

Chapter 8

Louisiana from Colony to Territory to State

Pages 212-237

Section 1

The United States Purchases

Louisiana

Pages 216-220

Section 2

The Territorial Period:

Leadership and Challenges

Pages 221-227

Section 3

Statehood and Early Government

Pages 228-235

Chapter Review

Pages 236-237

Discussion

Ask students: What is the difference between a colony and a territory? (*A colony is an area controlled [governed] by another country and populated, at least in part, by settlers from that country. By contrast, a territory is an area within the recognized boundaries of a country and is therefore subject to the laws of that country.*) What is the difference between a territory and a state? (*In a federal system, a state is a political subunit of the country with the power to make laws and enforce laws while also having representation at the national level. By contrast, a territory does not have lawmaking authority and is subject to the laws passed at the national level.*)

CHAPTER

8

Louisiana from Colony to Territory to State



Chapter Preview

People

Antonio Sedella (Père Antoine), Thomas Jefferson, Thomas Pinckney, Pierre Clément de Laussat, William Charles Cole Claiborne, James Wilkinson, Aaron Burr, Charles (a slave), Andrew Jackson, Edward Michael Pakenham, Jean Lafitte, John Quincy Adams, Henry Clay

Places

Republic of West Florida

Terms

Pinckney's Treaty, abolition, Treaty of San Ildefonso, Louisiana Purchase, Adams-Onís Treaty, filibustering, dueling, manumission, impressment, Battle of New Orleans, Electoral College, Corrupt Bargain

Father Antonio Sedella was born in Spain and came to Louisiana in 1781. During the Spanish colonial period, priests were supported by the Spanish king, and they often became involved in political issues. Sedella became the acting pastor of the St. Louis Cathedral in 1785, but he had disagreements with other priests and some political officials. A fellow priest convinced Governor Esteban Miró to send Sedella back to Spain to face charges of misconduct. Like Bienville before him, Sedella spent several years gathering evidence and defending his conduct. His efforts paid off. He was cleared of all charges and was allowed to return to Louisiana in 1795.

Sedella, whom many people called Père (Father) Antoine, returned just as disagreements about who controlled access to the Mississippi River were causing tensions between Spain and the United States. Spain closed docks and warehouses to American traders several times before 1803.

The United States realized how important the river and the port at New Orleans had become to its citizens. In 1795, the United States and Spain signed a three-year treaty ensuring American access to the port of New Orleans. The Spanish closed the river to U.S. shipping again in 1802, so President Thomas Jefferson decided to take action. His determination and some unforeseen international events allowed the United States to purchase Louisiana in 1803.

212

Did You Know?

Father Antonio Sedella was not the priest's given name. He was born in Sedella, Spain, and attached his place of birth to his Christian name.

Notes

In Other Words

corps—a group of people who are involved in some activity

philharmonic—a symphony orchestra

portico—a row of columns supporting a roof at the entrance of a building

Using Geography Skills: Political Geography

Project a map of the continental United States onto a screen or Smart Board such as the one found at this website: www.freeusandworldmaps.com/images/USPrintable/USA52BlankBWPrint.jpg. Ask students to locate and identify the eight new states that entered the Union between 1800 and 1830.

Using the Internet

Have students go to <http://woman-warriors.wordpress.com/2011/08/23/lydia-latrobe-roosevelt-steams-to-new-orleans-in-the-steamboat-new-orleans/> to read about the fascinating adventures of Lydia Latrobe Roosevelt as she traveled with her husband—owner of the steamship *New Orleans*—on their trip from Pittsburgh to New Orleans.

Did You Know?

The “Tom Thumb,” the first American-built locomotive, traveled on the nation’s first railroad, the Baltimore & Ohio (B&O) Railroad—a sixteen-mile-long stretch of tracks.

Signs of the Times



U.S. Expansion

Between 1800 and 1830, eight new states were added to the sixteen that had reached statehood in the 1700s. The new states were Ohio, 1803; Louisiana, 1812; Indiana, 1815; Mississippi, 1817; Illinois, 1818; Alabama, 1819; Maine, 1820; and Missouri, 1821.

Exploration

President Thomas Jefferson sent a Corps of Discovery, led by Meriwether Lewis and William Clark, to explore the new Louisiana Territory. This Lewis and Clark Expedition left St. Louis in 1804, reached the Pacific Ocean in November of 1805, and returned to St. Louis in September of 1806.



Music

In 1810, the first regular orchestra in the United States, the Boston Philharmonic Society, was formed.

On September 14, 1814, U.S. soldiers at Fort McHenry in Baltimore, Maryland, raised a huge United States flag to celebrate a victory over the British in the War of 1812. The sight of those “broad stripes and bright stars” inspired Francis Scott Key to write “The Star-Spangled Banner.”

Literature

Washington Irving’s “The Legend of Sleepy Hollow” and “Rip Van Winkle” were published in 1819. James Fenimore Cooper’s *The Last of the Mohicans* was published in 1826. Other popular books were *Grimm’s Fairy Tales* (1812) and Mary W. Shelley’s *Frankenstein* (1819). Noah Webster published the first American English dictionary in 1828.

Transportation

Robert Fulton demonstrated the promising future of the steamboat when his *Clermont* traveled from New York City to Albany, New York, in 1807. In 1812, the *New Orleans* became the first steamboat to reach the city of New Orleans. It began its journey in Pittsburgh, Pennsylvania, and survived one of the strongest earthquakes ever recorded in the United States before reaching New Orleans.

“Tom Thumb,” the first American-built steam locomotive used on a common-carrier railroad, was built in 1830.

