

# DBQuest

## Louisiana Purchase: Branching Out

## TEACHER GUIDE

### STEP-BY-STEP INSTRUCTIONS

**Time Needed:** 1-2 class periods

**Materials:**

- Computers or tablets with internet access (*external keyboard best with tablets*)
- Teacher account at iCivics.org
- Student usernames & passwords for iCivics.org

**Student Handouts:**

- Starter Activity (*2 pages; class set*)
- Glossary (*1 page; class set*)
- Document Guide (*3 pages; class set*)
- Reflection Activity (*1 page; class set*)

**Objectives:** Students will be able to...

- Use evidence from informational texts to support analysis and answer questions.
- Draw on several sources to generate questions that allow for multiple avenues of exploration
- Identify the role of the president and Congress in the Louisiana Purchase
- Describe checks and balances used by the executive and legislative branches during a historical event
- Explain the historical events that led to the Louisiana Purchase

<input type="checkbox"/> <b>WORK THROUGH</b>	the DBQuest module yourself first so you'll be able to answer students' questions and to determine which mode is appropriate for your students.
<input type="checkbox"/> <b>PREVIEW</b>	the teacher guide to get tips for teaching DBQuest, and look at the student handouts to decide which ones you want to use with your class.
<input type="checkbox"/> <b>CONFIRM</b>	that your students have iCivics.org usernames and passwords and that they know their usernames and passwords.
<input type="checkbox"/> <b>ASSIGN</b>	the DBQuest module from your My iCivics dashboard. This lets students access the module and lets you track their progress and get their completed work.
<input type="checkbox"/> <b>EXPLAIN</b>	to the class that the Constitution makes it impossible for major government actions to happen without the involvement of two or more branches. In this case of the Louisiana Purchase, they will see how Congress played a critical role in the process, even if President Thomas Jefferson gets all the credit.
<input type="checkbox"/> <b>REVIEW</b>	the section(s) of the Constitution that outlines the interactions between the executive and legislative branches. Specifically the first appearance of the term "advice and consent" in Art. II, Sect. 2, Cl. 2.
<input type="checkbox"/> <b>REVIEW</b>	the basic timeline of the Louisiana Purchase and the map of the land involved. You may use these pages as handouts or simply project and discuss.
<input type="checkbox"/> <b>DISTRIBUTE</b>	the Glossary and Document Guide if you plan to use them.
<input type="checkbox"/> <b>TELL</b>	students whether to choose Guided or Freeform mode. Tell the entire class or quietly let students know as everyone is logging in.
<input type="checkbox"/> <b>DIRECT</b>	students to log into the iCivics website and launch the DBQuest assignment from their My iCivics page.
<input type="checkbox"/> <b>CIRCULATE</b>	to assist students, using the Guiding Prompts in the teacher guide to support struggling students. Remind students to include the three concepts (popular sovereignty, consent of the governed, and individual rights) in their responses.
<input type="checkbox"/> <b>CHECK</b>	students' progress each day and intervene as needed.
<input type="checkbox"/> <b>CLOSE</b>	by assigning the Reflection Activity after the class has completed DBQuest and discussing students' answers together.
<input type="checkbox"/> <b>PRINT</b>	or download students' completed work. (More about this in the teacher guide.)

### DBQUEST TEACHING BASICS & FAQs

#### Q: How can I make the most out of the DBQuest experience with my class?

A: Remember: DBQuest is not a game—it's a tool. Make use of the supplemental printed materials and circulate the room while students are working. This way, you can be available to prompt students who have questions and make sure students are doing their best work in the free-response parts of the tool. Reinforce the DBQuest experience by using the support materials to facilitate discussions about the documents to help students further engage with the sources.

#### Q: What's the difference between Guided and Freeform Mode?

A: DBQuest offers two different modes to encourage personalized learning:

- **Guided Mode** supports students with additional scaffolding through pre-selected evidence options and just-in-time feedback. This helps students new to primary source analysis and to using DBQuest.
- **Freeform Mode** allows students to select any piece of evidence from a source, and does not give feedback on their selections. This allows for more creative engagement with the primary sources for students who have greater experience with this kind of analysis.

