

3: Fast Facts

Based on the Louisiana quarter reverse



OBJECTIVE:

Students will describe the growth and change in America as related to the Louisiana Purchase and the Lewis and Clark Expedition.



MATERIALS:

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Louisiana quarter reverse
- The “Fast Facts” worksheet
- The “Louisiana Questionnaire” worksheet
- The “Changing America” map
- Colored pencils
- Class map or desk maps of the United States of America



PREPARATIONS:

- Review the worksheet and map.
- Make copies of the “Fast Facts” sheet and map (1 per student).
- Make copies of the “Louisiana Questionnaire” worksheet (1 per student)
- Make copies of the “Changing America” map (1 per student)



GROUPINGS:

- Small groups
- Individual work



CLASS TIME:

1 60-minute session



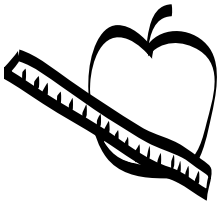
CONNECTIONS:

- Social Studies
- Language Arts
- Mathematics



TERMS AND CONCEPTS:

- The Louisiana Purchase
- The Corps of Discovery



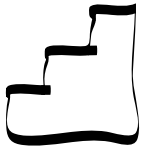
Using Map Skills



BACKGROUND KNOWLEDGE:

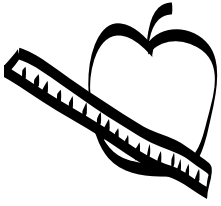
Students should have a basic knowledge of:

- The formation of the United States of America
- Map elements and cardinal directions
- U.S. geography (state names)



STEPS:

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state if available.
2. Explain to students that the design was specially chosen to represent the state of Louisiana, its history, and its contribution to the United States of America. Display the overhead transparency or photocopy of the Louisiana quarter reverse.
3. Ask students to brainstorm about the Louisiana quarter design in small groups for five or ten minutes. One student per group should record the group's findings on chart paper. Ask the students to consider:
 - What pictures appear on the coin and what do you think they might represent?
 - What words appear prominently on the coin and what do you think they mean?
 - Why do you think the pictures and words on the coin were chosen? What things or events might the coin be representing? What might be important about Louisiana?
4. Have each group share one or two ideas they had during their brainstorming session. Students will post their charts on the board next to the Louisiana quarter reverse image. Review and expand on the students' understanding of "pioneer" using the Louisiana quarter reverse as an example.
5. Share visual aids that illustrate findings of the Corps of Discovery such as pictures of porcupines, elk, passenger pigeons, cranberries, prickly pears, etc. Explain that these items had never been seen by our "Founding Fathers" before the Purchase and exploration of the Louisiana Territory.
6. Pass out the "Fast Facts" sheet, one per student. Read the information together as a class, stopping to review challenging vocabulary when necessary.
7. Have the students answer the questions on the "Louisiana Questionnaire" after reading the "Fast Facts" sheet.
8. As students complete the "Louisiana Questionnaire" worksheet, give each a copy of the "Changing America" map and colored pencils. If necessary, allow the students to complete unfinished work at home.



Fast Facts

9. Check the worksheets and maps for accuracy. Discuss what was learned, referring again to the enlargement of the Louisiana quarter. When appropriate to the curriculum, quiz students to verify their understanding.

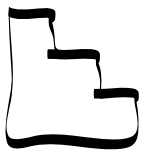


ENRICHMENTS/EXTENSIONS:

Have students imagine that they are a reporter in 1803 who has just heard about the Louisiana Purchase. Using the facts that they have learned, ask them to write an article to inform Americans what this purchase might mean to the United States of America. They should also include reasons why America should fund the Corps of Discovery.

Have students hypothesize and write about what life would be like if the United States had never acquired the Louisiana Territory.

Have students conduct an independent research project on how the state of Louisiana took on its current shape.



DIFFERENTIATED LEARNING OPTIONS:

- Teachers can create further challenging questions related to this topic. Ideas may include:
 - Why was the Louisiana Territory a “surprise” purchase?
 - How many total states made up the United States after the Louisiana Purchase?
 - Why was the name “Corps of Discovery” chosen?
- Teachers can opt to have some students research the Louisiana Purchase independently or in small groups, and present their findings to the class.
- Record the Fast Fact sheet on tape and have students read along with it.

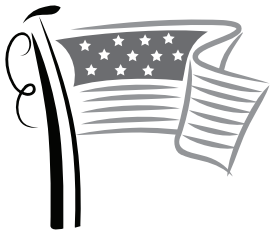


HPC CONNECTIONS

Interested in exploring further the Louisiana Territory? Then take a trip back in the HPC time machine to explore this area with Lewis and Clark and their guide, Sacagawea.

