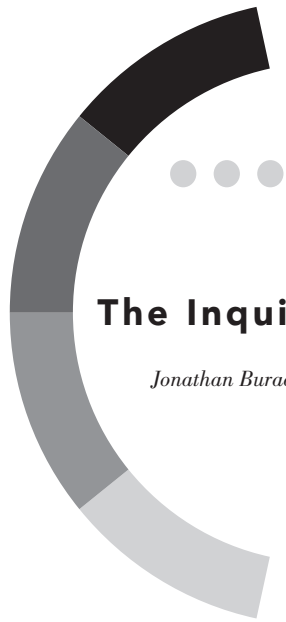


# Changes in the New Nation



## **The Inquiry Arc** in U.S. History

*Jonathan Burack*

## **The Louisiana Purchase**

**MindSparks®**

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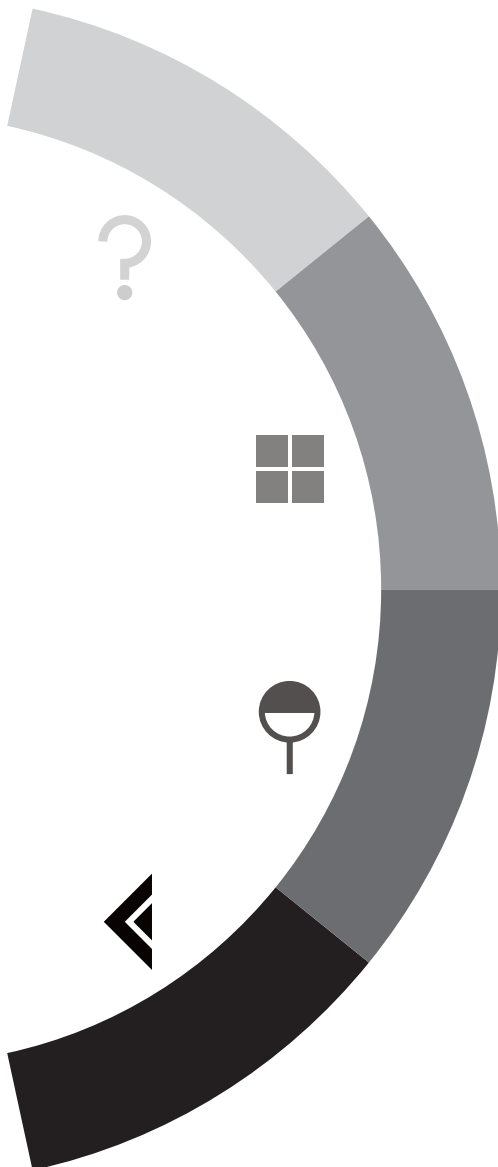
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### C3 Framework

This unit is based primarily on the College, Career, and Civic Life (C3) Framework for Social Studies Standards. This C3 Framework is an effective tool offering guidance and support for rigorous student learning. The assignments encourage students to be active participants in learning and to explore the parts of history that they find most compelling. Central to the C3 Framework and our use of it is its Inquiry Arc—a set of four interrelated dimensions of informed inquiry in social studies. The lessons in this unit are based on all four dimensions of the C3 Inquiry Arc. While the C3 Framework analyzes each of the four dimensions separately, they are not entirely separable in practice—they each interact in dynamic ways. As a result, the lessons combine some or all of the dimensions in various ways.



### Four Dimensions of the Inquiry Arc

#### 1 Developing compelling and supporting questions and planning inquiries

Questions shape social studies inquiries, giving them broader meaning and motivating students to master content and engage actively in the learning process.

#### 2 Applying disciplinary concepts and tools

These are the concepts and central ideas needed to address the compelling and supporting questions students pose. The C3 Framework stresses four subject fields: history, civics, economics, and geography. Each of our units addresses all of these disciplines.

#### 3 Evaluating sources and using evidence

The purpose of using primary and secondary sources as evidence is to support claims and counterclaims. By assessing the validity and usefulness of sources, including those that conflict with one another, students are able to construct evidence-based explanations and arguments.

#### 4 Communicating conclusions and taking informed action

While this may take the form of individual essays and other writing assignments, these units stress other kinds of individual and collaborative forms of communication, including debates, policy analyses, video productions, diary entries, and interviews. Meaningful forms of individual or collaborative civic action are also incorporated into each unit.

## **How to Use This Book**

These units offer you the chance to implement the entire C3 Inquiry Arc in brief, carefully structured lessons on important topics in U.S. history. Each lesson is driven by a central compelling question, and disciplinary supporting questions are provided. Each unit asks students to apply understandings from all of the C3 disciplines—history, civics, economics, and geography—and they include individual and group tasks in an integrated way.

Each unit includes an introductory essay, detailed teaching instructions, a set of primary sources, and the handouts needed to complete the lesson’s assignments. Rubrics for student evaluation and sources for further study are also provided. The teaching instructions suggest a time frame for completion of each lesson, but the assessments can easily be adapted to fit into any lesson plan.

Each unit is aligned with several C3 Framework standards and Common Core standards. The College and Career Readiness Anchor Standards for Literacy emphasize the reading of informational texts, making these lessons ideal for integration into English Language Arts instruction.



**C3 Disciplines**



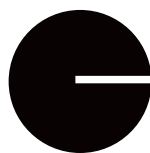
**History**



**Civics**



**Economics**



**Geography**



# The Louisiana Purchase

*Was It a Good Bargain?*



## Overview

### Introduction

In 1803, the United States suddenly doubled in size because President Jefferson agreed to a treaty with French ruler Napoleon Bonaparte. This treaty gave the United States the Louisiana Purchase, an enormous territory amounting to about eight hundred thousand square miles of land west of the Mississippi River, for \$15 million. That was a lot of money for those days, but the purchase was still an amazing bargain. It came to about three cents an acre. The still-young United States suddenly became a giant empire in the making. However, not all Americans were thrilled. Some felt the U.S. Constitution did not give the president the right to purchase new lands in this way. Others thought the territory might actually add to the nation's difficulties. Considering the potential problems, was the purchase worth it? In this lesson, students will work with short passages from ten primary sources in an effort to answer this question. While these sources alone won't completely answer these questions, they can help. Moreover, they can form the core content for a set of tasks that will help students better understand this turning point in the nation's history.

### Objectives

Students will complete a final task or prepare a final presentation to respond in a meaningful way to a compelling question about the Louisiana Purchase. They will work individually and in groups to apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary sources before presenting their ideas to the class.