#### Q: How long will it take my students to complete DBQuest?

A: There are three documents in the tool, and each document within DBQuest should take between 7 and 10 minutes. However, students may progress at a faster or slower pace.

- **For students who finish early:** Challenge them to think of three more questions they would like to ask each of the sources. Ask students to investigate and create a list of 3-5 additional documents that could help address the Big Question by providing additional evidence.
- **For students who need more time:** Students with internet access outside school can log in and resume work remotely from home or from a library. Otherwise, you may need to help students find another place where they can access the internet and finish DBQuest.

#### Q: How can I monitor my students' progress?

A: On the DBQuest landing page, click "View Report" to see the class progress while they are working on DBQuest. Once they are finished, you can print or download their work.

#### Q: How can I print or download my students' completed work?

A: Reports are available through your My iCivics account or the DBQuest landing page. DBQuest cannot currently print individual student work, so the completed work for all your students will appear in a single .txt file. This file will be large, so we suggest you *copy and paste the contents of the .txt file into a text editing program* like Word where you can add page breaks and other formatting. Also, we highly recommend that you *wait until all students have finished before you print*. While you can copy/paste individual student work from the .txt file, it may be difficult to find a particular student's work in the whole-class file that DBQuest generates.

#### Q. Can a student re-do part or all of DBQuest? How do I receive their revised work?

A: When students open DBQuest, they can choose to start a new session or continue an incomplete session. Inside DBQuest, students can choose to re-do the work on an individual document only after they have completed that document. You will have access to the students' updated version through the My iCivics assignment, but to avoid generating another whole-class text file, have the student save their work and share it with you in a digital format.

## Louisiana Purchase: Branching Out

The territory of Louisiana was passed back and forth between European powers before it became a part of the United States in 1803. This timeline tracks the history of Western territorial claims on the approximately 827,000 square miles of land west of the Mississippi River.

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LaSalle claims the whole Mississippi River drainage for King Louis XIV (France).

1781

New Orleans established by the French as a port for trading.

1763

The Seven Years' War ends with land east of the Mississippi (except for New Orleans) going to Britain, and land to the west (including New Orleans) going to Spain.

1783

After the Revolutionary War, Britain cedes land east of the Mississippi to the US, and gives Florida back to Spain.

1795

The US negotiates agreement with Spain, allowing Americans to use New Orleans as a port.

1800

Napoleon Bonaparte (France) pressures King Charles IV (Spain) to give Louisiana and New Orleans back to France, but keeps it a secret.

1801

President Jefferson finds out about the secret agreement and tries to buy New Orleans and Florida. France declines.

1802

Napoleon abandons the plan to extend the French empire into the Western Hemisphere after failing to end the Haitian slave revolt. He needs money for efforts elsewhere.

1803

Spain shuts the port of New Orleans to Americans, halting trade. Jefferson again, sends representatives to France to purchase the port.

1803

France offers the US all of Louisiana, including New Orleans. Jefferson takes the offer and purchases the territory for \$15 million.

*Teacher's Note: You may have students color in the years based on which country was in control of the territory.*

**A. Do the Math.** How many years (in total) did each of the nations claim Louisiana?

*France 84 years (1763-1682=81 and 1803-1800=3) Spain 37 years (1800-1763=37)*

**B. Reflect.** Pick one of the following questions and answers in the space below.

- A - How might the Louisiana Territory be influenced by its European colonizers?
- B - Which nation is likely to have had the most influence? Why?
- C - Why might the port of New Orleans have been so critical to all parties involved?

*Answers will vary*



This map was created in the years leading up to the Louisiana Purchase. Take a close look and address the answers below.

