

1800 – 1849

THE LOUISIANA PURCHASE

ACTIVITIES

*Activities and Lesson Plan Created by Michael Young,
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LESSON PLAN

The Louisiana Purchase and Lewis and Clark Students will evaluate the reasons for the Louisiana Purchase and analyze the key effects it had on United States historical development, and then do an oral presentation on their research.	8 th - 12 th	13
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RESOURCES

20

Activity 1: Transportation

Activity Grade Level:
4th & 8th Grades

Activity: Mapmaking & Discussion

Have students read the following sections in the 1800-1849 timeline of Nebraska Studies.

Louisiana Purchase

http://nebraskastudies.org/0400/stories/0401_0100.html

Fur Traders & Missionaries

http://nebraskastudies.org/0400/stories/0401_0120.html

Routes West

http://nebraskastudies.org/0400/stories/0401_0140.html

Then have them draw a map of Nebraska and indicate the location of its major rivers. If you prefer, there is a blank map of Nebraska in the Resources section at the end of this document. Then, have students answer the following questions:

1. How would the location of the rivers influence travel across Nebraska? Are rivers that border and/or are located in Nebraska suitable for transportation? Why or why not?
2. Why do you think the interstate highway system occupies its current location in Nebraska?
3. Why did people travel across Nebraska in the mid-1800s?
4. What role did the fur trade play in Nebraska history?
5. How was the life of Native Americans changed by the white settlers who moved through Nebraska in the 1800s?

Nebraska State SOCIAL STUDIES Standards

By the end of fourth grade, students will:

Standard 4.1.1 Compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

Standard 4.1.2 Describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.

Standard 4.1.7 Use higher level thinking processes to evaluate and analyze primary sources and other resources.

Standard 4.1.10 Identify and use essential map elements.

Standard 4.1.11 Use maps and globes to acquire information about people, places, and environments.

Standard 4.1.2 Identify the geographic and human characteristics of the regions of the United States and Nebraska.

By the end of eighth grade, students will:

Standard 8.1.5 Describe growth and change in the United States from 1801-1861.

Standard 8.4.6 Improve their skills in historical research and geographical analysis.

Nebraska State READING/WRITING Standards

By the end of fourth grade, students will:

Standard 4.1.3 Identify the main idea and supporting details in what they have read.

Standard 4.1.4 Identify the resource appropriate for a specific purpose, and use the resource to locate information.

Standard 4.1.7 Identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

Standard 4.1.8 Identify similarities and differences between two fourth grade level reading selections.

Standard 4.2.4 Demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 4.2.5 Demonstrate the use of self-generated questions, note taking, and summarizing while learning.

By the end of eighth grade, students will:

Standard 8.1.2 Identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Standard 8.1.6 Identify similarities and differences across a variety of eighth grade reading selections.

Standard 8.1.7 Demonstrate the ability to analyze literary works, non-fiction, films, or media.

Standard 8.2.4 Demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 8.2.5 Demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

Nebraska State SCIENCE Standards

By the end of fourth grade, students will:

Standard 4.4.3 Develop an understanding of living things and environments.

By the end of eighth grade, students will:

Standard 8.4.4 Develop an understanding of populations and ecosystems.

Standard 4.2.4 Demonstrate the use of multiple forms to write for different audiences and purposes.

Activity 2: Exploration

Activity Grade Level:

4th - 8th Grades

Activity: Mapmaking & Writing

Have students read the following sections in the 1800-1849 timeline of Nebraska Studies.
Louisiana Purchase

http://nebraskastudies.org/0400/stories/0401_0100.html

Have them use the map of Nebraska they created for Activity 1 and include the following:

1. Routes followed by the explorers Lewis and Clark, Pike, Long, and Fremont.
Include a brief explanation of the purpose of each explorer's expedition.
2. Names and location of current urban communities that are near the routes travelled by the preceding explorers.
3. Indicate which explorer's route you would follow today if you were going to travel to California? Explain why.

Nebraska State SOCIAL STUDIES Standards

By the end of fourth grade, students will:

Standard 4.1.1 Compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

Standard 4.1.2 Describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.

Standard 4.1.7 Use higher level thinking processes to evaluate and analyze primary sources and other resources.

Standard 4.1.10 Identify and use essential map elements.

Standard 4.1.11 Use maps and globes to acquire information about people, places, and environments.

Standard 4.1.12 Identify the geographic and human characteristics of the regions of the United States and Nebraska.

By the end of eighth grade, students will:

Standard 8.1.5 Describe growth and change in the United States from 1801-1861.

Standard 8.4.2 Demonstrate skills for historical analysis.

Nebraska State READING/WRITING Standards

By the end of fourth grade, students will:

Standard 4.1.3 Identify the main idea and supporting details in what they have read.

Standard 4.1.4 Identify the resource appropriate for a specific purpose, and use the resource to locate information.

Standard 4.1.7 Identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

Standard 4.1.8 Identify similarities and differences between two fourth grade level reading selections.

Standard 4.2.4 Demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 4.2.5 Demonstrate the use of self-generated questions, note taking, and summarizing while learning.

