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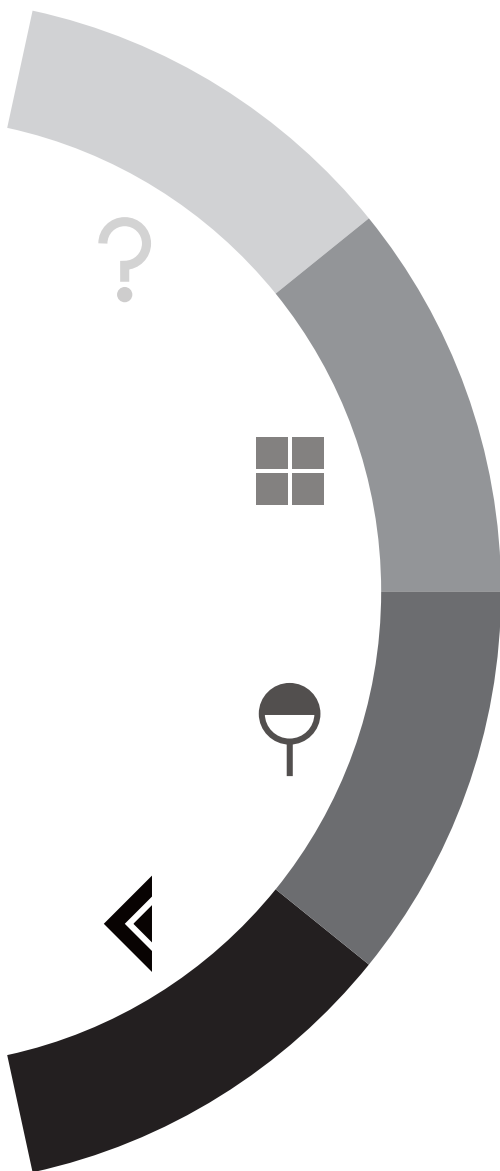
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C3 Framework

This unit is based primarily on the College, Career, and Civic Life (C3) Framework for Social Studies Standards. This C3 Framework is an effective tool offering guidance and support for rigorous student learning. The assignments encourage students to be active participants in learning and to explore the parts of history that they find most compelling. Central to the C3 Framework and our use of it is its Inquiry Arc—a set of four interrelated dimensions of informed inquiry in social studies. The lessons in this unit are based on all four dimensions of the C3 Inquiry Arc. While the C3 Framework analyzes each of the four dimensions separately, they are not entirely separable in practice—they each interact in dynamic ways. As a result, the lessons combine some or all of the dimensions in various ways.



Four Dimensions of the Inquiry Arc

1 Developing compelling and supporting questions and planning inquiries

Questions shape social studies inquiries, giving them broader meaning and motivating students to master content and engage actively in the learning process.

2 Applying disciplinary concepts and tools

These are the concepts and central ideas needed to address the compelling and supporting questions students pose. The C3 Framework stresses four subject fields: history, civics, economics, and geography. Each of our units addresses all of these disciplines.

3 Evaluating sources and using evidence

The purpose of using primary and secondary sources as evidence is to support claims and counterclaims. By assessing the validity and usefulness of sources, including those that conflict with one another, students are able to construct evidence-based explanations and arguments.

4 Communicating conclusions and taking informed action

While this may take the form of individual essays and other writing assignments, these units stress other kinds of individual and collaborative forms of communication, including debates, policy analyses, video productions, diary entries, and interviews. Meaningful forms of individual or collaborative civic action are also incorporated into each unit.

How to Use This Book

These units offer you the chance to implement the entire C3 Inquiry Arc in brief, carefully structured lessons on important topics in U.S. history. Each lesson is driven by a central compelling question, and disciplinary supporting questions are provided. Each unit asks students to apply understandings from all of the C3 disciplines—history, civics, economics, and geography—and they include individual and group tasks in an integrated way.

Each unit includes an introductory essay, detailed teaching instructions, a set of primary sources, and the handouts needed to complete the lesson's assignments. Rubrics for student evaluation and sources for further study are also provided. The teaching instructions suggest a time frame for completion of each lesson, but the assessments can easily be adapted to fit into any lesson plan.

Each unit is aligned with several C3 Framework standards and Common Core standards. The College and Career Readiness Anchor Standards for Literacy emphasize the reading of informational texts, making these lessons ideal for integration into English Language Arts instruction.



