

# The Louisiana Purchase Lesson Plan

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## **I Lesson Plan Summary**

**a.) summary:** At the beginning of the class the students will watch a unitedstreaming.com video on the Louisiana Purchase. Next read a section from a World Book encyclopedia article or chapter 16 section 2 in the Call to Freedom textbook. Then the class will participate in an open discussion of the reasons for the Louisiana Purchase and how it affected the United States. Next the students will work on a black line map and they will show the territory gained and the states that eventually evolved in the new territory. Finally the students will complete a short essay using a DBQ on the Louisiana Purchase.

**b.) objectives:**

- 1.) Describe how and why the Louisiana Purchase took place.
- 2.) Identify the new territory acquired by the U. S. as a result of the Purchase.
- 3.) Summarize the long term effects of the Purchase.

**c.) Grade level:** 6<sup>th</sup> - 8<sup>th</sup> grade

**d.) Lesson time:** Two ninety minute class periods

**e.) Materials:**

- CD Rom of the unitedstreaming.com – Westward Strategy : The Louisiana Purchase and the Lewis and Clark Expedition
- Class set of the World Book article on The Louisiana Purchase (optional)(online)(appendix)
- Call to Freedom textbook chapter 16.2
- Transparency of the Louisiana Purchase completed map
- Student copies of the black line map of the new territory
- Color pencils
- Student copies of the DBQ

## **II Procedures**

### Day One

- a.)** Bell ringer activity ( 5min.) What country was in control of New Orleans in 1762
- b.)** Show the unitedstreaming video on the Louisiana Purchase.
- c.)** Discuss the video and question students on information covered by the video.
- d.)** As a class read World Book article(appendix) or in The Call to Freedom textbook. (choose one)
- e.)** Assign for homework the Spotlight on the Louisiana Purchase on page 305 of the Call to Freedom textbook. Students will develop a survey that shows whether people agree or

disagree with Jefferson's decision to purchase the new territory and survey 3-5 adults for an opinion.

## Day Two

- a.) Discuss the results of the survey they did for homework. Place tally marks on the board and see what the majority thinks about the issue.
- b.) Give the students copies of the black line map (appendix) and tell them to fill in the names of the original states as well as the states created in the new territory. They should also label the physical features. They will need to know this when they do the next lesson "Lewis and Clark".
- c.) Project the transparency of the completed map and tell the students to check their maps for accuracy.
- d.) Complete the DBQ: The Louisiana Purchase([www.polk-fl.net/tah](http://www.polk-fl.net/tah)) (appendix)

### III Assessments

- a.) Class discussion
- b.) Contents of the survey questions and answered surveys
- c.) Completed and labeled black line map of the Louisiana Purchase( appendix)
- d.) Answers on the DBQ
- e.) The essay written at the end of the DBQ.

### IV Resources

- a.) Call to Freedom textbook ( Holt Rinehart Winston)
- b.) [www.worldbook.com](http://www.worldbook.com)
- c.) [www.unitedstreaming.com](http://www.unitedstreaming.com)
- d.) DBQ = loc.gov, google.com, yahoo.com,

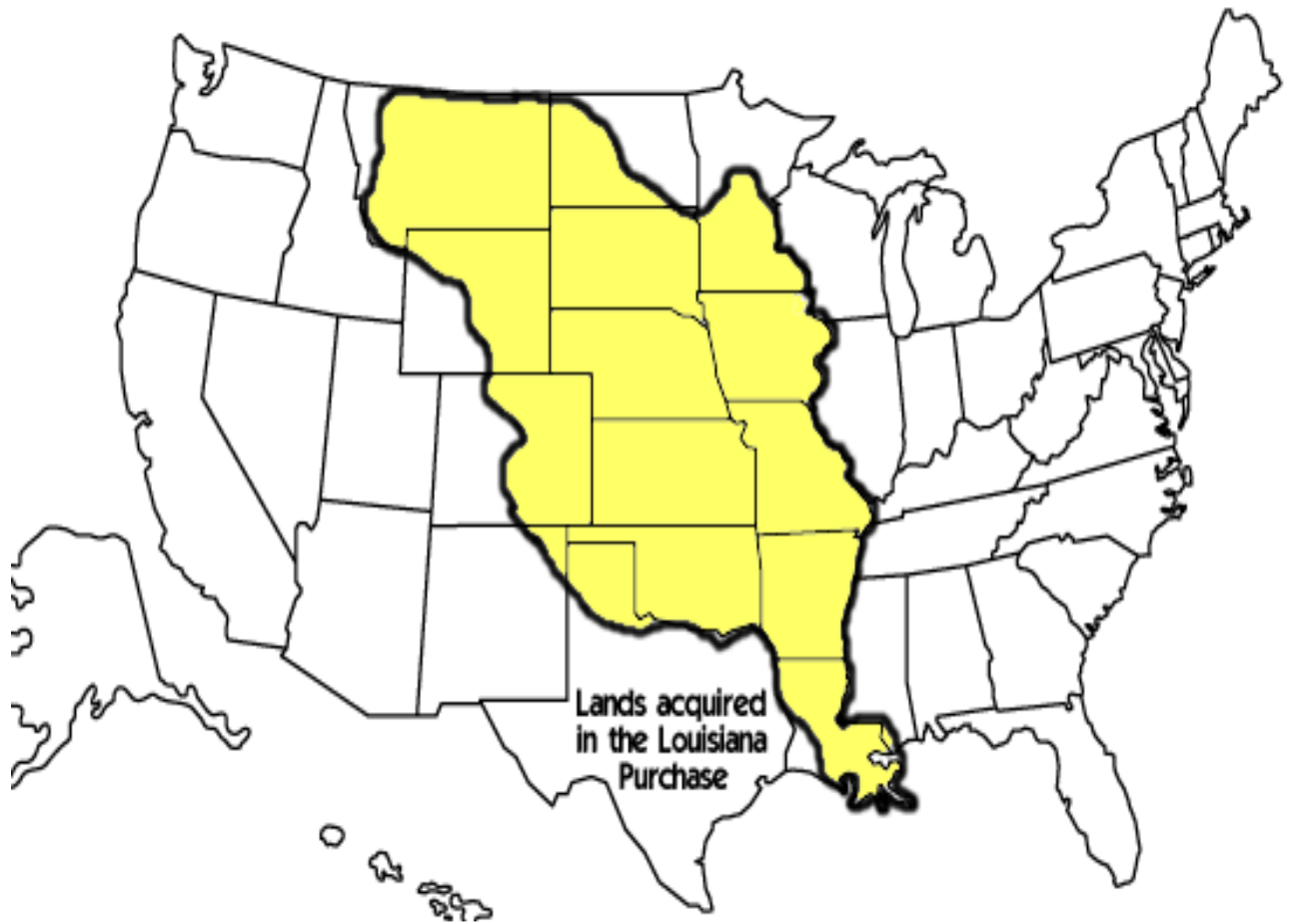
### V Appendix

- a.) black line map
- b.) completed map
- c.) DBQ Louisiana Purchase

# THE LOUISIANA PURCHASE

Black line map master

**Directions:** Label the states that were there before and after the Louisiana Purchase. Label and color the physical features.



# The Louisiana Purchase

Completed map

