

Lesson Title	To Buy, Or Not to Buy	Teacher	Ashlee Newton
Grade Level	4th Grade	Duration of Lesson	60 minutes

Lesson Topic	Westward Expansion: The Louisiana Purchase
SC Standards and Indicators	<p>Standard 4-5: The student will demonstrate an understanding of westward expansion of the United States and its impact on the institution of slavery.</p> <p>Indicator 4-5.3: Explain the purpose, location, and impact of key United States acquisitions in the first half of the nineteenth century, including the Louisiana Purchase, the Florida Purchase, the Oregon Treaty, the annexation of Texas, and the Mexican Cession.</p>
Academic Vocabulary	<ol style="list-style-type: none"> 1. Territorial acquisition 2. Manifest Destiny 3. Democratic Republican Party
Lesson Materials	<ol style="list-style-type: none"> 1. SMART Board Lesson *all documents below are attached to the SMART lesson 2. Newspaper clip from "The Republic" Titled "The Sunday Republic Louisiana Purchase Puzzle" 3. Map of the Louisiana Purchase from the National Archives 4. Letter from Thomas Jefferson to Congress dated Jan. 1804 5. Newspaper clipping from the "New England Palladium" announcing the U.S. taking control of New Orleans 6. RAFT Guidelines for student assessment

Lesson Set

<p>Content Objective(s)</p>	<p>The students will role play as a farmer trying to elicit President Jefferson’s help by acquiring New Orleans. The students will develop a plan for the acquisition of the port in New Orleans. The students will describe the effects of the Louisiana Purchase regarding the development of our nation at that time including geographical and political importance.</p>
<p>Literacy Objective(s)</p>	<p>The students will create cause-effect relationships. The students will utilize research methods. The students will develop summaries of primary source document information.</p>
<p>Lesson Importance</p>	<p>Students will understand the impact that the Louisiana Purchase had on our nation’s government and the impact it will have on slavery and territorial divisions because of views on slavery.</p>
<p>Connections to prior and future learning</p>	<p>Prior: Students should review the map and what current American holdings are. You can also link information about Thomas Jefferson and his earlier interest in the area of Louisiana while in France. Future: Students will need to be able to connect this information to the effects that this purchase and expansion will have on the Native Americans, the balance of slavery views and issues within the government, and the effects that these expansions have on the Monroe Doctrine and America’s relationships with foreign powers.</p>
<p>Anticipatory Set/ Hook (Engage)</p>	<ol style="list-style-type: none"> 1. Click on the SMART lesson and view the slide for the lesson set. 2. Distribute copies of Jefferson’s letter-there is a transcribed version and an original in the attachments 3. Teacher: “The document you are looking at is a copy of a letter from Thomas Jefferson to Congress referring to the purchase of the Louisiana Territory. Take a few minutes to read and record your thoughts about the meaning of his words and what the impact on the nation would have been.” 4. Have the students read the letter and make annotations 5. Discuss 6. Teacher: “As we look at the process of the United States purchasing this territory today keep Jefferson’s words in mind. Ask yourself what this quote truly would have meant to the people living in the country. He talks about its importance to the peace and security of the nation. Consider how this purchase is going to influence views of slavery and influence the sectionalism in years to come as we near the American Civil War.”

Skill Development

Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.

The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.

