

## Section 2

Step-by-Step Instruction

### Review and Preview

Students have learned about the early settlement of the United States. Now they will focus on the territorial expansion during Jefferson's presidency.

### Section Focus Question

#### What was the importance of the purchase and exploration of the Louisiana Territory?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: It greatly increased the size of the nation.*)

### Prepare to Read

#### Build Background Knowledge

L2

Have students turn to the political map of the United States on p. 316 of the Student Edition. Explain to students that the United States once only extended from the east coast to the Mississippi River. Have them trace their finger over the boundaries of this territory. Ask students to suggest ways that the country would be different today if it were still only made up of this territory. Use the Give One, Get One participation strategy (TE, p. T25) to elicit responses.

#### Set a Purpose

L2

- Form students into pairs or groups of four. Distribute the Reading Readiness Guide. Ask students to fill in the first two columns of the chart.

All in One Teaching Resources, Unit 3, Reading Readiness Guide, p. 48

- Use the Numbered Heads strategy (TE, p. T24) to call on students to share one piece of information they already know and one piece of information they want to know. The students will return to these worksheets later.



#### The Louisiana Territory

“[The Missouri River] passes through a rich fertile and one of the most beautifully picturesque countries that I ever beheld. . . . Innumerable herds of living animals are seen. . . . Its lofty and open forests are the habitation of myriads of the feathered tribes.”

—Meriwether Lewis, journal entry describing the Louisiana Territory, 1805

◀ Many Indian nations lived in the Louisiana Territory.

## The Louisiana Purchase

#### Objectives

- Explain the importance of New Orleans and the crisis over its port.
- Describe how the United States gained the Louisiana Purchase.
- Discuss Lewis and Clark's expedition.

#### Reading Skill

**Distinguish Events in Sequence** As you read, it will help you to identify events that occur at about the same time in different locations. Ask yourself if these events share a common cause. Was there any advantage for people to make these events happen at the same time? Would faster communication have changed the sequence at all?

#### Key Terms and People

expedition Meriwether Lewis William Clark continental divide Zebulon Pike

**Why It Matters** Jefferson focused on reducing the power and size of the federal government. But his foreign policy was more expansive. President Jefferson expanded the country's borders far to the west.

**Section Focus Question:** What was the importance of the purchase and exploration of the Louisiana Territory?

#### The Nation Looks West

The tide of westward settlement speeded up in the years after the United States won independence. By 1800, more than one million settlers lived between the Appalachian Mountains and the Mississippi River.

Most western settlers were farmers. Because there were few roads in the West, they relied on the Mississippi River to ship their crops to the port at New Orleans. From there, the goods were loaded on ships and carried to markets in the East.

Spain, which controlled the Mississippi and New Orleans, had several times threatened to close the port to American ships. To prevent this from happening again, in 1795 the United States negotiated a treaty with Spain. The Pinckney Treaty guaranteed the Americans' right to ship their goods down the Mississippi to New Orleans. There, they could be stored until they were transferred to ocean-going ships for the journey east.

For a time, Americans shipped their goods through New Orleans peacefully. Then, in 1801, a crisis developed. Jefferson discovered that Spain had secretly given New Orleans and the rest of its Louisiana Territory to France.

314 Chapter 9 The Era of Thomas Jefferson

### Differentiated Instruction

#### L3 Advanced Readers

**Predicting** Have students work in pairs. Have each select a major event from this section and assume either it had not occurred or that it had a different outcome. (For example, what if the revolution led by

#### L3 Gifted and Talented

L'Ouverture in Haiti had not occurred?) Have each pair give a brief newscast in which they predict how subsequent events in American history might have been different.

Jefferson was alarmed by this development. The French ruler, Napoleon Bonaparte, had already set out to conquer Europe. Jefferson feared that he now intended to make France the **dominant** power in America as well. If Napoleon controlled Louisiana, the westward expansion of the United States would be blocked.

**Checkpoint** What important right did the United States gain with the Pinckney Treaty of 1795?

## Buying Louisiana

Even before the transfer of Louisiana to France took place, America's position in Louisiana was threatened. In 1802, the Spanish governor of Louisiana withdrew the right of Americans to ship their goods through New Orleans. Westerners exploded in anger. They demanded that Jefferson go to war to win back their rights.

The situation was explosive. What would happen, Jefferson worried, when the French took over New Orleans?