C3 Disciplines



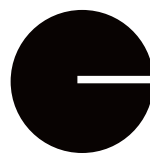
History



Civics



Economics



Geography

Introduction

In 1803, the United States suddenly doubled in size because President Jefferson agreed to a treaty with French ruler Napoleon Bonaparte. This treaty gave the United States the Louisiana Purchase, an enormous territory amounting to about eight hundred thousand square miles of land west of the Mississippi River, for \$15 million. That was a lot of money for those days, but the purchase was still an amazing bargain. It came to about three cents an acre. The still-young United States suddenly became a giant empire in the making. However, not all Americans were thrilled. Some felt the U.S. Constitution did not give the president the right to purchase new lands in this way. Others thought the territory might actually add to the nation's difficulties. Considering the potential problems, was the purchase worth it? In this lesson, students will work with short passages from ten primary sources in an effort to answer this question. While these sources alone won't completely answer these questions, they can help. Moreover, they can form the core content for a set of tasks that will help students better understand this turning point in the nation's history.

Objectives

Students will complete a final task or prepare a final presentation to respond in a meaningful way to a compelling question about the Louisiana Purchase. They will work individually and in groups to apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary sources before presenting their ideas to the class.

C3 Standards Addressed by This Unit

- ◆ **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- ◆ **D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
- ◆ **D2.HIS.5.6-8.** Explain how and why perspectives of people have changed over time
- ◆ **D2.HIS.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- ◆ **D2.HIS.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- ◆ **D2.HIS.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- ◆ **D2.CIV.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- ◆ **D2.ECO.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- ◆ **D2.GEO.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- ◆ **D2.GEO.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- ◆ **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

- ◆ **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.
- ◆ **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- ◆ **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.
- ◆ **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- ◆ **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- ◆ **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Common Core Anchor Standards Addressed by This Unit

- ◆ **CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.6.** Assess how point of view or purpose shapes the content and style of a text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- ◆ **CCSS.ELA-LITERACY.CCRA.W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- ◆ **CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Teaching Instructions

Compelling Question

Was the Louisiana Purchase a good bargain?

Preparation

Provide all students with a copy of the Introductory Essay. Assign this essay as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the lesson in mind as they read.



Asking Questions about the Louisiana Purchase
This part of the lesson stresses Dimensions 1 and 2 of the C3 Framework

Day One

1. Briefly discuss the Introductory Essay with the class and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer back to the handout as they read the primary sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines of Dimension 2 in the C3 Framework—history, civics, economics, or geography. As they work, the groups should keep in mind the lesson’s overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Each group may share a primary source packet, if necessary.
5. Have students complete the Day One section of their Assignment Sheets. The objective for Day One is for groups to read three sources, and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.



Applying Disciplinary Concepts and Evaluating Sources and Evidence
This part of the lesson stresses Dimensions 2 and 3 of the C3 Framework

Day Two

6. Students will return to their previously assigned groups and formulate a claim addressing their group’s compelling question. After reading the remaining seven primary sources, they will select one that supports their claim.
7. Using the evidence gathered from the sources, each group will then prepare a brief (five-to ten-minute) presentation about the Louisiana Purchase from their group’s disciplinary

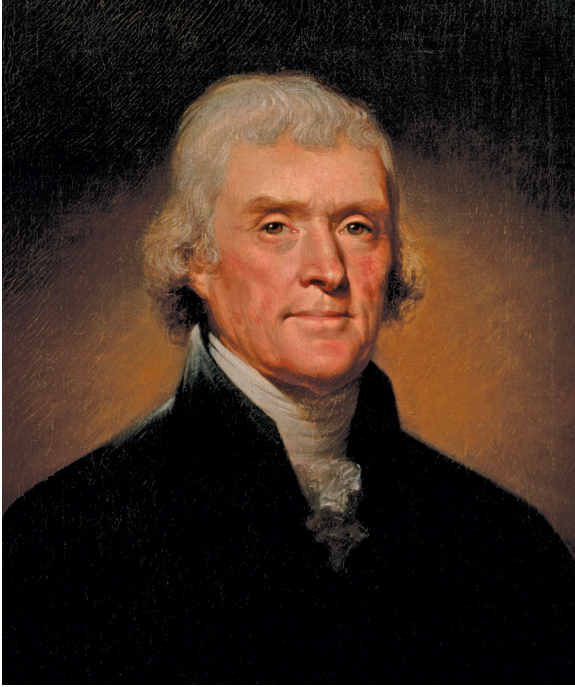
The Louisiana Purchase



Cession of Louisiana

In 1803, the United States suddenly doubled in size; President Jefferson had just agreed to buy land from French ruler Napoleon Bonaparte. This Louisiana Purchase was enormous. It amounted to more than eight hundred thousand square miles of land west of the Mississippi River, and it cost \$15 million. That was a lot of money then, but the purchase was still an amazing bargain—it came to about three cents an acre. The still-young United States suddenly became a giant empire in the making.