By the end of eighth grade, students will:

Standard 8.1.1 Identify the main idea and supporting details in what they have read.

Standard 8.1.2 Identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Standard 8.1.6 Identify similarities and differences across a variety of eighth grade reading selections.

Standard 8.1.7 Demonstrate the ability to analyze literary works, non-fiction, films, or media.

Standard 8.2.4 Demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 8.2.5 Demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

Nebraska State SCIENCE Standards

By the end of fourth grade, students will:

Standard 4.1.2 Develop an understanding of evidence, models, and explanation.

Standard 4.2.1 Develop the abilities needed to do scientific inquiry.

Standard 4.8.1 Develop an understanding of science as a human endeavor.

By the end of eighth grade, students will:

Standard 8.4.4 Develop an understanding of populations and ecosystems.

Standard 8.7.2 Develop an understanding of relationships among populations, resources, and environments.

Activity 3: Equipping the Expedition

Activity Grade Level:

4th - 8th Grades

Activity: Discussion

Have students read the Voyage of Discovery Page in the Louisiana Purchase section in the 1800-1849 timeline of Nebraska Studies.

http://nebraskastudies.org/0400/stories/0401_0101.html

Have students scroll down that page and click on the summary and detailed lists of supply purchases.

http://nebraskastudies.org/0400/stories/0401_0101_01.html

Have students review the list of purchases made by Meriwether Lewis in preparation for the expedition to explore the Louisiana Purchase, and then answer the following questions:

1. How much money was requested for medicine?
2. How much money was requested for Indian presents?
3. What was the total amount of money requested for mathematical instruments and camp equipment?
4. Why would Lewis ask for money to purchase presents for Indians?

Nebraska State SOCIAL STUDIES Standards

By the end of fourth grade, students will:

Standard 4.1.7 Use higher level thinking processes to evaluate and analyze primary sources and other resources.

Standard 4.1.2 Describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.

By the end of eighth grade, students will:

Standard 8.4.2 Demonstrate skills for historical analysis.

Nebraska State READING/WRITING Standards

By the end of fourth grade, students will:

Standard 4.1.3 Identify the main idea and supporting details in what they have read.

Standard 4.1.8 Identify similarities and differences between two fourth grade level reading selections.

Standard 4.2.5 Demonstrate the use of self-generated questions, note taking, and summarizing while learning.

By the end of eighth grade, students will:

Standard 8.1.1 Identify the main idea and supporting details in what they have read.

Standard 8.1.2 Identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Standard 8.1.6 Identify similarities and differences across a variety of eighth grade reading selections.

Standard 8.2.5 Demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

Nebraska State MATHEMATICS Standards

By the end of fourth grade, students will:

Standard 4.2.1 Estimate, add, subtract, multiply, and divide whole numbers without and with calculators and solve word problems.

Standard 4.5.1 Collect, organize, record, and interpret data and describe the findings.

By the end of eighth grade, students will:

Standard 8.5.2 Read and interpret tables, charts, and graphs to make comparisons and predictions.

Activity 4: York and Sacagawea

Activity Grade Level:

4th - 8th Grades

Activity: Discussion

Have students read the following pages in the Louisiana Purchase section in the 1800-1849 timeline of Nebraska Studies.

Voyage of Discovery/An African American in the Corps

http://nebraskastudies.org/0400/stories/0401_0106.html

Voyage of Discovery/Sacagawea

http://nebraskastudies.org/0400/stories/0401_0107.html

Have students compare and contrast the roles played by York and Sacagawea in the Lewis and Clark expedition.

Nebraska State SOCIAL STUDIES Standards

By the end of fourth grade, students will:

Standard 4.1.2 Describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.

By the end of eighth grade, students will:

Standard 8.1.5 Describe growth and change in the United States from 1801-1861.

Standard 8.4.2 Demonstrate skills for historical analysis.

Standard 8.4.3 Develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.

Nebraska State READING/WRITING Standards

By the end of fourth grade, students will:

Standard 4.1.3 Identify the main idea and supporting details in what they have read.

Standard 4.1.8 Identify similarities and differences between two fourth grade level reading selections.

Standard 4.2.5 Demonstrate the use of self-generated questions, note taking, and summarizing while learning.

By the end of eighth grade, students will:

Standard 8.1.2 Identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Standard 8.1.6 Identify similarities and differences across a variety of eighth grade reading selections.

Standard 8.2.5 Demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

Activity 5: Viewing Maps

Activity Grade Level:
12th Grade

Activity: Map Analysis

Have students find all the maps in the Louisiana Purchase section of the 1800-1849 timeline of Nebraska Studies.

http://nebraskastudies.org/0400/stories/0401_0100.html

The Voyage of Discovery

http://nebraskastudies.org/0400/stories/0401_0101.html

Other Explorers to Follow

http://nebraskastudies.org/0400/stories/0401_0109.html

Zebulon Pike

http://nebraskastudies.org/0400/stories/0401_0110.html

Stephen H. Long

http://nebraskastudies.org/0400/stories/0401_0111.html

John C. Fremont

http://nebraskastudies.org/0400/stories/0401_0112.html

Then have them compare and contrast the maps. Include a discussion of the following:

1. Major theme(s) stressed in each map.
2. Geographic considerations for travelers crossing Nebraska in the early and mid-1800s.
3. Select one of the maps and then answer as many questions as possible on the National Archives and Records Administration *Map Analysis Worksheet* (located in the Resources section at the end of this document).

