

# WELCOME!



On behalf of Splash! Publications, we would like to welcome you to *The Louisiana Purchase*, one of 10 lessons in our *Westward Expansion Unit*. This lesson was designed by teachers with you and your students in mind.

## THE FORMAT

Our goal is a lesson that you can use immediately. No comprehension questions to write, activities to create, or vocabulary words to define. Simply make copies of the lesson for your students and start teaching.

## THE VOCABULARY

Our lessons feature words in bold type. We have included a Glossary to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words at the end of the lesson.

Students will be responsible for filling out and studying their vocabulary cards. You may want to have students bring in a small box for storing their vocabulary cards. We don't have to tell you that incorporating these words into your Reading and Spelling programs will save time and make the words more meaningful for students.

## THE LESSON PLAN

Before reading *The Louisiana Purchase*, students will:

- complete Vocabulary Cards for ***advised, boundaries, capital, Caribbean, citizens, colonies, Congress, Constitution, contributions, elected, empire, expedition, exported, federal, independence, mansion, military, navigate, negotiate, plantations, port, possession, profitable, ratify, retreat, rumors, surplus, transport, treaty, variety.***

After reading *The Louisiana Purchase*, students will:

- answer *The Louisiana Purchase* Reading Comprehension Questions.
- use a graphic organizer to write a persuasive letter to President Jefferson.
- take a Vocabulary Quiz for *The Louisiana Purchase*.

**NOTE:** The answers to all activities and quizzes are at the end of the lesson.

## OUR OTHER WESTWARD EXPANSION LESSONS

*The New World, The Lewis and Clark Expedition, The Santa Fe Trail, The Pacific Northwest, The Texas Revolution, The Oregon Trail, The Mexican War, The Gold Rush, and Westward Transportation.*

# VOCABULARY CARD



word: \_\_\_\_\_

definition: \_\_\_\_\_

\_\_\_\_\_



# VOCABULARY CARD



word: \_\_\_\_\_

definition: \_\_\_\_\_

\_\_\_\_\_



# VOCABULARY CARD



word: \_\_\_\_\_

definition: \_\_\_\_\_

\_\_\_\_\_





# THE LOUISIANA PURCHASE

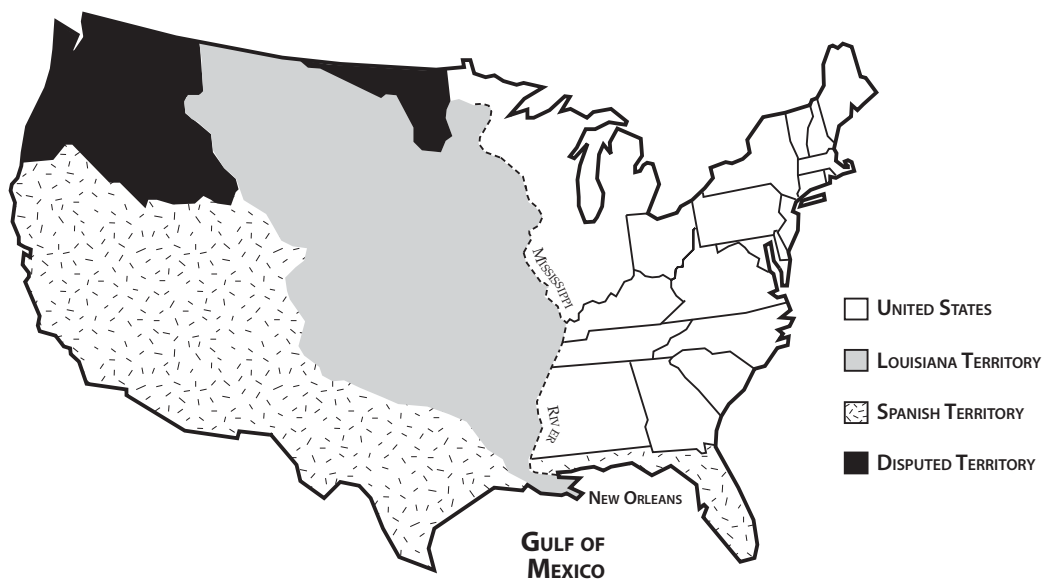


In 1801, Thomas Jefferson became the third president of the United States. Our country was still very young. It had only been 25 years since the 13 original **colonies** signed the Declaration of **Independence** and formed the United States of America.