### C3 Standards Addressed by This Unit

- ◆ **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- ◆ **D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
- ◆ **D2.HIS.5.6-8.** Explain how and why perspectives of people have changed over time
- ◆ **D2.HIS.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- ◆ **D2.HIS.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- ◆ **D2.HIS.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- ◆ **D2.CIV.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- ◆ **D2.ECO.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- ◆ **D2.GEO.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- ◆ **D2.GEO.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- ◆ **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

- ◆ **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.
- ◆ **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- ◆ **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.
- ◆ **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- ◆ **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- ◆ **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

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**Common Core Anchor Standards Addressed by This Unit**

- ◆ **CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.6.** Assess how point of view or purpose shapes the content and style of a text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- ◆ **CCSS.ELA-LITERACY.CCRA.W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- ◆ **CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

## Teaching Instructions

**Compelling Question**

Was the Louisiana Purchase a good bargain?

**Preparation**

Provide all students with a copy of the Introductory Essay. Assign this essay as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the lesson in mind as they read.

**Asking Questions about the Louisiana Purchase**

*This part of the lesson stresses Dimensions 1 and 2 of the C3 Framework*

**Day One**

1. Briefly discuss the Introductory Essay with the class and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer back to the handout as they read the primary sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines of Dimension 2 in the C3 Framework—history, civics, economics, or geography. As they work, the groups should keep in mind the lesson’s overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Each group may share a primary source packet, if necessary.
5. Have students complete the Day One section of their Assignment Sheets. The objective for Day One is for groups to read three sources, and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.

**Applying Disciplinary Concepts and Evaluating Sources and Evidence**

*This part of the lesson stresses Dimensions 2 and 3 of the C3 Framework*

**Day Two**

6. Students will return to their previously assigned groups and formulate a claim addressing their group’s compelling question. After reading the remaining seven primary sources, they will select one that supports their claim.
7. Using the evidence gathered from the sources, each group will then prepare a brief (five-to ten-minute) presentation about the Louisiana Purchase from their group’s disciplinary

perspective. The presentation can be in the form of an oral report, a debate among group members, or a PowerPoint or another related type of presentation. Allow time for students to prepare by discussing and debating topics among themselves.

### Day Three

8. Each group will deliver its presentation. Allow time for class discussion following each presentation, and for a final effort to answer the central compelling question for the lesson.



#### Communicating Results and Taking Action

*This part of the lesson stresses Dimension 4 of the C3 Framework*

Students will complete a final project that expresses understanding of the topic and responds clearly to the lesson's compelling question. The projects may be completed in groups, but students should be evaluated individually.

Distribute the Communicating Results and Taking Action handout, and decide whether you will assign the projects or allow students to form groups and choose tasks on their own. Set a reasonable deadline. Students should review the Louisiana Purchase Rubric so they can understand how their performances will be evaluated. The projects are summarized below.

#### Communicating Results

- ◆ Students will review Primary Source 1.5, and then research the Lewis and Clark expedition. They will select five other entries from the journals that provide a good idea of the value of this vast territory to the United States, as well as entries that suggest problems that acquiring the territory could present. In a brief talk, they will share the entries they chose with the class and explain why they selected them.
- ◆ Have students read Primary Sources 1.2 and 1.4 and take notes comparing and contrasting these two sources. They will then write letters as the two men corresponding to each other. Have students review Primary Sources 1.7 and 1.8. Divide students into small groups. Each group will plan and conduct a panel discussion about these two sources.

#### Taking Action

- ◆ Divide students into small groups. Each group should discuss sovereign land purchases. The groups should look through online sources, newspapers, and magazines to find out about problem regions where a sovereign land purchase might make sense. They will then make two lists: one listing reasons why the idea might work and one listing the problems that make the idea a bad one. They will share their two lists in a discussion with the class about the possibility of sovereign land purchases in today's world.
- ◆ After students have completed the above assignment, have them share the two lists with others using social media. Have students summarize the responses they get and use them to write an editorial on the topic. Students should submit the editorial to a local newspaper or some other publication, and invite the publication to use it. Have them share any reader responses in class.



## Introductory Essay

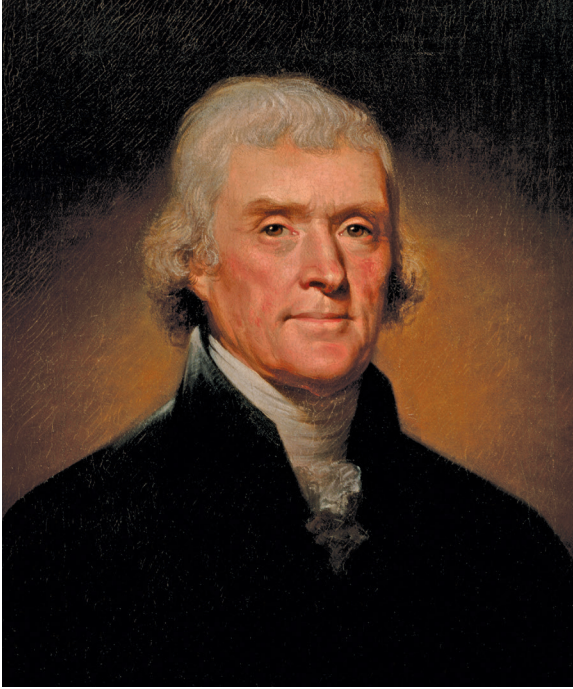
# *The Louisiana Purchase*



*Cession of Louisiana*

In 1803, the United States suddenly doubled in size; President Jefferson had just agreed to buy land from French ruler Napoleon Bonaparte. This Louisiana Purchase was enormous. It amounted to more than eight hundred thousand square miles of land west of the Mississippi River, and it cost \$15 million. That was a lot of money then, but the purchase was still an amazing bargain—it came to about three cents an acre. The still-young United States suddenly became a giant empire in the making.

However, not all Americans were thrilled. Some felt that the U.S. Constitution did not give President Jefferson the right to purchase new land this way. Jefferson himself had some doubts; he believed the Constitution strictly limited his powers, and he was not sure it gave him a right to make this purchase. Others thought the territory might actually add to the nation's problems. Still, most Americans were delighted, and many

*Thomas Jefferson*

were relieved. The purchase opened up a huge new region to settlement, and Americans began moving into it almost immediately.

However, was the Louisiana Purchase worth it? This is not a simple question to answer. Americans in 1803 could not really be sure, and only decades would tell. That is the central, compelling question for this lesson.