<p>Introduce content components</p>	<ol style="list-style-type: none"> 1. Return to home slide and review objectives for the lesson 2. Teacher: “Today we are going to examine the Louisiana Purchase and learn about the impact that had on the new nation’s geography, politics, and fulfillment of the concept of Manifest Destiny.
<p>“I do” Skill from literacy objective introduce/explain/model</p>	<ol style="list-style-type: none"> 1. Click on the button for skill development 2. Do a Think, Pair, Share of why it would have been important for farmers to have access to the Mississippi River and the Port at New Orleans. Allow them to share their ideas. 3. Click on the “Next Page” button. This page should show a picture of the Mississippi River. 4. Teacher: “It was too expensive and time consuming for farmers to try to transport goods across the Appalachian Mountains. Instead they could load their goods onto a barge, send them to New Orleans where they would be able to be loaded onto ocean-going vessels and thus enter the world trade process. 5. Click on the “Next Page” button (portrait of Jefferson) 6. Teacher: “Jefferson is going to send his foreign ministers, including (future) President James Madison to buy the port city of New Orleans. The men are authorized to spend up to \$10 million on the city. Before they can make their offer France offers them the entire Louisiana Purchase for \$15 million. 7. Click the “Next Page” button (portrait of Madison) This was not what Madison had been given permission to do, however it was a really good deal and an excellent chance for the United States to expand their land holdings. It would have taken months to send word to Jefferson and get an answer back-No cell phones!! So Madison had to make a decision based on what he thought they would have been okay with. 8. Click on the “Next Page” (agreement for the sale/purchase) 9. Teacher: “Madison says yes and the United States agrees to purchase the Louisiana Territory” 10. “Next Page” If you have made copies of the map distribute them now. 11. Teacher: “Think for 1 minute about what effect we can see that the Louisiana Purchase made on our new nation.” (Allow 1 minute) 12. Teacher: “Now take a minute to discuss what ideas you have with your partner.” (Allow a minute or two for collaboration) 13. At the end of a few minutes call on different pairs to get their ideas and responses. Discuss these together.

	<p>14. Teacher: “The Louisiana Purchase doubled the size of the nation. We can see that from this map.” Point out previous land holdings and how the purchase increased the size.</p> <p>15. “Next Page” Should send you back to the title page</p>
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Guided Practice

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as *Explore*.

<p>“We do” Activity Description Include student “explore” components and opportunities for them to explain their learning.</p>	<ol style="list-style-type: none"> 1. Teacher: “We are going to role play pretending that we have been transported back to the 1800s. You are going to work with a partner. One of you will be a farmer trying to give President Jefferson a description of what you need and suggestions of how he could resolve this issue. Once you have done this jot down a sentence or two giving a summary of how the Louisiana Purchase came about. 2. Have students work together to summarize by role playing and compiling their thoughts in a sentence or two. 3. Once the students have had a chance do this discuss their sentences. Ask guiding questions about the implications this purchase made on the young nation.
<p>Checking for Understanding- “Informal” Assessment</p>	<ol style="list-style-type: none"> 1. Circulate throughout the room/groups and ask guiding questions about the script they are reading 2. Allow groups to share their thoughts/summarize what they have read 3. Review the reflection questions with the groups as they work on them

Closure

Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

<p>Content Solidified/Close</p>	<ol style="list-style-type: none"> 1. Teacher: “Today we looked at the Louisiana Purchase. We saw that it doubled the size of the nation. We saw that Jefferson initially intended to only purchase the land around New Orleans to help with shipping on the Mississippi River. Instead we purchased the entire Louisiana Territory and added vast amounts of land to our growing nation. This will present problems in the future for certain sects of peoples. Native Americans will be mistreated, killed, and removed from their lands. Slavery will continue to be a hot issue and will create further sectional divisions in future years. This addition will also align with the future concept of “Manifest Destiny” in which Americans will see it as their God-given right to
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	<p>increase our nation's size from the Atlantic all the way to the Pacific.</p> <p>2. You can also review the newspaper excerpt describing the purchase.</p>
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Independent Practice

"You Do"	<ol style="list-style-type: none"> 1. Distribute copies of the RAFT instructions. You can click on the button "Independent Practice" and the copy will display on the board. 2. Teacher: "Using what you have learned from today's lesson, complete the RAFT." (Go over the directions and discuss grading criteria from the grading rubric.)
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Summative/ "Formal" Assessment

Assessment	<ol style="list-style-type: none"> 1. Use the RAFT as your assessment. 2. Use Rubric below to assess mastery of topic.
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Differentiation