**A Surprise Offer** The President decided the best approach was to try to buy the city of New Orleans from the French. He sent his friend James Monroe to France to make a deal. Monroe had the help of Robert Livingston, the American minister in Paris. Jefferson instructed the two men to buy New Orleans and a territory to the east called West Florida.

In Paris, the Americans discovered an **altered** situation. A revolution led by Toussaint L'Ouverture (too SAN loo vehr TYOOR) had driven the French from their Caribbean colony of Haiti. Without Haiti as a base, the French would have trouble defending Louisiana in the event of a war. At the same time, tensions between France and Britain were again on the rise. War was looming and Napoleon needed money to support the war effort. France offered to sell the United States not only New Orleans but the *entire* Louisiana Territory.

It would take months to get Jefferson's advice. So Livingston and Monroe agreed to buy the whole Louisiana Territory for \$15 million—about 4 cents an acre. This included an enormous area stretching from the Gulf of Mexico to Canada and from the Mississippi River to the Rocky Mountains.

### Haitian Independence

Toussaint L'Ouverture (right) helped lead the Haitian struggle to expel the French. **Critical Thinking: Analyze Cause and Effect** Why would France have trouble defending Louisiana if it did not control Haiti?

### Vocabulary Builder

**dominant** (DAHM uh nunt)  
**adj.** dominating; ruling; prevailing

### Vocabulary Builder

**alter** (AWL ter) **v.** to change in some way; to make different



Section 2 The Louisiana Purchase 315

## Vocabulary Builder

Use the information below to teach students this section's high-use words.

### High-Use Word Definition and Sample Sentence

<b>dominant</b> , p. 315	<b>adj.</b> dominating; ruling; prevailing Although people came to colonial America from many countries, the English language became <b>dominant</b> .
<b>alter</b> , p. 315	<b>v.</b> to change in some way; to make different Cornwallis's decision to camp on the Yorktown peninsula <b>altered</b> the course of the American Revolution.

## Teach

### The Nation Looks West

p. 314

#### Instruction

■ **Vocabulary Builder** Before teaching this section, preteach the High-Use Words **dominant** and **alter** before reading, using the strategy on TE p. T21.

**Key Terms** Have students continue to fill in the See It—Remember It chart for the Key Terms in this chapter.

■ To help students better understand the concept of expansion, which is important to the understanding of this section, use the concept lesson on expansion.

**All in One Teaching Resources, Unit 3**, Concept Lesson, p. 59; Concept Organizer, p. 7

■ Read The Nation Looks West with students, using the Partner Paragraph Shrinking reading strategy (TE, p. T23).

■ **Ask: How did most American farmers get their crops to market?** (They shipped the goods to New Orleans down the Mississippi River.)

■ **Ask: What effect do you think Spain's closing of the port of New Orleans had on the American economy?** (Possible answer: The economy probably would have declined because farmers could not make as much money and therefore would have less money to buy other goods and services in the United States.)

#### Independent Practice

Have students begin filling in the study guide for this section.

**Interactive Reading and Notetaking Study Guide**, Chapter 9, Section 2 (Adapted Version also available.)

## Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students realize the economic importance of New Orleans to farmers and to the nation.

### Answers

✓ **Checkpoint** the right to ship goods down the Mississippi River to New Orleans

**Analyze Cause and Effect** France would not have a place to station soldiers or an easy way to communicate with the leaders in Louisiana. It would be forced to ship people and goods across the Atlantic Ocean.

## Buying Louisiana

p. 315

### Instruction


L2

- Have students refer to the map on this page as they read *Buying Louisiana*.
- Ask: **What did the American ambassadors intend to do in France?** (They intended to negotiate the purchase of New Orleans.)
- Ask students what they would have done had they been the ambassadors to France—would they have decided to purchase the entire Louisiana Territory? Have them explain why or why not. (Students' answers will vary but should reflect an understanding that the price was very reasonable. Some may think that Jefferson should have been consulted first.)
- Show the Expansion of the United States transparency and overlay. Have students work with a partner to answer the questions and then have them share their answers with the class.

**Color Transparencies,** Expansion of the United States

### Independent Practice


Have students continue filling in the study guide for this section.


 **Interactive Reading and Notetaking Study Guide,** Chapter 9, Section 2 (Adapted Version also available.)

### Monitor Progress


- As students fill in the Notetaking Study Guide, make sure individuals understand the complexity of the Louisiana Purchase. If students do not seem to have a good understanding of the material, have them reread the section.