Architecture

After eight years of construction, President John Adams moved into the unfinished President’s House in Washington, DC, in 1800. The British set fire to the house in 1814, and it was rebuilt in time for President James Monroe to occupy it in 1817. The South Portico was constructed during Monroe’s administration, and Andrew Jackson oversaw the addition of the North Portico in 1829. Called at various times the President’s House, President’s Palace, and Executive Mansion, it was officially named the White House in 1901.

Notes

Section 1

The United States Purchases Louisiana

INTRODUCE

Outline

- A. Pinckney's Treaty
- B. International Events and Intrigue
- C. The Louisiana Purchase

Materials

Textbook, pages 216-220

Student Workbook

Teacher Tech DVD

Lesson Plan

Guided Reading, 8-1

mystatehistory.com

Online Textbook

Bellringer: Physical Geography

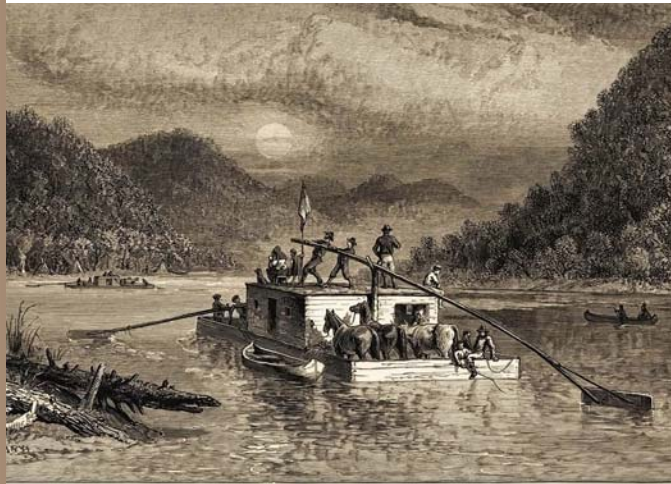
Project a map of the Mississippi River valley onto a screen or Smart Board such as the one found at this website: http://en.wikipedia.org/wiki/Mississippi_River#mediaviewer/File:Mississippirivermapnew.jpg. Ask students to identify the Mississippi River tributaries that Kentucky and Tennessee frontier settlers might have used on their way to New Orleans. (*Green River, Kentucky River, Ohio River, Cumberland River, and Tennessee River*)

Section 1

The United States Purchases Louisiana

As you read, look for

- ▶ the value of Pinckney's Treaty to those who used the Mississippi River for transportation and trade;
- ▶ how Napoleon's failure to regain control of Saint-Domingue led to his sale of Louisiana to the United States;
- ▶ the orderly transfer of Louisiana from Spain to France to the United States;
- ▶ the importance of the Louisiana Purchase to our young nation;
- ▶ terms: **Pinckney's Treaty, abolition, Treaty of San Ildefonso, Louisiana Purchase, Adams-Onís Treaty.**



Above: This wood engraving by Alfred R. Waud depicts a "Kentucky Boat" on the Ohio River around 1788.

Tennessee. These traders had to offload their barges and boats and find other ships willing to carry their cargo out into the Gulf and, from there, to Europe, the Caribbean, or ports along the East Coast of the United States.

Migrants of English descent began coming to Louisiana in larger numbers after 1787. Even those who did not settle permanently in Louisiana began to depend on the Mississippi River as a transportation route for the goods they grew and produced. The Americans and the Spanish disagreed about the borders that separated Spain and the United States. The Spanish were also sometimes uncooperative with U.S. citizens who wanted to use the port at New Orleans. Frontier settlers floated downriver toward New Orleans on barges filled with goods from upriver states like Kentucky and Tennessee.

216

Social Studies Standard 1—Historical Thinking Skills

Students use information and concepts to analyze, interpret, and draw conclusions from historical events.

8.1.2 Construct and interpret a timeline of key events in Louisiana history and describe how they connect to United States and world events

Pinckney's Treaty

By the early 1790s, it was clear to the U.S. government that the Mississippi River was an essential trade route for Americans, but a formal agreement with Spain took years to achieve. In 1795, U.S. representative Thomas Pinckney successfully negotiated a treaty that bears his name.

Pinckney's Treaty gave the nation much of what it wanted, including the right for Americans to trade and deposit goods in New Orleans. The terms were to be renegotiated after three years.

The Spanish attempted to close the river to American traders one final time in 1802, but international events ruined this last attempt to control the Mississippi. This action also pushed events in Louisiana toward a surprising conclusion.

International Events and Intrigue

The French Revolution and the slave revolt in Saint-Domingue had begun in 1789 and 1791 respectively. By 1794, France had abolished slavery both at home and in its colonies, including in Saint-Domingue, but fighting continued in both places. France was engaged in numerous wars for much of the next two decades. The chaos changed borders in Europe and also led to the rise of an ambitious military leader.

Napoleon Bonaparte was born on the island of Corsica and became head of the French army in Italy. He won many prominent battles and

became well known. Because of his fame as a military leader and his *audacity* (boldness, daring) as a political one, Napoleon became first consul of France in 1799. By 1802 he was named consul for life. This, however, did not diminish his ambition to control as much territory as possible.

Because Napoleon's ambitions were so large, he needed huge sums of money to pay for his military campaigns. One of his plans included regaining control of the former French colony of Saint-Domingue. Before the slave revolution began, Saint-Domingue had been one of France's most valuable colonial possessions. Despite the **abolition** (official ending) of slavery by France in 1794, Napoleon planned to re-establish slavery on the island and put the former slaves back to work on sugar and coffee plantations. He would use the profits to pay for his military campaigns.