However, not all Americans were thrilled. Some felt that the U.S. Constitution did not give President Jefferson the right to purchase new land this way. Jefferson himself had some doubts; he believed the Constitution strictly limited his powers, and he was not sure it gave him a right to make this purchase. Others thought the territory might actually add to the nation's problems. Still, most Americans were delighted, and many



Thomas Jefferson

were relieved. The purchase opened up a huge new region to settlement, and Americans began moving into it almost immediately.

However, was the Louisiana Purchase worth it? This is not a simple question to answer. Americans in 1803 could not really be sure, and only decades would tell. That is the central, compelling question for this lesson.

To try to answer this question, you first need to understand why President Jefferson was eager to buy the Louisiana territory. Starting in the late 1600s, France had explored and settled along the Mississippi River. They established a port city, New Orleans, where the

Mississippi emptied into the Gulf of Mexico. Other small French settlements dotted the lands along the Mississippi. Then, in 1762, France gave up the Louisiana territory; it was about to lose Canada to Great Britain in the French and Indian War (1754 to 1763). To keep the Louisiana territory from also falling to the British, France turned it over to Spain instead. Later, after the American Revolution, the boundaries of the United States were set along the eastern banks of the Mississippi River. The United States and Spain faced each other across that river. Spain was a weak power, and the Americans were able to form agreements with it. These agreements gave them access to the Mississippi River and the port of New Orleans. This seemed to take care of the issue.

Then, in 1801, Spain gave the Louisiana territory back to France in a secret treaty. France was, at that time, ruled by Napoleon, and it was a much more powerful nation than Spain. Suddenly, Americans began to worry again about the Mississippi and the port of New Orleans. What if Napoleon closed the Mississippi to American trade? Americans were moving in growing numbers across the Appalachian Mountains into Ohio, Tennessee, and Kentucky. Increasing amounts of pork, grain, tobacco, and other goods were being shipped to New Orleans. From there, they were taken around Florida to many distant markets. The port of New Orleans was vital. In those times, there was no easy way to ship goods across the Appalachian Mountains. The western United States—the old Northwest—was cut off from the East Coast, except by way of the Mississippi River.

In spite of the secret 1801 treaty with France, Spain still ruled in New Orleans in 1802. That year, it suddenly shut the port of New Orleans to the United States. Jefferson knew that France was soon going to take over the port city. He feared Napoleon might start a new and costly war with the United States. Instead, Napoleon suddenly decided to sell not only New Orleans but also the entire Louisiana territory. The offer was too tempting. A treaty was rapidly concluded in April 1803. It passed the Senate that October. The Louisiana Purchase was a done deal.

Why did Napoleon suddenly decide to sell? He was worried about a new war with Great Britain in Europe. The successful slave revolution in the French sugar colony of Saint-Domingue (Haiti) had also ruined Napoleon's plans. He had hoped to make Saint-Domingue a base for a new French empire in the Americas. Thanks to those slaves, this never happened. Napoleon had to change his plans. As a result, the United States gained the entire Louisiana territory.

The United States gained huge new lands to settle and develop. It secured its control over the Mississippi, and New Orleans became a safe port for Americans. At the same time, the nation had to absorb thousands of French-speaking citizens, including many slaves and free African Americans, living in New Orleans. The purchase opened up new lands for the expansion of its own slave system and new trading opportunities. It also created new conflicts with Native Americans. The purchase continued to be a mixture of opportunity and danger. As a result, assessing its value to the nation is not as simple as it may, at first, seem.



Napoleon Bonaparte

Cession of Louisiana. By Constantino Brumidi, 1875, U.S. Capitol, Washington, DC, courtesy of the Architect of the Capitol
Thomas Jefferson. By Rembrandt Peale, 1800, courtesy of the White House Historical Association Digital Library
The Emperor Napoleon in His Study at the Tuileries. By Jacques-Louis David, 1812, National Gallery of Art, Washington, DC, 1961.9.15

GROUP MEMBERS:

The Louisiana Purchase

Your group's task is to look at the Louisiana Purchase from a historical perspective. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Suppose the United States had refused to purchase the Louisiana territory from Napoleon. Would the United States have remained permanently confined east of the Mississippi? Why or why not?

3. Read and discuss Primary Sources 1.2, 1.4, and 1.10.
4. Read and discuss the following background information. Use the information to help complete the handout.