Nebraska State SOCIAL STUDIES Standards

By the end of twelfth grade, students will:

Standard 12.1.12 Explain and demonstrate relationships between the geographical and the historical development of the United States by using maps, pictures, and computer databases.

Standard 12.2.11 Demonstrate historical research and geographical skills.

Standard 12.1.14 Demonstrate verbal and written skills that focus on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in United States history.

Standard 12.3.17 Develop skills for historical analysis.

Standard 12.4.3 Compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.

Standard 12.4.7 Apply geography to interpret the past, understand the present, and plan the future.

Nebraska State READING/WRITING Standards

By the end of twelfth grade, students will:

Standard 12.1.1 Identify the main idea and supporting details in what they have read.

Standard 12.1.6 Identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

Standard 12.2.4 Use multiple forms to write for different audiences and purposes.

Standard 12.2.5 Demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.

Activity 6: Jefferson and the West

Activity Grade Level:
12th Grade

Activity: Written Document Analysis

Have students find the Louisiana Purchase page within the 1800-1849 timeline in Nebraska Studies:

http://nebraskastudies.org/0400/stories/0401_0100.html

On this page, have the students read Jefferson's confidential message to Congress concerning relations with Indians in the Louisiana Territory dated January 1803. Then, have them answer the questions listed on the National Archives and Records Administration *Written Document Analysis Worksheet* (located in the Resources section at the end of this document).

Nebraska State SOCIAL STUDIES Standards

By the end of twelfth grade, students will:

Standard 12.1.12 Explain and demonstrate relationships between the geographical and the historical development of the United States by using maps, pictures, and computer databases.

Standard 12.2.11 Demonstrate historical research and geographical skills.

Standard 12.3.17 Develop skills for historical analysis.

Standard 12.4.3 Compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.

Standard 12.4.7 Apply geography to interpret the past, understand the present, and plan the future.

Nebraska State READING/WRITING Standards

By the end of twelfth grade, students will:

Standard 12.1.1 Identify the main idea and supporting details in what they have read.

Standard 12.1.6 Identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

Standard 12.2.5 Demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.

Activity 7: The Explorers

Activity Grade Level:

12th Grade

Activity: Discussion

Have students read the Other Explorers to Follow pages within the Louisiana Purchase section of the 1800-1849 timeline within Nebraska Studies:

http://nebraskastudies.org/0400/stories/0401_0109.html

Then lead a discussion that compares and contrasts the views of Pike and Long with the view of Fremont concerning the potential for settlement in the Great Plains area.

Nebraska State SOCIAL STUDIES Standards

By the end of twelfth grade, students will:

Standard 12.1.12 Explain and demonstrate relationships between the geographical and the historical development of the United States by using maps, pictures, and computer databases.

Standard 12.2.11 Demonstrate historical research and geographical skills.

Standard 12.3.17 Develop skills for historical analysis.

Standard 12.4.3 Compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.

Standard 12.4.7 Apply geography to interpret the past, understand the present, and plan the future.

Nebraska State READING/WRITING Standards

By the end of twelfth grade, students will:

Standard 12.1.1 Identify the main idea and supporting details in what they have read.

Standard 12.1.6 Identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

Standard 12.2.4 Use multiple forms to write for different audiences and purposes.

Standard 12.2.5 Demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.

Nebraska State SCIENCE Standards

By the end of twelfth grade, students will:

Standard 12.2.1 Develop the abilities needed to do scientific inquiry.

Standard 12.4.4 Develop an understanding of the interdependence of organisms.

Standard 12.7.2 Develop an understanding of the effects of population change.

Standard 12.7.3 Develop an understanding of natural resources.

Activity 8: Fremont's Observations

Activity Grade Level:

12th Grade

Activity: Map & Written Document Analysis

Have students read the following page within the Louisiana Purchase section of the 1800-1849 timeline of Nebraska Studies:

John C. Fremont, Pathfinder

http://nebraskastudies.org/0400/stories/0401_0112.html

Have students review the comments on the above page made by Captain J.C. Fremont. Then have them explore the link to the *Adaptation of Fremont's map*.

Have students use National Archives and Records Administration *Map Analysis Worksheet* and *Written Document Analysis Worksheet* (located in the Resources section at the end of this document) as guides for analyzing the field notes and journal of Fremont.

Nebraska State SOCIAL STUDIES Standards

By the end of twelfth grade, students will:

Standard 12.1.12 Explain and demonstrate relationships between the geographical and the historical development of the United States by using maps, pictures, and computer databases.

Standard 12.2.11 Demonstrate historical research and geographical skills.

Standard 12.3.17 Develop skills for historical analysis.

Standard 12.4.3 Compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.

Standard 12.4.7 Apply geography to interpret the past, understand the present, and plan the future.