Above: Thomas Pinckney **Left:** Napoleon Bonaparte in his study.

217

Social Studies Standard 2—Key Events, Ideas and People

Students analyze how the contributions of key events, ideas, and people influenced the development of modern Louisiana.

8.2.2 Explain the importance of the Mississippi River as it relates to historical events throughout Louisiana's history

8.2.3 Analyze push-pull factors for migration/settlement patterns of Louisiana's inhabitants from French colonization to statehood in 1812

8.2.5 Analyze causes and effects of major events and evaluate their impact on the growth and development of Louisiana

Reading Comprehension: False Statement Made True

Ask students to read about Pinckney's Treaty on this page of the textbook. Then share with your students the false statement below, asking them to rewrite it so that it is true.

In 1795, Thomas Pinckney successfully negotiated a treaty with France giving Americans the right to trade goods in Baton Rouge. (*Spain, trade and deposit goods, New Orleans*)

Discussion

The most famous slogan of the French Revolution was *Liberté, Égalité, Fraternité*—"Liberty, Equality, Fraternity." Ask students: Which one of these three terms (ideas) do you think would have been most appealing to the slaves in Saint-Domingue?

History through Video

Share with your students this animated biographical video (2:58) on Napoleon Bonaparte as found at this website: www.biography.com/people/napoleon-9420291.

Higher Level Thinking

Ask students: When Napoleon Bonaparte named himself consul for life, what type of government did he effectively establish in France? (*dictatorship*)

Section 2

The Territorial Period: Leadership and Challenges

As you read, look for

- ▶ personal and administrative challenges facing Territorial Governor William C. C. Claiborne;
- ▶ the mysterious schemes of Aaron Burr that threatened to destabilize the new territory;
- ▶ how the Florida Parishes came to be part of Louisiana;
- ▶ troubles involving free people of color and slaves in the new territory;
- ▶ terms: **filibustering**, **dueling**, **manumission**.

Because the Purchase happened so rapidly, President Jefferson had to act quickly to find a leader for Louisiana. He asked three men, who turned him down, before asking William Charles Cole Claiborne. Jefferson knew and liked Claiborne. In the *contentious* (controversial) presidential campaign for the election of 1804, Claiborne had supported Jefferson for the presidency. Because Claiborne was stationed nearby as governor of the Mississippi Territory in 1803, he was also a convenient choice. Many people were not sure he was the best choice, particularly because he spoke no French or Spanish. This meant that the person who was put in charge of Louisiana had no ability to communicate directly with the vast majority of the population.

Lagniappe

On December 20, 1803, William C. C. Claiborne issued a proclamation to clarify to the people of New Orleans their new citizenship status. Though Claiborne spoke only English, his proclamation was printed in English, French, and Spanish. His printed signature was also given in three languages: as William C. C. Claiborne, Guillaume C. C. Claiborne, and Guillermo C. C. Claiborne.



Social Studies Standard 1—Historical Thinking Skills

See page T198

Standard 2—Key Events, Ideas and People

Students analyze how the contributions of key events, ideas, and people influenced the development of modern Louisiana.

8.2.2 Explain the importance of the Mississippi River as it relates to historical events throughout Louisiana's history

8.2.5 Analyze causes and effects of major events and evaluate their impact on the growth and development of Louisiana

Section 2

The Territorial Period: Leadership and Challenges

INTRODUCE

Outline

- A. Administrative Challenges and Change
- B. The Burr Conspiracy
- C. West Florida Rebellion
- D. Free People of Color and Slaves
- E. The 1811 Slave Revolt

Materials

Textbook, pages 221-227

Student Workbook

Teacher Tech DVD

Lesson Plan

Guided Reading, 8-2

mystatehistory.com

Online Textbook

Bellringer

Ask students: In your opinion, what types of issues might arise when the United States takes control of the Louisiana Territory?

Did You Know?

William C. C. Claiborne was the youngest member (age 22) ever elected to the U.S. House of Representatives. Even though he did not meet the age requirement, the Fifth Congress chose to seat him.

Discussion

Ask students: What is the age requirement for serving in the U.S. House of Representatives? (25) What article and section of the U.S. Constitution specifies the age requirement for the U.S. House? (*Article I, Section Two*)

In Other Words

in the wake of—as a result of

Higher Level Thinking

According to Theodore Roosevelt, who became U.S. president in 1901, there was “no more despicable character” in American history than General James Wilkinson. Ask students to make a prediction about the nature of Wilkinson’s misconduct (found later in the chapter) that might have led Roosevelt to this harsh judgment.

Did You Know?

These were the twelve counties in the Territory of Orleans: Acadia County, Attakapas County, Concordia County, German Coast County, Iberville County, Lafourche County, Natchitoches County, Opelousas County, Orleans County, Ouachita County, Pointe Coupée County, Rapides County

Teacher Note

David O. Stewart’s book *American Emperor: Aaron Burr’s Challenge to Jefferson’s America* is a detailed biography of Burr’s life. Joseph J. Ellis’s book *Founding Brothers: The Revolutionary Generation* provides an excellent chapter on the feud and duel between Aaron Burr and Alexander Hamilton.

Discussion

Invite students to imagine it is 1803, and they are long-time residents of New Orleans. Ask students: What concerns would you have if a foreign power was taking over the city? Write this list of concerns on the board.