During Lesson	<ol style="list-style-type: none"> 1. Allow students to work with a peer on assignments 2. Provide students definitions to difficult vocabulary as needed 3. Distribute copies of the newspaper activity from "The Republic" titled "The Sunday Republic Louisiana Purchas Puzzle." Allow the students to review the item and the information it gives
Assessment	<ol style="list-style-type: none"> 1. Have student(s) orally respond to the RAFT prompt and record their responses. 2. Have students create a comic illustrating their RAFT response instead of creating an essay

References:

President Thomas Jefferson's Message to Congress Concerning Louisiana, January 16, 1804, National Archives, Records of the U.S. Senate

Th. Jefferson, photomechanical print, created/published [between 1890 and 1940(?)]. Library of Congress, Prints and Photographs Division, Presidential File. Reproduction Number: LC-USZC4-2474.

New Orleans..., print, created/published Feb. 10, 1842. Library of Congress, Prints and Photographs Division, Reproduction Number: LC-DIG-pga-00203.

Mississippi River Steamer, print, created/published [no date recorded on shelflist card], the Library of Congress Prints and Photographs Division. Reproduction Number: LC-DIG-pga-01263.

James Madison, President of the United States, created Edwin, David/published W.H. Morgan [between 1809 and 1817]. Library of Congress Prints and Photographs Division. Reproduction Number: LC-USZ62-16960 DLC.

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To the Senate and House of Representatives of the United States

In execution of the act of the present Session of Congress, for taking possession of Louisiana as ceded to us by France, & for the temporary government thereof, Governor Claiborne of the Mississippi territory, & Gen^l. Wilkinson were appointed Commissioners to receive possession. They proceeded, with such regular troops as had been assembled at Fort Adams, from the nearest posts, and with some militia of the Mississippi territory, to New Orleans. To be prepared for any thing unexpected which might arise out of the transaction, a respectable body of militia was ordered to be in readiness in the states of Ohio, Kentucky, & Tennessee, and a part of those of Tennessee was moved on to the Natchez. no occasion however arose for their services. our Commissioners, on their arrival at New Orleans, found the province already delivered by the Commissaries of Spain to that of France, who delivered it over to them on the 20th day of December, as ~~will~~ appears by their Declaratory act accompanying this. Governor Claiborne, being duly invested with the powers heretofore exercised by the Governor & Intendant of Louisiana, assumed the government on the same day, and, for the maintenance of law & order, immediately issued the proclamation and address now communicated.

On this important acquisition, so favorable to the immediate interests of our Western citizens, so auspicious to the peace and security of the nation in general, which adds to our country territories so extensive & fertile, & to our citizens new brethren to partake of the blessings of freedom & self-government, I offer to Congress, and our country, my sincere congratulations.

W. Jefferson

Jan. 16. 1804.

