

Historical Literacy Project Model Unit Gallery Template

Unit Title: Will the Real Mr. Jefferson Please Stand Up?

Designed by: Melissa Campbell and Cristina Kalesse

District: Caesar Rodney School District and Red Clay School District

Content Area: U. S. History: Jeffersonian America

Grade Level(s): 9-12

Summary of Unit: This unit will require students to learn and implement effective research strategies so that they can compare the ideas of Thomas Jefferson. They will be looking for variations in his accounts on several important issues and acts, including the idea of Slavery, the Louisiana Purchase, the Embargo Act, and the Barbary War. Students will also cultivate an understanding for who Jefferson was as well as his political ambitions and ideas, and learn to put these in chronological order to see how these items shaped him as a politician.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards:

History Standard Two 9-12a: Students will develop and implement effective research strategies for investigating a given historical topic.

History Standard Two 9-12b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.

Big Idea(s):

The Presidency of Thomas Jefferson, the Louisiana Purchase, the Embargo Act, the Barbary War, and the Slave Importation Act of 1807

Unit Enduring Understanding(s)

- Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used.
- Critical investigation demands constant reassessment of one's research strategies.
- Historians and researcher develop and implement effective research strategies for investigating a historical topic.

- A historian must prove where the information can be found that is the basis for historical conclusions.
- Students will understand the major events that occurred during Jefferson's presidency.
- Students will understand how these events shaped American history.

Unit Essential Questions(s)

- What are some of the major events that occurred during Jefferson's presidency that affected the United States?
- What questions do researchers ask themselves when conducting research?
- How do sources influence the information and point of view of the researcher?
- What is the evidence for this argument? Is that *all* the evidence, or just what the author wanted me to read?

Knowledge and Skills

- Students will be able to master a deeper understanding of the use of documents and artifacts and how historians use them to conduct research and to draw conclusions.
- The individual questions a researcher asks become part of an overall strategy of research -- the problem of where and how to find the answers
- Students will be able to effectively research historical topics and events, looking for variances and changes between accounts
- Students will effectively defend their position on an issue

Stage 2 – Assessment Evidence (Design Assessments To Guide Instruction)

(This should include evidence that will be collected to determine whether or not the Desired Results identified in Stage One have been achieved? [Anchor the unit in a performance task that requires transfer, supplemented as needed by other evidence –quizzes, worksheets, observations, etc.]

Suggested Performance/Transfer Task(s) (Strive for an authentic task that will yield evidence of student mastery of the targeted benchmark. Ex: a book or movie review, closing statement, a Photo Story documentary, a student composed section of a history text, a timeline.)

Essential Question Addressed:

- What is the evidence for this argument? Is that *all* the evidence, or just what the author wanted me to read?
- Does differentiating between fact and interpretation matter?

Prior Knowledge:

Students will have prior knowledge of Jefferson's personal opinions as well as Jefferson's political decisions. This will include analyzing Jefferson's personal writings as well as historians writings about Jefferson.

Scenario:

Students will have a round table discussion in which they examine Jefferson's ideas and actions on various topics, including slavery, the Louisiana Purchase, the Barbary War, and international trade relations. During this discussion students will effectively present various historical documents and contradictory primary source statements by Jefferson. They will need to discuss the documents value and validity to determine which best exemplifies Jefferson's ideas and actions on various topics.

Requirements: Primary source and contradictory documents, prepared thesis statements to support their claims about Jefferson, scale and ballots on each topic so that students can "weigh" the value of the document per topic.

Final Product: Construction of a book of Jeffersonian quotes based on the results from the "weigh-in" that exemplifies his ideas and actions on various topics.

Rubric(s):

Class Research Debate: Ideas and Action on Jefferson

Teacher Name: Ms. Campbell/Kalesse

Student Name: _____

CATEGORY	4	3	2	1
Use of Facts and Historical Documents	Every major point was well supported with several relevant facts, quotes, excerpts, and/or examples.	Every major point was adequately supported with relevant facts, quotes, excerpts, and/or examples.	Every major point was supported with facts, quotes, excerpts, and/or examples, but the relevance of some was questionable.	Every point was not supported.
Information	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
Understanding of Topic	The individual clearly understood the topic in-depth and presented their information forcefully and convincingly.	The individual clearly understood the topic in-depth and presented their information with ease.	The individual seemed to understand the main points of the topic and presented those with ease.	The individual did not show an adequate understanding of the topic.

Rebuttal	All counter-arguments were accurate, relevant and strong.	Most counter-arguments were accurate, relevant, and strong.	Most counter-arguments were accurate and relevant, but several were weak.	Counter-arguments were not accurate and/or relevant
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Arguments were not clearly tied to an idea (premise).

Other Evidence:

Check for understanding and completed work at the end of each lesson.

Student Self-Assessment and Reflection:

Students will use the document weigh in to measure the value and validity of the document they have selected.

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Lesson # 1 Background on Jefferson

Author(s):

Cristina Kalesse and Melissa Campbell

Lesson Description: This lesson will require students to gather information on events during Jefferson's political career. The topics for discussion will be slavery in America, the Louisiana Purchase, The Barbary War, and foreign trade diplomacy.

Time Required: Two days of research and one day of discussion (three 50 minute class periods)

Essential Question Addressed:

1. What are some of the major events that occurred during Jefferson's presidency that affected the United States?

Enduring Understanding:

1. Students will understand the major events that occurred during Jefferson's presidency.
2. Students will understand how these events shaped American history.

Materials:

Handout (at the end of Unit)

- Handout 1.1 – Sequencing Chart
- Handout 1.2 – Exit Pass
- Handout 1.3- Venn Diagram
- Handout 1.4-Jefferson Documents
- Handout 1.5- Weigh In Document
- Handout 1.6- Summaries of Events

Textbooks

Internet Access

Chart Paper or Board for Timeline

United Streaming

Procedures:

1. Divide students into groups of four. In an average class of 32 students will be divided into eight total groups. Two groups will be researching the Louisiana Purchase, two groups will be researching slavery, two groups will be researching the Embargo and Non-Intercourse Acts, and two groups will be researching the Barbary Wars.
2. Students will complete the sequencing chart on their event. See handout 1.1. Teacher can have student research information in textbooks; utilize online resources and analysis of

primary source documents. If teachers have access to United Streaming, student can watch the following clips”

- a. America the Early Years: America Under Thomas Jefferson Barbary Wars 1801-1815
- b. America the Early Years: America Under Thomas Jefferson Louisiana Purchase

Debrief: Students will present their information on their assigned topic to the rest of the class, who will take notes on the presentation. This information will be used over the course of the next few days as a point of reference for students as they examine primary source documents on each of the events.

After each group has presented and discussed their background information on the four assigned historical events, the students will place their event on the timeline in the classroom. This will not only serve as a visual reference, it will also put these events into historical context for the students.

Formative Assessment (“Check for Understanding”): As the students leave the classroom they will be required to write an “Exit Pass” that summarizes one event discussed in class other than their own. Students will need to write what event they are discussing, when it occurred and why it is important. These will be collected by the teacher at the end of the class period and reviewed for accuracy.

Lesson # 2

Creating Effective Research Questions

Author(s):
Cristina Kalesse and Melissa Campbell

Lesson Description: Students have investigated the events that influenced the presidency of Thomas Jefferson. In lesson three they will be researching his conflicting opinions on those topics. In this lesson student will prepare historical research questions that will help guide them in their study of Jefferson’s point of view.

Time Required: On 50 minute class period

Essential Question Addressed:

What questions do researchers ask themselves when conducting research?

Enduring Understanding:

Historians and researcher develop and implement effective research strategies for investigating a historical topic.

Materials:

Handout 2.1 – Historical Facts and Interpretation Questions

Procedures:

1. Teacher should explain to students that in Lesson 3 they are going to investigate various sources by and about Thomas Jefferson's opinions, interpretations and point of view on the events that influenced his presidency. Before they read this source they need prepare.
2. Have student get into the same groups from Lesson 1. Using the following questions as a guideline, student should formulate more in-depth research
 - What do I want to know about Thomas Jefferson's opinions, interpretations and point of view on the events that influenced his presidency?
 - What would Mr. Jefferson's want me to understand about his opinions, interpretations and point of view about this topic?

Example: (relating to slavery a student might ask the question)

What was Mr. Jefferson's opinion of African American slaves?

