

Objectives:

1. Students will describe the significance of the Louisiana Purchase and its impact on Native Americans.
2. Students will use sentence frames to analyze a hypothetical situation about the Louisiana Purchase.
3. Students will evaluate arguments about moral decisions based on self-interest vs. the interest of a group.
4. Students will evaluate historical decisions based on competing interests and make moral decisions based on cost/benefit (pro/con) evaluations.

Lesson Summary

This lesson is designed to engage students in the question of whether it is ok to accept money and land from an invader in order to protect yourself and the interests of your family.

Procedure

1. Launch/Do Now: Students will study a map of the Louisiana Purchase and read the section on pages 235-236 in the Holt textbook entitled Louisiana. Then they will answer the following questions:
 - a. What country did Thomas Jefferson purchase Louisiana from?
 - b. How much did he pay for the land?
 - c. Why did Napoleon sell the land for such a cheap price?
 - d. What is the land worth in today's dollars? (refer to chart on page 239)
 - e. Do you think he asked the Natives who lived on the land if he could purchase the land from them?
2. Pair/Share: Students will share with their shoulder partners their responses to the questions in the Launch.
3. Students will shade in the area of the Louisiana Purchase on a US map. They will also answer the questions:
 - a. How will the Native Americans be impacted by this purchase?
 - b. Do you think this purchase is legal?
 - c. Why was Jefferson conflicted about whether to buy the land?
4. Students will get into groups and Round Robin their answers to the above questions.
5. Finally students will look at a hypothetical situation in which they must decide to sell their land to the U.S. government or not. First they will fill out a T-chart about the pros and cons of selling their land. Then they will use sentence frames to discuss the situation and decide whether or not to sell their land.
6. At the end of the discussion have students move to opposite sides of the room based upon their decision to sell their land or not.

7. Homework: Imagine you are a native living somewhere in the newly acquired Louisiana Purchase. The government is willing to pay you to move off your land and into territory the U.S. does not own. Will you take the money or stay on the land of your ancestors?