To the Senate and House of Representatives of the United States

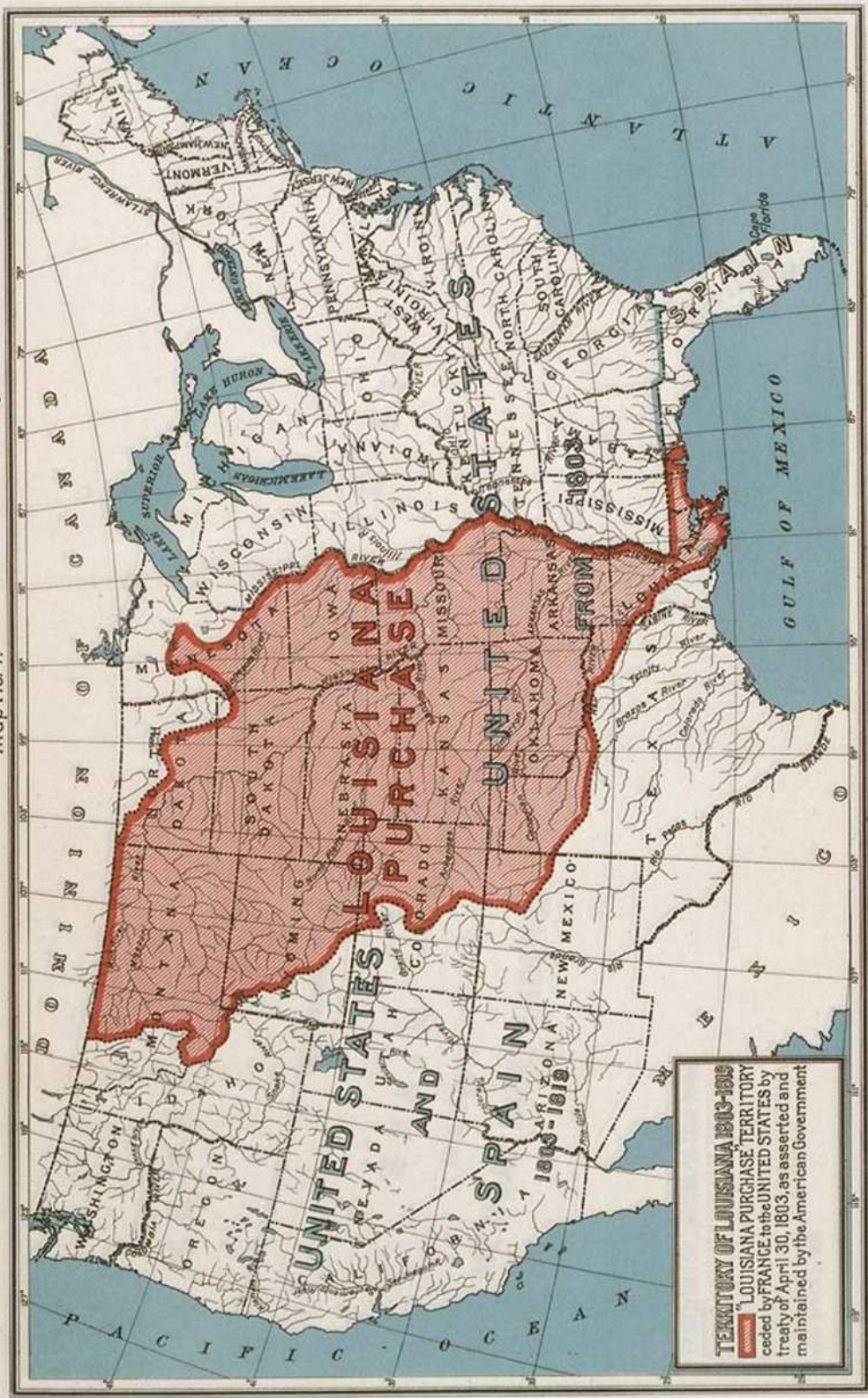
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Th. Jefferson Jan. 16. 1804

Map No. 4.



THE COLUMBIA GRAPHIC CO., WASHINGTON, D. C.

175 Perry and Co. Inc.

RAFT: The Louisiana Purchase

Name-



Role: A Wheat Farmer from Kentucky

Audience: President Jefferson

Format: A Letter

Topic: You are trying to emphasize the need for President Jefferson to acquire the port in New Orleans. You should include why this is necessary, what impact it will have to farmers in your area and the nation as a whole, and what impact it will have for U.S. government. You should also include what process your crops will go through in their transport to New Orleans and beyond. Finally, you should propose ideas for the President on how he could acquire possession of this port.

Letter-Writing : RAFT of the Louisiana Purchase

Teacher Name: **Social Studies**

Student Name: _____

CATEGORY	4	3	2	1
Sentences & Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
Format	Complies with all the requirements	Complies with almost all the requirements	Complies with several of the requirements	Complies with less than 75% of the requirements
Content Accuracy	The letter contains at least 5 accurate facts about the topic.	The letter contains 3-4 accurate facts about the topic.	The letter contains 1-2 accurate facts about the topic.	The letter contains no accurate facts about the topic.