3. Using Handout 2.1, students should work in groups to create questions.

Debrief: (Check for Understanding)

Towards the end of class, the teacher should return the group to a class discussion. Students can share some of their questions with the class to validate questions or remove questions that don't apply.

Handout 2.1
Historical Fact and Interpretation Questions

Questions that would lead me to gather Historical Facts	Questions that would lead to me gather Historical Interpretations
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Lesson # 3 **Who Was Jefferson?**

Author(s):

Cristina Kalesse and Melissa Campbell

Lesson Description: This lesson will require students to examine two accounts written by Jefferson on four topics. The students will be examining these accounts to look for changes in opinions or perceived variations Jefferson may have had about the same event. The students will examine these to determine personal or political motivation for changes in his accounts to come up with a plausible explanation for Jefferson's varying opinion.

Time Required: One day to examine data and two days for discussion and "weigh in" (three 50 minute class periods in total).

Essential Question Addressed:

1. How did Jefferson's opinions on the same topics change over time? What reasons, both political and personal, might there be for these changes?
2. How do sources influence the information and point of view of the researcher?

Enduring Understanding:

1. Students will understand how factors such as personal viewpoint and political motivations alter a person's perception on events.
2. Students will understand how these opinions and motivators helped to ultimately shaped American history.
3. Students will examine Jefferson's personal writings to help formulate an opinion and make an informed decision on who Jefferson truly is.

Materials: The teacher will need all primary source documents on Jefferson's writings on the four assigned topics. There should be a total of eight primary source documents. Ballots and a hanger will be needed for the weigh-in.

Procedures:

1. Divide students into groups of four. In an average class of 32 students will be divided into eight total groups. Two groups will be reading Jefferson's accounts on the Louisiana Purchase, two groups will be reading Jefferson's accounts on slavery, two groups will be reading Jefferson's accounts on the Embargo Act, and two groups will be reading Jefferson's accounts on the Barbary Wars.
2. Students will summarize their findings on Jefferson's writings and present them to the class. The students will fill out the Venn diagram so that they can visually see differences (and any possible similarities) between Jefferson's writings. After doing this for each of the four topics the students will use their prior knowledge on each of the topics from the first lesson to "weigh in" and vote on each of the topics discussed. The students will be

voting to determine which primary source document they feel best exemplifies Jefferson as an individual.

3. After the “weigh in” the results will be placed on the board so the students can examine the data for uniformity or irregularities. These will be discussed as a class.

Debrief: Revisit the essential questions and discuss. Did Jefferson’s opinions change over time? If so, why might this be?

Formative Assessment (“Check for Understanding”): Students will participate in the final weigh in, which asks them to vote on each topic and determine which primary source document best exemplifies who Jefferson was. Students must justify their answer with evidence.

Resources and Teaching Tips (Consider the two questions below when completing this section.)

- **What text/print/media/kit/web resources best support this unit?**

The provided primary source documents should be used to examine Jefferson’s ideas on the topics discussed.

- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues? Be especially mindful to identify any misconceptions that students are likely to have as they enter this unit and that might interfere with their learning.**

Lesson two is a great resource for students to use in order to build their research skills.

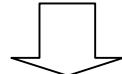
Handouts

Handout 1.1

Jeffersonian America Event Sequence Chart

Topic:

How did this event begin? (Include people, places and dates.)



How is the United States involved in this event?



What did the United States choose to do?



What is the outcome of the event?

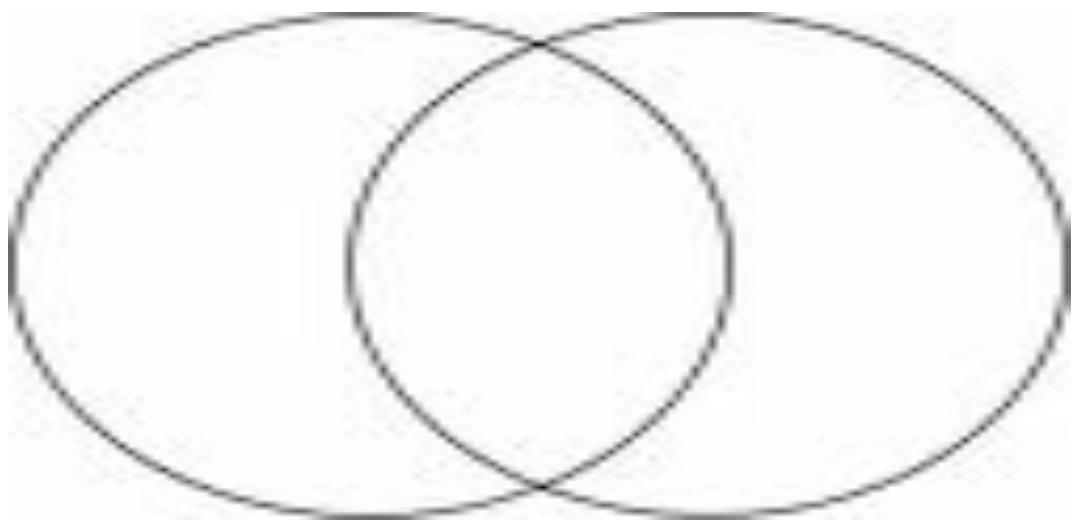
Handout 1.2

Exit Pass

Describe one event (other than your own) that we discussed today. When did it happen? Why is it important?

Venn Diagram

Handout 1.3



Jefferson's Primary Source Documents

Handout 1.4

Barbary Wars Document A

As Jefferson wrote to Adams in a July 11, 1786, letter, "I acknolege [sic] I very early thought it would be best to effect a peace thro' the medium of war." Paying tribute will merely invite more demands, and even if a coalition proves workable, the only solution is a strong navy that can reach the pirates, Jefferson argued in an August 18, 1786, letter to James Monroe: "The states must see the rod; perhaps it must be felt by some one of them. . . . Every national citizen must wish to see an effective instrument of coercion, and should fear to see it on any other element than the water. A naval force can never endanger our liberties, nor occasion bloodshed; a land force would do both." "From what I learn from the temper of my countrymen and their tenaciousness of their money," Jefferson added in a December 26, 1786, letter to the president of Yale College, Ezra Stiles, "it will be more easy to raise ships and men to fight these pirates into reason, than money to bribe them."

Barbary Wars Documents B

Peace is undoubtedly... the first object of our nation. Interest and honor are also national considerations." --Thomas Jefferson to Elbridge Gerry, 1797.

"We are for a peaceable accommodation with all... nations if it can be effected honorably." -- Thomas Jefferson to William Duane, 1806. ME 11:95

"We wish to do what is agreeable to [others], if we find we can do it with prudence." --Thomas Jefferson to the Choctaw Nation, 1805. ME 19:146

"I wish for peace if it can be preserved *salve fide et honore* [saving faith and honor.]" --Thomas Jefferson to James Monroe, 1794.

"Peace is our passion, and the wrongs might drive us from it. We prefer trying *ever* other just principles, right and safety, before we would recur to war." --Thomas Jefferson to John Sinclair, 1803. ME 10:397

"The war [of 1812] has done us... this good... of assuring the world, that although attached to peace from a sense of its blessings, we will meet war when it is made necessary." --Thomas Jefferson to Lafayette, 1817. ME 15:116

"We are alarmed... with the apprehensions of war, and sincerely anxious that it may be avoided; but not at the expense either of our faith or honor. [If] the latter has been too much wounded,... [the general opinion is] to require reparation, and to seek it even in war if that be necessary. As to myself, I love peace, and I am anxious that we should give the world still another useful lesson by showing to them other modes of punishing injuries than by war, which is as much a

punishment to the punisher as to the sufferer. I love, therefore, [the] proposition of cutting off all communication with the nation which has conducted itself so atrociously. This, [some] will say, may bring on war. If it does, we will meet it like men; but it may not bring on war, and then the experiment will have been a happy one." --Thomas Jefferson to Tench Coxe, May 1, 1794. (*)
ME 9:285

"To demand satisfaction *beyond* what is adequate is wrong." --Thomas Jefferson: Opinion on Captured English Vessel, 1793.