During its first 25 years as a nation, the United States worked hard to form a fair system of government and a strong **military**. **Citizens** were taxed to pay for everything that a new country with 13 states needed. The United States **Constitution** was written. The Constitution outlined the way **federal** and state governments would be run. The Bill of Rights was written, guaranteeing certain rights and freedoms to every citizen of the United States. Two presidents, George Washington and John Adams had already been **elected**. The nation's **capital** had been moved from New York City to Washington, D.C. The White House had been built and President Jefferson was living and working in the **mansion**.

## OUR COUNTRY'S NEIGHBORS

During our country's first 25 years, the **boundaries** of the United States were much different than what is shown on a map today. The Mississippi River formed the western boundary of the United States. To the west of the United States was the Louisiana Territory. Remember, after losing the French and Indian War, France gave its territory in Louisiana to Spain. This included the city of New Orleans, a very important shipping **port** to the Gulf of Mexico. To the south of the United States was Florida, also controlled by Spain.



## THE MISSISSIPPI RIVER

The Mississippi River was a very important waterway for the United States. It was used by farmers to **transport** crops to cities along the river. The Mississippi River was also an important route to the Gulf of Mexico. The United States sent **surplus** crops and other American goods down the Mississippi River to the Gulf of Mexico. From the Gulf of Mexico, these items were **exported** to other countries. New Orleans was the last city on the way to the Gulf of Mexico. This city, like the rest of the Louisiana Territory, was controlled by Spain.

In 1795, the United States and Spain signed a **treaty**. Spain gave the United States permission to **navigate** the entire Mississippi River and use the city of New Orleans to store crops and other items until they were ready to be exported.

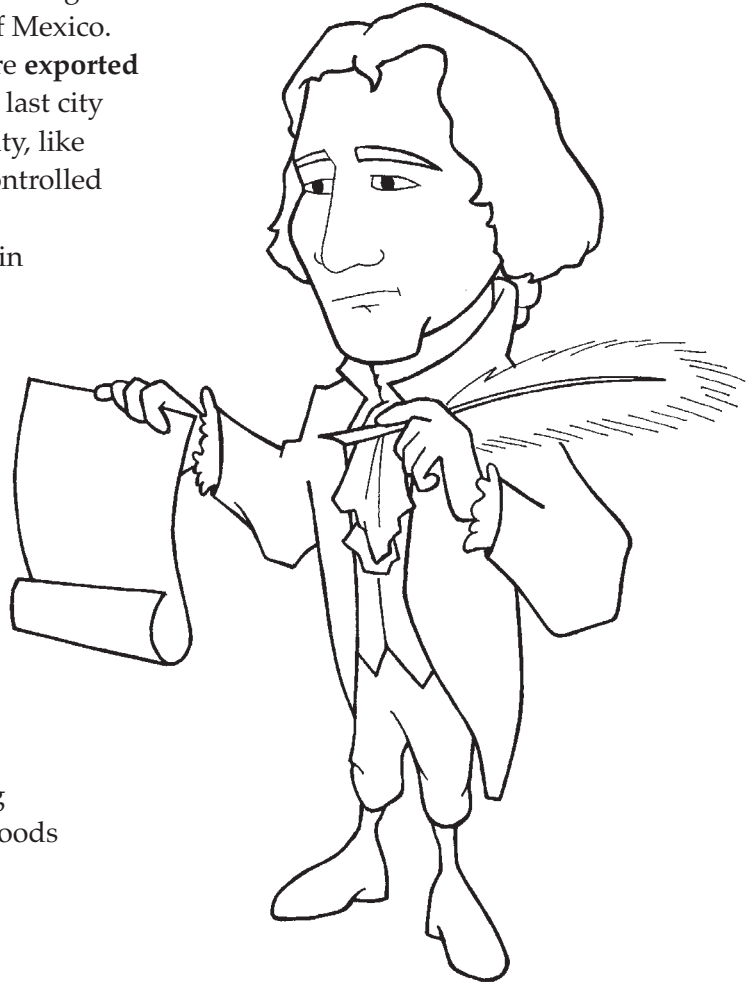
Without this permission from Spain, the United States would not be able to export a **variety** of products that included flour, tobacco, pork, butter, cheese, and animal skins.