To try to answer this question, you first need to understand why President Jefferson was eager to buy the Louisiana territory. Starting in the late 1600s, France had explored and settled along the Mississippi River. They established a port city, New Orleans, where the

Mississippi emptied into the Gulf of Mexico. Other small French settlements dotted the lands along the Mississippi. Then, in 1762, France gave up the Louisiana territory; it was about to lose Canada to Great Britain in the French and Indian War (1754 to 1763). To keep the Louisiana territory from also falling to the British, France turned it over to Spain instead. Later, after the American Revolution, the boundaries of the United States were set along the eastern banks of the Mississippi River. The United States and Spain faced each other across that river. Spain was a weak power, and the Americans were able to form agreements with it. These agreements gave them access to the Mississippi River and the port of New Orleans. This seemed to take care of the issue.

Then, in 1801, Spain gave the Louisiana territory back to France in a secret treaty. France was, at that time, ruled by Napoleon, and it was a much more powerful nation than Spain. Suddenly, Americans began to worry again about the Mississippi and the port of New Orleans. What if Napoleon closed the Mississippi to American trade? Americans were moving in growing numbers across the Appalachian Mountains into Ohio, Tennessee, and Kentucky. Increasing amounts of pork, grain, tobacco, and other goods were being shipped to New Orleans. From there, they were taken around Florida to many distant markets. The port of New Orleans was vital. In those times, there was no easy way to ship goods across the Appalachian Mountains. The western United States—the old Northwest—was cut off from the East Coast, except by way of the Mississippi River.



In spite of the secret 1801 treaty with France, Spain still ruled in New Orleans in 1802. That year, it suddenly shut the port of New Orleans to the United States. Jefferson knew that France was soon going to take over the port city. He feared Napoleon might start a new and costly war with the United States. Instead, Napoleon suddenly decided to sell not only New Orleans but also the entire Louisiana territory. The offer was too tempting. A treaty was rapidly concluded in April 1803. It passed the Senate that October. The Louisiana Purchase was a done deal.

Why did Napoleon suddenly decide to sell? He was worried about a new war with Great Britain in Europe. The successful slave revolution in the French sugar colony of Saint-Domingue (Haiti) had also ruined Napoleon's plans. He had hoped to make Saint-Domingue a base for a new French empire in the Americas. Thanks to those slaves, this never happened. Napoleon had to change his plans. As a result, the United States gained the entire Louisiana territory.

The United States gained huge new lands to settle and develop. It secured its control over the Mississippi, and New Orleans became a safe port for Americans. At the same time, the nation had to absorb thousands of French-speaking citizens, including many slaves and free African Americans, living in New Orleans. The purchase opened up new lands for the expansion of its own slave system and new trading opportunities. It also created new conflicts with Native Americans. The purchase continued to be a mixture of opportunity and danger. As a result, assessing its value to the nation is not as simple as it may, at first, seem.



*Napoleon Bonaparte*

*Cession of Louisiana.* By Constantino Brumidi, 1875, U.S. Capitol, Washington, DC, courtesy of the Architect of the Capitol  
*Thomas Jefferson.* By Rembrandt Peale, 1800, courtesy of the White House Historical Association Digital Library  
*The Emperor Napoleon in His Study at the Tuileries.* By Jacques-Louis David, 1812, National Gallery of Art, Washington, DC, 1961.9.15



## History Group

## GROUP MEMBERS:

## *The Louisiana Purchase*

Your group's task is to look at the Louisiana Purchase from a historical perspective. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

### Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Suppose the United States had refused to purchase the Louisiana territory from Napoleon. Would the United States have remained permanently confined east of the Mississippi? Why or why not?

3. Read and discuss Primary Sources 1.2, 1.4, and 1.10.
4. Read and discuss the following background information. Use the information to help complete the handout.

From 1800 to 1900, the United States tripled in size. The Louisiana Purchase was a very big addition, but it was not the only one in that century. Expansion westward has been the story of the nation even before its start. Before the American Revolution, settlers were already moving west from the original thirteen colonies. They were filing into the Ohio Valley, Kentucky, and Tennessee long before anyone gave them permission to do so.

In addition, even before the Louisiana Purchase, American trappers and traders were already west of the Mississippi. As immigrants poured into the nation in the 1800s, many headed for the frontier. Could a boundary line have confined them? The story of the annexation of Texas should make us wonder.

At first, Mexico invited Americans to settle in Texas. After many of them arrived, the Mexican government changed its mind and tried to close

Mexico's borders to them. Yet Americans kept arriving anyway. Soon, there were enough Americans living there to declare themselves independent. They founded the Republic of Texas and asked to be annexed to the United States. Perhaps if France had kept the Louisiana territory, it would have kept the settlers out of Texas, but how likely would that have been?

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 1.2

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Primary Source 1.4

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Primary Source 1.10

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## Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Suppose the United States had refused to purchase the Louisiana territory from Napoleon. Would the United States have remained permanently confined east of the Mississippi? Why or why not?

State your group's claim here:

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7. From the remaining seven primary sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

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Reason for choosing this source:

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8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.



## GROUP MEMBERS:

## *The Louisiana Purchase*

Your group's task is to explore the civics of the outcome of the Louisiana Purchase. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

### Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Did the U.S. Constitution give President Jefferson the authority to make a treaty with France to purchase the Louisiana territory? Why or why not?

3. Read and discuss Primary Sources 1.1, 1.2, and 1.4.
4. Read and discuss the following background information. Use the information to help complete the handout.

President Thomas Jefferson was a “strict constructionist” when it came to the U.S. Constitution. This means he believed in doing only what the Constitution allowed very specifically. That is, what it allowed was only what its words said explicitly, not what they might seem to imply. The Louisiana Purchase worried Jefferson. Article IV of the Constitution allowed the United States to add new states from territory it already had, but nowhere does it say anything about buying land from another country.

At first, Jefferson hoped the people would approve a constitutional amendment giving him that power. Congress showed little interest in that, however. Besides, adding an amendment is a long and drawn out process. Napoleon might not have waited that long, and might have changed his mind. Some officials told Jefferson to rely instead on the Constitution's rules for making treaties with other nations. As president, Jefferson did have the authority to make treaties; the Senate had to approve these treaties, but the power was his. Jefferson eventually did take that advice, but he was never completely sure he had the right to do so.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 1.1

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Primary Source 1.2

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Primary Source 1.4

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### Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Did the U.S. Constitution give President Jefferson the authority to make a treaty with France to purchase the Louisiana territory? Why or why not?

State your group's claim here:

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7. From the remaining seven primary sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

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Reason for choosing this source:

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8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.



## Economics Group

### GROUP MEMBERS:

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## *The Louisiana Purchase*

Your group's task is to explore the economics of the outcome of the Louisiana Purchase. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

### Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

What were the economic benefits and costs to the nation from the Louisiana Purchase?