From 1800 to 1900, the United States tripled in size. The Louisiana Purchase was a very big addition, but it was not the only one in that century. Expansion westward has been the story of the nation even before its start. Before the American Revolution, settlers were already moving west from the original thirteen colonies. They were filing into the Ohio Valley, Kentucky, and Tennessee long before anyone gave them permission to do so.

In addition, even before the Louisiana Purchase, American trappers and traders were already west of the Mississippi. As immigrants poured into the nation in the 1800s, many headed for the frontier. Could a boundary line have confined them? The story of the annexation of Texas should make us wonder.

At first, Mexico invited Americans to settle in Texas. After many of them arrived, the Mexican government changed its mind and tried to close

How to Analyze a Primary Source

In this lesson, you will be studying several primary source documents. This handout offers suggestions for how best to read and analyze historical primary sources. Studying such sources is challenging. They were created in a different time and place. Their language and use of certain key terms often differ from ours. They assume things we might not accept. They arise out of historical circumstances and settings that differ greatly from our own times. To use such sources as evidence, you need to apply some special critical thinking skills and habits. Here are some guidelines to help you do this.

◆ *Question the source*

Since no primary source was written with you and your interests in mind, you need to be clear about what you are looking for when you examine a source. You need to stay in charge of the investigation. Act like a detective, and ask questions. Above all, keep your own most important compelling questions in mind as you read and think about a source.

◆ *Consider the source's origins*

This is often simply called “sourcing.” It means asking who created the source, when and where the source was created, and why. If you know the source’s purpose, you will be more likely to see how it is shaped by its creator’s point of view. Among other things, sourcing can also help you decide how reliable or typical a source might be.

◆ *Contextualize the source*

“Context” here means the broader historical setting for the source. Sources are always a part of a larger historical context. You need to consider how this context helps clarify the meaning of the source. You also need to decide which context is most important. Sources might be best understood in connection with a local context or a recent event. Alternatively, they might be understood better within a national or international context, or as part of a long-term trend in society at large. Your guiding questions should help you decide what context is most important.

◆ *Corroborate the source*

This means you must think about your source in relation to other sources. Does the source back up those other sources, or does it seem to be at odds with the other sources? Might there be additional sources, which have not been provided to you, that could support or conflict with the source?

◆ *Above all, read the source carefully*

Look at language closely. Pay attention to images, emotional language, metaphors, and other literary devices. Think about what is implied, not merely what is stated or claimed in so many words. Think about what is left out as well as what is included. Make inferences based on your close reading. This will help you get more out of your source than even the source’s creator might have seen in it.

George Washington discussed the importance of the western territories in a letter to Virginia governor Benjamin Harrison on October 10, 1784. During this time, Spain was in control of the vast territory west of the Mississippi River. In this passage, Washington expresses fears similar to those that Thomas Jefferson would feel even more strongly after France took back the Louisiana territory in 1801.

Original Document

I need not remark to you, Sir, that the flanks and rear of the United States are possessed by other powers, and formidable ones too; nor how necessary it is to apply the cement of interest to bind all parts of the Union together by indissoluble bonds, especially that part of it, which lies immediately west of us, with the middle States. For what ties, let me ask, should we have upon those people? How entirely unconnected with them shall we be, and what troubles may we not apprehend, if the Spaniards on their right, and Great Britain on their left, instead of throwing stumbling-blocks in their way, as they now do, should hold out lures for their trade and alliance? What, when they get strength, which will be sooner than most people conceive (from the emigration of foreigners, who will have no particular predilection towards us, as well as from the removal of our own citizens), will be the consequence of their having formed close connexions with both or either of those powers, in a commercial way? It needs not, in my opinion, the gift of prophecy to foretell.

The western settlers (I speak now from my own observation) stand as it were upon a pivot. The touch of a feather would turn them any way.

Adapted Version

Other powerful nations threaten us on the south, north, and to the west. I am sure you know how we need to bind all parts of the Union together by helping each region protect its basic interests. This is especially so regarding the territories just west of our middle states. Right now, Spain and Great Britain threaten those territories. However, what if the Spanish or British seek to trade heavily with them and become their allies? What would keep the western territories loyal to us? They are filling up, often with foreigners who feel no loyalty to us. What will happen if they form strong commercial ties with Spain or Great Britain? It's not that hard to tell.

The Western settlers seem at a turning point now. It won't take much to push them either way.

Original Document Source: George Washington to Benjamin Harrison, 10 October 1784, in *The Writings of George Washington*, vol. 10, edited by Worthington Chauncey Ford (G. P. Putnam's Sons: New York, 1890), 407–408. The entire letter is available online from the Online Library of Liberty.