

Jefferson's International Relevance:

National Expansion

Title: Jefferson's International Relevance: National Expansion

Context: Middle school social studies; 1-2 class periods

Background:

This lesson is designed for students in international or American schools abroad as well as students in the United States with limited exposure to American studies and history. It is designed for an American history class, but depending on the curriculum, it could be adapted to suit a world history classroom. Students who have been studying the beginnings of American republic and the Constitutional Convention will find this lesson relevant. A prior textbook reading on Thomas Jefferson's presidency and exposure to 18th century primary sources are recommended prior to this lesson but not imperative.

In this lesson, students will learn about the different ways a country can extend its boundaries by examining the context of the Louisiana Purchase in American history. Students will begin by talking about the different ways of expanding a nation and analyzing the benefits and consequences. Then students will look at vocabulary pertinent to the lesson. Students will embark on a web quest by reading an article on Monticello's website about the Louisiana Purchase and answering corresponding questions. Most of the lesson focuses on the Louisiana Purchase Investigation activity in which students look at primary and secondary sources to try to answer the question "Was the Louisiana Purchase just?" (meaning, was the Louisiana Purchase the best and most ethical decision Jefferson could have made?). Then students will look at other examples of countries expanding their boundaries. An "exit slip" will be used at the end of the lesson to gauge students' understanding of the material.

Standards:

Virginia Standards of Learning: 6th Grade US History to 1865

- USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by
- identifying the weaknesses of the government established by the Articles of Confederation;
 - describing the historical development of the Constitution of the United States;
 - describing the major accomplishments of the first five presidents of the United States.**

Common Core Social Studies: English/Language Arts Standards –History/Social Studies- Grades 6-8

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Objectives:

Students will understand:

- that conquest comes at a cost- for the conquered

Students will know:

- the various ways a country can expand its boundaries.
- the key events and details of the Louisiana Purchase.
- the key people involved in the Louisiana Purchase, including Thomas Jefferson, James Madison, and Napoleon.

Students will be able to:

- read and analyze primary source documents.
- argue and defend their answers to the question: “Was the Louisiana Purchase just?”
- apply the idea of national expansion to other countries and situations around the world.

Assessment:

The “Exit Slip” handout is a formative assessment in this lesson. The teacher can use students’ results on the slip to gauge their understanding of the content in this lesson.

Procedures:

1. Warm-Up (10-15 minutes): Pass out the handout “Warm-Up: Expanding a Country,” and give students a few minutes to work on it. Tell them that they need to read the statements and write if they agree or disagree. After a few minutes, discuss students’ answers.
2. Vocabulary (15-20 minutes): Project the PowerPoint presentation on slide four, and pass out the worksheet “Vocabulary: The Louisiana Purchase.” Read through the vocabulary as students write down the definitions. After the vocabulary has been copied down, give students time to practice the vocabulary by completing the sentences on the worksheet. Go over the answers with the students.
3. Web Quest (20-25 minutes): Pass out the handout “Louisiana Purchase Web Quest.” Tell students that today they will read an article from the Monticello website to learn about how the United States increased its boundaries during Jefferson’s presidency. Students will need computers or Smart phones to complete this activity. After most students have finished, go over the answers with them.

4. Louisiana Purchase Investigators (45-60 minutes): Before letting students go through the documents, model how to read a primary or secondary source. Advise students to read the “background” portion about the document before looking at the document itself. You may need to model several documents for the students depending on their familiarity with primary and secondary sources. Divide students into groups or pairs, and give each group/pair a set of the documents. Students need to look through all of the documents and write how each resource answers the question “Was the Louisiana Purchase just?” Students should write their answer on poster or large paper and present to the class when finished. As a class, reach a consensus on the Louisiana Purchase.

5. Country Challenge (25-30 minutes): Divide students into groups. Give each group a card from the “Country Challenge” handout. Tell the students they must fill out the “Proposal for the United Nations” form based on their country’s scenario. Have students present their work, or just collect the UN proposal sheets if time is an issue.

6. Exit Slip (5-10 minutes): Each “Exit Slip” handout has two slips on it, so prior to the lesson, the teacher will need to cut it out. Pass out the half sheet “Exit Slip: Reviewing the Louisiana Purchase.” Give students about 5-10 minutes to work on it before turning it in. Use this sheet to gauge students’ understanding of the lesson.

Materials:

- Computers for the class
- Computer and projector
- PowerPoint presentation
- Scissors
- Worksheets (“Warm-Up,” “Vocabulary,” “Web Quest,” “Louisiana Purchase Resource Kit,” “Country Challenge,” and “Exit Slip”)

Sources:

Berstein, R.B. (2003). *Thomas Jefferson*. New York: Oxford University Press.