### Questions:

1. What looks familiar? What looks inaccurate?
2. A key isn't included in the map. What might the colors mean?
3. How might President Jefferson use this map as he thinks about the future of the Louisiana Territory?
4. Why does the western part of the map look so incomplete?
5. Based on the title, what is the main use for this map?

Detail of the map's heading text:

*A Map  
Exhibiting all the New Discoveries  
in the Interior Parts of  
NORTH AMERICA  
Inscribed by Permission  
To the Honorable Governor and Company  
of Adventurers of England  
Trading into Hudsons Bay  
In testimony of their liberal  
Communications  
To their most Obedient  
And very Humble Servant, A. Arrowsmith  
N. 24 Rathbone Place.  
January 1st 1795~  
Additions to 1802*



Arrowsmith, Aaron, and J Puke. *A map exhibiting all the new discoveries in the interior parts of North America*. [London: A. Arrowsmith, 1802] Map. <https://www.loc.gov/item/2001620920/>.

In this DBQuest, we look behind the scenes as the United State government doubles the size of land under its control. Each document set shows two excerpts—one showing an action by President Thomas Jefferson, and one showing an action by Congress. The excerpts are pulled from a number of sources, from the official collection of laws called the Statutes at Large to the personal letters of the president. All of which are accessible from the Library of Congress!

The sources are listed in more detail below. Look over each collection and what they offer. Then brainstorm additional uses for each source. Don't limit yourself to the Louisiana Purchase!

The Source	Content Notes	How could you use this collection?
<b>The Thomas Jefferson Papers at the Library of Congress</b>	This collection consists of about 27,000 items, making it the largest collection of original Jefferson documents in the world! It contains mainly correspondence, but also includes his drafts of the Declaration of Independence, drafts of Virginia laws; his incomplete autobiography; records of his spending; his daily weather records; many charts, lists, tables, and drawings recording his scientific and other observations; notes; maps; recipes; ciphers; locks of hair; wool samples; and more.	<i>Student answers will vary. Consider prompting students with other topics covered in your classes, or other things they may know (or want to know) about Jefferson, Congress, or legislation.</i>
<b>The House Journal &amp; Senate Journal</b>	From the start, the United States House and Senate have kept journals of their meetings in accordance with Article I, Section 5 of the Constitution, which provides that: <i>Each House shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgment require secrecy; and the yeas and nays of the members of either House, on any question, shall, at the desire of one-fifth of those present, be entered on the journal.</i> The Journals should be seen as the minutes of floor action. It notes the matters considered by Congress and the votes and other actions taken. It does not record the actual debates. The Senate has maintained a separate record of its executive proceedings that relate to its functions of confirming presidential nominees and consenting to the making of treaties.	
<b>The Annals of Congress</b>	The Annals of Congress, formally known as The Debates and Proceedings in the Congress of the United States, cover the 1st Congress through the first session of the 18th Congress, from 1789 to 1824. The Annals were compiled between 1834 and 1856, using the best records available, primarily newspaper accounts. Speeches are paraphrased rather than presented verbatim, but the record of debate is still fuller than what is offered in the House and Senate Journals.	
<b>Bills and Resolutions</b>	A proposed law may be introduced into either chamber of the Congress as a bill or a joint resolution. When a bill or a resolution is introduced, it is ordered to be printed and referred to one or more committees for review. This online collection covers up to 1875. For more recent and current bills and resolutions, visit <a href="#">THOMAS</a> , which is also available from the Library of Congress.	

### Guided Mode = Extra Support

If you know particular students will need extra support, consider having them choose Guided Mode. Just be aware that even in Guided Mode, students need to think critically and make decisions about text and evidence:

- The evidence is **not** designed to directly answer the questions. Students should use the “notes” they collect from the sources to help them use supporting evidence to answer the questions in their own words.
- There may be more pieces of acceptable evidence in the text than there are boxes available to put evidence, so students to think critically and choose which excerpts work best for them.
- If students have trouble choosing among acceptable pieces of evidence, remind them they can always look at the source again when it’s time to answer the question in their own words.