### Answers


 **Checkpoint** Jefferson knew that the Constitution did not specifically grant a President the right to buy land from foreign powers.

 (a) Mississippi, Arkansas, Rio Grande (b) The Spanish might fear Pike was spying for America, since his route was so far into their territory.

316 Chapter 9



## Exploring the Louisiana Purchase



After buying the Louisiana Territory in 1803, Thomas Jefferson was eager to have it explored and mapped.

**(a) Read a Map Key** Along which rivers did Zebulon Pike travel?


**(b) Make Predictions** Based on the map, how might the Spanish have felt about the explorations of Pike?

**MapMaster online**  
**For:** Interactive map  
**Visit:** PHSchool.com  
**Web Code:** myp-3052

The Louisiana Purchase proved an amazing bargain for the United States. Its area almost doubled the size of the country. Although largely unexplored, the region clearly had millions of acres of fertile farmland and other natural resources. Ownership of Louisiana gave the United States control of the Mississippi River. As Livingston put it, "From this day, the United States take their place among the powers of the first rank."

**Jefferson's Dilemma** Jefferson was delighted with the deal. At the same time, he had a serious problem. The Constitution nowhere states that the President has the power to buy land from a foreign country. Adding the huge Louisiana Territory would dramatically change the character of the nation.

In the end, Jefferson decided that he did have authority to buy Louisiana. The Constitution, he reasoned, allowed the President to make treaties. The Senate approved the treaty and Congress quickly voted to pay for the land.

 **Checkpoint** Why did President Jefferson hesitate to approve the purchase of the Louisiana Territory?

316 Chapter 9 The Era of Thomas Jefferson

### Differentiated Instruction

**L1** English Language Learners    **L1** Less Proficient Readers    **L1** Special Needs

**Describe** Ask students to describe the map in their own words. Descriptions may be oral or written. Ask students to answer the following questions in their descriptions:

- What area does the map show?

- Who are the explorers identified on the map?
- How can you tell what route they took?
- What part of the United States did the explorers cover?



## Lewis and Clark Explore the West

In January 1803, even before the United States had bought Louisiana, Jefferson convinced Congress to spend \$2,500 on a western expedition (eks puh DĪSH uhn). An **expedition** is a long and carefully organized journey.

Jefferson chose army captain **Meriwether Lewis** to lead the exploration. Lewis chose **William Clark**, also an army officer, as his coleader. The men were ordered to report back on the geography, plants, animals, and other natural features of the region.

The expedition also had other goals. Jefferson wanted Lewis and Clark to make contact with Native Americans who lived in the Louisiana Territory. The President also wanted Lewis and Clark to find out if a waterway existed between the Mississippi River and the Pacific Ocean.

**Into the Unknown** In the spring of 1804, Lewis and Clark left St. Louis and headed up the Missouri River. Their three boats carried tons of supplies and about 40 men. Most were Americans, although there were several French Canadians. The expedition also included an enslaved African American named York.

In mid-July, the party reached the mouth of the Platte River, a powerful tributary that flows into the Missouri. In early August, they met Native Americans for the first time. Three weeks later, the expedition reached the eastern edge of the Great Plains.

## Lewis and Clark Explore the West

p. 317

### Instruction

L2

- Have students read Lewis and Clark Explore the West. Remind students to look for the sequence of events.
- Ask: **What were the goals of the Lewis and Clark expedition?** (*Lewis and Clark were to report on the geography and natural resources, to establish an American claim to the land west of the Rocky Mountains, and to make contact with Native Americans of the region.*)
- Review with students the number of men and boats that went on the long journey (*40 men and 3 boats*). Have students brainstorm for the types of supplies that might have been important to take on the journey (*examples: hunting weapons, fresh water, warm clothing*).
- Assign Connections With Economics: Mandan Traders worksheet. Have students complete the activity and then discuss how Lewis and Clark benefited from staying with the Mandan people.

**All in One Teaching Resources, Unit 3, Mandan Traders, p. 52**

- Ask: **Why did the Spanish fear Zebulon Pike's explorations?** (*They were afraid Pike was a spy, helping America to take over the region.*)
- Ask students to think about what they know about the Southwest. Ask them to predict what may have interested Americans in the area. (*Possible answer: natural resources and the prospect of having more land available for expansion.*)

### Links Across Time

#### Exploration


**1804–1806** Lewis and Clark explored the lands of the Louisiana Purchase. Their journals, maps, and drawings inspired the rapid settlement of the West.