Lagniappe

Today, the term *to filibuster* is more likely to mean “to use delaying tactics to put off or prevent the passage of laws (particularly in the U.S. Senate).” The added meaning came into being late in the nineteenth century, when members of Congress who delayed passage of laws by conducting long speeches were compared to adventurers (filibusterers) who tried to overthrow legitimate rule.

Above: James Wilkinson. **Right:** Aaron Burr.

Claiborne’s co-commissioner and military commander was General James Wilkinson. Wilkinson too was a less-than-ideal choice. Although it was not widely known at the time, Wilkinson had been a secret agent for the Spanish since 1787 and had, at one time, sworn an oath of loyalty to the Spanish king. Despite their potential problems, these two men were the new leaders of Louisiana.

Jefferson directed Claiborne to make change slowly, but because Louisiana was still a colony, Claiborne had essentially unlimited powers. The Louisiana Purchase treaty included a promise that Louisiana “would be incorporated” into the United States and “admitted as soon as possible.” It was made a territory of the United States in 1804, with Claiborne appointed as territorial governor. That territorial status lasted for another eight years. Several events that took place during the territorial period remind us that, in addition to being a period of great change, it was also a time of uncertainty and unrest.

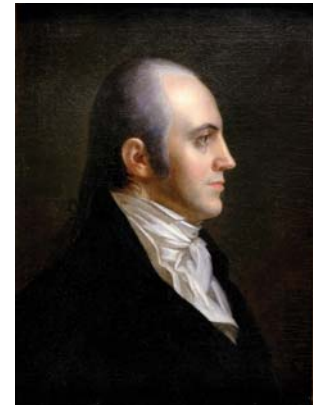
Administrative Challenges and Change

When Louisiana became a territory, Claiborne divided it into twelve administrative units, which he designated “counties.” By 1807, the territorial legislature, which included representatives who had lived in Louisiana long before the Purchase, changed those “counties” back to “parishes.” As a result, Louisiana is the only state with parishes rather than counties.

Laws too reflected compromise between American ideas and Louisiana’s French and Spanish colonial past. As we learned in Chapter 4, the 1808 Civil Code was based on France’s Napoleonic Code. In contrast, criminal law came to resemble the common law tradition more familiar throughout the rest of the United States.

The Burr Conspiracy

Louisiana was still a very unstable place in the territorial period. Those who wanted to evade the law or take part in a form of adventuring, called **filibustering** in the nineteenth century, looked toward Louisiana and its uncertain borders as a place of opportunity. One unlikely filibusterer was a former vice president of the United States, Aaron Burr. Though he served as vice president during Thomas Jefferson’s first term, Burr and Jefferson despised each other. As Jefferson prepared to run for reelection in 1804, he made it clear that Burr would not continue to serve as his second in command. In the wake of Jefferson’s rejection, Burr decided to run for governor of New York.



Teacher Note

A digitized copy of Claiborne’s proclamation can be found at this website: <http://congressarchives.tumblr.com/post/14508573239/on-december-20-1803-william-c-c-claiborne>.

Notes

In Other Words

inscribed—written

Did You Know?

As some of her charitable work, it is reported that Marie Laveau erected altars in the cells of condemned prisoners and comforted and prayed with them before they went to be hanged. She is also said to have nursed the sick and provided money for those who were in need.

Using Art

Have students go online and view the portraits of Marie Laveau that can be found there. Then have them attempt to create their own portraits of the Queen of Voodoo.

Enhancing Vocabulary

Have each student make a list of five adjectives that describe Marie Laveau. Compile the lists on the board to “paint” a picture in words of this colorful character.

Special FEATURE

The Queen of Voodoo: Marie Laveau

One of the most interesting people in New Orleans history is Marie Laveau, the Queen of Voodoo. Laveau was born on September 10, 1801, in New Orleans to *mulatto* (mixed race) parents. Marie was a free woman of color, the first in her mother’s family to be born free. Marie Laveau married Jacques Paris in 1819 at St. Louis Cathedral, and the couple had two daughters, although neither daughter lived a long life. After the death of her husband, Marie became known as “Widow Paris,” the name that is inscribed on her tombstone. Later in life, Marie had seven more children in her relationship with a man of French descent named Louis Glapion. Two of those children—both daughters—survived into adulthood.

Even though she was a devout Catholic, Marie Laveau is most famous for being the Queen of Voodoo in New Orleans from the 1820s until the 1860s. Voodoo developed from traditions rooted in Africa, Haiti, Cuba, Trinidad, and Brazil, and integrates the belief of one god, like in Christianity, with the belief in spirits. Folklore suggests that Marie Laveau sold charms, favors, and prophecies. In addition, she charged fees for communicating with the dead. Local legends connect Marie Laveau with basically anything unusual that happened during her lifetime in New Orleans, even though most of the stories cannot be proved. Near the end of her life, Marie Laveau gave up her position as Voodoo Queen and devoted her life to doing charitable work, such as meeting and praying with prisoners. She died on June 15, 1881.

To learn more about Marie Laveau, you can visit the Voodoo Museum in the French Quarter in New Orleans. Her tomb in St. Louis Cemetery Number 1 is also a popular tourist attraction. Is there anyone today who reminds you of Marie Laveau?