Embargo Act Document A

"[When] the alternative [is] between [embargo] and war... [embargo may be] the last card we have to play short of war." --Thomas Jefferson to Levi Lincoln, 1808. (*)

"[There is] still one other ground to which we can retire before we resort to war; [we can say] to the belligerents, rather than go to war, we will retire from the brokerage of other nations, and confine ourselves to the carriage and exchange of our own productions; but we will vindicate that in all its rights--if you touch it, it is war." --Thomas Jefferson to William A. Burwell, 1810.
ME 12:364

"We live in an age of affliction, to which the history of nations presents no parallel. We have for years been looking on Europe covered with blood and violence, and seen rapine spreading itself over the ocean. On this element it has reached us, and at length in so serious a degree, that the Legislature of the nation has thought it necessary to withdraw our citizens and property from it, either to avoid or to prepare for engaging in the general contest." --Thomas Jefferson to Capt. M'Gregor, 1808. ME 12:151

"The measures respecting our intercourse with foreign nations were the result... of a choice between two evils, either to call and keep at home our seamen and property, or suffer them to be taken under the edicts of the belligerent powers. How a difference of opinion could arise between these alternatives is still difficult to explain on any acknowledged ground." --Thomas Jefferson: Reply to Alleghany County Citizens, 1809. ME 16:357

"To have submitted our rightful commerce to prohibitions and tributary exactions from others, would have been to surrender our independence. To resist them by arms was war, without consulting the state of things or the choice of the nation. The alternative preferred by the legislature of suspending a commerce placed under such unexampled difficulties, besides saving to our citizens their property, and our mariners to their country, has the peculiar advantage of giving time to the belligerent nations to revise a conduct as contrary to their interests as it is to our rights." --Thomas Jefferson: Reply to Inhabitants of Boston, et al., 1808. ME 16:313

"After exhausting the cup of forbearance and conciliation to its dregs, we found it necessary, on behalf of... commerce, to take time to call it home into a state of safety, to put the towns and harbors which carry it on into a condition of defence, and to make further preparation for enforcing the redress of its wrongs, and restoring it to its rightful freedom." --Thomas Jefferson to William Eustis, 1809.

"The French Emperor... does not wish us to go to war with England, knowing we have no ships to carry on that war. To submit to pay to England the tribute on our commerce which she demands by her orders of council, would be to aid her in the war against him, and would give him just ground to declare war with us. He concludes, therefore, as every rational man must, that the embargo, the only remaining alternative, was a wise measure." --Thomas Jefferson to Robert R. Livingston, 1808. ME 12:170

"If... on leaving our harbors we are certainly to lose them, is it not better, as to vessels, cargoes, and seamen, to keep them at home? This is submitted to the wisdom of Congress, who alone are competent to provide a remedy." --Thomas Jefferson to John Mason, 1807[?]. ME 11:402

"The embargo keeping at home our vessels, cargoes and seamen, saves us the necessity of making their capture the cause of immediate war." --Thomas Jefferson to John Taylor, 1808. ME 11:414

"Could the alternative of war or the embargo have been presented to the whole nation, as it occurred to their representatives, there could have been but the one opinion that it was better to take the chance of one year by the embargo, within which the orders and decrees producing it may be repealed, or peace take place in Europe, which may secure peace to us. How long the continuance of the embargo may be preferable to war, is a question we shall have to meet, if the decrees and orders and war continue." --Thomas Jefferson to Benjamin Smith, 1808. ME 12:61

"An embargo had, by the course of events, become the only peaceable card we had to play. Should neither peace, nor a revocation of the decrees and orders in Europe take place, the day cannot be distant when that will cease to be preferable to open hostility." --Thomas Jefferson to James Bowdoin, 1808. ME 12:69

Embargo Act Document B

"The measure of a temporary suspension of commerce was adopted to cover us from greater evils... It has given time to prepare for defence, and has shown to the aggressors of Europe that evil, as well as good actions, recoil on the doers." --Thomas Jefferson: Reply to Young Republicans of Pittsburgh, 1808. ME 16:324

"A suspension of our navigation for a time was equally necessary to avoid contest, or enter it with advantage. This measure will, indeed, produce some temporary inconvenience; but promises lasting good by promoting among ourselves the establishment of manufactures hitherto sought abroad, at the risk of collisions no longer regulated by the laws of reason or morality." --Thomas Jefferson: Reply to Philadelphia Democratic Republicans, 1808. ME 16:304

"The trying measure of embargo... has saved our seamen and our property, has given us time to prepare for vindicating our honor and preserving our national independence, and has excited the spirit of manufacturing for ourselves those things which, though we raised the raw material, we have hitherto sought from other countries at the risk of war and rapine." --Thomas Jefferson: Reply to Niagara County Republicans, 1809. ME 16:344

"To the advantages derived from the choice which was made will be added the improvements and discoveries made and making in the arts, and the establishments in domestic manufacture, the effects whereof will be permanent and diffused through our wide-extended continent." -- Thomas Jefferson: Reply to Alleghany County Citizens, 1809. ME 16:357

"In return for the privations by the [embargo] measure, and which our fellow citizens in general have borne with patriotism, it has had the important effects of saving our mariners and our vast mercantile property, as well as of affording time for prosecuting the defensive and provisional measures called for by the occasion. It has demonstrated to foreign nations the moderation and firmness which govern our councils, and to our citizens the necessity of uniting in support of the laws and the rights of their country, and has thus long frustrated those usurpations and spoilations which, if resisted, involve war; if submitted to, sacrificed a vital principle of our national independence." --Thomas Jefferson: 8th Annual Message, 1808. ME 3:477

Slavery Document A

“ I can say with conscious truth that there is not a man on earth who would sacrifice more than I would, to relieve us from this heavy reproach [slavery], in any practicable way. the cession of that kind of property, for so it is misnamed, is a bagatelle [possession] which would not cost me in a second thought, if, in that way, a general emancipation and expatriation could be effected: and, gradually, and with due sacrifices, I think it might be. but, as it is, *we have the wolf by the ear, and we can neither hold him, nor safely let him go.* justice is in one scale, and self-preservation in the other^{[110][111]}

Slavery Document B

Thomas Jefferson on Slavery * 1781

There must doubtless be an unhappy influence on the manners of our people produced by the existence of slavery among us. The whole commerce between master and slave is a perpetual exercise of the most boisterous passions, the most unremitting despotism on the one part, and degrading submissions on the other. Our children see this, and learn to imitate it; for man is an imitative animal. . . . Indeed I tremble for my country when I reflect that God is just: that his justice cannot sleep for ever: that considering numbers, nature and natural means only, a revolution of the wheel of fortune, an exchange of situation, is among possible events: that it may become probable by supernatural interference! The Almighty has no attribute which can take side with us in such a context. But it is impossible to be temperate and to pursue this subject through the various considerations of policy, of morals, of history natural and civil. We must be contented to hope they will force their way into every one's mind. I think a change already perceptible, since the origin of the present revolution. The spirit of the master is abating, that of the slave rising from the dust, his condition mollifying, the way I hope preparing, under the auspices of heaven, for a total emancipation, and that this is disposed, in the order of events, to be with the consent of the masters, rather than by their extirpation.

*excerpt

Louisiana Purchase Document A

The Works of Thomas Jefferson in Twelve Volumes. Federal Edition. Collected and Edited by Paul Leicester Ford.

Thomas Jefferson to Horatio Gates, July 11, 1803

Washington, July 11, '03.

Dear General,--I accept with pleasure, and with pleasure reciprocate your congratulations on the acquisition of Louisiana: for it is a subject of mutual congratulations as it interests every man of the nation. The territory acquired, as it includes all the waters of the Missouri & Mississippi, has more than doubled the area of the U. S. and the new part is not inferior to the old in soft, climate, productions & important communications. If our legislature dispose of it with the wisdom we have a right to expect, they may make it the means of tempting all our Indians on the East side of the Mississippi to remove to the West, and of condensing instead of scattering our population. I find our opposition is very willing to pluck feathers from Monroe, although not fond of sticking them into Livingston's coat. The truth is both have a just portion of merit and were it necessary or proper it could be shewn that each has rendered peculiar service, & of important value. These grumblers too are very uneasy lest the administration should share some little credit for the acquisition, the whole of which they ascribe to the accident of war. They would be cruelly mortified could they see our files from April 1801, the first organization of the administration, but more especially from April 1802. They would see that tho' we could not say when war would arise, yet we said with energy what would take place when it should arise. We did not, by our intrigues, produce the war: but we availed ourselves of it when it happened. The other party saw the case now existing on which our representations were predicted, and the wisdom of timely sacrifice. But when these people make the war give us everything, they authorize us to ask what the war gave us in their day? They had a war. What did they make it bring us? Instead of making our neutrality the grounds of gain to their country, they were for plunging into the war. And if they were now in place, they would not be at war against the Allies & disorganizers of France. They were for making their country an appendage to England. We are friendly, cordially and conscientiously friendly to England, but we are not hostile to France. We will be rigorously just and sincerely friendly to both. I do not believe we shall have as much to swallow from them as our predecessors had. With respect to the territory acquired, I do not think it will be a separate government as you imagine. I presume the island of N. Orleans and the settled country on the opposite bank, will be annexed to the Mississippi territory. We shall certainly endeavor to introduce the American laws there & that cannot be done but by amalgamating the people with such a body of Americans as may take the lead in legislation & government. Of course they will be under the Governor of Mississippi. The rest of the territory will probably be locked up from American settlement, and under the self-government of the native occupants.