3. Read and discuss Primary Sources 1.5, 1.6, and 1.8.
4. Read and discuss the following background information. Use the information to help complete the handout.

In 1803, President Jefferson sent Meriwether Lewis and William Clark's Corps of Discovery up the Missouri River and across the Rocky Mountains to the sea. Jefferson began planning this expedition even before the Louisiana Purchase was completed. He hoped the corps would find an all-water route to the Pacific, and he wanted it to report on the natural resources of the western lands. Jefferson also asked the corps to gain the friendship of American Indian tribes as future trading partners.

As Lewis and Clark discovered, the all-water route did not exist. However, they did carry out the other two aims. They made it clear how rich the resources of the West were. They also made contact with many Native American tribes and offered them trade ties with the United States. At first, many American Indian leaders were cautious, but hopeful, about this exchange.

The natural richness of the region did begin to attract settlers. As the number of settlers rose, however, violent conflict often took the place

of peaceful trade with the American Indians. The Louisiana territory was definitely not empty wilderness. Along with many Native American cultures, the region included several French-speaking communities. These included African slaves, free African Americans, and others. Adjusting to all of this was going to be a challenge as well as an opportunity for the United States.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 1.5

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Primary Source 1.6

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Primary Source 1.8

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## **Day Two**

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

What were the economic benefits and costs to the nation from the Louisiana Purchase?

State your group’s claim here:

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7. From the remaining seven primary sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

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Reason for choosing this source:

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8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group’s discipline-based compelling question. Use the space below for notes or to create an outline of your group’s presentation.



## Geography Group

GROUP MEMBERS:

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### *The Louisiana Purchase*

Your group's task is to explore how geography affected the outcome of the Louisiana Purchase. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

#### Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Did the Louisiana Purchase make the split between North and South over slavery more or less likely than it otherwise would have been?
3. Read and discuss Primary Sources 1.7, 1.8, and 1.9.
4. Read and discuss the following background information. Use the information to complete the handout.

The Louisiana Purchase was made in 1803. Many Americans then thought slavery might, in time, die out. Even in the South, quite a few hoped that would happen. Over the next two decades, however, it became increasingly clear that this hope was unfounded. Demand for cotton in England and New England soared. The cotton gin also made it much easier to process that cotton. Such factors caused a rapid spread of slavery and cotton production all across the South. Additionally, American Indians were forcibly removed from Georgia, Alabama, and Mississippi. This allowed a huge influx of settlers with slaves into those regions. By 1819, planters were already taking their slaves into parts of the Louisiana territory.

Slavery had long existed in Louisiana before it became a state in 1812. Everyone understood that Louisiana would remain a slave state, and most Americans expected Arkansas to allow slavery. However, when Missouri applied to be admitted as a slave state, some in Congress said, "Enough

is enough.” They demanded that Missouri only be admitted if it agreed to prohibit slavery. The Missouri Compromise did allow slavery to continue in Missouri, but the bitter clash over this conflict showed that antislavery protest would, from then on, focus on the western territories. Ultimately, it was this drive to stop slavery from expanding west that would spark secession and the Civil War.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group’s compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 1.7

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Primary Source 1.8

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Primary Source 1.9

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### Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group’s own compelling question. Here is that question again:

Did the Louisiana Purchase make the split between North and South over slavery more or less likely than it otherwise would have been?

State your group's claim here:

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7. From the remaining seven primary sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

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Reason for choosing this source:

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8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

## How to Analyze a Primary Source

In this lesson, you will be studying several primary source documents. This handout offers suggestions for how best to read and analyze historical primary sources. Studying such sources is challenging. They were created in a different time and place. Their language and use of certain key terms often differ from ours. They assume things we might not accept. They arise out of historical circumstances and settings that differ greatly from our own times. To use such sources as evidence, you need to apply some special critical thinking skills and habits. Here are some guidelines to help you do this.

### ◆ *Question the source*

Since no primary source was written with you and your interests in mind, you need to be clear about what you are looking for when you examine a source. You need to stay in charge of the investigation. Act like a detective, and ask questions. Above all, keep your own most important compelling questions in mind as you read and think about a source.

### ◆ *Consider the source's origins*

This is often simply called “sourcing.” It means asking who created the source, when and where the source was created, and why. If you know the source’s purpose, you will be more likely to see how it is shaped by its creator’s point of view. Among other things, sourcing can also help you decide how reliable or typical a source might be.

### ◆ *Contextualize the source*

“Context” here means the broader historical setting for the source. Sources are always a part of a larger historical context. You need to consider how this context helps clarify the meaning of the source. You also need to decide which context is most important. Sources might be best understood in connection with a local context or a recent event. Alternatively, they might be understood better within a national or international context, or as part of a long-term trend in society at large. Your guiding questions should help you decide what context is most important.

### ◆ *Corroborate the source*

This means you must think about your source in relation to other sources. Does the source back up those other sources, or does it seem to be at odds with the other sources? Might there be additional sources, which have not been provided to you, that could support or conflict with the source?

### ◆ *Above all, read the source carefully*

Look at language closely. Pay attention to images, emotional language, metaphors, and other literary devices. Think about what is implied, not merely what is stated or claimed in so many words. Think about what is left out as well as what is included. Make inferences based on your close reading. This will help you get more out of your source than even the source’s creator might have seen in it.



PRIMARY SOURCE ▶

I.I

## George Washington on the Western Territories

George Washington discussed the importance of the western territories in a letter to Virginia governor Benjamin Harrison on October 10, 1784. During this time, Spain was in control of the vast territory west of the Mississippi River. In this passage, Washington expresses fears similar to those that Thomas Jefferson would feel even more strongly after France took back the Louisiana territory in 1801.

### Original Document

I need not remark to you, Sir, that the flanks and rear of the United States are possessed by other powers, and formidable ones too; nor how necessary it is to apply the cement of interest to bind all parts of the Union together by indissoluble bonds, especially that part of it, which lies immediately west of us, with the middle States. For what ties, let me ask, should we have upon those people? How entirely unconnected with them shall we be, and what troubles may we not apprehend, if the Spaniards on their right, and Great Britain on their left, instead of throwing stumbling-blocks in their way, as they now do, should hold out lures for their trade and alliance? What, when they get strength, which will be sooner than most people conceive (from the emigration of foreigners, who will have no particular predilection towards us, as well as from the removal of our own citizens), will be the consequence of their having formed close connexions with both or either of those powers, in a commercial way? It needs not, in my opinion, the gift of prophecy to foretell.

The western settlers (I speak now from my own observation) stand as it were upon a pivot. The touch of a feather would turn them any way.