By 1802, farmers, businessmen, trappers, and lumbermen were exporting more than one million dollars worth of goods from New Orleans to other countries.

## FEAR OF FRANCE

Soon after becoming president, Thomas Jefferson learned that Spain had returned the Louisiana Territory to France. There were **rumors** that Spain also planned to give Florida and its other colonies in America to France. This news worried President Jefferson and the farmers who depended on the Mississippi River. If France took control of the city of New Orleans, the United States would be cut off from the Gulf of Mexico.

On October 18, 1802, the Spanish government closed the city of New Orleans. The United States was no longer permitted to use this city to get to the Gulf of Mexico. President Jefferson had to stop France from gaining control of Spain's other colonies in America. Thomas Jefferson knew that there were only two ways to take action. The United States could declare war and fight for the land, or it could purchase the land from France.



THOMAS JEFFERSON

## FRANCE'S GRAND PLAN

Napoleon Bonaparte was a very powerful man in France. He was a military and government leader who wanted to create a French **empire** in America. Bonaparte planned to operate his empire from the **Caribbean** island of Santo Domingo where sugar was grown on huge **plantations**.

Exporting sugar to other countries would make France a very rich country.

After taking the Louisiana Territory back from Spain, Napoleon Bonaparte planned to use the land around the Mississippi River to grow crops and raise animals to feed his colony in Santo Domingo. The Mississippi River would be used to transport flour, salt, lumber, and food to France's sugar islands in Santo Domingo.

In 1801, Napoleon Bonaparte put his plan into action. He sent a large military force to take complete control of Santo Domingo.

During the next 10 months, Bonaparte lost over 40,000 soldiers on Santo Domingo to war and yellow fever. He was forced to **retreat** from the island and give up his dreams of creating a French empire in America. Without the **profitable** sugar trade in Santo Domingo, the Louisiana Territory and the Mississippi River were useless to France.



## LIVINGSTON AND MONROE

While Napoleon Bonaparte was waging war on the island of Santo Domingo, President Jefferson made plans to purchase the city of New Orleans and part of the Mississippi River.

President Jefferson sent Robert R. Livingston and James Monroe to France. **Congress** allowed the pair to spend no more than two million dollars for the purchase. President Jefferson secretly **advised** Livingston and Monroe to offer France as much as 10 million dollars for Florida and New Orleans. If France wouldn't sell its land, Livingston and Monroe hoped to **negotiate** (neh•GOH•she•ate) a treaty allowing the United States to use New Orleans.