You know that every sentence from me is put on the rack by our opponents, to be tortured into something they can make use of. No caution therefore I am sure is necessary against letting my letter go out of your hands. I am always happy to hear from you, and to know that you preserve your health. Present me respectfully to Mrs. Gates, and accept yourself my affectionate salutations and assurances of great respect & esteem.

[Note.] As early as January of 1803, Jefferson had written to Gallatin:

". . . You are right, in my opinion, as to Mr. L's proposition; there is no constitutional difficulty as to the acquisition of territory, and whether, when acquired, it may be taken into the Union by the Constitution as it now stands, will become a question of expediency. I think it will be safer not to permit the enlargement of the Union but by amendment of the Constitution."

In pursuance of this view, upon receiving news of the cession, he drew up the first of the amendments in above printed papers, and sent it to the Secretary of the Navy. In reply, Smith wrote him: July 9, '03.

" Sir,--I am greatly pleased with the ideas suggested in the proposed amendment of the Constitution and I sincerely hope that they will be adopted by the Legislature of the Union. But I am rather inclined to think that they ought not all to be ingrafted upon the Constitution. Your great object is to prevent

emigrations excepting to a certain portion of the ceded territory. This could be effectually accomplished by a Constitutional prohibition that Congress should not erect or establish in that portion of the ceded territory situated North of Lat. 32 degrees any new State or territorial government and that they should not grant to any people excepting Indians any right or title relative to any part of the said portion of the said territory. All other powers of making exchanges, working mines etc. would then remain in Congress to be exercised at discretion; and in the exercise of this discretion, subject as it would be to the three aforementioned restrictions I do not perceive that any thing could be done which would counteract your present intentions.

"The rights of occupancy in the soil ought to be secured to the Indians and Government ought, in my opinion, to endeavour to obtain for them the exclusive occupation of the Northern portion of Louisiana excepting such posts as may be necessary to our trade and intercourse with them. But ought not this to be a subject of legislative provision? If the Indian rights of occupancy be a part of the Constitution might not the Government be hereafter thereby much entangled? Under such a Constitutional guarantee the Indians might harass our military posts or our settlements in the Southern portion or elsewhere in the most wanton manner and we could not disturb their rights of occupancy without a formal alteration of the Constitution.

"Under the idea that so many & such undefined restrictions as you have proposed to be engrafted upon the Constitution might in process of time embarrass the government and might probably not be acceptable to Congress, I have respectfully submitted to your consideration the enclosed sketch."

The paper enclosed by Smith is as follows:

"Amendment proposed to the Constitution to be added to S. 3 Art. 4.

"Louisiana being in virtue of the Treaty &c. incorporated with the United States and being thereby a part of the Territory thereof Congress shall have power to dispose of and make all needful rules and regulations respecting the same as fully and effectually as if the same had been at the time of the establishment of the Constitution a part of the Territory of the U. States: provided nevertheless that Congress shall not have power to erect or establish in that portion of Louisiana which is situated North of the Latitude of /32/ degrees any new State or territorial government nor to grant to any citizen or citizens or other individual or individuals excepting Indians any right or title whatever to any part of the said portion of Louisiana until a new Amendment of the Constitution shall give that authority."

Jefferson further wrote to John C. Breckenridge:

" Monticello, Aug 12, '03.

" Dear Sir,--The enclosed letter, tho' directed to you, was intended to me also, and was left open with a request, that when perused, I would forward it to you. It gives me occasion to write a word to you on the subject of Louisiana, which Being a new one, an interchange of sentiments may produce correct ideas before we are to act on them.

"Our information as to the country is very incompleat; we have taken measures to obtain it in full as to the settled part, which I hope to receive in time for Congress. The boundaries, which I deem not admitting question, are the high lands on the western side of the Mississipi enclosing all it's waters, the Missouri of course, and terminating in the line drawn from the northwestern point of the Lake of the Woods to the nearest source of the Mississipi, as lately settled Between Gr Britain and the U S. We have some claims, to extend on the sea coast Westwardly to the Rio Notre or Bravo, and better, to go Eastwardly to the Rio Perdido, between Mobile & Pensacola, the antient boundary of Louisiana. These claims will be a subject of negotiation with Spain, and if, as soon as she is at war, we push them strongly with one hand, holding out a price in the other, we shall certainly obtain the Floridas, and all in good time. In the meanwhile, without waiting for permission, we shall enter into the exercise of the natural right we have always insisted on with Spain, to wit, that of a nation holding the upper part of streams, having a right of innocent passage thro' them to the ocean. We shall prepare her to see us practise on this, & she will not oppose it by force.

"Objections are raising to the Eastward against the vast extent of our boundaries, and propositions are made to exchange Louisiana, or a part of it, for the Floridas. But, as I have said, we shall get the Floridas without, and I would not give one inch of the waters of the Mississippi to any nation, because I see in a light very important to our peace the exclusive right to it's navigation, & the admission of no nation into it, but as into the Potomak or Delaware, with our consent & under our police. These

federalists see in this acquisition the formation of a new confederacy, embracing all the waters of the Missipi, on both sides of it, and a separation of it's Eastern waters from us. These combinations depend on so many circumstances which we cannot foresee, that I place little reliance on them. We have seldom seen neighborhood produce affection among nations. The reverse is almost the universal truth. Besides, if it should become the great interest of those nations to separate from this, if their happiness should depend on it so strongly as to induce them to go through that convulsion, why should the Atlantic States dread it? But especially why should we, their present inhabitants, take side in such a question? When I view the Atlantic States, procuring for those on the Eastern waters of the Missipi friendly instead of hostile neighbors on it's Western waters, I do not view it as an Englishman would the procuring future blessings for the French nation, with whom he has no relations of blood or affection. The future inhabitants of the Atlantic & Missipi States will be our sons. We leave them in distinct but bordering establishments. We think we see their happiness in their union, & we wish it. Events may prove it otherwise; and if they see their interest in separation, why should we take side with our Atlantic rather than our Missipidescendants? It is the elder and the younger son differing. God bless them both, & keep them in union, if it be for their good, but separate them, if it be better. The inhabited part of Louisiana, from Point Coupée to the sea, will of course be immediately a territorial government, and soon a State. But above that, the best use we can make of the country for some time, will be to give establishments in it to the Indians on the East side of the Missipi, in exchange for their present country, and open land offices in the last, & thus make this acquisition the means of filling up the Eastern side, instead of drawing off it's population. When we shall be full on this side, we may lay off a range of States on the Western bank from the head to the mouth, & so, range after range, advancing compactly as we multiply.

"This treaty must of course be laid before both Houses, because both have important functions to exercise respecting it. They, I presume, will see their duty to their country in ratifying & paying for it, so as to secure a good which would otherwise probably be never again in their power. But I suppose they must then appeal to *the nation* for an additional article to the Constitution, approving & confirming an act which the nation had not previously authorized. The constitution has made no provision for our holding foreign territory, still less for incorporating foreign nations into our Union. The Executive in seizing the fugitive occurrence which so much advances the good of their country, have done an act beyond the Constitution. The Legislature in casting behind them metaphysical subtleties, and risking themselves like faithful servants, must ratify & pay for it, and throw themselves on their country for doing for them unauthorized what we know they would have done for themselves had they been in a situation to do it. It is the case of a guardian, investing the money of his ward in purchasing an important adjacent territory; & saying to him when of age, I did this for your good; I pretend to no right to bind you: you may disavow me, and I must get out of the scrape as I can: I thought it my duty to risk myself for you. But we shall not be disavowed by the nation, and their act of indemnity will confirm & not weaken the Constitution, by more strongly marking out its lines.

"We have nothing later from Europe than the public papers give. I hope yourself and all the Western members will make a sacred point of being at the first day of the meeting of Congress; for *vestra res agitur*.

"Accept my affectionate salutations & assurances of esteem & respect."

After writing thus, Jefferson thought it wise to change his views, and under date of Aug. 18th, he again wrote to Breckenridge:

" Dear Sir,--I wrote you on the 12th inst. on the subject of Louisiana, and the constitutional provision which might be necessary for it. A letter received yesterday shews that nothing must be said on that subject which may give a pretext for retracting; but that we should do sub-silentio what shall be found necessary. Be so good therefore as to consider that part of my letter as confidential. It strengthens the reasons for desiring the presence of every friend to the treaty on the first day of the session. Perhaps you can impress this necessity on the Senators of the western states by private letter. Accept my friendly salutations & assurances of great respect & esteem."

On the same day, he wrote to Thomas Paine:

" Dear Sir,--On the 10th inst. I wrote you on the subject of Louisiana, and mentioned the question of a supplement to the constitution on that account. A letter received yesterday renders it prudent to say

nothing on that subject, but to do sub-silentio what shall be found necessary. That part of my letter therefore be so good as to consider as confidential. Accept my friendly salutations & assurances of great esteem & respect."

The reason for this change is given in a letter to the Secretary of State:

" Monticello, Aug. 18, 1803.

" Dear Sir,--I enclose you two letters from Rob. R. Livingston. That of the 2d of June is just intelligible enough in the unciphered parts to create anxieties which perhaps the cipher may remove. I communicate them for your information, & shall be glad to receive them deciphered. I infer that the less we say about constitutional difficulties respecting Louisiana the better, and that what is necessary for surmounting them must be done sub-silentio. . . .

"Mr. King said to Mr. Gallatin that the idea of selling Louisiana was, 4 weeks before the treaty, assimilated at Paris with the sale of Dunkirk by Charles the 2d, and that Mr. Livingston had not at that time the least expectation of success. Accept my affectionate salutations and assurances of constant esteem."

To the same correspondent, he wrote on August 25th, saying:

"I suppose Monroe will touch on the limits of Louisiana only incidentally, inasmuch as its extension to Perdido curtails Florida, & renders it of less worth. "I have used my spare moments to investigate, by the help of my books here, the subject of the limits of Louisiana. I am satisfied our right to the Perdido is substantial, & can be opposed by a quibble on form only; and our right Westwardly to the Bay of St. Bernard, may be strongly maintained. I will use the first leisure to make a statement of the facts & principles on which this depends. Further reflection on the amendmt to the Constitution necessary in the case of Louisiana, satisfies me it will be better to give general powers, with specified exceptions, somewhat in the way stated below."

The paper so enclosed is the second one above printed. A copy of this same paper was sent to the Attorney-General, with the following paper:

" Monticello, Aug. 30, 1803.

"Dear Sir,--The enclosed letter came to hand by yesterday's post. You will be sensible of the circumstances which make it improper that I should hazard a formal answer, as well as of the desire its friendly aspect naturally excites, that those concerned in it should understand that the spirit they express is friendly viewed. You can judge also from your knolege of the ground, whether it may be usefully encouraged. I take the liberty, therefore, of availing myself of your neighborhood to Boston, and of your friendship to me, to request you to say to the capt. and others verbally whatever you think would be proper, as expressive of my sentiments on the subject. With respect to the day on which they wish to fix their anniversary, they may be told, that disapproving myself of transferring the honors and veneration for the great birthday of our republic to any individual, or of dividing them with individuals, I have declined letting my own birthday be known, & have engaged my family not to communicate it. This has been the uniform answer to every application of the kind.

"On further consideration as to the amendment to our Constitution respecting Louisiana, I have thought it better, instead of enumerating the powers which Congress may exercise, to give them the same powers they have as to other portions of the Union generally, and to enumerate the special exceptions, in some such form as the following: . . .

"I quote this for your consideration, observing that the less that is said about any constitutional difficulty, the better; and that it will be desirable for Congress to do what is necessary, *in silence*. I find but one opinion as to the necessity of shutting up the country for some time. We meet in Washington the 25th proximo to prepare for Congress. Accept my affectionate salutations & great esteem & respect."

In addition, Jefferson wrote to Wilson Cary Nicholas:

" Monticello, Sep. 7, 1803.

" Dear Sir,--Your favor of the 3d was delivered me at court; but we were much disappointed at not seeing you here, Mr. Madison & the Gov. being here at the time. I enclose you a letter from Monroe on the subject of the late treaty. You will observe a hint in it, to do without delay what we are bound to do. There is reason, in the opinion of our ministers, to believe, that if the thing were to do over again, it could not be obtained, & that if we give the least opening, they will declare the treaty void. A

warning amounting to that has been given to them, & an unusual kind of letter written by their minister to our Secretary of State, direct. Whatever Congress shall think it necessary to do, should be done with as little debate as possible, & particularly so far as respects the constitutional difficulty. I am aware of the force of the observations you make on the power given by the Constn to Congress, to admit new States into the Union, without restraining the subject to the territory then constituting the U S. But when I consider that the limits of the U S are precisely fixed by the treaty of 1783, that the Constitution expressly declares itself to be made for the U S, I cannot help believing the intention was to permit Congress to admit into the Union new States, which should be formed out of the territory for which, & under whose authority alone, they were then acting. I do not believe it was meant that they might receive England, Ireland, Holland, &c. into it, which would be the case on your construction. When an instrument admits two constructions, the one safe, the other dangerous, the one precise, the other indefinite, I prefer that which is safe & precise. I had rather ask an enlargement of power from the nation, where it is found necessary, than to assume it by a Construction which would make our powers boundless. Our peculiar security isin possession of a written Constitution. Let us not make it a blank paper by construction. I say the same as to the opinion of those who consider the grant of the treaty making power as boundless. If it is, then we have no Constitution. If it has bounds, they can be no others than the definitions of the powers which that instrument gives. It specifies & delineates the operations permitted to the federal government, and gives all the powers necessary to carry these into execution. Whatever of these enumerated objects is proper for a law, Congress may make the law; whatever is proper to be executed by way of a treaty, the President & Senate may enter into the treaty; whatever is to be done by a judicial sentence, the judges may pass the sentence. Nothing is more likely than that their enumeration of powers is defective. ,This is the ordinary case of all human works. Let us go on then perfecting it, by adding, by way of amendment to the Constitution, those powers which time & trial show are still wanting. But it has been taken too much for granted, that by this rigorous construction the treaty power would be reduced to nothing. I had occasion once to examine its effect on the French treaty, made by the old Congress, & found that out of thirty odd articles which that contained, there were one, two, or three only which could not now be stipulated under our present Constitution. I confess, then, I think it important, in the present case, to set an example against broad construction, by appealing for new power to the people. If, however, our friends shall think differently, certainly I shall acquiesce with satisfaction; confiding, that the good sense of our country will correct the evil of construction when it shall produce ill effects.

"No apologies for writing or speaking to me freely are necessary. On the contrary, nothing my friends can do is so dear to me, & proves to me their friendship so clearly, as the information they give me of their sentiments & those of others on interesting points where I am to act, and where information & warning is so essential to excite in me that due reflection which ought to precede action. I leave this about the 21st, and shall hope the District Court will give me an opportunity of seeing you.

"Accept my affectionate salutations, & assurances of cordial esteem & respect."]

Louisiana Purchase Document B

Thomas Jefferson to James Monroe, January 13, 1803

Washington, Jan. 13, 1803.

Dear Sir,--I dropped you a line on the 10th informing you of a nomination I had made of you to the Senate, and yesterday I enclosed you their approbation not then having time to write. The agitation of the public mind on occasion of the late suspension of our right of deposit at N. Orleans is extreme. In the western country it is natural and grounded on honest motives. In the seaports it proceeds from a desire for war which increases the mercantile lottery; in the federalists generally and especially those of Congress the object is to force us into war if possible, in order to derange our finances, or if this cannot be done, to attach the western country to them, as their best friends, and thus get again into power. Remonstrances memorials &c. are now circulating through the whole western country and signing by the body of the people. The measures we have been pursuing being invisible, do not satisfy their minds. Something sensible therefore was become necessary; and indeed our object of purchasing N. Orleans and the Floridas is a measure liable to assume so many shapes, that no instructions could be squared to fit them, it was essential then to send a minister extraordinary to be joined with the ordinary one, with discretionary powers, first however well impressed with all our views and therefore qualified to meet and modify to these every form of proposition which could come from the other party. This could be done only in full and frequent oral communications. Having determined on this, there could not be two opinions among the republicans as to the person. You possess the unlimited confidence of the administration and of the western people; and generally of the republicans everywhere; and were you to refuse to go, no other man can be found who does this. The measure has already silenced the Feds. here. Congress will no longer be agitated by them: and the country will become calm as fast as the information extends over it. All eyes, all hopes, are now fixed on you; and were you to decline, the chagrin would be universal, and would shake under your feet the high ground on which you stand with the public. Indeed I know nothing which would produce such a shock, for on the event of this mission depends the future destinies of this republic. If we cannot by a purchase of the country insure to ourselves a course of perpetual peace and friendship with all nations, then as war cannot be distant, it behooves us immediately to be preparing for that course, without, however, hastening it, and it may be necessary (on your failure on the continent) to cross the channel.

We shall get entangled in European politics, and figuring more, be much less happy and prosperous. This can only be prevented by a successful issue to your present mission. I am sensible after the measures you have taken for getting into a different line of business, that it will be a great sacrifice on your part, and presents from the season and other circumstances serious difficulties. But some men are born for the public. Nature by fitting them for the service of the human race on a broad scale, has stamped with the evidences of her destination and their duty.

But I am particularly concerned that in the present case you have more than one sacrifice to make. To reform the prodigalities of our predecessors is understood to be peculiarly our duty, and to bring the government to a simple and economical course. They, in order to increase expense, debt, taxation, and patronage tried always how much they could give. The outfit given to ministers resident to enable them to furnish their house, but given by no nation to a temporary minister, who is never expected to take a house or to entertain, but considered on a footing of a voyageur, they gave to their extraordinary missionaries by wholesale. In the beginning of our administration, among other articles of reformation in expense, it was determined not to give an outfit to missionaries extraordinary, and not to incur the expense with any minister of sending a frigate to carry him or bring him. The *Boston* happened to be going to the Mediterranean, and was permitted therefore to take up Mr. Livingstone and touch in a port of France. A frigate was denied to Charles Pinckney and has been refused to Mr. King for his return. Mr. Madison's friendship and mine to you being so well known, the public will have eagle eyes to watch if we grant you any indulgences of the general rule; and on the other hand, the example set in your case will be more cogent on future ones, and produce greater approbation to our conduct. The allowance therefore will be in this and all similar cases, all the expenses of your journey

and voyage, taking a ship's cabin to yourself, 9,000 D. a year from your leaving home till the proceedings of your mission are terminated, and then the quarter's salary for the expenses of the return as prescribed by law. As to the time of your going you cannot too much hasten it, as the moment in France is critical. St. Domingo delays their taking possession of Louisiana, and they are in the last distress for money for current purposes. You should arrange your affairs for an absence of a year at least, perhaps for a long one. It will be necessary for you to stay here some days on your way to New York. You will receive here what advance you chuse. Accept assurances of my constant and affectionate attachment.

Weigh-In Ballot

Handout 1.5

Name _____

Final Weigh In
Topic _____

Which document do you feel best exemplifies Jefferson, document “A” or “B”?

Justify your answer with evidence:

Handout 1.6

Summary of Events

Embargo Act

EMBARGO ACT,

law that prohibited U.S. vessels from trading with European nations during the Napoleonic Wars. Passed by Congress in December 1807 over Federalist opposition and at the behest of President Thomas Jefferson, the Embargo Act was a response to restrictive measures imposed on American neutrality by France and Great Britain, at war with each other. Specifically, Napoleon sought to blockade his foe by forbidding any nation to trade with Great Britain. The latter retaliated by banning neutral trade with France and its allies. Vessels violating either the French or British blockades would be seized; thus, the neutral U.S. risked the loss of merchant ships to both sides. To pressure the belligerents to respect neutral rights and to demonstrate the value of trade with the U.S., Jefferson responded with the embargo instead of open warfare. A supplemental act in 1808 sought to strengthen the embargo's effects by eliminating commerce over inland waters and, consequently, a booming international trade via Canada.

Economic Effects.

By confining U.S. ships to their ports, the embargo seriously threatened American livelihood. To circumvent the law, hundreds of ships sailed before enforcement was effective; other ships later exploited legal technicalities to remain in foreign waters and in trade with the warring nations; still others resorted to extensive smuggling. Nevertheless, northern shipping interests declared the act disastrous, and southern planters suffered substantial losses. Governmental efforts to tighten application through the Enforcement Act (1809) only produced more flagrant violations of the law, denunciations of the national government, and outcries of states' rights and near rebellion in New England. The embargo proved as unsuccessful abroad as it was unpopular at home. Because the British navy had already blockaded the Continental coast, France could not feel the embargo's effect and, ironically, confiscated \$10 million worth of U.S. shipping in European ports, under the pretext of assisting the embargo's enforcement. Imports to England from new Latin American markets offset losses of American grain and cotton. Similarly, increased British exports to Latin America matched a decrease in British exports to the U.S.

Diplomatic and Political Effects.

As a diplomatic device, the embargo failed to produce European recognition of neutral rights. It succeeded only in stimulating severe economic disruption in the U.S., in embarrassing and dividing Jefferson's Republican party, and in increasing the popularity of his Federalist opponents. Consequently, the Embargo Act was repealed by the Non-Intercourse Act of March 1, 1809, which reactivated American commerce with all countries except Great Britain and France. The U.S. also agreed to resume trade with the first belligerent to cease violating neutral rights; neither nation acceded. The Embargo Act had been a costly miscalculation. By forfeiting trade the U.S. had experienced only the economic hazards and none of the potential commercial gains of war. At the same time the embargo had been unable to redress U.S. grievances as a neutral power and had divided rather than united Americans. Not surprisingly, the U.S. applied later embargoes to specific goods and not to shipping in general. R.S., RANDALL SHROCK, Ph.D.

Louisiana Purchase

The **Louisiana Purchase** (French: *Vente de la Louisiane* "Sale of Louisiana") was the acquisition by the United States of America of 828,800 square miles (2,147,000 km²) of the French territory Louisiana in 1803. The U.S. paid 60 million francs (\$11,250,000) plus cancellation of debts worth 18 million francs (\$3,750,000), a total cost of 15 million dollars for the Louisiana territory.^{[1][2][3]}

The Louisiana Purchase encompassed all or part of 14 current U.S. states and two Canadian provinces. The land purchased contained all of present-day Arkansas, Missouri, Iowa, Oklahoma, Kansas, Nebraska, parts of Minnesota that were west of the Mississippi River, most of North Dakota, nearly all of South Dakota, northeastern New Mexico, the portions of Montana, Wyoming, and Colorado east of the Continental Divide, and Louisiana west of the Mississippi River, including the city of New Orleans. (The Oklahoma Panhandle, and southwestern portions of Kansas and Louisiana were still claimed by Spain at the time of the Purchase.) In addition, the Purchase contained small portions of land that would eventually become part of the Canadian provinces of Alberta and Saskatchewan. The purchase, which doubled the size of the United States, comprises around 23% of current U.S. territory.^[2] The population was estimated to be 97,000 as of the 1810 census.^[4]

The purchase was a vital moment in the presidency of Thomas Jefferson. At the time, it faced domestic opposition as being possibly unconstitutional. Although he felt that the US Constitution did not contain any provisions for acquiring territory, Jefferson decided to purchase Louisiana because he felt uneasy about France and Spain having the power to block American trade access to the port of New Orleans.