Nebraska State READING/WRITING Standards

By the end of twelfth grade, students will:

Standard 12.1.1 Identify the main idea and supporting details in what they have read.

Standard 12.1.6 Identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

Standard 12.2.4 Use multiple forms to write for different audiences and purposes.

Standard 12.2.5 Demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.

Nebraska State SCIENCE Standards

By the end of twelfth grade, students will:

Standard 12.2.1 Develop the abilities needed to do scientific inquiry.

Standard 12.4.4 Develop an understanding of the interdependence of organisms.

Standard 12.7.2 Develop an understanding of the effects of population change.

Standard 12.7.3 Develop an understanding of natural resources.

Lesson Plan: The Louisiana Purchase and Lewis and Clark**Lesson Grade Level:**8th -12th Grade**Lesson Objectives:**

1. Students will develop skills to analyze primary documents and images.
2. Students will evaluate the reasons for the Louisiana Purchase.
3. Students will analyze the key effects of the Louisiana Purchase on United States historical development.

Nebraska State SOCIAL STUDIES Standards*By the end of eighth grade, students will:***Standard 8.1.2** Identify, locate, and use multiple resources to access information on an assigned or self-selected topic.**Standard 8.1.5** Describe growth and change in the United States from 1801-1861.**Standard 8.2.4** Demonstrate the use of multiple forms to write for different audiences and purposes.**Standard 8.2.5** Demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.**Standard 8.4.2** Demonstrate skills for historical analysis.**Standard 8.4.3** Develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.**Standard 8.4.5** Interpret economic and political issues as expressed in various visuals.**Standard 8.4.6** Improve their skills in historical research and geographical analysis.*By the end of twelfth grade, students will:***Standard 12.1.12** Explain and demonstrate relationships between the geographical and the historical development of the United States by using maps, pictures, and computer databases.**Standard 12.2.11** Demonstrate historical research and geographical skills.**Standard 12.1.14** Demonstrate verbal and written skills that focus on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in United States history.**Standard 12.3.17** Develop skills for historical analysis.**Standard 12.4.3** Compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.**Standard 12.4.7** Apply geography to interpret the past, understand the present, and plan the future.**Nebraska State READING/WRITING Standards***By the end of eighth grade, students will:***Standard 8.1.1** Identify the main idea and supporting details in what they have read.**Standard 8.1.2** Identify, locate, and use multiple resources to access information on an assigned or self-selected topic.**Standard 8.1.3** Identify and classify different types of text.**Standard 8.1.6** Identify similarities and differences across a variety of eighth grade reading selections.**Standard 8.1.7** Demonstrate the ability to analyze literary works, nonfiction, films, or media.**Standard 8.2.5** Demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

By the end of twelfth grade, students will:

Standard 12.1.1 Identify the main idea and supporting details in what they have read.

Standard 12.1.2 Locate, evaluate, and use primary and secondary resources for research.

Standard 12.1.6 Identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

Standard 12.2.4 Use multiple forms to write for different audiences and purposes.

Standard 12.2.5 Demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.

Standard 12.3.2 Make oral presentations that demonstrate consideration of audience, purpose, and information.

RESOURCES

Documents:

The following worksheets are located in the Resources section at the end of this document.

Map Analysis Worksheet

Written Document Analysis Worksheet

Artwork Analysis Worksheet

Louisiana Purchase Quotes Handout

Lewis and Clark Multiple-Choice

Books:

Ambrose, Stephen E. *Undaunted Courage Meriwether Lewis, Thomas Jefferson and the Opening of the American West*. New York: Simon and Schuster, 1996.

Cottrell, Barbara J. and Larsen, Lawrence H. *The Gate City, A History of Omaha*. Lincoln: University of Nebraska Press, 1997.

Mattes, Merrill J. *The Great Platte River Road*. Lincoln: The Nebraska State Historical Society, 1969.

Olson, James C. and Naugle Ronald C. *History of Nebraska*. 3rd edition. Lincoln: University of Nebraska Press, 1997.

Magazines:

Brown, D. Alexander. "The Lewis and Clark Expedition." *American History Illustrated*. An Illustrated Keepsake Album. Historical Times, Inc. 1982. Pp. 1-24.

Henrikson, Stephen E. "Fort Clatsop: Young America's Pacific Outpost. This Place of Encampment." *American History Illustrated*. September 1985. Pp. 20-33.

Moulton, Gary E., "Lewis and Clark on the Middle Missouri. *Nebraska History*. Fall 2000. Vol. 81, No. 3. Pp. 90-105.

"Lewis and Clark Among the Oto." *Nebraska History Magazine*. Vol. 41. Pp. 237-248.

"Medical Aspects of the Lewis and Clark Expedition." *Nebraska History Magazine*. Vol. 51. Pp. 115-151.