## THE LOUISIANA PURCHASE

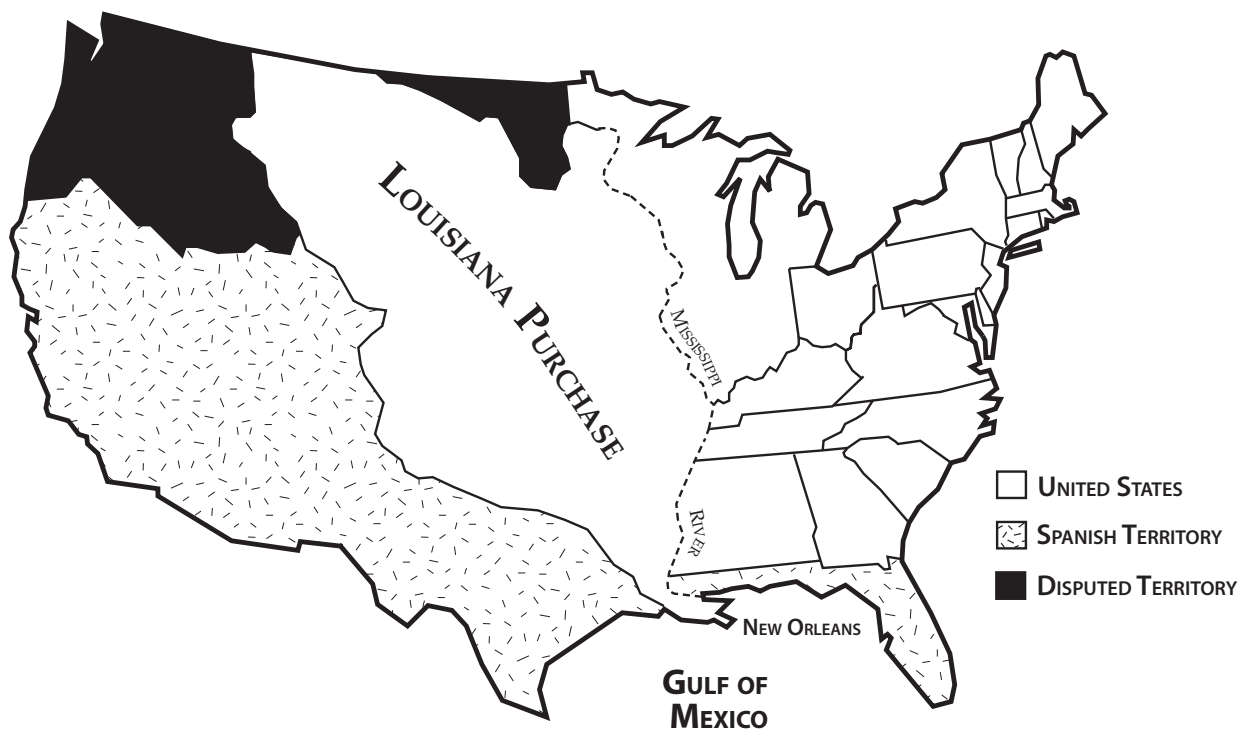
On April 11, 1803, Robert Livingston and James Monroe arrived in France. They were amazed to learn that Napoleon Bonaparte was offering to sell the entire Louisiana Territory to the United States. The 885,000 square miles of land would cost the United States 15 million dollars, or about four cents per acre.

Livingston and Monroe had not gotten permission to spend 15 million dollars. Since there were no phones or private jets, it would take months to sail back to the United States. They feared that if they waited to hear from President Jefferson, Napoleon Bonaparte might change his mind. On April 30, 1803, Livingston and Monroe agreed to purchase the entire Louisiana Territory for 15 million dollars.

When news of the purchase reached the United States, President Jefferson was surprised. He planned to spend 10 million dollars for the port city of New Orleans. Instead, he received a land package that doubled the size of the United States.

President Jefferson asked Congress to approve the sale. Many of the men in Congress were against the purchase. They felt that the Louisiana Territory was a worthless desert. Still, enough men in Congress voted to **ratify** the Louisiana Purchase. The money to pay for the purchase was borrowed from English and Dutch banks. On December 20, 1803, the United States officially took **possession** of the Louisiana Territory.

The Louisiana Purchase was one of Thomas Jefferson's greatest **contributions** to the United States. Doubling the size of the United States without losing any American lives paved the way for purchasing other territory. As you will soon learn, the Louisiana Purchase also opened the way for Americans to travel West. It wouldn't take long for the United States to grow and become the most powerful nation in the world.





# THE LOUISIANA PURCHASE



Directions: Read each question carefully. Darken the circle for the correct answer.