“Boundaries of the Louisiana Purchase [Map].” Monticello Classroom. Retrieved August 8, 2013 from: <http://classroom.monticello.org/teachers/gallery/image/229/Boundaries-of-the-Louisiana-Purchase/>

Harriss, J. “How the Louisiana Purchase Changed the World.” Smithsonian. Retrieved from: <http://www.smithsonianmag.com/history-archaeology/westward.html?c=y&page=1>

Lautman, R. Monticello’s Entrance Hall [Photograph]. Retrieved August 7, 2013 from <http://www.monticello.org/site/house-and-gardens/monticellos-entrance-hall>

Thomas Jefferson, March 4, 1805, Drafts of Address of Second Inaugural.

The Works of Thomas Jefferson in Twelve Volumes. Federal Edition. Collected and Edited by Paul Leicester Ford. Retrieved August 8, 2013 from: [http://memory.loc.gov/cgi-bin/query/r?ammem/mtj:@field\(DOCID+@lit\(tj100059\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/mtj:@field(DOCID+@lit(tj100059))).

“William Henry Harrison to Thomas Jefferson, December 30,1801.” *The Papers of Thomas Jefferson Digital Edition*, ed. Barbara B. Oberg and J. Jefferson Looney. Charlottesville: University of Virginia Press, Rotunda. Retrieved August 8, 2013 from: <http://rotunda.upress.virginia.edu/founders/TSJN-01-36-02-0149>

Differentiation Strategies:

- In the activity “Louisiana Purchase Investigation,” the teacher can allow students to pick their own groups or group students together by interests or readiness.
- Develop a graphic organizer to help struggling readers process the information from the reading instead of using questions.
- Allow students the choice to write out their answer to the question “Was the Louisiana Purchase just?” instead of presenting their answer.

Extension Activities:

- Have students research a country of their choice with the goal of finding out how the country selected its borders. Did the country invade or take land from another country? Did a neighboring country take land from it? Develop a handout to keep students’ research focused.
- Have students research the Lewis and Clark expedition. What were the goals Jefferson laid out for them, and were they met?
- Have students discuss what would happen if the United States had never purchased the Louisiana territory.

Worksheets

Warm-Up: Expanding a Country

Directions: Read the statements below. Put an “A” in the blank if you AGREE with the statement or a “D” if you disagree. Be prepared to discuss the reason for your answer.

1. _____ If Country A has a better culture and a more organized society, it is okay if Country A invades Country B.
2. _____ It is okay if Country A invades Country B if that would double the size of Country A.
3. _____ It is impossible to expand a country without hurting a group of people.
4. _____ The government of Country A should be able to sell land to Country B if it wants to.
5. _____ Land should go to people who are the strongest and most able to protect it.
6. _____ Everyone should have equal amounts of land.
7. _____ People who are more educated should have more land.
8. _____ The United Nations should decide how much land countries get.
9. _____ It is okay if a country takes other people’s land as long as the country gives them money for it.
10. _____ Not all people have a right to own land.

Vocabulary

Jefferson's International Relevance: National Expansion

Part I- Directions: Write the parts of speech and definitions down from the PowerPoint. These are terms that appear in the website article.

Term:	Part of Speech:	Definition:
diplomacy	noun	
expedition	noun	
acquisition	noun	
constitutionality	noun	
ratify	verb	

Part II- Directions: Using the words above, fill in the sentences below.

- The _____ to the mountain took several days, but we made it there!
- He wondered about the _____ of the law; it didn't sound like something legal in the United States.
- Visitors came more often after the museum's _____ of a rare painting.
- The representative from Italy is very skilled in _____ and always manages to ease tensions between other countries.
- Many people want the state to _____ the change to the state constitution.

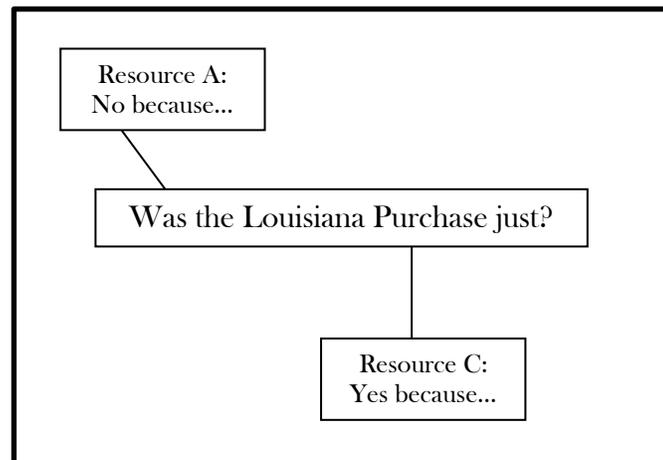
Louisiana Purchase Web Quest

Directions: Go to <http://www.monticello.org/site/jefferson/louisiana-purchase>. Read the article, and answer the questions below. The questions follow the order of the article.