Internet Resources:

Nebraska Studies 1800-1849 website, Louisiana Purchase section

http://nebraskastudies.org/0400/stories/0401_0100.html

Lewis and Clark: "The Object of This Mission"

<http://www.nationalgeographic.com/xpeditions/lessons/13/g68/object.html>

Links to Lewis and Clark Expedition of 1804-1805 Sites for Nebraska Teachers

<http://www.nde.state.ne.us/SS/lewisandclark.html>

Moulton, Gary E. Ed. *The Journals of Lewis and Clark*. Excerpts from Vol. 4

<http://lewisandclarkjournals.unl.edu/>

National Archives Digital Classroom Lesson Plan: The Lewis & Clark Expedition

<http://www.archives.gov/education/lessons/lewis-clark/>

On this Day with Lewis and Clark, EdSITEment MarcoPolo

http://edsitement.neh.gov/view_lesson_plan.asp?id=297

PBS Lewis and Clark

<http://www.pbs.org/lewisandclark/>

The Thomas Jefferson Papers. Library of Congress.

<http://memory.loc.gov/ammem/mtjhtml/mtjhome.html>

100 Milestone Documents, National Archives.

<http://www.ourdocuments.gov/content.php?flash=true&page=milestone>

Graphic Organizers

<http://www.graphic.org/venbas.html>

<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>

Glencoe. Graphic Organizer

http://teachingtoday.glencoe.com/userfiles/file/graphic_organizer_affective.pdf

Nebraska Dept. of Education Academic Standards.

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

Nebraska Dept. of Education State Social Studies/History Standards.

<http://www.nde.state.ne.us/ndestandards/documents/SocialStudiesHistoryStandards.pdf>

Nebraska State Historical Society.

<http://nebraskahistory.org/oversite/research.htm>

Nebraska State Historical Society: Nebraska History magazine

<http://nebraskahistory.org/publish/publicat/history/index.htm>

Nebraska State Historical Society: Nebraska Trailblazer

<http://www.nebraskahistory.org/museum/teachers/material/trailist.htm>

Rubrics: General Rubric

<http://www.socialstudieshelp.com/rubric.htm>

School Improvement in Maryland. Instruction. Social Studies Rubric.

http://www.mdk12.org/instruction/curriculum/hsa/critical_thinking/soc_std rubric.html

Starr, Larry. Nebraska State Dept. of Social Studies Education. Nebraska Social Studies Resource.

<http://www.nde.state.ne.us/SS/>

The American Memory Collection. All Collections.

<http://memory.loc.gov/ammem/amtitle.html>

The American Memory Collection. Library of Congress.

<http://memory.loc.gov/ammem/ammemhome.html>

The Library of Congress Learning Page: The Historians' Sources: Analysis of Primary Sources.

"Questions for Analyzing Primary Sources."

<http://memory.loc.gov/ammem/ndlpedu/lessons/psources/analyze.html>

INTRODUCTION

Introduce the lesson by providing students with the *Louisiana Purchase Quotes* handout (located in the Resources section at the end of this document), projecting them on an overhead transparency, or writing the information on a chalkboard:

Using the following as possible discussion guidelines, engage students in a discussion of the objectives to be achieved by the exploration of the Louisiana Purchase area by Lewis and Clark and interaction with the native populations

1. How do you account for the various misspellings in the documents?
2. What did President Jefferson indicate were the key objectives of the exploration of the Louisiana Purchase area? How were the native populations to be treated?

3. What did Lewis have to say about his encounter with Native Americans?
4. Could you conclude that Lewis held similar views of all Native Americans?
5. What is the danger of using excerpts from journals or speeches to determine the views of Jefferson or Lewis concerning Native Americans?

THE PROCESS

1. Have students read the Louisiana Purchase section of the 1800-1849 timeline on Nebraska Studies:
http://nebraskastudies.org/0400/stories/0401_0100.html
2. Conduct an oral discussion with students over the assigned reading material. Use the following questions as a guide for your discussion:
 - Why did Napoleon sell the Louisiana territory?
 - Why was Jefferson interested in buying the Louisiana territory?
 - Compare and contrast the personalities of Lewis and Clark.
 - Identify and explain the significance of the following people:
York, Charles Floyd, and Sacagawea.
 - What was the impact of the discoveries by Lewis and Clark?
3. Instruct students to read article III of the transcript of the Louisiana Purchase, located on the first page of that section in the 1800-1849 timeline of Nebraska studies.
http://nebraskastudies.org/0400/stories/0401_0100_02.html

Have students explain the significance of the article. Also have students locate and explain the passage in the U.S. Constitution that provides for the procedures necessary for the people of a territory to follow to seek statehood.
<http://www.archives.gov/exhibits/charters/constitution.html>

Are all "inhabitants" of the Louisiana territory ensured of receiving the benefits of statehood?
4. **Cooperative Learning Endeavor.** Divide the class into four or five groups of students and assign each group one of the following activities:
 - a. Access the link to Thomas Jefferson's orders to Lewis linked from the Louisiana Purchase page in the 1800-1849 timeline of Nebraska Studies.
http://nebraskastudies.org/0400/stories/0401_0100.html
 Then have students access and complete the National Archives *Written Document Analysis* Worksheet (located in the Resources section at the end of this document).
 - b. Access the map titled *The Voyage of Discovery* in the Voyage of Discovery page of the Louisiana Purchase section of the 1800-1849 timeline of Nebraska Studies.
http://nebraskastudies.org/0400/stories/0401_0101.html
 Then have students answer question number 6 on the National Archives *Map Analysis* Worksheet (located in the Resources section at the end of this document).