- |   |   |
|---|---|
| <p><b>1 Who was the third president of the United States?</b></p> <p>A Thomas Jefferson<br/>B George Washington<br/>C Abraham Lincoln<br/>D John Adams</p> <p><b>2 What can you learn by studying the map of our country's neighbors?</b></p> <p>F The Mississippi River was east of the United States.<br/>G The Gulf of Mexico was north of New Orleans.<br/>H The Louisiana Territory was west of the Mississippi River.<br/>J The Spanish Territory was east of the United States.</p> <p><b>3 After reading about the Mississippi River, you get the idea that –</b></p> <p>A the United States wasn't interested in the river<br/>B Great Britain controlled the Mississippi River<br/>C the river was important to American farmers and trappers<br/>D Spain never let the United States use the Mississippi River</p> <p><b>4 Why was the city of New Orleans important to the United States?</b></p> <p>F It was the last city on the way to the Gulf of Mexico.<br/>G It was the best place to grow crops.<br/>H It was the only city controlled by the United States.<br/>J It was the location of our nation's capital and the White House.</p> | <p><b>5 How did Napoleon Bonaparte plan to use the Mississippi River?</b></p> <p>A He planned to give the river to the United States.<br/>B He planned to use the river to take important products to France's colony in Santo Domingo.<br/>C He planned to build French colonies in the Gulf of Mexico.<br/>D He planned to use the river to declare war against Spain.</p> <p><b>6 President Jefferson planned to take control of New Orleans by –</b></p> <p>F declaring war against France<br/>G declaring war against Spain<br/>H purchasing the land from France<br/>J killing Napoleon Bonaparte</p> <p><b>7 After reading about the Louisiana Purchase, you learn that –</b></p> <p>A Livingston and Monroe made the purchase without first getting permission from Congress<br/>B the United States paid too much for the land<br/>C everyone in Congress agreed that the Louisiana Territory was a valuable piece of land<br/>D it will always be remembered as President Jefferson's biggest mistake</p> |
|---|---|

READING

**Answers**

- |                   |                   |
|-------------------|-------------------|
| 1 (A) (B) (C) (D) | 5 (A) (B) (C) (D) |
| 2 (F) (G) (H) (J) | 6 (F) (G) (H) (J) |
| 3 (A) (B) (C) (D) | 7 (A) (B) (C) (D) |
| 4 (F) (G) (H) (J) |                   |

## LETTER WRITING: BE PERSUASIVE!

On December 20, 1803, the United States officially took possession of the Louisiana Territory. The Louisiana Purchase cost the United States 15 million dollars and nearly doubled the size of our country. Today, almost everyone agrees that the Louisiana Purchase was a good deal for the United States. There were, however, many men in Congress who disagreed with President Jefferson's desire to purchase the Louisiana Territory.

In this activity, you will write a persuasive letter to President Jefferson. In a persuasive letter, the writer tries to **convince** another person to do something his or her way. In your persuasive letter, you will try to convince President Jefferson not to buy the Louisiana Territory.



**DIRECTIONS:** Write a persuasive letter to President Jefferson. Make sure your letter includes:

- HEADING:** Write your school name on the first line, your school address on the second line, and today's date on the third line.
- GREETING:** This is where you write the name of the person to whom you are writing. The Greeting usually starts with Dear \_\_\_\_\_ and always ends with a comma.
- BODY:** This is where you write your letter. The first sentence of the Body is always indented a few spaces.
- CLOSING:** This is where you end your letter. The Closing should match the type of letter you are writing. If the letter is to someone you don't know very well, you might use Sincerely or Best Regards. If the letter is to a friend, you might use Your Friend or Love. The Closing always ends with a comma.
- SIGNATURE:** This is the official end to your letter when you sign your name. The Signature is always in cursive.

- Before beginning your letter, organize your thoughts by answering the six questions on the next page.
- Write your rough draft on separate paper and have it edited.
- Write your final draft on the special paper provided by your teacher.
- When you are finished with your final draft, place it in the envelope that your teacher will give you. Properly address the envelope.





1. Describe who you are and explain why you are writing this letter. \_\_\_\_\_

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2. Give one reason why the United States should not buy the Louisiana Territory.