**1960s** American explorers ventured into the “new frontier” of outer space. On July 20, 1969, the United States became the first nation to land a man on the moon. People around the world watched the landing on television.

#### Link to Today

**Exploration Today** The United States has sent additional missions to the moon and beyond. What kinds of exploration are going on today?

**For:** Recent activities of the U.S. space program  
**Visit:** PHSchool.com  
**Web Code:** mvc-3052



1969 American astronaut Buzz Aldrin (shown here) and Neil Armstrong landed on the moon.

Section 2 The Louisiana Purchase 317

### Economic Background

**Problems for York** When the Lewis and Clark expedition returned to the United States, each expedition member received double the payment of money and land he was promised at the start of the trip—except York. He received no payment at all

since all his work was property of his master. Although York enjoyed much freedom and equal treatment on the journey, he was not granted his freedom until 10 years after the expedition ended.


## Explore More Video

### Discovery School Video

This video reveals the hardships experienced by Lewis and Clark and the other men of their expedition as they traveled thousands of miles from St. Louis to the Pacific Ocean and back. It mentions the two long winters during which the explorers had to camp and the difficult trip around the Great Falls of the Missouri River. It also presents the role of Sacagawea, the Native American woman who joined the expedition that first winter and helped guide the explorers.

### Independent Practice

Have students complete the study guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 9, Section 2 (Adapted Version also available.)

### Monitor Progress

- Check Notetaking Study Guide entries for student understanding of the difficulties and importance of the Lewis and Clark expedition.
- Tell students to fill in the last column of the Reading Readiness Guide. Ask them to consider whether what they learned was what they expected to learn.

 **Teaching Resources, Unit 3**, Reading Readiness Guide, p. 48

### Answer

**Apply Information** Lewis and Clark faced extreme cold, rough waters, and difficult travel against strong currents.



### Explore More Video

To learn more about Lewis and Clark's expedition, view the video.

**Lewis and Clark: A Hard Journey** At times during their travel up the Missouri River, members of the Lewis and Clark party had to carry their boats around rapids and falls. Here, Sacagawea, Clark, Lewis, and York examine the Great Falls in present-day Montana. **Critical Thinking: Apply Information** What other hazards did Lewis and Clark face on their river voyages?



In late October 1804, the expedition reached the territory of the Mandan people, in what is now North Dakota. Lewis and Clark decided to camp there for the winter. They were joined in camp by a French Canadian trader and his wife, a Native American named Sacagawea (sahk uh juh WEE uh). She was a Shoshone (shoh SHOH nee) who would travel with them and serve as translator.

**Crossing the Rockies** In April 1805, the party set out again. By summer they were in what is now Montana. They began to climb the Rockies. By August, they had reached the Continental Divide. A **continental divide is the place on a continent that separates river systems flowing in opposite directions**. The view to the west was beautiful but also deeply disappointing. Lewis had hoped to see a wide river that would take the group to the Pacific. Instead, all he saw were "immense ranges of mountains still to the west."

The next day, Lewis met a group of Shoshone warriors. When Sacagawea arrived to interpret, she was astonished to see that the Shoshone chief was her brother. She jumped up and threw her arms around him. Thanks to Sacagawea, the Shoshones agreed to sell the expedition horses that were needed to cross the mountains.

**At the Pacific** On the west side of the Rockies, Lewis and Clark reached the Columbia River. Here, they stopped to build canoes for the downriver voyage. At one point, they had to cross a 55-mile stretch of rapids and rough water. Finally, through a dense early November fog, they saw the Pacific Ocean.

### Differentiated Instruction

#### L3 Advanced Readers

**Dramatizing Events** Have students work in a group to create a shadow puppet play dramatizing Lewis and Clark's expedition. After student groups have finished creating the puppets and writing a script, they

#### L3 Gifted and Talented

should present their plays to the class.

 **Teaching Resources, Unit 3**, On the Road With Lewis and Clark, p. 53

The travelers spent the wet and gloomy winter of 1805–1806 near the point where the Columbia River flows into the Pacific. They began the return journey in March 1806. It took the party half a year to return to St. Louis. Their return, however, brought the American people a new awareness of a rich and beautiful part of the continent.