Napoleon Bonaparte, upon completion of the agreement, stated, "This accession of territory affirms forever the power of the United States, and I have given England a maritime rival who sooner or later will humble her pride."^[5]

The city of New Orleans controlled the Mississippi River through its location; other locations for ports had been tried and had not succeeded. New Orleans was already important for shipping agricultural goods to and from the parts of the United States west of the Appalachian Mountains. Pinckney's Treaty, signed with Spain on October 27, 1795, gave American merchants "right of deposit" in New Orleans, meaning they could use the port to store goods for export. Americans used this right to transport products such as flour, tobacco, pork, bacon, lard, feathers, cider, butter, and cheese. The treaty also recognized American rights to navigate the entire Mississippi River, which had become vital to the growing trade of their western territories.^[6] In 1798 Spain revoked this treaty, which greatly upset Americans. In 1801, Spanish Governor Don Juan Manuel De Salcedo took over for Governor Marquess of Casa Calvo, and the right to deposit goods from the United States was fully restored. Napoleon Bonaparte returned Louisiana to French control from Spain in 1800, under the Treaty of San Ildefonso (Louisiana had been a Spanish colony since 1762.) However, the treaty was kept secret, and Louisiana remained under Spanish control until a transfer of power to France on November 30, 1803, just three weeks before the cession to the United States.

James Monroe and Robert R. Livingston traveled to Paris to negotiate the purchase in 1803. Their interest was only in the port and its environs; they did not anticipate the much larger transfer of territory that would follow.

Jefferson initiated the purchase by sending Livingston to Paris in 1801, after discovering the transfer of Louisiana from Spain to France under the Third Treaty of San Ildefonso. Livingston was authorized to purchase New Orleans.

In 1802, Pierre Samuel du Pont de Nemours began to help negotiate with France at the request of Jefferson. Du Pont was living in the United States at the time and had close ties to Jefferson, as well as to the political powers in France. He engaged in back-channel diplomacy with Napoleon on Jefferson's behalf during a visit to France, and originated the idea of the much larger Louisiana Purchase as a way to defuse potential conflict between the United States and Napoleon over North America.^[7]

Jefferson disliked the idea of purchasing Louisiana from France as that could imply that France had a right to be in Louisiana. A strict constructionist, Jefferson also believed that a U.S. President did not have the authority to make such a deal: it was not specified in the Constitution. He also thought that to do so would erode states' rights by increasing federal executive power. On the other hand, he was aware of the potential threat that France could be in that region, and was prepared to go to war to prevent a strong French presence there. Meanwhile, Napoleon's foreign minister, Talleyrand, vehemently opposed selling Louisiana since that would mean an end to France's secret plans for a North American empire.^[citation needed]

Throughout this time, Jefferson had up-to-date intelligence on Napoleon's military activities and intentions in North America. Part of his evolving strategy involved giving du Pont some information that was withheld from Livingston. He also gave intentionally conflicting instructions to the two. He next sent Monroe to Paris in 1803. Monroe had been formally expelled from France on his last diplomatic mission, and the choice to send him again conveyed a sense of seriousness.

Napoleon was faced with revolution in Saint-Domingue (present-day Republic of Haiti). An expeditionary force under his brother-in-law Charles Leclerc had tried to re-conquer the territory and re-establish slavery. But yellow fever and the fierce resistance of the Haitian Revolution destroyed the French army in what became the only successful slave revolt in history, resulting in the establishment of Haiti, the first independent black state in the New World.^[8] Napoleon needed peace with Great Britain to implement the Treaty of San Ildefonso and take possession of Louisiana. Otherwise, Louisiana would be an easy prey for Britain or even for the U.S. But in early 1803, war between France and Britain seemed unavoidable. On March 11, 1803, Napoleon began preparing to invade Britain.

Napoleon had failed to re-enslave Haiti; he therefore abandoned his plans to rebuild France's New World empire. Without revenues from sugar colonies in the Caribbean, Louisiana had little value to him. On April 10, 1803 Napoleon told Treasury minister Barbé-Marbois that he was considering selling the whole Louisiana Territory to the U.S. On April 11, 1803, just days before

Monroe's arrival, Barbé-Marbois offered Livingston all of Louisiana instead of just New Orleans, at a price of \$15 million, equivalent to about \$217 million in present day terms.^[9]

The American representatives were prepared to pay up to \$10 million for New Orleans and its environs, but were dumbfounded when the vastly larger territory was offered for \$15 million. Jefferson had authorized Livingston only to purchase New Orleans. However, Livingston was certain that the U.S. would accept such a large offer.^[10]

The Americans thought that Napoleon might withdraw the offer at any time, preventing the United States from acquiring New Orleans. So they agreed on April 30, 1803. The treaty was signed on May 2. On July 14, 1803, the treaty reached Washington. The Louisiana Territory was vast, stretching from the Gulf of Mexico in the south to Rupert's Land in the north, and from the Mississippi River in the east to the Rocky Mountains in the west. Acquiring the territory would double the size of the United States at a cost of less than 3 cents per acre.

The American purchase of the Louisiana territory was not accomplished without domestic opposition. Jefferson's philosophical consistency was in question because of his strict interpretation of the Constitution. Many people believed he was being hypocritical by doing something he surely would have argued against with Alexander Hamilton. The Federalists strongly opposed the purchase, favoring close relations with Britain over closer ties to Napoleon, believing the purchase to be unconstitutional, and concerned that the U.S. had paid a large sum of money just to declare war on Spain. The United States House of Representatives also opposed the purchase. Majority Leader John Randolph led the opposition. The House called for a vote to deny the request for the purchase, but it failed by two votes 59-57. The Federalists even tried to prove the land belonged to Spain not France, but the papers proved otherwise.^[11] The Federalists also feared that the political power of the Atlantic seaboard states would be threatened by the new citizens of the west, bringing about a clash of western farmers with the merchants and bankers of New England. There was concern that an increase in slave holding states created out of the new territory would exacerbate divisions between north and south, as well. A group of Federalists led by Massachusetts Senator Timothy Pickering went so far as to plan a separate northern confederacy, offering Vice President Aaron Burr the presidency of the proposed new country if he persuaded New York to join. Burr's relationship with Alexander Hamilton, who helped bring an end to the nascent northern secession movement, soured during this period. The animosity between the two men ended with Hamilton's death in a duel with Burr in 1804.

On April 30, 1803, the Louisiana Purchase Treaty, called by some^[who?] "the letter that bought a continent", was signed by Robert Livingston, James Monroe, and Barbé Marbois in Paris. Jefferson announced the treaty to the American people on July 4. After the signing of the Louisiana Purchase agreement in 1803, Livingston made this famous statement, "We have lived long, but this is the noblest work of our whole lives...From this day the United States take their place among the powers of the first rank."^[12] The United States Senate ratified the treaty with a vote of twenty-four to seven on October 20; on the following day, it authorized President Jefferson to take possession of the territory and establish a temporary military government. In legislation enacted on October 31, Congress made temporary provisions for local civil government to continue as it had under French and Spanish rule and authorized the President to

use military forces to maintain order. Plans were also set forth for several missions to explore and chart the territory, the most famous being the Lewis and Clark Expedition.

France turned New Orleans over on December 20, 1803 at The Cabildo. On March 10, 1804, a formal ceremony was conducted in St. Louis to transfer ownership of the territory from France to the United States.

Effective on October 1, 1804, the purchased territory was organized into the Territory of Orleans (most of which became the state of Louisiana) and the District of Louisiana, which was temporarily under the control of the governor and judges of the Indiana Territory.

The Purchase was one of several territorial additions to the U.S.

The tributaries of the Mississippi were held as the boundaries by the United States. Estimates that did exist as to the extent and composition of the purchase were initially based on the explorations of Robert LaSalle.

A dispute immediately arose between Spain and the United States regarding the extent of Louisiana. The territory's boundaries had not been defined in the 1762 Treaty of Fontainebleau that ceded it from France to Spain, nor the 1800 Third Treaty of San Ildefonso ceding it back to France, nor the 1803 Louisiana Purchase agreement ceding it to the United States.^[13] The United States claimed Louisiana included the entire western portion of the Mississippi River drainage basin to the crest of the Rocky Mountains and land extending southeast to the Rio Grande. Spain insisted that Louisiana comprised no more than the western bank of the Mississippi River and the cities of New Orleans and St. Louis.^[14] The relatively narrow Louisiana of New Spain had been a special province under the jurisdiction of the Captaincy General of Cuba while the vast region to the west was in 1803 still considered part of the Commandancy General of the Provincias Internas. Louisiana had never been considered to be one of New Spain's internal provinces.^[15]

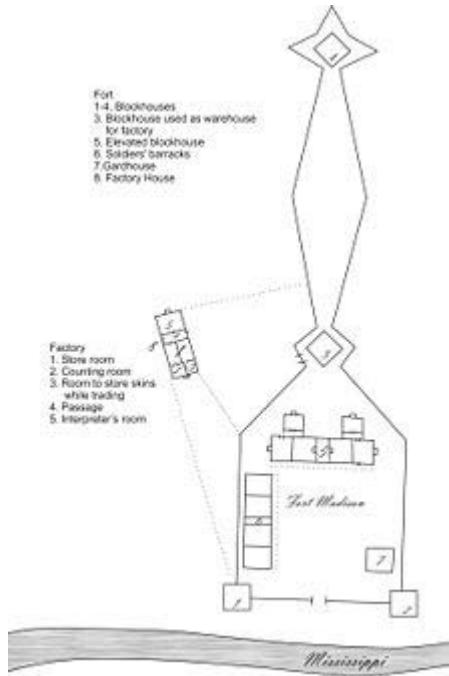
If the territory included all the tributaries of the Mississippi on its western bank, the northern reaches of the Purchase extended into the equally ill-defined British possession—Rupert's Land of British North America, now part of Canada. The Purchase originally extended just beyond the 50th parallel. However, the territory north of the 49th parallel including the Milk River and Poplar River watersheds was ceded to the UK in exchange for parts of the Red River Basin south of 49th parallel in the Anglo-American Convention of 1818.