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3. Explain how the United States would benefit from remaining small instead of doubling in size.

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4. Describe to President Jefferson another way that the United States could ship products around the world without using the city of New Orleans.

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5. Describe one other way that the United States could use the 15 million dollars instead of spending it to buy the Louisiana Territory.

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6. Describe how you plan to end your letter.

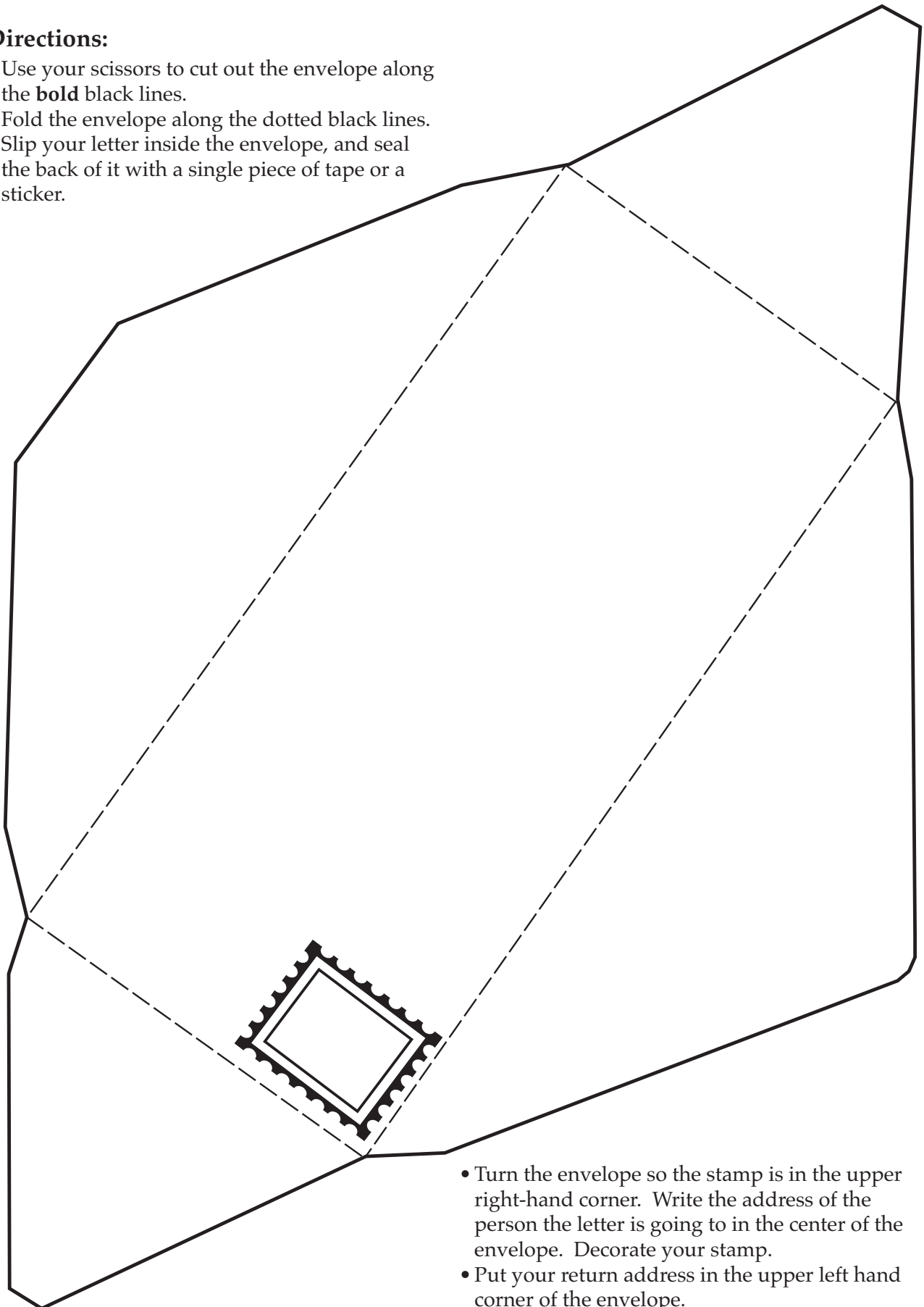
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A large rectangular box containing horizontal lines for handwriting practice. The lines are arranged in four groups: three lines at the top right, one line on the left side, one line centered below the left line, and a series of 17 horizontal lines filling the rest of the page.