**Pike's Expedition** At the same time that Lewis and Clark were trekking back home, other Americans also hoped to learn more about the West. From 1805 to 1807, **Zebulon Pike** explored the southern part of the Louisiana Territory.

Pike led an expedition due west to the Rocky Mountains. There, he tried to climb a mountain that rose out of the Colorado plains. He made it about two thirds of the way to the top. Standing in snow up to his waist, he was forced to turn back. Today, this mountain is known as Pikes Peak.

Pike's return route took him into Spanish New Mexico. Early in 1807, Spanish troops arrested the members of the party as spies. The Spanish feared Pike was gathering information so that the Americans could take over the region. After several months of captivity, the men were released and escorted back to the United States. As the Spanish had feared, Pike's reports about the Spanish borderlands created great American interest in the region.

**Checkpoint** What goals did President Jefferson set for Lewis and Clark's expedition?

**Looking Back and Ahead** Lewis and Clark and Pike gave the United States detailed knowledge of the West. However, Americans had little time to digest this information. They soon found themselves caught up again in Europe's conflicts.



### Distinguish Events in Sequence

What do the words "at the same time" tell you about the sequence of events? What was happening at the same time?

## Section 2 | Check Your Progress

### Comprehension and Critical Thinking

- (a) **Recall** Why was New Orleans important to the United States?  
(b) **Identify Benefits** What was the significance of the Louisiana Purchase?
- (a) **Identify** Who was Sacagawea, and how was she important to the success of the Lewis and Clark expedition?  
(b) **Compare and Contrast** How was Pike's expedition similar to that of Lewis and Clark's? How was it different?



### Reading Skill

- Distinguish Events in Sequence** Describe how the sequence of Lewis and Clark's expedition related to that of Zebulon Pike.

### Key Terms

- Draw a table with two rows and two columns. In the first column, list the key terms from this section: **expedition, continental divide**. In the next column, write the definition of each word.

### Progress Monitoring

**For:** Self-test with instant help  
**Visit:** PHSchool.com  
**Web Code:** mya-3052

### Writing

- Use this section and the following items to write a thesis statement about the life of Meriwether Lewis. **Items:** Born in 1774; Virginian; family friend of Jefferson; in 1792 asked by Jefferson to lead exploration of the Northwest; with Clark led expedition through Louisiana Territory; was appointed governor of Louisiana Territory in 1808; died mysteriously in 1809.

Section 2 The Louisiana Purchase 319

## Section 2 Check Your Progress

- (a) New Orleans was a major trading center for farmers.  
(b) The Louisiana Purchase expanded the nation and gave the United States control over New Orleans and all of the Mississippi River.
- (a) Sacagawea was a Shoshone Native American who served as a guide and interpreter for the expedition.  
(b) Both explored the Louisiana Territory, but Pike explored the southern

region while Lewis and Clark explored the northern region. Pike was not as successful as Lewis and Clark, having been captured and returned to the east by Spanish troops.

- Answers should include details about the departure, success, and dangers of each expedition in the proper sequence.
- Students' charts should include an accurate definition of the key terms.
- Students should include the highlights from the life of Lewis in their thesis.

## Assess and Reteach

### Assess Progress L2

Have students complete Check Your Progress. Administer the Section Quiz.

**All in One Teaching Resources**, Section Quiz, Chapter 9, p. 61

To further assess student understanding, use the Progress Monitoring Transparency.

### Progress Monitoring Transparencies, Chapter 9, Section 2

### Reteach L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide.



**Interactive Reading and Notetaking Study Guide**, Chapter 9, Section 2 (Adapted Version also available.)

### Extend L3

Have students read the excerpts from the journals of Lewis and Clark on the Primary Sources CD-ROM. Then ask students to rewrite the description of the team's expedition on pp. 317–319 in the form of journal entries.



**Primary Sources CD-ROM**, Diary: The Journals of Lewis and Clark

### Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

## Answers



**Reading Skill** They tell you that two events were happening at the same time. Livingston and Monroe had made a deal with the French. At the same time, there was a revolution in Haiti that overthrew French colonialism.

**Checkpoint** Lewis and Clark were to report on the resources of the West, to make contact with Native Americans, and to establish claim to the land west of the Rockies.