### Let Our Guiding Prompts Help You Help Them

The tables below include **guiding prompts** to help you direct students to the best evidence. Use them to prompt students who are stuck on a particular question within a source.

DOCUMENT ONE: TO APPOINT & APPROVE	
Please note: The language may be challenging for some readers. The glossary is designed to assist students as they explore this document. This module also presents two different documents within a reading. Students should try to look at these as instances of a request and a response.	
SUPPORT QUESTIONS	USE THESE GUIDING PROMPTS
What is object, or goal, of appointing these men to negotiate with France and Spain?	<ul style="list-style-type: none"> <li>▶ Why does the president want these men to go to France?</li> <li>▶ Where does Jefferson’s letter discuss the <i>object</i> or purpose of the nominations?</li> </ul> <p>Suggested excerpts:</p> <ul style="list-style-type: none"> <li>• <i>obtain the territory on the left bank of the Mississippi, and eastward of that, if practicable, on conditions to which the proper authorities of country would agree; or, at least, to prevent any changes which might lessen the secure exercise of our rights.</i></li> <li>• <i>for the purpose of enlarging, and more effectually securing, our rights and interests in the river Mississippi, and in the territories eastward thereof (found in multiple areas of the text)</i></li> </ul>
Who is President Jefferson nominating to represent the United States in treaty discussions with the two countries? (two quotes required)	<ul style="list-style-type: none"> <li>▶ Where do you see Jefferson introduce the men in the letter?</li> </ul> <p>Suggested excerpts:</p> <ul style="list-style-type: none"> <li>• <i>I therefore nominate Robert R. Livingston to be Minister Plenipotentiary, and James Monroe to be the Minister Extraordinary and Plenipotentiary,</i></li> <li>• <i>I therefore nominate Charles Pinckney to be Minister Plenipotentiary, and James Monroe, of Virginia, to be Minister Extraordinary and Plenipotentiary</i></li> </ul>
How did the Senate respond to the nominations? (two quotes required)	<ul style="list-style-type: none"> <li>▶ Who else is mentioned in this section (other than Congress)?</li> <li>▶ If people want something different, what has to happen?</li> </ul> <p>Suggested excerpts:</p> <ul style="list-style-type: none"> <li>• <i>Resolved, that they consent and advise to the appointment of Robert R. Livingston, agreeable to the nomination.</i></li> <li>• <i>So it was Resolved, That the Senate consent and advise to the appointment, agreeably to the nomination.</i></li> <li>• <i>Resolved that the Senate consent and advise to the appointments, agreeably to the nominations respectively.</i></li> </ul>
<b>How did President Jefferson and Congress work together to send representatives to negotiate a treaty with France and Spain?</b>	
What actions did both the president and Congress take? How did they achieve a shared goal? What constitutional authorities did both the president and Congress use?	



### DOCUMENT TWO: THE POCKETBOOK

Tutor Text: With diplomatic plans underway, Jefferson proposed an expedition that would collect information about the territory and trek all the way to the Pacific Ocean. In order to do so, he had to request the funds necessary for such an undertaking. Below is the official request of the president to Congress and the Act that appropriated the money for what was to become the Lewis and Clark Expedition. The journey of discovery launched from St. Louis in 1804 and returned in 1806 after making it to the Pacific Coast of Oregon.