**Directions:**

- Use your scissors to cut out the envelope along the **bold** black lines.
- Fold the envelope along the dotted black lines.
- Slip your letter inside the envelope, and seal the back of it with a single piece of tape or a sticker.



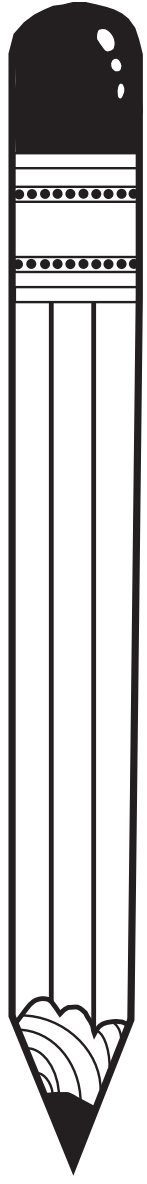
- Turn the envelope so the stamp is in the upper right-hand corner. Write the address of the person the letter is going to in the center of the envelope. Decorate your stamp.
- Put your return address in the upper left hand corner of the envelope.

# VOCABULARY QUIZ

## THE LOUISIANA PURCHASE

**DIRECTIONS:** Match the vocabulary word on the left with its definition on the right. Put the letter for the definition on the blank next to the vocabulary word it matches. Use each word and definition only once.

1. \_\_\_\_\_ advised
2. \_\_\_\_\_ variety
3. \_\_\_\_\_ transport
4. \_\_\_\_\_ surplus
5. \_\_\_\_\_ capital
6. \_\_\_\_\_ Caribbean
7. \_\_\_\_\_ citizens
8. \_\_\_\_\_ rumors
9. \_\_\_\_\_ Congress
10. \_\_\_\_\_ retreat
11. \_\_\_\_\_ Constitution
12. \_\_\_\_\_ ratify
13. \_\_\_\_\_ port
14. \_\_\_\_\_ contributions



- A. a type of business that earns more money than it spends.
- B. discuss in order to settle something.
- C. people who are part of the armed forces who may be asked to go to war.
- D. a formal agreement.
- E. sold goods to other countries.
- F. an arm of the Atlantic Ocean surrounded on the north and east by the West Indies, on the south by South America, and on the west by Central America.
- G. a group of territories or peoples under one ruler.
- H. the plan for the United States that outlines the duties of government and guarantees the rights of the people.
- I. not under the control or rule of someone else.
- J. very large farms in the South where crops of cotton and tobacco were grown and slave labor was usually used.
- K. dividing lines.

15. \_\_\_\_\_ elected
16. \_\_\_\_\_ plantations
17. \_\_\_\_\_ empire
18. \_\_\_\_\_ negotiate
19. \_\_\_\_\_ expedition
20. \_\_\_\_\_ navigate
21. \_\_\_\_\_ exported
22. \_\_\_\_\_ mansion
23. \_\_\_\_\_ federal
24. \_\_\_\_\_ colonies
25. \_\_\_\_\_ independence
26. \_\_\_\_\_ military
27. \_\_\_\_\_ possession
28. \_\_\_\_\_ profitable
29. \_\_\_\_\_ treaty
30. \_\_\_\_\_ boundaries



- L. groups of people who are ruled by another country.
- M. people in a city, town, state, or country who enjoy the freedom to vote and participate in government decisions.
- N. ownership.
- O. helped make a decision and gave advice.
- P. an amount left over.
- Q. acts that involve giving money or time for a special cause.
- R. to move products or people from one place to another.
- S. control the direction of a ship.
- T. government at the national level.
- U. many different kinds.
- V. things said in secret that may or may not be true.
- W. the city that serves as the center of government for the state or nation.
- X. to back away.
- Y. city or town located on water with an area for loading and unloading ships.
- Z. selected by voting.
- AA. huge home.
- BB. the group of men and women in Washington, D.C. who are elected to make laws for the United States.
- CC. to give legal approval by voting.
- DD. a journey for the purpose of exploring.