- c. Access excerpts from *The Journals of Lewis and Clark* (Vol. 4) Edited by Gary E. Moulton.

<http://lewisandclarkjournals.unl.edu/>

Have students answer the following questions:

- Who is Gary E. Moulton and what are his qualifications?
- List the two or more things the document tells you about life in the United States at the time it was written.
- Compile a list of the geographic locations mentioned and indicate in what state (s) they are located.
- List three or more things the authors stated that you think are most significant.
- Indicate two or more questions you have for the authors that you felt were unanswered by the document.

- d. Have students review the engraving of Lewis and Clark holding council with the Indians Located on the Difficult Passage page of the Louisiana Purchase section of the 1800-1849 timeline in Nebraska Studies.

http://nebraskastudies.org/0400/stories/0401_0105.html

Use the National Archives *Artwork Analysis Worksheet* (located in the Resources section at the end of this document). Answer the questions posed on the worksheet. Indicate on the back of the worksheet if you think the engraving is an accurate account. Cite evidence to support you conclusion.

- e. On the same Difficult Passage page above, have students scroll down and click on Clark's Report of the Council. Use the National Archives *Written Document Analysis Worksheet* (located in the Resources section at the end of this document) to analyze the report.

5. Instruct each group of students to do an oral presentation to their classmates after they have concluded their research.

Learning Advice:

1. Review with students the historical background of the Louisiana Purchase and constitutional issues that plagued President Jefferson when he made the decision to purchase the Louisiana territory from France. Note the impact of the purchase for the world, the United States, and the future state of Nebraska.
2. Give special emphasis to the significance the Louisiana Purchase had for Native Americans.
3. Outline the economic, political, and geographic implications of the exploration by Lewis and Clark. Discussions could include: the fur trade, relations with European countries, increased political power for Jeffersonian Democrats, westward movement, conflict with Native Americans, transportation, etc.
4. Review with students the mechanics of navigating the Nebraska Studies website and discuss the key historical information located in the Louisiana Purchase section in the 1800-1849 timeline.

http://nebraskastudies.org/0400/stories/0401_0100.html

Conclusion:

Students will have learned how no nation can live in isolation from world affairs. Conflict in Europe played a key role in Napoleon's decision to sell the Louisiana territory to the United States, and President Jefferson discovered the difficulty of reconciling political theory with political reality. Students will learn that while the Louisiana Purchase resulted in the addition of a large mass of land to the fledging United States, it also contained the seeds for a multitude of conflicts. Confrontations will develop between: Native Americans and European immigrants, political parties, sectional and national advocates, etc. In conclusion, students will develop skills to analyze primary documents and historical interpretations.

ASSESSMENT

One or both of the following activities could be used to assess student knowledge. Here are some sites with rubrics for assessment.

Rubrics: General Rubric

<http://www.socialstudieshelp.com/rubric.htm>

School Improvement in Maryland. Instruction. Social Studies Rubric.

http://www.mdk12.org/instruction/curriculum/hsa/critical_thinking/soc_stds_rubric.html

Activity Number 1: Analytical Essay

Instruct students to do a written analysis with a minimum of 500 words about the significance of the exploration of the Louisiana territory by Lewis and Clark. Include documentation, a bibliography, etc. Use a rubric to assess student knowledge.

Activity Number 2: Multiple-Choice Assessment

Use the Lewis and Clark Multiple-Choice quiz located in the Resources section of this document.

Answers to the Multiple Choice assessment activity:

1. B 2. D 3. B 4. C 5. B 6. B 7. C

Extension Activities:

1. Direct students to access the PBS Journals of Lewis and Clark located at

<http://www.pbs.org/lewisandclark/>

Have students research the journal excerpts for one of the following years for one of the following men:

Years: 1804; 1805; 1806

Men: Lewis, Clark, Floyd, Ordway, Gass, or Whitehouse

Instruct students to write a brief report outlining the key topics recorded in the journal of the person they selected. Students could make oral reports to the class. Class discussion could center on the similarities and differences of the various journal entries.

2. Instruct students to access the National Archives Digital Classroom. "Teaching With Documents Lesson Plan: The Lewis and Clark Expedition"

<http://www.archives.gov/education/lessons/lewis-clark/#documents>

Have students selected one of the 13 documents listed on the site above and use the National Archives *Written Document Analysis Worksheet* (located in the Resources section at the end of

this document) to analyze the document.

3. Have students read the following pages in the Louisiana Purchase: Voyage of Discovery section in the 1800-1849 timeline in Nebraska Studies.

