use full sentences.
The Long-term Effects of the Louisiana Purchase

For this assignment you will be visiting several different websites to find the information you need to answer the questions below. You may work alone or with one or two partners of your choosing. Unless otherwise noted, you do not need to use full sentences. Raise your hand if you have a question or if you have technical difficulties.

Part 1: Open the Westward Expansion Interactive Map. Select the year 1800 from the timeline at the top, and then select States & Territories and Show Labels from the right-hand side. Next select Present-day States. Use the map to answer the following question.

The Louisiana Purchase included all or part of how many present-day states?
Part 2: Watch the Thought Bubble section of the Crash Course video “Thomas Jefferson & His Democracy: Crash Course US History #10”, stopping at 10:16. (You may need to watch the section two or three times; if you do, the section starts at 8:31.) Use the information to answer the following question.

What did Thomas Jefferson want to ensure by purchasing the Louisiana Territory? Why?

Part 3: Read the websites and the excerpt below and use the information to answer the following questions:

- Classroom Zoom: The Louisiana Purchase, Legacies section
- Excerpt from Joseph Harriss’ article entitled “How the Louisiana Purchase Changed the World.”

“Rich in gold, silver and other ores, as well as huge forests and endless lands for grazing and farming, the new acquisition would make America immensely wealthy. Or, as Jefferson put it in his usual understated way, ‘The fertility of the country, its climate and extent, promise in due season important aids to our treasury, an ample provision for our posterity, and a wide-spread field for the blessings of freedom.’”

- Louisiana Purchase from the Legacy Preservation Library, paragraphs 2, 3, 4, 7, and 15 (The first paragraph begins “The purchase of Louisiana was opposed…)
- Indian Removal Act from the Kansas Historical Society

The Louisiana Purchase enlarged the United States. How much did the area of the country increase?
What were the new boundaries of the United States after the Louisiana Purchase?

States formed from the Purchase are part of an area called the “bread basket.” Why was the area given that name?

Why was access to the port of New Orleans important for western farmers?

What was important about the Mississippi River and its tributaries after the Louisiana Purchase?

Which territory did Great Britain feel pressure to sell after the Louisiana Purchase? Which territories did Spain feel pressure to sell?

What did the Louisiana Purchase lead Americans to believe?
The Louisiana Territory had abundant resources. According to Harriss why was this beneficial to the United States?

Did Jefferson view the abundance of resources as beneficial for any other reason(s) as well? If so, what was the reason or what were the reasons?

What practice was a major source of debate when the territory from the Louisiana Purchase was being formed into states?

Was this debate handled peacefully in Kansas? How do you know?

What other event stimulated occupation of upper Louisiana? What means of communication and transportation did this bring to the region?

Why did the U.S. government make treaties with the chiefs of the tribes of buffalo-hunting Indians that lived on the Plains?
What important part has the territory of the Louisiana Purchase assumed today? Why is this role so important?

Why was the Louisiana Territory important to Thomas Jefferson in regards to the Native Americans living in the East?

Did Jefferson’s plan work? Explain.

After Andrew Jackson became president, he carried out a plan similar to Jefferson’s involving the Native Americans still living East of the Mississippi River. What was this plan called and what year was it put in place?

Describe what happened to Native Americans under this plan.
Part 7: Finally, in at least 3 full sentences, summarize the long-term effects of the Louisiana Purchase.

Do you think the United States would be the same today if the Louisiana Purchase had not occurred, or if it had occurred differently, as was discussed after the Treaty-Making Activity? Explain in what ways you think it would be different, or explain why you think it wouldn’t be different. Use full sentences.
The Louisiana Purchase Lesson Plans Resources
Lesson Plan 7: Was It Worth It In The End?
Final Presentation Worksheet

By Samantha Clonch
Presentation Notes

Fill out the table below while your fellow group members are giving their presentations. Ask questions once the presentation is over if you need more information.

<table>
<thead>
<tr>
<th>Group Member’s Name</th>
<th>Their Response to “Was the Louisiana Purchase a beneficial course of action?”</th>
<th>Three Pieces of Evidence They Use to Support Their Position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group Member’s Name</th>
<th>Their Response to “Was the Louisiana Purchase a beneficial course of action?”</th>
<th>Three Pieces of Evidence They Use to Support Their Position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
*Note: This is a sample rubric that teachers could use to evaluate the final presentations. This could be tweaked to meet the needs of teachers, and whether students receive this along with their instructions for the presentation is up to the preference of the teacher.
### Final Presentation Sample Rubric

**Student name: __________________________________________**

<table>
<thead>
<tr>
<th></th>
<th>5 points</th>
<th>3 points</th>
<th>1 point</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question clearly answered</strong></td>
<td>Yes</td>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td><strong>3 reasons for answer</strong></td>
<td>3 reasons, well explained</td>
<td>2 reasons well explained or 3 reasons poorly explained</td>
<td>1 reason well explained or 2 reasons poorly explained</td>
<td>1 poorly explained reason or no reasons</td>
</tr>
<tr>
<td><strong>Supporting evidence for each reason</strong></td>
<td>Evidence for all 3 reasons</td>
<td>Evidence for 2 reasons</td>
<td>Evidence for 1 reason</td>
<td>No evidence</td>
</tr>
<tr>
<td><strong>Sources indicated</strong></td>
<td>Sources indicated for all evidence</td>
<td>Sources indicated for some evidence</td>
<td></td>
<td>No sources indicated</td>
</tr>
<tr>
<td><strong>Materials turned in</strong></td>
<td>Yes</td>
<td></td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

Total: ___________/25 points

Comments: