

Historical Literacy Project Unit

Unit Title: The Louisiana Purchase

Designed by: Tracie Brewer and Jennifer Wolford

District: Caesar Rodney

Content Area: History

Grade Level(s): 4

Summary of Unit (This should include a brief unit summary including a description of unit goals, rationale for the approach taken, and where it appears in the course of study.)

The goal of this unit is for students to gain an understanding of the key leaders of the Louisiana Purchase, the reasons behind the Louisiana Purchase, and the results occurring from the Louisiana Purchase. This unit is an overview of this event in history that will provide the students with the background knowledge necessary for an in-depth study of westward expansion as they progress through American History in the middle school and high school grades. This is a unit that integrates history with technology, reading, writing, and geography. Prior to this unit, students should have a working knowledge of the foundation of the new nation. After completing this unit, students should continue on with the study of westward expansion and the impact it had on the growing United States.

Delaware Content Standards (Write out the Delaware History standard for which instruction is provided in this unit and which are ultimately assessed in the unit.)

History Standard 1: Students will study historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors.

Big Idea(s) (This should include transferable core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment. Ex: Manifest Destiny, fighting for peace.)

The Louisiana Purchase, a growing nation.

Unit Enduring Understanding(s) (This should include important ideas or core processes that are central to the unit and transferable to new situations beyond the classroom. Stated as full-sentence statements, the understandings specify what we want students to understand about the Big Ideas Ex: Students will understand that all sources contain some level of bias.)

Students will understand that the Louisiana Purchase was a key event in history that led to the growth of the nation. Students will understand that the purchase of the entire Louisiana Territory was not the main objective of President Jefferson at the time, but that it was the catalyst for westward expansion in the United States.

Unit Essential Questions(s) (This should include open-ended questions designed to guide student inquiry)

and focus instruction for “uncovering” the important ideas of the content. Please consult the history clarification documents at http://www.doe.k12.de.us/ddoe/files/pdf/History_Clarifications.pdf for a list of essential questions that the Delaware Department of Education has deemed to be in alignment with the standards.)

What effect did the Louisiana Purchase have on the United States?

Knowledge and Skills (This should include key knowledge and skills that students will acquire as a result of this unit. Ex: difference between a primary and secondary source, historians use different sources. It should also include what students will eventually be able to do as a result of such knowledge and skill Ex: analyze a primary source document).

Students will know that one event in history always leads to another event. Students will be able to identify the effect the Louisiana Purchase had on the United States.

(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 effect did the Louisiana Purchase have on the United States?

Prior Knowledge

Students should have a basic understanding of the geographical size of the United States just prior to the purchase of the Louisiana Territory. Students should have a working chronology of the expansion of the US from the first colonies to a nation stretching from the Atlantic to the Mississippi River. Students should also have a working knowledge of the birth of the United States of America from colonization to a new nation.

Scenario

Students will apply knowledge gained throughout the unit towards writing an article for a newspaper informing the citizens of America about the key points of the Louisiana Purchase. Students will gain this knowledge through readings, a web quest, and class discussions.

Requirements

The Louisiana Purchase: Expanding America's Boundaries by Magdalena Alagna- ISBN#:0-8239-4039-X (available through DE Public Libraries)

Computers for pairs or small groups of students

Anticipation Guide (Handout 1)

Overhead copy of Road Map for reading (Handout 2)

Copies of Road Map for The Louisiana Purchase: Expanding America's Boundaries (1 copy per student)

Copy of WebQuest (Handout 3)

Copies of writing prompt (Handout 4)

Copies of End-of-Unit Final Paper Handout 5)

Final Product

Writing Prompt:

Write a newspaper article informing American citizens of the Louisiana Purchase. Be sure to include the key leaders of the deal, the purchase price, what happened to the size of the United States, and how this began the Westward Expansion Movement.

Rubric(s) (Be sure to align your rubric to the benchmark. A student should not be able to score well on a rubric if he or she has not mastered the standard/benchmark itself.)

2 points: Response shows a thorough about the facts surrounding the Louisiana Purchase and gives an accurate, detailed description of the effect it had on the immediate growth of the nation.

1 point: Response shows some knowledge about the facts surrounding the Louisiana Purchase and gives a limited description of the effect it had on the immediate growth of the nation.

0 points: Inaccurate

Note: This assignment lends itself well to assessing student writing. It is suggested that the Delaware State Writing Rubric be used for scoring purposes.

Other Evidence (This could include tests, quizzes, prompts, student work samples, and observations used to collect diverse evidence of student understanding.)

Completed anticipation guide at the conclusion of the unit, student participation in class discussions and whole group road map activity, webquest

Student Self-Assessment and Reflection (This should include opportunities for students to monitor their own learning. Ex: reflection journals, learning logs, pre- and post-tests, editing own work.)

Anticipation guide

Lesson # 1
Accessing Prior Knowledge/ Setting the Stage

Author(s)

Tracie Brewer and Jennifer Wolford

Lesson Description: Students will begin this unit by completing an anticipation guide regarding the Louisiana Purchase. It will review the chronology of events prior to the purchase. The overall goal is for students to access prior knowledge in order to better understand this event in history.

Time Required: Approximately 1 day

Essential Question Addressed: What do we already know about the Louisiana Purchase?

Enduring Understanding: Students will continue to refer to the anticipation guide throughout this unit; however, after this particular lesson, students will have a working knowledge that the Louisiana Purchase occurred after the signing of the Constitution and that the country was united.

Materials: Handout 1: Anticipation Guide

Procedures:

1. Copy History Standard 1 on the board for students to see. Inform students that this is the standard they will be addressing in this unit of study. History Standard 1: Students will study historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors.

2. Review with students the key events they have studied up to this point. Be sure to review them chronologically. (i.e.- colonization, Revolutionary War, independence from British Control, becoming a United Nation, etc). It is important that students are familiar with the chronology of the events studied prior to this unit.

3. Give an overview of this unit, including the topic: The Louisiana Purchase; the goal of the unit: To write a newspaper article informing citizens about the key ideas and important details involved with the Louisiana Purchase; a synopsis of activities they will be completing throughout the unit: anticipation guide, road mapping a chapter of a book, a web quest, and the final writing assignment.

4. Explain that this fits into History Standard 1 because they will be examining the order of events that takes place as well as draw conclusions about effects the Louisiana Purchase had on the United States.

5. Pass out Handout 1: Anticipation Guide to students.

6. Tell them that they will be keeping this document throughout the unit and will use it daily to reflect on what they have learned after each day's activity. Tell them it is KEY to keep it in a safe place so that they can refer to it every day.

7. Instruct students to read the statements in the center of the page and to check agree or disagree in the columns to the left of the statements. Stress that many of the ideas may not be at all familiar since they have not yet studied this material, but this activity will allow them to self-reflect on new knowledge they have gained as the unit goes on. (Note: it may be a good idea to read the statements aloud to the students this first time since many of the names may be unfamiliar to them.)

8. Once they have completed the anticipation guide, have them put it in a folder until they need it again.

Debrief: Once all students have put the anticipation guide away, ask them to turn and talk to a partner. The focus question: What do we already know (or think we already know) about the Louisiana Purchase?

Formative Assessment (“Check for Understanding”): Since this is a lesson geared only towards accessing prior knowledge, there is no formal assessment. However, it is highly encouraged for the teacher to monitor student pairs as they discuss the debrief question. Having a paper to jot down notes about ideas many students seem to already know or misconceptions students have would be beneficial for monitoring understanding throughout the unit.

Did you consider the following unit design principles?

IP – International education perspective

IL – Information Literacy

WR – Workplace readiness/21st century skills

Handout 1

Name: _____ Date: _____

Louisiana Purchase

Agree/Disagree Anticipation Guide

Before Unit Study

After Unit Study

Agree	Disagree	Statements about the Topic	Agree	Disagree
		The Louisiana Purchase occurred when President Jefferson bought what is today the state of Louisiana.		
		The Louisiana Purchase gave America control of the Mississippi River and the port of New Orleans.		
		The United States bought the Louisiana Territory from Spain.		
		Napoleon Bonaparte was Emperor of France during the time of the Louisiana Purchase.		
		The United States, in the beginning, only wanted to buy New Orleans so they could store their goods there.		
		The French and Britains were at war during this time.		
		Napoleon sold the Louisiana Territory for \$150,000.00		
		Louisiana Purchase allowed Americans to settle the western frontier.		
		The Louisiana Purchase tripled the size of the United States.		
		All Americans citizens agrees the Louisiana Purchase was a good idea.		
		After the Louisiana Purchase the Louisiana Territory, President Jefferson sent an expedition of men out west to map out the new land.		

Directions: Read the statements about the topic in the center of the chart. Before beginning this unit, think about whether or not you agree with the statements and place a check in the appropriate box under the "Before Unit Study" heading. As we go through the unit, think about the information you've learned and whether or not it changed your opinion about any of the statements about the topic. Then, place a check in the appropriate agree/disagree box under the "After Unit Study" heading.

Lesson # 2
Title of the Lesson

Author(s)

Tracie Brewer and Jennifer Wolford

Lesson Description: Students will complete a road map as the teacher reads aloud from the book The Louisiana Purchase: Expanding America's Boundaries. Students will work with small groups or partners and independently on this assignment.

Time Required: 1 class period

Essential Question Addressed: What are some effects the Louisiana Purchase had on the United States?

Enduring Understanding: The Louisiana Purchase doubled the size of the United States. It opened the Port of New Orleans to Americans on the Mississippi River which impacted trade relations. It also was the gateway towards westward expansion from west of the Mississippi to the Pacific Ocean.

Materials: Handout 2: Road Map to The Louisiana Purchase: Expanding America's Borders
Book- The Louisiana Purchase: Expanding America's Borders by Magdalena Alagna (ISBN# 0-8239-4039-X)

Procedures:

1. Explain to the class that you will be reading the introductory chapter in the book The Louisiana Purchase: Expanding America's Borders.
2. Set the purpose: Explain that as you read, students will be working independently and with partners to complete a road map of the chapter. They will receive a handout and it will give them instructions as to what to do and what information to listen for.
3. Pass out Handout 2: Road Map to The Louisiana Purchase: Expanding America's Boundaries
4. Ask students to think about the anticipation guide they started in the previous day's lesson. Tell them to think about the Louisiana Purchase and to follow the first "stop" on the road map. (Write a question they have about the Louisiana Purchase on the road map.)
5. Provide students with time to complete the first "stop". After students have written a question, direct them to go to the 2nd "stop" and read the directions in the oval.
6. Read page 4. Allow time for students to discuss with their partners the answers to the questions posed in the 2nd stop. (Who was the US president responsible for the Louisiana Purchase?- Thomas Jefferson. From what country did he purchase it?- France)
7. After students have discussed the above questions with their partners, have them answer the questions in the rectangle for "stop" 2 independently. (What happened to the size of the United States? – it nearly doubled. What was the land that was purchased known as?- the Louisiana Territory.)
8. After students have completed step 7, have them read the next "stop" on the road map. Read page 5 and allow time for students to discuss and record their responses to the question posed in arrow. (Why

was having control of the port in New Orleans so important to the United States?- The port was important for trade. Whoever owned that land could sail from the Gulf of Mexico to the Mississippi River. The port of New Orleans could also be used as a point of deposit, a place to store goods. This was important because goods could be warehoused until they were ready to be shipped.)

9. Once students complete this step, have them read the last “stop” on the road map. Read page 7 and have students work together to complete the last step. (List 3 other effects the Louisiana Purchase had on the New Nation.- A continuation of westward expansion, the United States would gain respect in Europe, it tested the powers of the Constitution: something that had not been done yet)

Debrief: Have students look back at the question they wrote prior to reading this chapter. Ask them to consider whether they learned the answer to their question. Give them time to discuss with their partners. Once they finish this, bring the groups back together. Ask them what effects the Louisiana Purchase had on the United States. (Doubled land size, opened up trade through the port of New Orleans, westward expansion grew, tested the powers of the Constitution, and was gained respect of Europe)

Formative Assessment (“Check for Understanding”): Students should take out the anticipation guide from lesson 1 and review statements to see if there are any new ones they can agree/disagree with up to this point.

Did you consider the following unit design principles?

IP – International education perspective

IL – Information Literacy

WR – Workplace readiness/21st century skills

FA – Formative assessment, used to check for understanding

DI- Differentiated Instruction

UDL– Universal Design for Learning

TL – Technology Literacy

Handout 2

Road Map to The Louisiana Purchase: Expanding America's Boundaries

1st: Write a question you have about the Louisiana Purchase. with your partner(s):

Louisiana

country

3rd: After discussing with your partner(s), Answer the following questions independently: the port

- a) What happened to the size of the US? important to
- b) What was the land that was purchased with your known as? partner(s). Record your ideas.

a. _____

b. _____

5th: After I read page 7, you and your partner(s) need to list three other effects the Louisiana Purchase had on the United States.

1. _____

2. _____

3. _____

2nd: Follow as I read page 4.

Discuss

Who was the US President responsible for the

Purchase? From which

he purchase it?

4th: As I read page 5, think about why having control of

of New Orleans was so

the United States? Discuss

NOTES: _____

Lesson # 3

Author(s)

Tracie Brewer and Jennifer Wolford

Lesson Description: Students will be working in groups to complete a webquest in a jigsaw-type activity. They will share information they gathered with their groupmates about key points of the Louisiana Purchase.

Time Required: 2 class periods

Essential Question Addressed: How did the Louisiana Purchase change the way of life for American citizens?

Enduring Understanding: Students will describe the effects the Louisiana Purchase had on the growth of the nation and acquire background information preparing them for a study on Westward Expansion.

Materials:

Computers

Handout 3: Webquest Directions (1 per group)

Procedures:

1. Students will need to be placed into groups of 4
2. Explain to them that each member of the group will be assigned a role for this webquest. The roles are: reporter, historian, geographer, and French Official
3. Tell students that each role has a different set of questions. Each student must use the website at the bottom of the webquest to research and answer their questions.
4. Once everyone from the group has completed their research, students should report to their group members the questions they had and the answers they found. This is a time for them to discuss their thoughts on the information that was gained through this activity. They need to be encouraged to ask each other questions when something is unclear to them.
5. While students are reporting back to each other, walk around and monitor discussions. Some students may just read their questions and answers and not engage in further discussion. Take time to ask them "why do you think" questions. EXAMPLES (Do you think that was a good price? Why?; Do you think Napoleon was happy with the outcome of the Louisiana Purchase? Why?; etc) Encourage groupmates to join in the discussions, no matter who is reporting out.
6. Pull students back into a whole-group structure. Remind them that this activity started with the question "How did the Louisiana Purchase change the way of life for American citizens?"

Tell them they have had an opportunity to research and share information with their groupmates. Now they should work as a group to develop a paragraph describing how the answers to the questions they answered may have impacted the way of life for American citizens. Be explicit in telling students that they will need to make inferences from the information they gathered. They will need to defend their reasonings with facts. Allot sufficient time for your students to complete this part of the activity.

Debrief:

After students have written a group paragraph, write the essential question on the board: "How did the Louisiana Purchase change the way of life for American Citizens?" Have groups share out their paragraphs. Be sure that students give reasons supporting their conclusions, and if they do not, ask them what makes them feel this way?

Formative Assessment (“Check for Understanding”): Students should return to their anticipation guide and check agree/disagree with the after unit study column. Collect and use as an assessment for learning. After reading through the students’ paper, clear up any misconceptions they may still have before they complete the end-of-unit assessment.

Did you consider the following unit design principles?

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Louisiana Purchase WebQuest

The Louisiana Purchase was a milestone event in the growth of our nation in the 19th Century. It was an important event in American history that shaped the US as we know it. In this WebQuest, you will work with a group, each of you assuming a different role in your research of this historical event. Together, you will work to answer the following question:

How did the Louisiana Purchase change the way of life for American citizens?

Roles

Reporter-

Questions to consider- From whom did the US purchase the Louisiana Territory?
What was the purchase price?
When did it take place?

Geographer -

Questions to consider-

What were the boundaries of the US prior to the LA Purchase?
Why was it important for the US citizens to have access to the Mississippi

River?

What happened to the size of the United States after the Louisiana

Purchase?

Historian-

Questions to consider-

Who were the key figures in the Louisiana Purchase?
Whose names are found at the bottom of the Treaty between the United
and Republic of France?
What was the appeal of exploring the West for President Jefferson?

States

French Official-

Questions to consider-

Describe Napoleon Bonaparte's plans for the land he ended up selling.
Why did he give up this land?
What are the main reasons he decided to sell the land to the United States?
<http://www.gatewayno.com/History/LaPurchase.html>

End-of-Unit Assessment

Handout 4

End-of-Unit Assessment: Writing Prompt

On the attached paper, write a newspaper article informing American Citizens in the early 1800s of the Louisiana Purchase. Be sure to include the key figures responsible for the deal, the purchase price, what happened to the size of the United States, and how this deal effected westward expansion.

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