The eastern boundary of the Louisiana purchase was the Mississippi River, from its source to the 31st parallel, although the source of the Mississippi was then unknown. The eastern boundary below the 31st parallel was unclear; the U.S. claimed the land as far as the Perdido River, and Spain claimed the border of its Florida Colony remained the Mississippi river. In early 1804, Congress passed the Mobile Act which recognized West Florida as being part of the United States. The Treaty with Spain of 1819 resolved the issue. Today, the 31st parallel is the northern boundary of the western half of the Florida Panhandle, and the Perdido is the western boundary of Florida.

The southern boundary of the Louisiana Purchase (versus New Spain) was initially unclear at the time of purchase; the Neutral Ground Treaty of 1806 created the Sabine Free State during the interim and the Adams-Onís Treaty of 1819 began to lay down official dividing lines.

The western boundary was unknown but the Adams-Onis treaty set it as follows: It followed the Sabine River to the 32nd parallel, then ran due north to the Red River, then the Red River to the 100th meridian, which it followed to the Arkansas River, then the Arkansas River to its headwaters, then due north to the 42nd parallel, which it followed to the Pacific Ocean.

[edit] Asserting U.S. possession



Plan of Fort Madison, built in 1808 to establish U.S. control over the northern part of the Louisiana Purchase; drawn 1810.

After the Lewis and Clark Expedition, the U.S. government sought to establish control of the region, since trade along the Mississippi and Missouri rivers were still dominated by British and French traders and allied Indians, especially the Sauk. Fort Bellefontaine was converted into a U.S. military post near St. Louis in 1804. In 1808 two military forts with trading factories were built, Fort Osage along the Missouri River and Fort Madison along the upper Mississippi River. During the War of 1812 Great Britain and allied Indians defeated U.S. forces in the Upper Mississippi; both Fort Osage and Fort Madison were abandoned, as were several U.S. forts built during the war including Fort Johnson and Fort Shelby. After U.S. ownership of the region was confirmed in the Treaty of Ghent, the U.S. built or expanded forts along the Mississippi and Missouri Rivers, including the expansion of Fort Bellefontaine, and the construction of Fort Armstrong (1816) and Fort Edwards (1816) in Illinois, Fort Crawford (1816) in Prairie du Chien, Fort Snelling (1819) in Minnesota, and Fort Atkinson (1819) in Nebraska.^[16]

Map of current US states that were completely or mostly located inside the borders of old colonial French Louisiana at the time of Louisiana Purchase

The American government used \$3 million in gold as a down payment, and issued bonds for the balance to pay France for the purchase. Because of the impending war with Britain, French banks would not buy or market the American bonds. The American diplomats Livingston and Monroe therefore recommended the firms of Baring and Company of London and Hope and Company of Amsterdam for the transaction which France agreed upon. Because of their reputation as the two most stable financial houses in Europe and because Napoleon wanted to receive his money as quickly as possible, the French treasury minister Barbé-Marbois made arrangements with the two firms to convert the bonds France would receive into cash. After the American bonds had been delivered, the French government then sold them to Baring and Hope at a discount.

The original sales document of the Louisiana Purchase was exhibited in the entrance hall of Baring's London offices until the bank's collapse in 1995 and is now in the custody of ING Group, which purchased Barings.^[17]

Barbary Wars

The **Barbary Wars** (or Tripolitan Wars) were two wars between the United States of America and the Barbary States of North Africa in the early 19th century. At issue was the Barbary pirates' demand of tribute from American merchant vessels in the Mediterranean Sea. American naval power attacked the pirate cities and extracted concessions of fair passage from their rulers. The Barbary Wars are sometimes called "America's Forgotten War", although they share that name with several other conflicts. The wars largely passed out of popular memory within a generation.

The punitive actions against the Barbary States were launched by the administrations of Thomas Jefferson and James Madison. When they proved successful, partisans of the Democratic-Republicans contrasted their administrations' refusal to buy off the pirates with the failure of the preceding federalist administration to live up to the rhetorical flight, "Millions for defense, but not one cent for tribute," attributed to Charles C. Pinckney in the course of the XYZ Affair, though actually said by Sen. Robert Goodloe Harper.

The Marines Hymn contains a reference to this conflict in the opening line: "From the halls of Montezuma to the shores of Tripoli..."

The Slave Importation Act of 1807

The Act Prohibiting Importation of Slaves of 1807 is a United States federal law that stated, in accordance with the Constitution of the United States, that no new slaves were permitted to be imported into the United States. This act effectively ended the legal transatlantic slave trade. However, slavery continued in the United States until the end of the Civil War and the adoption of the 13th Amendment to the Constitution.

The United States Constitution, Article 1 Section 9 protected the slave trade for twenty years. Only after 1808 could laws be passed to end the slave trade.

The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight, but a tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person.^[1]

In part, to ensure passage of such a law when the time came, the Pennsylvania Abolition Society was formed, and held its first meeting at the temporary Capital, Philadelphia, Pennsylvania, in 1794. On March 22, 1794, Congress passed the Slave Trade Act of 1794 that prohibited making, loading, outfitting, equipping, or dispatching of any ship to be used in the trade of slaves.^[2] Then on August 5, 1797, John Brown of Providence, Rhode Island was tried in federal court as the first American to be tried under the 1794 law. Brown was convicted and was forced to forfeit his ship *Hope*.^[3] On April 7, 1798, the fifth Congress passed an Act that imposed a three-hundred dollars per slave penalty on persons convicted of performing the illegal importation of slaves. It was an indication of the type of behavior and course of events soon to become commonplace in the Congress.

On Thursday, December 12, 1805, in the ninth Congress, Senator Stephen Row Bradley of the State of Vermont gave notice that he should, on Monday next, move for leave to bring in a bill to prohibit the importation of certain persons therein described "into any port or place within the jurisdiction of the United States, from and after the first day of January," which will be "in the year of our Lord 1808." His words would be repeated many times by the legislators in the ninth Congress. The certain persons were described as being slaves on Monday, December 16, 1805.

Wary of offending the slaveholders to the least degree, the United States Senate amended the proposed Senatorial Act, then passed it to the House of Representatives whereat it became meticulously scrutinized and, figuratively, poked and prodded. Cautiously, ever mindful of not inciting the wrath of slaveholders, members of the House produced a bill which would explain the Senatorial Act. The two measures were bound together, with the House bill being called H R 77 and the Senate Act being called An Act to prohibit the importation of slaves into any port or place within the jurisdiction of the United States, from and after the first day of January, in the year of our Lord, 1808. The bound measure also regulated the coastwise slave trade. The bound measure was placed before President Thomas Jefferson on March 2, 1807 for his approbation. He signed the bill into law on March 3, 1807.

The 1807 Act of Congress was modified and supplemented by the fifteenth Congress. The importation of slaves into the United States was called "piracy" by an Act of Congress that punctuated the era of good feeling in 1819. Any citizen of the United States found guilty of such

"piracy" might be given the death penalty. The role of the Navy was expanded to include patrols off the coasts of Cuba and South America. The effective date of the Act, January 1, 1808, was celebrated by Peter Williams, Jr., in *An Oration on the Abolition of the Slave Trade; delivered in the African Church in the City of New-York, January 1, 1808.*