Then you can read all about the coin that commemorates the Corps of Discovery in May 2001’s Coin of the Month in the “Coin News” area.

Or you can read all about the golden dollar, which celebrates Sacagawea’s important role in the expedition! Find it under “The Coins Are Coming” in the “Coin News” area.



Fast Facts

About the Louisiana Purchase



SURPRISE PURCHASE

In 1803, France owned the Louisiana Territory—the entire Mississippi River, its tributaries, and all the land that it drained, including the city at its mouth, New Orleans. Thomas Jefferson needed the Mississippi river to move goods.

The best he could hope for was to strike a bargain with France's emperor, Napoleon Bonaparte—but Jefferson got more than he bargained for!

Jefferson sent an envoy to France to buy some land outside New Orleans. At first, Napoleon ignored Jefferson's envoy. He was too busy dreaming of a French empire in the New World, based on the island of Haiti in the Caribbean.

But when the Haitians revolted and defeated the French army, Napoleon's scheme crumbled and the Louisiana Territory no longer seemed like such a prize. He realized that the land would be worth more to him if he sold it to raise money for his upcoming war with England.

So Jefferson, hoping only to gain some land and river rights, suddenly found himself being offered the entire Louisiana Territory! He jumped at the chance to add more than 800,000 square miles of land to the United States—and for a mere \$15 million. Since there are 640 acres in a square mile, the rate was only about 4 cents per acre!

SCOPE OF THE TERRITORY

The United States became almost twice as big by adding the Louisiana Territory. At the time of the purchase in 1803, there were 17 states in the Union. The last to join was Ohio, which became a state on March 1 of the same year. The territory was eventually divided into fifteen more states or parts of states: Arkansas, Colo-

rado, Iowa, Kansas, Louisiana, Minnesota, Missouri, Montana, Nebraska, North and South Dakota, New Mexico, Oklahoma, Texas, and Wyoming.

EXPLORING THE NEW LAND

Many people hoped that there was a waterway to the west coast that would make it easier for the world to trade with China. This waterway was called "the Northwest Passage."

President Jefferson had already been planning an expedition to the west coast of North America to look for such a waterway. That's why his group of explorers—the Lewis and Clark Expedition—started their expedition near St. Louis, Missouri, in 1804, less than one year after the land had been purchased.

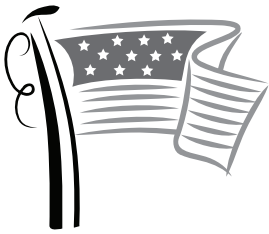
The mission, as Jefferson planned it, would have taken the expedition through lands owned by France and Spain. But with the purchase of the Louisiana Territory, most of the survey would include lands now owned by the United States.

Calling itself the "Corps of Discovery," the expedition had two more goals: to find out and report all it could about the area's land, waterways, animals, plants, and people (Native Americans); and to make friends with the tribes, giving peace medals as gifts to their leaders. The Corps carried a letter from Jefferson pledging "the faith of the United States" to pay back anyone who helped the expedition by providing goods and services.

By the time the Corps returned in 1806, its members had used all its skills—making maps, studying plants, translating languages, and more. The world's knowledge of these new lands was forever enriched by the daring work of the Lewis and Clark expedition.

NAME _____

DATE _____

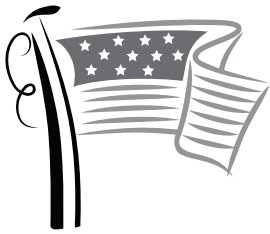


Louisiana Questionnaire

1. What country sold the Louisiana Territory to the United States?
_____ In what year? _____
2. How many square miles were added to the United States through the purchase of the Louisiana Territory? _____
3. How many states comprised the United States before the purchase? _____
4. What was the price of the Louisiana Territory? _____
5. What was the average price per acre? _____
6. How many full acres could you buy for a quarter? _____
7. The city of New Orleans is about 115,840 acres. How much would New Orleans cost at that price? _____
8. List the fifteen states or parts of states that were eventually created from the Louisiana Territory (in alphabetical order):

9. Name three things that Jefferson wanted the Corps of Discovery to accomplish.

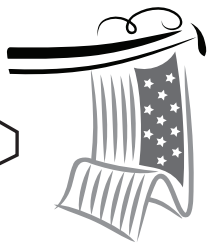
10. How long did the Lewis and Clark expedition last? _____



Changing America Map

INSTRUCTIONS:

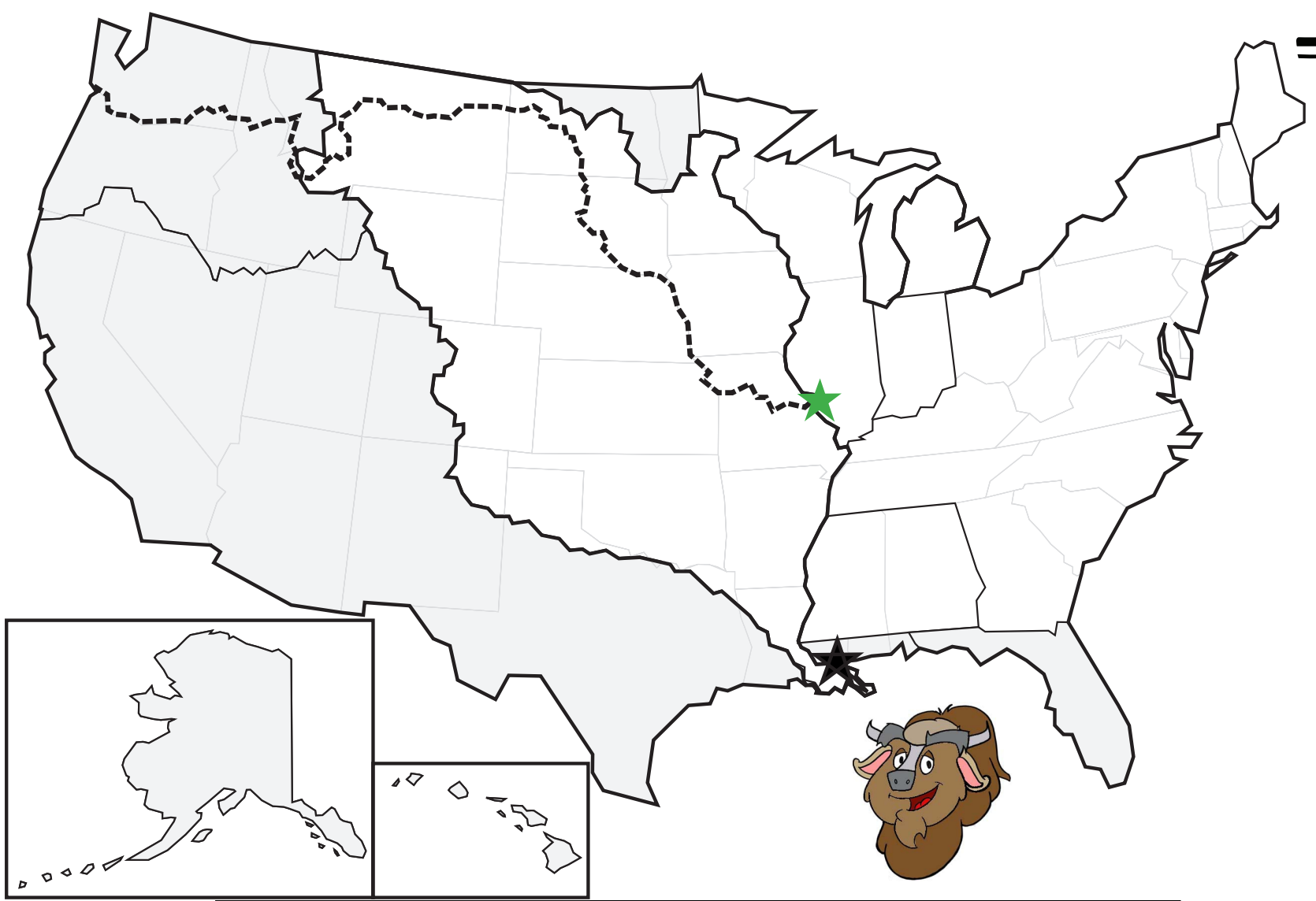
1. Lightly color in the Louisiana Territory and its box in the map key.
2. Using another color, outline each state that was created (in full or in part) from the Louisiana Territory. Label each state with its name.
3. Using a third color, lightly color in the area that the United States of America owned before the Purchase in 1803. Color in its box in the map key.
4. Using a fourth color, trace the route that the Lewis and Clark expedition took across the North American continent. Using the same color, color the route's symbol in the map key.









NAME _____

DATE _____

Changing America Map



MAP KEY

- | | |
|---|---|
|  Owned by U.S. before 1803 |  Route of Expedition |
|  Not owned by U.S. in 1803 |  New Orleans |
|  Louisiana Territory |  St. Louis, Missouri |



Louisiana Quarter Reverse