1. What was the Louisiana Purchase?
2. In Jefferson's opinion, what was important to American commerce?
3. Who wanted to bring back a French presence in North America?
4. What action did the Spanish king do in 1802 that upset the United States?
5. What instructions did Jefferson give James Monroe for his trip to France?
6. What challenges did the French face in maintaining a presence in North America?
7. What agreement did Napoleon and Livingston make?
8. What did Jefferson want to deliberate before the treaty was approved?

Primary & Secondary Resources Kit The Louisiana Purchase

Directions for Teacher: Below are primary and secondary resources for the students on the Louisiana Purchase. Divide students into groups or pairs, and give each group/pair a set of the documents. Students need to look through all of the documents and write how each resource answers the question “Was the Louisiana Purchase just?” Students should write their answer on poster or large paper and present to the class when finished (a visual for this is below). As a class, reach a consensus on the Louisiana Purchase.



Resource A



Background Information:

This is a photograph of Thomas Jefferson's entrance hall at his home, Monticello. In it, he has hanging a lot of Native American objects such as shields and weapons. Over the balcony hangs a buffalo robe that shows battle scenes between Native Americans. What might this entrance hall tell you about Thomas Jefferson?

Source:

Lautman, R. *Monticello's Entrance Hall* [Photograph]. Retrieved August 7, 2013 from <http://www.monticello.org/site/house-and-gardens/monticellos-entrance-hall>

Resource B

The Louisiana Purchase, made 200 years ago this month, nearly doubled the size of the United States. By any measure, it was one of the most colossal land transactions in history, involving an area larger than today's France, Spain, Portugal, Italy, Germany, Holland, Switzerland and the British Isles combined. All or parts of 15 Western states would eventually be carved from its nearly 830,000 square miles, which stretched from the Gulf of Mexico to Canada, and from the Mississippi River to the Rocky Mountains. And the price, \$15 million, or about four cents an acre, was a breathtaking bargain. "Let the Land rejoice," Gen. Horatio Gates, a prominent New York state legislator, told President Thomas Jefferson when details of the deal reached Washington, D.C. "For you have bought Louisiana for a song."

....

American historians today are more outspoken in their enthusiasm for the acquisition. "With the Declaration of Independence and the Constitution, this is one of the three things that created the modern United States," says Douglas Brinkley, director of the Eisenhower Center for American Studies in New Orleans and coauthor with the late Stephen E. Ambrose of *The Mississippi* and the *Making of a Nation*. Charles A. Cerami, author of Jefferson's Great Gamble, agrees. "If we had not made this purchase, it would have pinched off the possibility of our becoming a continental power," he says. "That, in turn, would have meant our ideas on freedom and democracy would have carried less weight with the rest of the world. This was the key to our international influence."

Background Information:

This excerpt is from the 2003 article "How the Louisiana Purchase Changed the World" in the *Smithsonian* magazine, an American publication. As you read it, think about the perspective of the magazine writers and how they describe the purchase and its effects.

Source:

Harriss, J. "How the Louisiana Purchase Changed the World." *Smithsonian*. Retrieved from:
<http://www.smithsonianmag.com/history-archaeology/westward.html?c=y&page=1>

Resource C

“Jefferson, Lewis, and Clark made assumptions that said a great deal about their views of Native Americans. The explorers presented peace medallions to leaders of these nations, and they- and Jefferson- assumed that any leader who accepted a medallion accepted the ultimate political power of ‘the Great Father’ (the term that Presidents Washington, Adams, and Jefferson had used to describe themselves in messages to Native American nations). They were wrong, for most Native American leaders saw themselves as equals of ‘the Great Father’ and understood gifts of medallions as the usual exchanges of presents between equal parties in diplomatic negotiations. Also, the delegations who came east to visit President Jefferson did not come to bow to his authority. Rather, they demanded trading goods and insisted on negotiating trading treaties as equals. These misunderstandings between Jefferson, Lewis, and Clark, on the one hand, and leaders of Native American nations, on the other hand, foretold generations of similar conflict between whites and native Americans.”

Background:

This is a paragraph from R.B. Berstein’s book *Thomas Jefferson*. In this passage, he describes how Jefferson, Lewis, and Clark viewed the Native Americans living in the Louisiana territory.

Source:

Berstein, R.B. (2003). *Thomas Jefferson*. (pp. 144). New York: Oxford University Press.