226

Notes

Section 3

Statehood and Early Government

INTRODUCE

Outline

- A. The War of 1812
- B. Andrew Jackson and the Battle of New Orleans
- C. Early Statehood: Distinctive but American
- D. The Rise of Andrew Jackson and the Corrupt Bargain

Materials

Textbook, pages 228-235

Student Workbook

Teacher Tech DVD

Lesson Plan

Guided Reading, 8-3

mystatehistory.com

Online Textbook

Bellringer

Ask students to list the seventeen states that had been admitted to the Union prior to Louisiana. (*By order of admission: Delaware, Pennsylvania, New Jersey, Georgia, Connecticut, Massachusetts, Maryland, South Carolina, New Hampshire, Virginia, New York, North Carolina, Rhode Island, Vermont, Kentucky, Tennessee, and Ohio*)

Section 3

Statehood and Early Government

As you read, look for

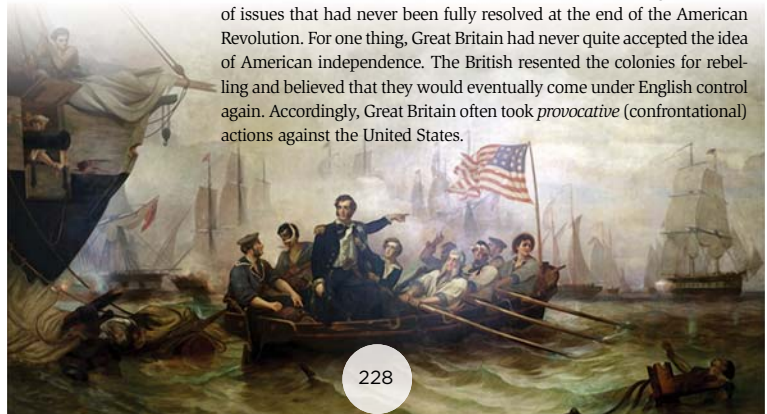
- ▶ the causes of the War of 1812;
- ▶ how the outcome of the Battle of New Orleans was both a national triumph for the United States and a personal victory for Andrew Jackson;
- ▶ the continuing political and cultural divide between Anglos and Creoles in the new state of Louisiana;
- ▶ how a “Corrupt Bargain” drew Louisiana citizens into national politics;
- ▶ terms: **impressment, Battle of New Orleans, Electoral College, Corrupt Bargain.**

A committee was appointed in 1811 to draft Louisiana’s first constitution. After several months of work, the document was translated from French into English and sent to the U.S. Congress for approval. Louisiana formally became the eighteenth state in the Union on April 30, 1812. Although this was an important moment, the uncertainty and unrest had not come to an end for the new state’s people. In fact, less than three months after Louisiana became a state, President James Madison declared war on Great Britain, and the War of 1812 began.

Bottom: This 1873 painting by William Henry Powell depicts the Battle of Lake Erie, one of the greatest American victories in the War of 1812. It hangs in the Senate Wing of the U.S. Capitol.

The War of 1812

The war between Great Britain and the United States began because of issues that had never been fully resolved at the end of the American Revolution. For one thing, Great Britain had never quite accepted the idea of American independence. The British resented the colonies for rebelling and believed that they would eventually come under English control again. Accordingly, Great Britain often took *provocative* (confrontational) actions against the United States.



228

Social Studies Standard 1—Historical Thinking Skills

See page T198

Standard 2—Key Events, Ideas and People

Students analyze how the contributions of key events, ideas, and people influenced the development of modern Louisiana.

8.2.5 Analyze causes and effects of major events and evaluate their impact on the growth and development of Louisiana

During this time, Great Britain had the world's largest and most powerful navy. However, being a British sailor was a hard and miserable job, and the British had a difficult time recruiting volunteers. One way they gained sailors was to overtake American ships at sea and *press* (force) the common sailors into service. This practice was called **impressment** and was one source of tension between the two nations.

The British had also agreed to abandon their forts near the borders of the United States at the end of the American Revolution, but they failed to honor this agreement. In fact, the British were using forts located along the U.S. border with Canada to *incite* (stir up) and support Native Americans, who began to attack settlers moving into frontier areas.

These mounting tensions ultimately resulted in a declaration of war. Once the war began, the British initiated a three-part strategy to defeat the United States. They first sought to take possession of cities and ports along the East Coast. Later, they planned to do the same thing along the coastal areas of the southern states. Finally, they planned to take control of the Gulf Coast and gain control of the all-important Mississippi River and its port at New Orleans.

Despite two years of fighting, by mid-1814 very little territorial control had been gained or lost by either side. The most spectacular event from the U.S. perspective occurred when the British took control of the nation's capital city, Washington, DC, in August 1814. The British burned many government buildings, including the White House. Despite the spectacular nature of this event, British forces did not keep control of the capital. Discouraged, both sides entered into peace negotiations. Those talks took place at Ghent, in the European country of Belgium.

In spite of this development, both sides continued to make and enact plans that focused on control of the Gulf Coast and Mississippi River.

Andrew Jackson and the Battle of New Orleans

Andrew Jackson, who would later become president of the United States, had a deep personal grudge against the British. His father died before he was born, and his mother and two brothers died during the American Revolution, leaving Jackson an orphan. During the war, he was captured by the British. A British officer ordered his young prisoner to shine his boots. When Jackson refused, the officer struck him in the face with a saber, scarring him for life. Jackson looked at the War of 1812 as an opportunity for *vengeance* (payback) for the damage done to him by the British.



Above: British troops also burned the U.S. Capitol during their attack on Washington, DC. **Below:** Young Andrew Jackson was scarred for life when he was struck by a saber for refusing to shine a British officer's boots.



229

Higher Level Thinking

Ask students: Why was impressment, at least in the short term, an effective means of gaining sailors for the British navy? (Once at sea, the impressed sailor had no option other than to accept his fate.)