# GLOSSARY



**ad•vised** helped make a decision and gave advice.

**bound•a•ries** dividing lines.

**cap•i•tal** the city that serves as the center of government for the state or nation.

**Ca•rib•be•an** an arm of the Atlantic Ocean surrounded on the north and east by the West Indies, on the south by South America, and on the west by Central America.

**cit•i•zens** people in a city, town, state, or country who enjoy the freedom to vote and participate in government decisions.

**col•o•nies** groups of people who are ruled by another country.

**Con•gress** the group of men and women in Washington, D. C. who are elected to make laws for the United States.

**Con•sti•tu•tion** the plan for the United States that outlines the duties of government and guarantees the rights of the people.

**con•tri•bu•tions** acts that involve giving money or time for a special cause.

**e•lect•ed** selected by voting.

**em•pire** a group of territories or peoples under one ruler.

**ex•pe•di•tion** a journey for the purpose of exploring.

**ex•port•ed** sold goods to other countries.

**fed•er•al** government at the national level.

**in•de•pen•dence** not under the control or rule of someone else.

**man•sion** huge home.

**mil•i•tar•y** people who are part of the armed forces who may be asked to go to war.

**nav•i•gate** control the direction of a ship.

**ne•go•ti•ate** discuss in order to settle something.

**plan•ta•tions** very large farms in the South where crops of cotton and tobacco were grown and slave labor was usually used.

**port** city or town located on water with an area for loading and unloading ships.

**pos•ses•sion** ownership.

**pro•fit•a•ble** a type of business that earns more money than it spends.

**rat•i•fy** to give legal approval by voting.

**re•treat** to back away.

**ru•mors** things said in secret that may or may not be true.

**sur•plus** an amount left over.

**trans•port** to move products or people from one place to another.

**trea•ty** a formal agreement.

**va•ri•e•ty** many different kinds.

# ANSWERS



## ANSWERS TO COMPREHENSION QUESTIONS

1. A
2. H
3. C
4. F
5. B
6. H
7. A

## ANSWERS TO VOCABULARY QUIZ

- |        |        |
|--------|--------|
| 1. O   | 16. J  |
| 2. U   | 17. G  |
| 3. R   | 18. B  |
| 4. P   | 19. DD |
| 5. W   | 20. S  |
| 6. F   | 21. E  |
| 7. M   | 22. AA |
| 8. V   | 23. T  |
| 9. BB  | 24. L  |
| 10. X  | 25. I  |
| 11. H  | 26. C  |
| 12. CC | 27. N  |
| 13. Y  | 28. A  |
| 14. Q  | 29. D  |
| 15. Z  | 30. K  |



# ANSWERS



## PERSUASIVE LETTER GRADING CHART

CRITERIA	POINTS POSSIBLE	POINTS EARNED
Answered each of 6 prewriting Questions	<b>60</b> (10 points per question)	
Letter Elements (heading, greeting, body, closing, signature)	<b>20</b> (4 points each)	
Makes Persuasive Argument	<b>15</b>	
Orally Reads Letter	<b>5</b>	
<b>TOTAL</b>	<b>100</b>	

## LETTER MECHANICS GRADING CHART

CRITERIA	POINTS POSSIBLE	POINTS EARNED
Spelling	12	
Punctuation	12	
Grammar	12	
Capitalization	12	
Sentence Structure	12	
Heading	5	
Greeting	5	
Body (indent)	5	
Closing	5	
Signature	5	
Addressing Envelope	15	
<b>TOTAL</b>	<b>100</b>	