### Adapted Version

Other powerful nations threaten us on the south, north, and to the west. I am sure you know how we need to bind all parts of the Union together by helping each region protect its basic interests. This is especially so regarding the territories just west of our middle states. Right now, Spain and Great Britain threaten those territories. However, what if the Spanish or British seek to trade heavily with them and become their allies? What would keep the western territories loyal to us? They are filling up, often with foreigners who feel no loyalty to us. What will happen if they form strong commercial ties with Spain or Great Britain? It's not that hard to tell.

The Western settlers seem at a turning point now. It won't take much to push them either way.

Original Document Source: George Washington to Benjamin Harrison, 10 October 1784, in *The Writings of George Washington*, vol. 10, edited by Worthington Chauncey Ford (G. P. Putnam's Sons: New York, 1890), 407–408. The entire letter is available online from the Online Library of Liberty.

PRIMARY SOURCE ►

I.2

## Thomas Jefferson on the French Control of the Louisiana Territory

This passage is from a letter President Jefferson wrote to Robert R. Livingston, the U.S. foreign minister to France. The letter is dated April 18, 1802. This letter was written soon after Jefferson learned that France had taken back possession of the Louisiana territory from Spain. He still did not realize Napoleon might want to sell it to the United States. At this point, he had to worry about what would happen if it remained under French control.

### Original Document

[T]here 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 day that France takes possession of N. Orleans . . . 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.

CONTINUED



### Adapted Version

There is one spot on the globe so important to us that anyone who controls it would be our natural enemy. That spot is New Orleans. The products of three-eighths of our territory must pass through New Orleans to market. Soon that fertile territory will provide half of what we sell. It will contain more than half our people. Just by placing herself in New Orleans, France is a threat to us. Spain could have held it for years without endangering us. Spain is weak and is not warlike. It would cooperate with us to avoid any and all conflict. In time, conditions might arise that would even lead it to turn New Orleans over to us. That will never happen with France. . . . The day that France takes possession of New Orleans . . . we must marry ourselves to the British fleet and nation. We must devote all our energy to building a maritime force. We will be well able to do that. By uniting with the British, we will then stop France from reinforcing her settlements here in America. Once another war begins in Europe, it will be time for us to oppose France here and, together with the British, close off the Americas to others. This is not something we desire. But if France takes over New Orleans from Spain, we will have to act this way. It is as automatic as any natural cause resulting in a necessary effect, as happens according to the laws of nature.

Original Document Source: Thomas Jefferson to Robert L. Livingston, 18 April 1802, in *The Papers of Thomas Jefferson*, 4 March–30 June 1802, vol. 37, edited by Barbara B. Oberg (Princeton, NJ: Princeton University Press, 2010), 263–267. Available from the National Archives Founders Online website.



PRIMARY SOURCE ▶

I.3

## The Louisiana Territory Map

This is a map of the Louisiana territory, as people knew it in 1803. Many involved in the area still had questions about the boundaries, especially the western one with New Spain. The U.S. and Spanish boundaries were nebulous, mostly because it was difficult for settlers to see where that boundary was on the ground (as opposed to on a map). Likewise, both countries had not agreed to them yet. They remained to be fixed by future agreements.



Original Document Source: Map of Louisiana. By Samuel Lewis and Aaron Arrowsmith, 1805, Library of Congress, Prints and Photographs Division, Washington, DC, 2001620468.



On October 29, 1803, Federalist senator James White of Delaware spoke in Congress against the plan to purchase the Louisiana territory.

### Original Document

I wish not to be understood as predicting that the French will not cede to us the actual and quiet possession of the territory. I hope to God they may, for possession of it we must have,—I mean of New Orleans, and of such other positions on the Mississippi as may be necessary to secure to us forever, the complete and uninterrupted navigation of that river. This I have ever been in favor of; I think it essential to the peace of the United States and to the prosperity of our Western country. But as to Louisiana, this new, immense, unbounded world, if it should ever be incorporated into this Union, which I have no idea can be done but by altering the Constitution, I believe it will be the greatest curse that could at present befall us. . . . Louisiana must and will become settled, if we hold it, and with the very population that would otherwise occupy part of our present territory. Thus our citizens will be removed to the immense distance of two or three thousand miles from the capital of the Union, where they will scarcely ever feel the rays of the General Government; their affections will become alienated; they will gradually begin to view us as strangers; they will form other commercial connections, and our interests will become distinct.

These, with other causes that human wisdom may not now foresee, will in time effect a separation, and I fear our bounds will be fixed nearer to our houses than the waters of the Mississippi. We have already territory enough, and when I contemplate the evils that may arise to these States from this intended incorporation of Louisiana into the Union, I would rather see it given to France, to Spain, or to any other nation of the earth upon the mere condition that no citizen of the United States should ever settle within its limits.

CONTINUED

### Adapted Version

I am not saying that the French will not turn this territory over to us peacefully. I hope they will, because we must have it. That is, we must have New Orleans and other parts of the Mississippi we need to ensure our control over that river forever. I have always favored that; it is essential to our peace and to the prosperity of our western country. But as to the rest of this huge, unbounded territory, taking it will be the greatest curse to ever befall us. That is, if we can even purchase it without altering the Constitution. . . . If we hold that territory, it will be settled by the same people who would otherwise occupy part of our present territory. Our citizens will be scattered huge distances of two or three thousand miles from the capital of the Union. They will hardly be aware of the general government, their loyalties will weaken, they will soon view the rest of us as strangers, and their economic interests will be different from ours.

These and other factors will cause a complete separation. I fear our nation's boundaries will then be much closer to where we are now than to the Mississippi. We already have enough territory. Because of the evils that Louisiana will cause us, I would rather see it given to France or Spain or any other nation as long as no citizen of the United States could ever settle within its limits.

*Original Document Source:* James White, "Speech to Congress" (speech, House of Representatives, Washington, DC, October 29, 1803), in *History of Louisiana: The Spanish Domination*, 3rd ed., vol. 3, by Charles Gayarré (New Orleans, LA: Armand Hawkins, 1885), 550–551.



**Joseph Whitehouse and William Clark  
on the Louisiana Purchase**

In 1803, President Jefferson chose Meriwether Lewis and William Clark to lead an expedition exploring the lands west of the Mississippi all the way to the Pacific Ocean. In early 1804, this expedition traveled from St. Louis, up the Missouri River, across the Rocky Mountains, and down the Columbia River to the Pacific. They then returned and arrived back in St. Louis in 1806. Lewis, Clark, and others kept journals of their trip. The passages here are from two of the participants. The first is by Private Joseph Whitehouse. The second is by William Clark. Together, they give a sense of what the Louisiana Purchase lands looked like to these early explorers.