Discussion

After identifying the causes of the War of 1812, ask students: Are British actions sufficient reason for the United States to declare war? Why?

Teacher Note

A full-length documentary (01:53:13) on the War of 1812 can be found at this website: <http://video.pbs.org/video/2089393539/>.

In Other Words

grudge—a strong feeling of anger toward someone that lasts for a long time

saber—a long heavy sword with a curved blade

Using Reading Skills: Analysis

Instruct students to read the textbook passage on the War of 1812 and have them identify and note (using complete sentences) the four causes of the conflict. (1. *Great Britain did not accept the outcome of the American Revolution, and they hoped to regain the colonies;* 2. *The British navy impressed American sailors into service;* 3. *The British refused to abandon forts along the United States border as they had agreed to do;* 4. *The British were inciting Native Americans to attack American settlers.*)

Engagement

Divide your class into three groups: doves, undecided, and hawks. Advise students that they are members of Congress, and they will be researching the causes of the War of 1812 prior to debating and voting on a declaration of war against Great Britain. The doves should seek evidence against a declaration of war while the hawks seek evidence in favor. The undecided students should search for the most compelling evidence. The next day, have the class (Congress) debate this issue giving ample time for all sides to present evidence. Near the end of class, have students vote on a declaration of war. Instruct students to vote their conscience rather than their assigned position.

Using Reading Skills: Organizing Information

Instruct students to read the passage leading up to and including the Battle of New Orleans. Next, have them create a table labeling the columns “Advantages” and “Disadvantages” and the rows “The British” and “The Americans.” They should fill in the table with relevant information. Student tables should contain this information.

THE BRITISH

Advantages

- 8,000 troops
- British soldiers well trained and equipped

Disadvantages

- Poor position located between the Mississippi River and a swamp

THE AMERICANS

Advantages

- Leadership of Andrew Jackson
- Fortified position behind a canal

Disadvantages

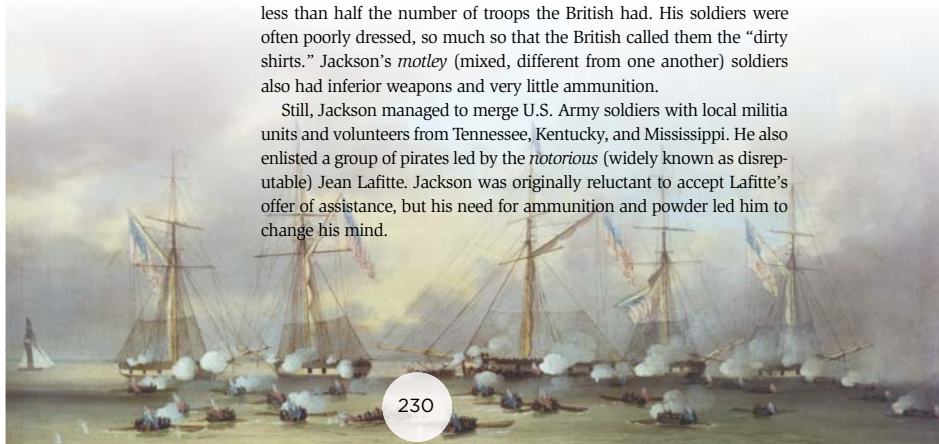
- An army less than half the size of the British force (<4,000)
- A combination of professional soldiers, local militia, and volunteers
- Poorly clothed and equipped

Higher Level Thinking

James Parton, the first biographer of Andrew Jackson, described Jackson this way: “He was a democratic autocrat, an urbane savage, an atrocious saint.” Ask your students to discuss the meaning of this quotation.



Above: Andrew Jackson at the Battle of New Orleans. **Below:** Though the British navy defeated the American flotilla in the December 1814 Battle of Lake Borgne, the Americans' brave defense of Lake Borgne delayed the landing of British troops. This gave General Andrew Jackson time to reinforce his army before the Battle of New Orleans.



230

After the Revolution, Jackson settled in Tennessee where he practiced law, became involved in politics, and bought and operated a plantation called The Hermitage. He also became a major general in the Tennessee militia. Jackson led his Tennessee troops into the War of 1812. He was particularly successful in fighting against Creek Indians who had been attacking settlers in Alabama. Jackson achieved a major victory against the Creek warriors at the Battle of Horseshoe Bend. As a result of that victory, the Creek nation ceded nearly 22,000,000 acres to the United States. These successes gained Jackson the title of major general in the U.S. Army. As such, he was ordered to take his troops toward New Orleans in late 1814 in anticipation of a British attack.

Advantages and Disadvantages for Both Sides

The British were indeed on their way to Louisiana. A force of approximately 8,000 well-equipped and experienced troops was to be led by General Sir Edward Michael Pakenham.

His troops arrived nearly two weeks ahead of their leader. Once Pakenham did join his troops in late December 1814, he was outraged by the position they had taken. He realized that the narrow strip of land the British had occupied gave their enemy undeniable advantages. In short, the British were stuck between the Mississippi River and a cypress swamp, leaving them very little room to *maneuver* (move) against the American forces.

If the British troops' poor location gave Jackson and his forces an advantage, he had many other disadvantages to overcome. Jackson had less than half the number of troops the British had. His soldiers were often poorly dressed, so much so that the British called them the “dirty shirts.” Jackson's *motley* (mixed, different from one another) soldiers also had inferior weapons and very little ammunition.

