

### Overview

This lesson explores the cause and effect story of the Louisiana Purchase. This story is not readily known and therefore may be new to many. Students will be asked to weave together the cause and effects of several events leading to the Louisiana Purchase. In addition, students will work with a variety of expository text, both primary and secondary in nature. This lesson is designed to take one or two class periods but may be altered depending on class schedule.

### Standards

Current standards can be found on [ksks.org](http://ksks.org).

### Objectives

#### Content:

- The student will be able to identify the cause and effects of U.S. government policies relating to the Louisiana Purchase.
- The student will describe the impact of U.S. government decisions on American Indians.

#### Skills:

- The student will be able to evaluate the cause and effects of U.S. government policies from primary sources.
- The student will be able to analyze change over time to make a logical inference taken from primary sources.

### Essential Questions

- How can geography and economics influence governmental policy?
- How can events in one country affect the governmental policies of another country?
- Why were American Indians living in the region known as Louisiana not included in the negotiations?

## Activities

This activity uses the following *Read Kansas!* cards:

- **New Orleans**
- **Negotiations and Revolt**
- **The Purchase**

### Classroom Materials Needed:

Sticky notes (i.e., Post-it Notes)

World map (visible to the whole classroom)

### Day 1

1. Before starting the lesson, draw a large (2 feet x 2 feet) square on the chalkboard or whiteboard and title the square "Effect."
2. Introduce the topic of the lesson by activating prior knowledge. Ask students to share what they know about the events leading up to the Louisiana Purchase. List them on the board. Explain that the lesson will provide information that is often left out of textbooks. They will be hearing the story from a different point of view.
3. Place students in random groups of three. Distribute one copy of each *Read Kansas!* card and approximately 10 sticky notes per group. If possible give each group a different color of sticky notes. If this is not possible, number the groups and have students write the number on the sticky notes as they use them (for example: group 1 writes a "1" on all of their sticky notes).
4. Divide up the responsibilities for each round of the lesson by rotating the roles listed below:
  - Reader: Reads the card
  - Recorder: Records answers and group number on the sticky note
  - Walker-Speaker: Walks the sticky note answers to the board and speaks for the group
5. As students read the cards, have students identify the locations and countries on a world map: New Orleans, Mississippi River, Appalachian Mountains, Louisiana Purchase, Saint-Dominque, Caribbean Sea, France, Great Britain, Haiti.
6. Round One:
  - Have reader read the **New Orleans** card aloud to the group.
  - When the readers are finished, ask the class for words they may not be familiar with. List them on the board and ask for or provide definitions.
  - In their groups, have the students answer the questions at the bottom of the **New Orleans** card. The recorder writes the answers on the sticky notes.
  - When all groups have finished have the walker-speaker bring the sticky notes to the board and place them in the "Effect" square.
  - The Walker-Speaker will share their group's answers with the rest of class.
  - Ask for volunteers to discuss differences in the answers.
7. Round Two:
  - Rotate responsibilities
  - Groups will read the **Negotiations and Revolt** card.
  - Repeat same steps as in round one.
8. Round Three (This may be extended to a second day):
  - Rotate responsibilities
  - Groups will read **The Purchase** card.
  - Repeat same steps as in round one and two.

9. As a review, ask students to share some of the main points they have learned about the acquisition of the Louisiana Purchase.
10. Upon conclusion of the lesson, have students do one of the following two assignments:  
Activity Option #1: Have students finish this speech given by an unknown American Indian chief to President Jefferson in Washington, D.C., in 1806, from the perspective of an American Indian concerned with the idea of encroachment of whites on Indian lands. It should be at least two paragraphs in length and include two details from their readings.

*Fathers*

*“You say that the French, English & Spanish nations have left the waters of the Missouri & Mississippi, we are all glad of it, & we ... Do not believe that the number of our new Brethren would ...”*

Activity Option #2: Have students assume the role of being an advisor to President Jefferson. He has asked for your opinion on how to deal with these issues pertaining to the Louisiana Purchase. He needs to know *what to do with the land. Who will have access to the land? How will the United States protect the land from invaders?* The answer to every question should be one paragraph in length.

## ***For the Teacher***

### **Definitions:**

- Effect: To produce as an effect; bring about; accomplish; make happen. This definition is necessary for the basis of the lesson’s cause and effect model.

### **New Orleans card**

- Ceded or cession: To yield or formally surrender to another
- Inexorable: Unyielding; unalterable
- Despotism: Absolute power or control; tyranny
- Bonaparte: Napoleon Bonaparte, leader of the French Empire in 1800

### **Negotiations and Revolt card**

- “Deposit”: Under the Treaty of Paris (1783), which Spain did not sign, the U.S. claimed the right of sending goods down the Mississippi River and depositing them at Spanish New Orleans while they awaited overseas shipment.
- Saint-Dominque: French name for island also known as Santo Domingo under Spanish rule. The eastern portion of the island returned to Spanish control and became the Dominican Republic. The western portion became the country of Haiti.
- Subservient: Servile; excessively submissive
- Solidifying: To make strong or united

### **The Purchase card**

- Navigable: Deep and wide enough to provide passage to ships

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