Resource D

“The aboriginal inhabitants [Native Americans] of these countries I have regarded with the commiseration their history inspires... humanity enjoins us to teach them agriculture and the domestic arts; to encourage them to that industry which alone can enable them to maintain their place in existence, and to prepare them in time for that state of society, which to bodily comforts adds the improvement of mind and morals.”

Background:

This is an excerpt from a speech that Thomas Jefferson gave as he began his second term as the President of the United States. Here, he expresses his desire to see Americans instruct Native Americans on farming.

Source:

Thomas Jefferson, March 4, 1805, Drafts of Address of Second Inaugural. *The Works of Thomas Jefferson* in Twelve Volumes. Federal Edition. Collected and Edited by Paul Leicester Ford. Retrieved August 8, 2013 from: [http://memory.loc.gov/cgi-bin/query/r?ammem/mtj:@field\(DOCID+@lit\(tj100059\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/mtj:@field(DOCID+@lit(tj100059)))

Resource E



Background:

This is a map of this size of Louisiana Purchase. As the caption indicates, most of the land to the right of the Louisiana territory was under the control of the United States. The purchase, as can be seen here, doubled the size of the United States.

Source:

"Boundaries of the Louisiana Purchase [Map]." Monticello Classroom. Retrieved August 8, 2013 from:
<http://classroom.monticello.org/teachers/gallery/image/229/Boundaries-of-the-Louisiana-Purchase/>

Resource F

“Indeed so well have the exertions of these people [British and Spanish traders] been seconded by the Neglect of the United States towards the Indians and the violence and injustice with which they have been treated by some of our citizens, that the American name has become almost universally odious to the Tribes upon this frontier—To remove those impressions has been my constant aim since the Indian affairs in this country have been Committed to my management—their Complaints have been attended to, and as far as my power would go, redressed—and I have taken the liberty to assure them that, you Sir, who had always been the friend & defender of their race would do every thing necessary to remove their grievances and promote their comfort and happiness”

Background:

This excerpt comes from an 1801 letter from William Henry Harrison to President Thomas Jefferson. Harrison served as governor to one of the western territories and informed Jefferson often about what was happening out there.

Source:

“William Henry Harrison to Thomas Jefferson, December 30,1801.” The Papers of Thomas Jefferson Digital Edition, ed. Barbara B. Oberg and J. Jefferson Looney. Charlottesville: University of Virginia Press, Rotunda. Retrieved August 8, 2013 from: <http://rotunda.upress.virginia.edu/founders/TSJN-01-36-02-0149>

Country Challenge

Directions for Teacher: Cut out the cards below. Divide the class into groups, and give each group a card. You may need to make more copies of the handout depending on class and group size. Allow each group to pick out the country names in their challenge (as indicated by the blanks).



Challenge #1¹

Your country (_____) had part of its land taken over by the country _____ . Then the two countries were engaged in a huge world war, and the country who had taken land from you has lost. Part of the punishment for losing includes giving back the land it took from you. However, now innocent people from that country live there, too. Fill out the “Proposal for the United Nations” sheet to help you decide what to do.

Challenge #2²

Your country (_____) took control of the land _____ along with another country. Then your country marches into the land and takes it for itself. It turns out there are a lot of valuable natural resources there, including oil. Now the people of the land want their own country. Fill out the “Proposal for the United Nations” sheet to help you decide what to do.

¹ Based on the situation between France and Germany over Alsace during World War II.

² Based on the current situation between Morocco and the Western Sahara.

Challenge #3³

Your country (_____) went to war with another country. Your country won, and the losing country had to give up some of its colonies to you, including the colony _____. Your country now has control over people thousands of miles away and gives your country power in that part of the world. The only problem is that the people in the colony want their own country. Fill out the “Proposal for the United Nations” sheet to help you decide what to do.

Challenge #4⁴

Your people (the _____) have been treated poorly in countries all over the world. You decide to take a lot of your people to a land where your people used to live. The only problem is there are a lot of other people who live there now, and you guys don't really get along. Neither of you guys really have any other place to go, but you keep fighting over who gets what land. Fill out the “Proposal for the United Nations” sheet to help you decide what to do.

³ Based on the situation between the United States and the Philippines after the Spanish-American War in the late 1800s.

⁴ Based on the situation of Israel and Palestine when the State of Israel was created in 1948.

Exit Slip

Directions: Using what you learned in the lesson, answer the questions below.

1. Why did Thomas Jefferson purchase the Louisiana territory?
2. Why is the Louisiana Purchase important?
3. List one consequence and one benefit that happen when a country expands its boundaries.



Exit Slip

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