Still, Jackson managed to merge U.S. Army soldiers with local militia units and volunteers from Tennessee, Kentucky, and Mississippi. He also enlisted a group of pirates led by the *notorious* (widely known as disreputable) Jean Lafitte. Jackson was originally reluctant to accept Lafitte's offer of assistance, but his need for ammunition and powder led him to change his mind.

Did You Know?

Andrew Jackson was involved in several duels (estimated between five and one hundred). In one of the most famous, Charles Dickinson called Jackson a “coward,” alleging that Jackson had reneged on a horse bet. He also insulted Jackson's wife, Rachel. In their duel, Dickinson fired first. Jackson was wounded near his heart, but he calmly shot and killed his opponent.



Left: Ralph E. W. Earl painted this portrait of Andrew Jackson as a Tennessee Gentleman during his time as president. It is on display at The Hermitage, Jackson's Tennessee home.

Lagniappe

The office of secretary of state had indeed been a presidential training ground up to that time. Thomas Jefferson, James Madison, James Monroe, and John Quincy Adams had all served in that office before being elected president. After John Quincy Adams, only two more secretaries of state—Martin van Buren and James Buchanan—have been elected president.

In the same year that Jackson was inaugurated president, the Spanish priest Père Antoine was laid to rest, and, with him, an important reminder of the city's French and Spanish colonial heritage. Creoles and Americans would continue to compete for political power and economic gain, but both groups would also unite to defend the institution of slavery, which had become a critical part of the state's agricultural economy by the end of the 1820s.

Reviewing the Section

1. Define in sentence form: impressment, Battle of New Orleans, Corrupt Bargain.
2. Why was the War of 1812 sometimes called the "Second War for American Independence"?
3. How did losing in the Corrupt Bargain of 1824 help Andrew Jackson win the presidency in the next election?

ASSESS

Answers to "Reviewing the Section"

1. **Impressment** was the practice by the British of overtaking American ships at sea and pressing (forcing) the common sailors into service. This practice was one source of tension between Great Britain and the United States that led to the War of 1812. The **Battle of New Orleans** was the major battle between Great Britain and the United States in the War of 1812. The major fighting took place early on the morning of January 8, 1815. General Andrew Jackson's American troops soundly defeated the British troops of General Sir Edward Michael Pakenham. The **Electoral College** is the group that formally elects the U.S. president and vice president.
2. In that war, the British were soundly defeated, reminding them that the Americans would fight and would retain their independence as a nation. This made the young United States seem more permanently independent than it had seemed before.
3. Jackson gained the sympathy of the people, who considered him a frontier hero. They thought he had been cheated out of the presidency in 1824, so they enthusiastically voted for him in the next election.

Notes

Did You Know?

The line of presidential succession also suggests the prestige of the secretary of state. The Twenty-fifth Amendment states that the secretary of state is fourth in line (and the first cabinet level official in line) to the presidency, behind the vice president, speaker of the House, and president pro tempore of the Senate.

Reviewing the Content: Baseball

Develop a baseball game to review the content of Chapter 8. Write questions with different degrees of difficulty so students (batters) can select a single, double, triple, or home run. Incorrect answers serve as "outs." Divide the class into two teams and follow the rules of baseball to conduct the review.

Chapter Review

Chapter Summary

Section 1: The United States Purchases Louisiana

- In 1795, the United States and Spain agreed to Pinckney's Treaty, which gave Americans the right to trade and deposit goods in New Orleans.
• The French Revolution began in 1789 and a slave revolt in Saint-Domingue began in 1791. The French Revolution gave rise to the military and political leader, Napoleon Bonaparte.
• Napoleon wanted to regain control of Saint-Domingue, reestablish slavery, and use profits from the island for military campaigns. Louisiana would be a supply depot for the island. In 1802, the secret Treaty of Ildefonso between France and Spain returned Louisiana to the French.
• Napoleon's plan failed. Most of his army in Saint-Domingue was killed by disease.
• In 1803, President Thomas Jefferson instructed James Monroe and Robert Livingston to negotiate with France for the purchase of New Orleans. Instead, the French offered to sell all of Louisiana. Monroe negotiated the purchase of the entire territory without having true authorization.
• The U.S. Senate ratified the treaty for the Louisiana Purchase, and the territory was transferred from France to the United States on December 20, 1803. The Louisiana Purchase more than doubled the size of the United States.

Section 2: The Territorial Period: Leadership and Challenges

- President Jefferson appointed William C. C. Claiborne governor of the Louisiana Territory. In 1804, importing slaves into Louisiana became Claiborne's second-in-command was General James Wilkinson, an unprincipled man who would later conspire with Aaron Burr.
• Many administrative decisions regarding the Louisiana Territory became a compromise between American ideas and French and Spanish colonial influence.
• Louisiana became a haven for outlaws and filibusterers such as Aaron Burr, the former vice president who had killed Alexander Hamilton in a duel. Burr's exact plans are unclear, but before they could be carried out, General Wilkinson betrayed Burr. The former vice president was tried and acquitted of conspiracy.

- In 1810, the Spanish still controlled Spanish West Florida (today's Florida Parishes) but many English-speaking migrants living there wished to join the United States. They revolted, declaring themselves the Republic of West Florida. Three months later, they were incorporated into the Louisiana Territory.
• The presence of free people of color created tension in the area. In 1809, Governor Claiborne oversaw the adoption of a new stricter slave code based on U.S. practices.
• In 1804, the importation of slaves was made illegal. In 1809, Claiborne made an exception when he allowed the entrance of a large group of Haitian refugees including 3,000 slaves.