Meriwether Lewis

http://nebraskastudies.org/0400/stories/0401_0102.html

William Clark

http://nebraskastudies.org/0400/stories/0401_0103.html

Impact of Lewis and Clark

http://nebraskastudies.org/0400/stories/0401_0104.html

Then instruct students to create a graphic organizer of the unique characteristics of each man as well as their similar characteristics. The teacher may create his/her own graphic organizer or model one after one of the following:

Graphic Organizers

<http://www.graphic.org/venbas.html>

<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>

Glencoe. Graphic Organizer

http://teachingtoday.glencoe.com/userfiles/file/graphic_organizer_affective.pdf

1800 – 1849

THE LOUISIANA PURCHASE

RESOURCES

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Nebraska Department of Education Academic Standards

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

Nebraska Department of Education Social Studies and History Standards

<http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf>

National Archives

<http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans

<http://memory.loc.gov/ammem/ndlpedu/lessons/index.html>

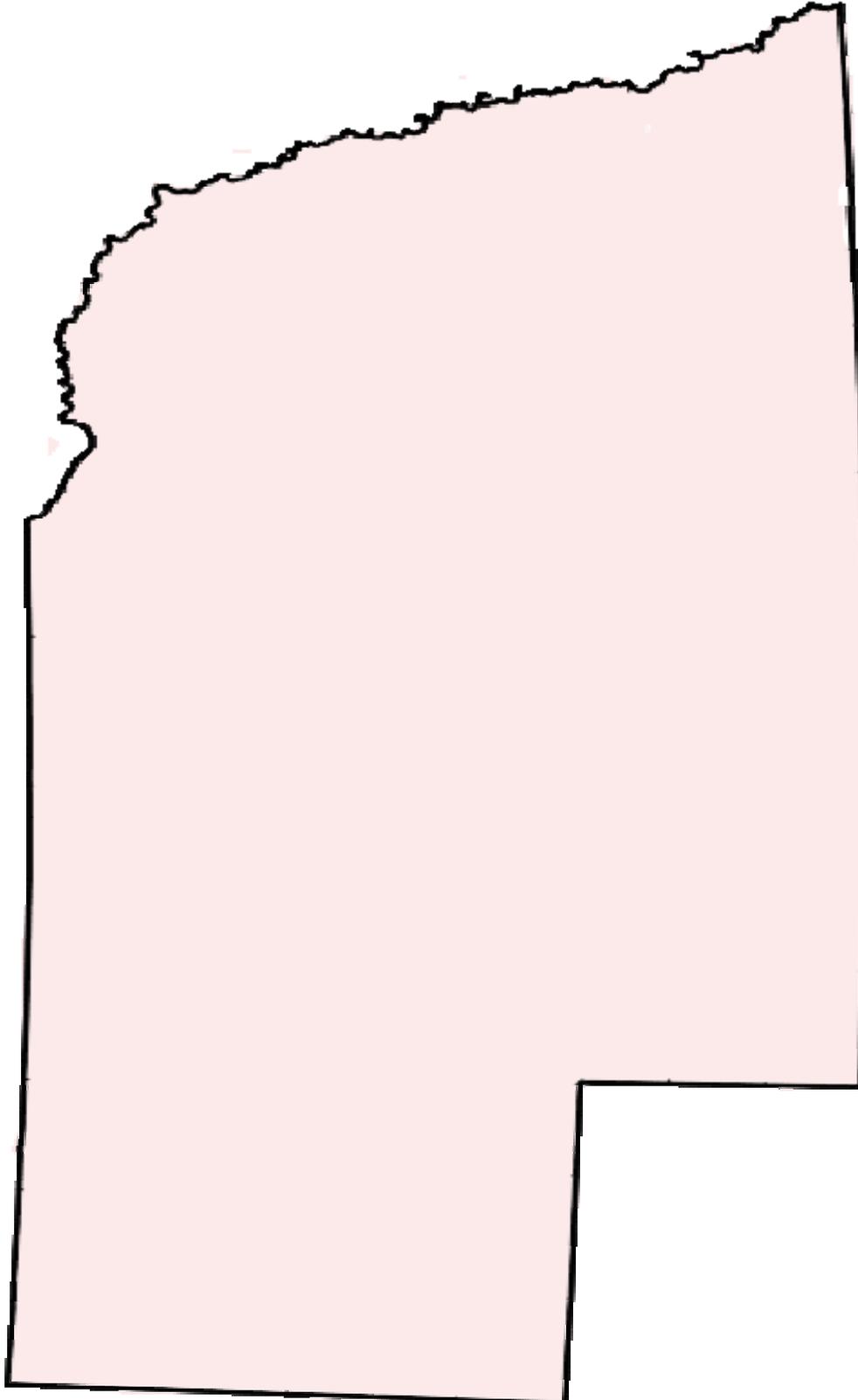
Six Trait Writing: Ideas, Organization, Voice, Sentence Fluency, Word Choice, and Conventions.