**Original Document****Whitehouse**

Friday 25 May 1804. we Set out eairly passed a Smal river on the Stard. Side. the Soil of this part of the country rich. towards evening we arived at a french village called St. Johns, on the Stard. Side a boat came here loaded with fur & Skins had been a long distance up the River tradeing with the Savages &c we Camped near this Small village this is the last Settlement of white people on this River.

**Clark**

*June 19th Tuesday* rain last night after fixing the new Oars and makeing all necessary arrangements, we Set out under a jentle breese from the S. E. . . . I observed on the Shore Goose & Rasp berries in abundance in passing Some hard water round a Point of rocks on the L. S. we were obliged to take out the roape & Draw up the Boat for ½ a mile, we Came too on the L. S. near a Lake of the Sircumfrance of Several miles Situated on the L. S. about two miles from the river this Lake is Said to abound in all kinds of fowls, great quanties of Deer frequent this Lake dureing Summer Season, and feed on the hows [haws] &c. &c. they find on the edgers the Lands on the North Side of the river is rich and Sufficently high to afford Settlements, the Lds. on the South Side assends Gradually from the river not So rich, but of a good quallity and appear well watered.

CONTINUED

### **Adapted Version**

#### **Whitehouse**

Friday, 25 May 1804. This morning we set out early, passed a small river on the north side. The soil appeared very rich. Towards evening, we arrived at a French Village named Saint Johns, on the north side of the river. Shortly after our arrival, a boat arrived full of furs and deerskins. It was returning from a very long voyage up the Missouri River trading with the Indians. We camped near this small village, which is the last settlement of white people on this river.

#### **Clark**

*June 19th Tuesday* It rained last night. After fixing the new oars and making all necessary arrangements, we set out under a gentle breeze from the southeast. . . . I observed on the shore gooseberries and raspberries in abundance. In passing some hard water round a point of rocks on the left side, we were obliged to take out the rope and draw up the boat for half a mile. We came to on the left side near a lake of several miles circumference situated on the left side about two miles from the river. This lake is said to abound in all kinds of fowls. Great quantities of deer frequent this lake during summer and feed on the small trees and shrubs with fruit, which they find on the edges. The lands on the north side of the river are rich and sufficiently high to afford settlements. The lands on the south side ascend gradually from the river. They are not so rich, but are of a good quality and appear well-watered.

Original Document Source: Meriwether Lewis, William Clark, Joseph Whitehouse, et al., May 25, 1804, entry and June 19, 1804, entry, in *The Journals of the Lewis and Clark Expedition*, edited by Gary Moulton (Lincoln: University of Nebraska Press, 2005). Available online from the Journals of the Lewis and Clark Expedition, University of Nebraska-Lincoln website.



## Speech of Native Americans to President Jefferson

In 1806, President Jefferson spoke to a visiting delegation of American Indians from the Missouri River region. He told them that after the Louisiana Purchase, the United States held all those lands and was now their “father.” American Indians and white officials often used family terms such as “father,” “children,” “brother,” and so on to indicate how they understood their relationship to one another. Jefferson told the Native Americans he hoped they and the United States could trade together and live in peace. This passage is a part of the American Indians’ response.

**Original Document****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.

**Adapted Version****Fathers**

You say that you are as numerous as the stars in the skies and are as strong as you are numerous. So much the better, fathers. However, if you are so strong, we hope you will soon punish the bad Indians you will find among us; and also, we hope you will tell your white children who are on our lands to follow your orders and not do whatever they feel like doing, for, in truth, they do not keep your word. Our brothers who visited you here before told us you had ordered good things to be done and goods sent to our villages. However, we have seen nothing. Your hired officials think you will never learn about that, but we feel strongly that we must speak this truth to our fathers. And, our fathers must open their ears to let the truth get in.

Original Document Source: Osages, Missouri, Otos, Panis, Cansas, Ayowais, and Sioux Nations, “Speech of the Osages, Missouri, Otos, Panis, Cansas, Ayowais, and Sioux Nations to the President of the U.S. and to the Secretary at War,” in *Letters of the Lewis and Clark Expedition with Related Documents, 1783–1854*, vol. 1, edited by Donald Jackson (Urbana: University of Illinois Press, 1978). Available from the Library of Congress.

PRIMARY SOURCE ►

I.7

## Black Militia of New Orleans to William Claiborne

At the time of the Louisiana Purchase, no U.S. state had a militia made up of free blacks. New Orleans under the Spanish did have one. It was still active after France took over in 1801. Soon after the Louisiana Purchase, fifty-five members of this militia sent William Claiborne an "Address of the Free People of Color of New Orleans." Claiborne was the new U.S. governor of what would become the state of Louisiana. This is the main part of the address from this free black militia.

**Original Document**

We, the Subscribers, free Citizens of Louisiana, beg leave to approach your Excellency with Sentiments of respect and 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 forever, 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.

CONTINUED



### Adapted Version

We are all free citizens of Louisiana. We come to you with sentiments of respect and esteem. We pledge our sincere loyalty to the government of the United States.

We are natives of this province, and we have the strongest interest in its welfare. We therefore feel a lively joy that our sovereign country is now united with the American Republic. We fully realize that our personal and political freedom is thereby assured to us forever. We are also confident of the justice and liberality of the U.S. government towards every class of citizens now taken under their Protection.

We were employed in the military service of the last government. We feel sure that our conduct in that service has proved our ready attention to all of our duties. We are attached to this service by our principles and our affection. Should the U.S. government honor us by keeping us in this service, we assure you that we will serve with fidelity and zeal. We therefore respectfully offer our services to the government as a Corps of Volunteers. We are agreeable to any arrangement which may be thought wise.

Original Document Source: Louisiana Militia to William Claiborne, 17 January 1804, in *Louisiana under the Rule of Spain, France, and the United States, 1785–1807: Social, Economic, and Political Conditions of the Territory Represented in the Louisiana Purchase*, vol. 2, edited by James Alexander Robertson (Cleveland, OH: Arthur H. Clark, 1911), 299.

## William Claiborne on the Black Militia of Louisiana

William Claiborne, mentioned in Primary Source 1.7, was the new U.S. governor of the territory of Louisiana in 1803. This passage is from a letter Claiborne wrote to James Madison, dated December 27, 1803.

