

Northwest History Consortium

The Expansion of the United States Following the Louisiana Purchase

Nate Cogdill
8th Grade

National Standard

Era 4 Expansion and Reform (1801-1861) / Standard 1

Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

SCENARIO

The year is 1803. President Thomas Jefferson has just completed the purchase of the Louisiana Territory (The Louisiana Purchase) from France. The purchase adds over 828,000 square miles of land to the United States, nearly doubling the size and making the US one of the largest countries in the world.

President Jefferson had only wanted to purchase the part of the Louisiana Territory around the mouth of the Mississippi River to protect the interests of farmers in the Ohio River Valley who strongly depended on access to New Orleans. They sent their crops down the Mississippi River to New Orleans from which ships took the products to cities along the Atlantic coast of the United States. Americans feared that the French might interfere with their trade by imposing high taxes on products and ships moving through New Orleans. Even worse, the French might close the port to Americans. President Jefferson was astonished by the French offer to sell not only the region around New Orleans, but also the entire Louisiana Territory! Although the total purchase price seemed high, it was not beyond the means of the US to pay it. President Jefferson knew he had to make the purchase for the long-term best interest of the US.

TASK

Now that Thomas Jefferson has expanded the United States territory to the west he is unsure about how to make it a part of the United States. He is very busy, and he does not have time to learn about how to do so or what he would need to consider when doing so. He also does not know very much about the Louisiana Territory.

As a good leader always does, he appoints a “think tank” to consider the topic for him. As the leader of that “think tank” your task is to create a plan for President Jefferson about what he should know to create a plan for the United States to expand westward into the Louisiana Territory.

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RESOURCES

Books

Kukla, Jon. A Wilderness so Immense: The Louisiana Purchase and the Destiny of America. New York, NY: Knopf, 2003.

Internet

“Discovering Lewis and Clark.” April 2010. Lewis and Clark Fort Mandan Foundation. ©2009 – 2010. Washburn, ND. 31 May 2010 <<http://www.lewis-clark.org/>>.

“Go West Across America With Lewis and Clark!” National Geographic. ©1996 – 2010. Washington, DC. 31 May 2010 <<http://www.nationalgeographic.com/features/97/west/main.html>>.

Description of the Lewis and Clark Expedition

“In the Footsteps of Lewis and Clark: Wilderness Notebooks.” Sierra Club (sierraclub.org). ©2010. San Francisco, CA. 31 May 2010 <<http://www.sierraclub.org/lewisandclark/notebooks/>>.

“Lewis and Clark’s Historic Trail.” Yankton Daily Press and Dakotan (lewisclark.net). 2010. Yankton, SD. 31 May 2010 <<http://www.lewisclark.net/index.html>>.

Maps, journal entries, and primary sources

“The Louisiana Purchase.” Louisiana State Museum. ©2009 – 2010. Baton Rouge, LA. 31 May 2010 <<http://lsm.crt.state.la.us/cabildo/cab4.htm>>.

“The Louisiana Purchase Transcriptions.” 30 April 1803. National Archives and Records Administration. 2010. College Park, MD. 31 May 2010 <http://www.archives.gov/exhibits/american_originals/louistxt.html>.

Martin, Kelly. “Jefferson and the Louisiana Purchase: Jefferson Compromises His Beliefs for a Huge Achievement.” American History.About.Com (The New York Times Company). ©1996 – 2010. Chicago, IL. 31 May 2010 <http://americanhistory.about.com/od/thomasjefferson/a/tj_lapurchase.htm>.

Patrick, John J. “Teaching about the Louisiana Purchase,” ED479236. August 2003. ERIC Digests (ERICDigests.org). ©2003 – 2010, Bloomington, IN. 31 May 2010 <<http://www.ericdigests.org/2004-1/purchase.htm>>.

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ASSESSMENT

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Brainstorming - Problems	Students identify 4 or more reasonable, insightful barriers/problems that need to change.	Students identify 3 reasonable, insightful barriers/problems that need to change.	Students identify 2 reasonable, insightful barriers/problems that need to change.	Students identify 1 reasonable, insightful barriers/problems that need to change.
Brainstorming - Solutions	Students identify 4 or more reasonable, insightful possible solutions/ strategies to encourage change.	Students identify 3 reasonable, insightful possible solutions/ strategies to encourage change.	Students identify 2 reasonable, insightful possible solutions/ strategies to encourage change.	Students identify 1 reasonable, insightful possible solution/ strategy to encourage change.
Plan in Place	Students create an original, accurate, and interesting product that adequately addresses 4 issues.	Students create an original, accurate, and interesting product that adequately addresses 3 issues.	Students create an original, accurate, and interesting product that adequately addresses 2 issues.	Students create an original, accurate, and interesting product that adequately addresses 1 issue.
Sources - Quality	Students include 4 or more credible sources including primary sources and published interpretations that provide relevant information. (Credible means really well-known, such as the Constitution, or enough information given so you can find the quote or idea referred to.)	Students include 3 credible sources including primary sources and published interpretations that provide relevant information. (Credible means really well-known, such as the Constitution, or enough information given so you can find the quote or idea referred to.)	Students include 2 credible sources including primary sources and published interpretations that provide relevant information. (Credible means really well-known, such as the Constitution, or enough information given so you can find the quote or idea referred to.)	Students include 1 credible sources including primary sources and published interpretations that provide relevant information. (Credible means really well-known, such as the Constitution, or enough information given so you can find the quote or idea referred to.)
Score				

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REFERENCES/CITATIONS

ALTEC. "Rubistar: Create Rubrics for you Project-Based Learning Activities." [4Teachers.org](http://4teachers.org). 2010. Lawrence, KS. Advanced Learning Technologies Consortia (ALTEC) at the University of Kansas. 31 May 2010 <http://rubistar.4teachers.org/index.php?screen=CustomizeTemplate&bank_rubric_id=4§ion_id=1&>. Adapted by Nate Cogdill for the Northwest History Consortium with permission.

Cogdill, Nate. "The Expansion of the United States Following the Louisiana Purchase." [NWESD Organization](http://www.nwesd.org). 2008. Anacortes, WA. 31 May 2010 <http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/4.1_Expansion.US.Cogdill.8.pdf>.

"History Standards for Grades 5-12 United States." [UCLA National Center for History in the Schools](http://nchs.ucla.edu). 2005. Los Angeles, CA. 31 May 2010 <<http://nchs.ucla.edu/standards/us-standards5-12.html>>.