Section 3: Statehood and Early Government

- On April 30, 1812, Louisiana became the 18th state admitted to the Union.
• The War of 1812 was caused by tensions between the British and Americans, specifically the British impressment of U.S. sailors and British refusal to abandon forts along the U.S. border as promised.
• By mid-1814, after little territorial change, both sides entered into peace negotiations; however, the fighting continued.
• In 1814, General Andrew Jackson was ordered to take his troops toward New Orleans in anticipation of a British attack.
• The Battle of New Orleans, which took place on January 8, 1815, solidified Andrew Jackson's position as a military hero. Despite numerous disadvantages, Jackson achieved a decisive victory.
• Creoles of Louisiana began to work with Americans in common struggles but viewed themselves as a distinctive group. The state's politics tended to focus on local issues.
• In spite of winning the popular vote in 1824, Andrew Jackson lost the presidency to John Quincy Adams when the election was decided in the House of Representatives. This angered many Americans, including many Louisianians. It led to a huge voter turnout in the 1828 presidential election, which Jackson won by a large margin.
• The election of Jackson, a hero of the common man, changed the way Louisianians felt about politics. They began to take an increasing interest in national affairs.

Notes

Horizontal lines for taking notes.

Activities for Learning

Understanding the Facts

- Who deposited goods in New Orleans for shipment to the Gulf, Europe, or the East Coast of the United States?
- Describe Napoleon Bonaparte.
- What was the United States' primary interest when it made the Louisiana Purchase?
- What was the purchase price of the Louisiana Territory? How many acres did the United States acquire in this purchase?
- Who was appointed the territorial governor of Louisiana?
- Give two examples of French and Spanish colonial influence on the laws passed while Louisiana was a territory.
- Whom did Aaron Burr kill in a duel while still serving as vice president?
- How did General James Wilkinson betray Aaron Burr?
- Describe the flag of the Republic of West Florida.
- What astonished Governor Claiborne about the population of the Louisiana Territory?
- Who led the 1811 slave revolt? How many slaves participated in this revolt?
- What issues led to the outbreak of the War of 1812?
- What were two important outcomes of the Battle of New Orleans?
- Which two groups competed for political control of Louisiana?

Developing Critical Thinking

- Why was the Louisiana Purchase controversial?
- Why was Henry Clay's appointment to serve as President John Quincy Adams's secretary of state called a "corrupt bargain"?

Writing across the Curriculum

Review the Chapter 8 subsection titled "Andrew Jackson and the Battle of New Orleans." Assume the role of an American or British newspaper reporter. Write a three-paragraph news story from an American or British perspective on the outcome of the Battle of New Orleans. In your news story, be sure to answer the journalistic questions: Who? What? Where? When? Why? and How? Include an attention-getting headline at the top of your story.

Exploring Louisiana on the Internet

Review the chapter's Special Feature titled "Jean Lafitte: Pirate or Hero?" Next, read the articles about Jean Lafitte as found at these websites: www.tshaonline.org/handbook/online/articles/fla12 and www.knowia.org/entry/1190/&view-summary. Based on your readings, decide whether Jean Lafitte is a pirate or a hero. If you consider Lafitte a pirate, then create a "Wanted" poster including his likeness, the bounty on his head, and a list of crimes he has committed. If you consider Lafitte a hero, create a "Celebratory" poster including his likeness, his heroic qualities, and a list of his accomplishments.

Building 21st-Century Skills: Understanding Cause and Effect

The connection between what happens and what makes it happen is known as the cause-effect relationship. A *cause* is a sufficient action for an event to occur. An *effect* is the result of this action. Not all cause-effect relationships are clear. Sometimes an event has more than one cause, or an action more than one effect. Written materials often provide a verbal road map to alert you to cause and effect. Look for words or phrases such as *because*, *consequently*, *gave rise to*, *produced*, *resulted in*, *so*, and *therefore*. For example, "Because the Purchase happened so rapidly, President Jefferson had to act quickly to find a leader for Louisiana." Find two additional examples of cause-effect relationships in this chapter.

conspired with Aaron Burr, but he later informed President Jefferson of Burr's schemes.

9. The flag had a blue field with a single white star.

10. Governor Claiborne was astonished by militia units composed of free people of color.

11. An enslaved man named Charles led the revolt. Approximately 150 to 500 slaves participated in the revolt.

12. The causes of the War of 1812 were impressment and the British use of forts along the U.S. border to incite Native American attacks on settlers.

13. As a result of the Battle of New Orleans, Andrew Jackson became a war hero and the United States demonstrated that it would fight to preserve its independence from Great Britain.

14. Creoles and Americans

Developing Critical Thinking

- There was no constitutional authority for the president to purchase territory.
- Many people believed that John Quincy Adams had offered Henry Clay the position of secretary of state if Clay would use his influence in the House of Representatives to win Adams the presidency.

Writing across the Curriculum

Read students' news stories.

Exploring Louisiana on the Internet

Read students' posters.

Building 21st-Century Skills

Answers will vary.

Answers to "Activities for Learning"

Understanding the Facts

- frontier settlers from Kentucky and Tennessee, who floated their goods down the Mississippi River on barges
- Napoleon Bonaparte was born on the island of Corsica. He was a successful military leader who became the head of the French army in Italy. Napoleon became first consul of France

in 1799. He was named consul for life in 1802.

- The United States wanted permanent access to the Mississippi River and the port of New Orleans.
- \$15,000,000; 434,000,000 acres
- William C. C. Claiborne
- Louisiana retained the term "parishes" to describe its administrative units, and it used the Napoleonic Code for civil law.
- Alexander Hamilton
- General James Wilkinson originally