**Original Document**

Among my principal difficulties, I have to mention the re-organization of the Militia. . . . But my principal difficulty arises from two large Companies of people of color, who are attached to the service, and were esteemed a very serviceable corps under the Spanish government. On this particular Corps I have reflected with much anxiety. To re-commission them might be considered as an outrage on the feelings of a part of the Union; and as opposed to those principles of policy which the safety of the southern states has necessarily established. On the other hand, not to re-commission them would disgust them, and might be productive of future mischief. To disband them would be to raise an armed enemy in the very heart of the Country: and to disarm them would savour too Strongly of that desperate system of government which seldom succeeds. Should no necessity urge me to a hasty decision on this point, I shall await some opinion and instructions from the department of State; and have therefore to beg that I may be favored with them as soon as possible.

**Adapted Version**

The reorganization of the militia will be one of my principal difficulties. This mainly has to do with two large companies of people of color attached to the service. They were highly regarded by the Spanish government. I am very anxious about this corps. To recommission them might anger a major part of our Union. It would be seen to oppose principles established for the safety of the southern states. On the other hand, if I do not recommission this corps, it will disgust them, and it might lead to future trouble. Disbanding them might make them an armed enemy in the heart of this territory. To disarm them would seem like the sort of desperate act that seldom succeeds. If I do not have to act right away on this, I will wait for instructions from the department of state. I hope I will receive such instructions soon.

Original Document Source: William Claiborne to James Madison, 27 December 1803, in *The Papers of James Madison*, 1 November 1803–31 March 1804, vol. 6, edited by Mary A. Hackett, J. C. A. Stagg, Ellen J. Barber, Anne Mandeville Colony, and Angela Kreider (Charlottesville: University of Virginia Press, 2002), 229–232.



In 1819, Missouri applied to Congress to be admitted as a state. Missouri was part of the Louisiana Purchase lands. By 1819, several thousand black slaves had already been brought into Missouri. New York congressional representative James Tallmadge proposed an amendment to the bill admitting Missouri. His amendment would have prohibited all future introduction of slaves into Missouri, and Missouri would also have had to free all slave children born after the state was admitted when the children turned twenty-five years of age. John Taylor of New York spoke in favor of Tallmadge's amendment. This document is a passage from Taylor's speech. The Tallmadge amendment did not pass. A compromise settled this issue for the time being. However, this was just the start of decades of battle over slavery in the western lands.

### Original Document

The sovereignty of Congress in relation to the States is limited by specific grants—but, in regard to the Territories, it is unlimited. Missouri was purchased with our money, and, until incorporated into the family of States, it may be sold for money. Can it then be maintained, that although we have the power to dispose of the whole Territory, we have no right to provide against the further increase of slavery within its limits? That, although we change the political relations of its free citizens by transferring their country to a foreign power, we cannot provide for the gradual abolition of slavery within its limits, nor establish those civil regulations which naturally flow from self-evident truth? No, sir it cannot; the practice of nations and the common sense of mankind have long since decided these questions.

### Adapted Version

The Constitution limits the power Congress has over the states—but Congress has total sovereign power over the territories. We purchased Missouri with our money, and, until it officially becomes a state, we may sell it for money. Can anyone claim then that while we can sell the whole territory, we have no right to prevent the further increase of slavery within its limits? We can change the political status of its free citizens by selling their country to a foreign power, yet we are told we somehow cannot provide for the gradual abolition of slavery within its limits? Or that we cannot establish those civil rules that follow naturally from the self-evident truth of our control over this territory? No, sir, these things cannot be claimed. The practice of nations and the common sense of mankind already have decided these questions.

Original Document Source: John Taylor, "Missouri State Government—Restriction on the State," (speech, House of Representatives, Washington, DC, February 15, 1819), in *Abridgment of the Debates of Congress, from 1789 to 1856*, vol. 6, edited by Thomas Hart Benton (New York: D. Appleton, 1858), 336.

PRIMARY SOURCE ►

I.IO

## Theodore Roosevelt on the Louisiana Purchase

Theodore Roosevelt was president of the United States from 1901 to 1909. Long before then, however, he was fascinated by the western lands of the United States. He wrote several books about the West. This passage is from one of these books, *The Winning of the West*, and offers one point of view about the long-term impact of the Louisiana Purchase as seen from about a century later.

**Original Document**

Jefferson, Livingston, and their fellow statesmen and diplomats concluded the treaty which determined the manner in which it came into our possession; but they did not really have much to do with fixing the terms even of this treaty. . . . The Americans would have won Louisiana in any event, even if the treaty of Livingston and Monroe had not been signed. The real history of the acquisition must tell of the great westward movement begun in 1769, and not merely of the feeble diplomacy of Jefferson's administration. In 1802 American settlers were already clustered here and there on the eastern fringe of the vast region which then went by the name of Louisiana. All the stalwart freemen who had made their rude clearings, and built their rude towns, on the hither side of the mighty Mississippi, were straining with eager desire against the forces which withheld them from seizing with strong hand the coveted province. They did not themselves know, and far less did the public men of the day realize, the full import and meaning of the conquest upon which they were about to enter. For the moment the navigation of the mouth of the Mississippi seemed to them of the first importance. Even the frontiersmen themselves put second to this the right to people the vast continent which lay between the Pacific and the Mississippi. The statesmen at Washington viewed this last proposition with positive alarm, and cared only to acquire New Orleans. The winning of Louisiana was due to no one man, and least of all to any statesman or set of statesmen. It followed inevitably upon the great westward thrust of the settler-folk—a thrust which was delivered blindly, but which no rival race could parry until it was stopped by the ocean itself.

CONTINUED



### Adapted Version

Jefferson, Livingston, and all the other diplomats concluded the treaty that officially gave us the Louisiana territory, but they did not really have much to do even with the treaty itself. . . . The Americans would have won Louisiana even if the treaty had never been signed. The real history of all this must tell of the great westward movement begun in 1769, and not merely of the feeble diplomacy of Jefferson's administration. In 1802, American settlers were already gathering on the eastern fringe of the vast region of Louisiana. These brave freemen had made their plain clearings and built their plain towns on the eastern side of the mighty Mississippi. They already were straining with eager desire against the forces that kept them from seizing the Louisiana lands with strong hands. Neither they nor the statesmen realized the full import and meaning of this coming conquest. To them, the navigation of the Mississippi seemed to be the main issue. Even the frontiersmen themselves put this ahead of their right to the vast territory between the Pacific and the Mississippi. Many statesmen at Washington were actually alarmed at this idea. They only wanted New Orleans. The winning of Louisiana was due to no one man, and least of all to any set of statesmen. It was an inevitable result of the great westward thrust of the settler folk. It was a thrust delivered blindly, but no rival race could thwart it until it was stopped by the ocean itself.

*Original Document Source:* Theodore Roosevelt, *The Winning of the West: An Account of the Exploration and Settlement of Our Country from the Alleghenies to the Pacific*, vol. 2 (New York: G. P. Putnam's Sons, 1917), 467–468.