<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>

RESOURCES

RESOURCES

Nebraska Map



RESOURCES

National Archives Map Analysis Worksheet

1. TYPE OF MAP (check one):

- | | |
|-----------------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> Raised relief map | <input type="checkbox"/> Bird's-eye view |
| <input type="checkbox"/> Topographic map | <input type="checkbox"/> Artifact map |
| <input type="checkbox"/> Political map | <input type="checkbox"/> Satellite photograph/mosaic |
| <input type="checkbox"/> Contour-line map | <input type="checkbox"/> Pictograph |
| <input type="checkbox"/> Natural resource map | <input type="checkbox"/> Weather map |
| <input type="checkbox"/> Military map | <input type="checkbox"/> Other () |

2. PHYSICAL QUALITIES OF THE MAP (check one or more):

- | | |
|--------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Compass | <input type="checkbox"/> Name of mapmaker |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Title |
| <input type="checkbox"/> Date | <input type="checkbox"/> Legend (key) |
| <input type="checkbox"/> Notations | <input type="checkbox"/> Other |
| <input type="checkbox"/> Scale | |

3. DATE OF MAP:

4. CREATOR OF MAP:

5. WHERE WAS THE MAP
PRODUCED?

--	--	--

6. MAP INFORMATION

A. List three things in this map that you think are important:

1. _____
2. _____
3. _____

B. Why do you think this map was drawn?

C. What evidence in the map suggests why it was drawn?

D. What information does the map add to the textbook's account of this event?

E. Does the information in this map support or contradict information that you have read about this event? Explain.

Write a question to the mapmaker that is left unanswered by this map.

RESOURCES

National Archives Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

- | | | |
|-------------------------------------|----------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report | <input type="checkbox"/> Other |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- | | |
|-------------------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed | <input type="checkbox"/> Other |
| <input type="checkbox"/> Seals | |

3. DATE(S) OF DOCUMENT: _____

4. AUTHOR (OR CREATOR) OF THE DOCUMENT: _____

POSITION (TITLE): _____

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

1. _____
2. _____
3. _____

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document:

RESOURCES

National Archives Artwork Analysis Worksheet

Step 1. Observation

A. Study the artwork for 2 minutes. Form an overall impression of the artwork and then examine individual items. Next, divide the artwork into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the artwork.

PEOPLE

OBJECTS

ACTIVITIES

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Step 2. Inference

Based on what you have observed above, list three things you might infer from this artwork.

Step 3. Questions

A. What questions does this artwork raise in your mind?

B. Where could you find answers to them?

RESOURCES

Louisiana Purchase Quotes

President Jefferson's Instructions to Captain Meriwether Lewis Capt. Of the 1st regiment of infantry of the U.S. of A, 20 June 1803" (excerpts)

"The object of your mission is to explore the Missouri river, & such principal stream of it, as, by it's course and communication with the waters of the Pacific ocean, . . . may offer the most direct & practicable water communication across this continent for the purposes of commerce."

"Beginning at the mouth of the Missouri, you will take observations of latitude & longitude, at all remarkable points on the river, & especially at the mouths of rivers . . . & other places & objects . . ."

"The commerce which may be carried on with the people inhabiting the line you will pursue, renders a knowledge of those people important. You will therefore endeavor to make yourself acquainted . . . with the names of the nations & their numbers; the extent & limits of their possessions; their relations with other tribes of nations; their language, traditions, monuments; their ordinary occupations . . . and the implements for these; the diseases prevalent among them, & the remedies they use; moral & physical circumstances . . . peculiarities in their laws, customs & dispositions, and articles of commerce they may need or furnish the state of morality religion, & information among them; . . . Some account too of the path of the Canadian traders from the Mississippi . . . In all your intercourse with the natives, treat them in the most friendly & conciliatory manner which their own conduct will admit . . ."

The Journals of Lewis and Clark. Lewis. July 17th , 1806.

"The Minnetarees of Fort de Prairie and the Blackfoot Indians rove through this quarter of the country, and as they are a vicious, lawless, and rather abandoned set of wretches, I wish to avoid an interview with them if possible."

RESOURCES

Lewis and Clark Multiple-Choice

NAME _____

PERIOD _____

Directions: Circle the best answer.

1. Thomas Jefferson's first major foreign-policy decision was to:
 - A. purchase Alaska from Russia
 - B. purchase Louisiana from France
 - C. purchase Louisiana from Spain
 - D. purchase Florida from England
2. Napoleon chose to sell Louisiana to the United States because he:
 - A. had suffered misfortunes in Santo Domingo
 - B. hoped that the territory would one day help America to thwart the ambitions of the British
 - C. did not want to drive American into the arms of the British
 - D. all of the above
3. Thomas Jefferson was conscience-stricken about the purchase of the Louisiana Territory because:
 - A. the Federalist supported his action
 - B. he believed that the purchase was unconstitutional
 - C. he felt that the purchase was not a fair deal for France
 - D. war with Spain might occur
4. Lewis and Clark's expedition through the Louisiana Purchase territory yielded all of the following except:
 - A. a rich harvest of scientific observations
 - B. maps
 - C. treaties with several Indian nations
 - D. exciting adventure stories
5. The Louisiana Purchase:
 - A. tripled the size of the national domain
 - B. boosted national unity
 - C. promoted immediate sectionalism at the expense of union
 - D. is the only instance in American history in which land was purchased from a foreign government
6. Lewis and Clark demonstrated the viability of:
 - A. travel across the Isthmus of Panama
 - B. an overland trail to the Pacific
 - C. settlement in the southern portion of the Louisiana territory
 - D. all of the above
7. Which of the following members of the Lewis and Clark expedition did not complete the journey?
 - A. Sacagawea
 - B. Charbonneau
 - C. Floyd
 - D. York