## Communicating Results and Taking Action

### Communicating Results

- ◆ Review Primary Source 1.5. You can access these journals entirely online. Use a trusted site or other sources to learn more about the expedition. Then find five other entries from the journals. Look for entries that provide insight into the value of this vast territory to the United States, as well as entries that suggest problems that acquiring the territory could present. In a brief talk, share the entries you chose with the class and explain why you selected them.
- ◆ Take notes comparing and contrasting Primary Sources 1.2 and 1.4. Note where they agree with each other and where they disagree. Consider what issues each, or both, ignores. Now pretend you are Thomas Jefferson and write a letter to James White responding to what he says in Primary Source 1.4. Then write a second letter from White replying to your first letter.
- ◆ Primary Sources 1.7 and 1.8 concern a group of free black soldiers in New Orleans at the time of the Louisiana Purchase. Your group's task will be to plan and conduct a panel discussion about these two sources. The group should first learn more about slaves and free people of color in New Orleans in the early 1800s. One good resource for this subject is the first two chapters of Keith Medley's *Black Life in Old New Orleans*. This book is listed in this lesson's Sources for Further Study. In your panel discussion, try to explain what Primary Sources 1.7 and 1.8 show us about New Orleans. Explain also why they reveal a challenge facing the United States as it took control of New Orleans after 1803.

### Taking Action

- ◆ The Louisiana Purchase was what is called a sovereign land purchase. France permanently gave up all control over the lands it sold to the United States. A sovereign land purchase is not the same as one country buying land that still remains a part of another country. It means giving the purchasing nation sovereign control over the lands it buys. Could a true sovereign land purchase still take place today? As a group, discuss this idea. Look through online sources, newspapers, and magazines to find out about problem regions where a sovereign land purchase might make sense. Make two lists: one listing reasons why the idea might work and one listing the problems that make the idea a bad one. Share your two lists in a discussion with the class about the possibility of sovereign land purchases in today's world.
- ◆ After you have completed the previous assignment, share your two lists with others using social media. Summarize the responses you get, and, as a class, decide on the best possible purchase the United States could make. Use the points made in class and some points made from the first list to write an editorial on the topic, submit the editorial to your local newspaper or some other publication, and invite them to use it. Discuss any reader responses you get in class.



## The Louisiana Purchase Rubric

Criteria	Unacceptable	Developing	Proficient	Excellent
<b>Focus</b>	Tries to respond to task instructions but lacks clear focus on a central idea or thesis	Addresses the task instructions adequately but focus on a central idea or thesis is uneven	Responds to the task instructions appropriately and convincingly; has a consistent focus on a central idea or thesis	Responds to all task instructions convincingly; has a clear and strong focus on a well-developed central idea or thesis
<b>Research</b>	Refers to some sources but fails to connect these in a relevant way to the task instructions	Refers to relevant sources well but does not always connect these clearly to the task instructions	Refers to relevant sources accurately and usually connects these to the task instructions and a central idea	Refers to relevant sources accurately and in great detail and connects these clearly to the task instructions and a central idea
<b>Development and Use of Evidence</b>	Uses some details and evidence from sources but does not make clear the relevance to the task purpose or instructions	Uses details and evidence from sources generally but not always in support of a clear focus relevant to the task purpose or instructions	Uses details and evidence from sources in a way that effectively supports a focus relevant to the task purpose or instructions	Uses details and evidence from sources along with clear explanations demonstrating deep understanding of the task purpose or instructions
<b>Content</b>	Refers to disciplinary content without clearly understanding it or while using it in an irrelevant or inaccurate manner	Refers to disciplinary content with some understanding but not always with a clear idea of its relation to the overall task	Accurately uses disciplinary content and demonstrates a clear idea of its relation to the overall task	Uses disciplinary content effectively and explains thoroughly and in-depth its relation to the overall task
<b>Conventions</b>	Demonstrates only limited control of standard English conventions with many errors in spelling, punctuation, grammar, and other conventions	Demonstrates some command of standard English conventions with limited errors in spelling, punctuation, grammar, and other conventions	Demonstrates adequate command of standard English conventions with few errors in spelling, punctuation, grammar, and other conventions	Demonstrates a well-developed command of standard English conventions with few errors and a use of language appropriate to the audience and the purpose of the task

## Primary Source Bibliography

- 1.1 Ford, Worthington Chauncey, ed. *The Writings of George Washington*. Vol. 10. New York: G. P. Putnam's Sons, 1890.
- 1.2 Oberg, Barbara B. *The Papers of Thomas Jefferson, 4 March–30 June 1802*. Vol. 37. Princeton, NJ: Princeton University Press, 2010.
- 1.4 Gayarré, Charles. *History of Louisiana: The Spanish Domination*. 3rd ed. Vol. 3. New Orleans, LA: Armand Hawkins, 1885.
- 1.5 Moulton, Gary E. *The Journals of the Lewis and Clark Expedition*. Lincoln: University of Nebraska Press, 2005.
- 1.6 Jackson, Donald, ed. *Letters of the Lewis and Clark Expedition with Related Documents, 1783–1854*. Vol. 1. Urbana: University of Illinois Press, 1978.
- 1.7 Robertson, James Alexander. *Louisiana under the Rule of Spain, France, and the United States, 1785–1807: Social, Economic, and Political Conditions of the Territory Represented in the Louisiana Purchase*. Vol. 2. Cleveland, OH: Arthur H. Clark, 1911.
- 1.8 Hackett, Mary A., J. C. A. Stagg, Ellen J. Barber, Anne Mandeville Colony, and Angela Kreider, eds. *The Papers of James Madison, 1 November 1803–31 March 1804*. Vol. 6. Charlottesville: University of Virginia Press, 2002.
- 1.9 Benton, Thomas Hart, ed. *Abridgment of the Debates of Congress, from 1789 to 1856*. Vol. 6. New York: D. Appleton, 1858.
- 1.10 Roosevelt, Theodore. *The Winning of the West: An Account of the Exploration and Settlement of Our Country from the Alleghanies to the Pacific*. Vol. 2. New York: G. P. Putnam's Sons, 1917.

## Sources for Further Study

Blumberg, Rhoda. *The Incredible Journey of Lewis and Clark*. New York: Lothrop, Lee, and Shepard, 1987.

———. *What's the Deal?: Jefferson, Napoleon, and the Louisiana Purchase*. Washington, DC: National Geographic Children's Books, 1998.

Burgan, Michael. *The Missouri Compromise*. We the People: Civil War Era. Mankato, MN: Compass Point Books, 2006.

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