SUPPORT QUESTIONS	USE THESE GUIDING PROMPTS
<p>What, specifically, is President Jefferson requestion from Congress? How will the request be used?</p> <p><i>(two quotes required)</i></p>	<ul style="list-style-type: none"> <li>▶ How much money is Jefferson asking for?</li> <li>▶ What would that money cover?</li> </ul> <p>Suggested evidence:</p> <ul style="list-style-type: none"> <li>• <i>Their arms and accoutrements, some instruments of observation, and light and cheap presents for the Indians, would be all the apparatus they could carry, and with an expectation of a soldier's portion of land on their return, would constitute the whole expense.</i></li> <li>• <i>The appropriation of two thousand five hundred dollars, ' for the purpose of extending the external commerce of the United States,'</i></li> </ul>
<p>What are the goals of the proposed expedition?</p> <p><i>(two quotes required)</i></p>	<ul style="list-style-type: none"> <li>▶ Where does Jefferson list the things he'd like to see accomplished on the journey?</li> <li>▶ How does he discuss the possible results of a journey?</li> </ul> <p>Suggested evidence:</p> <ul style="list-style-type: none"> <li>• <i>might explore the whole line, even to the Western Ocean, have conferences with the natives on the subject of commercial intercourse, get admission among them for our traders, as others are admitted, agree on convenient deposits for an interchange of articles, and return with the information acquired,</i></li> <li>• <i>enlarge the boundaries of knowledge by undertaking voyages of discovery, and for other literary purposes, in various parts and directions, our nation seems to owe to the same object, as well as to its own interests, to explore this, the only line of easy communication across the continent, and so directly traversing our own part of it.</i></li> </ul>
<p>How did Congress respond to Jefferson's request?</p>	<ul style="list-style-type: none"> <li>▶ Did the Congress appropriate the money? How can you tell?</li> </ul> <p>Suggested evidence:</p> <ul style="list-style-type: none"> <li>• <i>That the sum of two thousand five hundred dollars be, and the same is hereby appropriated for the purpose of extending the external commerce of the United States, to be paid out of any money in the treasury not otherwise appropriated.</i></li> </ul>
<p><b>How did the voyage, now known as the Lewis &amp; Clark Expedition, benefit from the efforts of President Jefferson and Congress?</b></p>	
<p><i>What basic elements are needed before a big trip? (plans, money, approval)</i></p> <p><i>How did Jefferson and Congress help provide these elements?</i></p>	

### DOCUMENT THREE: BEYOND THE TREATY

Tutor Text: The treaty that finalized the purchase of the territory was signed by Livingston and Monroe on April 30th, 1803. The Senate advised and consented to the treaty on October 20, 1803.

SUPPORT QUESTIONS	USE THESE GUIDING PROMPTS
Why does President Jefferson ask Congress to provide for a temporary government in the new territory?	<ul style="list-style-type: none"> <li>▶ Can the new territory just go on without any kind of government?</li> <li>▶ Where does Jefferson discuss a permanent government for the territory?</li> </ul> <p>Suggested evidence:</p> <ul style="list-style-type: none"> <li>• <i>but as permanent arrangements for this object may require time and deliberation, it is for your consideration whether you will not forthwith make such temporary provisions for the preservation, in the meanwhile, of order and tranquility in the country, as the case may require.</i></li> </ul>
What branches will the new government have and who gets to choose the leaders? How will the land be divided? (two quotes required)	<ul style="list-style-type: none"> <li>▶ How would you describe the new government in Louisiana?</li> <li>▶ Where does Congress outline the details of the temporary government?</li> </ul> <p>Suggested evidence:</p> <ul style="list-style-type: none"> <li>• <i>The legislative powers shall be vested in the governor, and in thirteen of the most fit and discreet persons of the territory, to be called the legislative council, who shall be appointed (by the President of the United States,) ...</i></li> <li>• <i>divide the said territory into convenient counties or districts, and apportion among them according to their respective numbers, the thirteen members of the said legislative council</i></li> </ul>
What limitations does Congress place on the legislative powers of the new territorial government? What happens if those limits are ignored? (two quotes required)	<ul style="list-style-type: none"> <li>▶ How can the new legislature in Louisiana mess up? What's the consequence for not following the rules?</li> </ul> <p>Suggested evidence:</p> <ul style="list-style-type: none"> <li>• <i>but no law shall be valid, which is inconsistent with the constitution and laws of the United States, or which shall lay any person under restraint, burthen, or disability, on account of his religions opinions, professions, or worship, in all which he shall be free to maintain his own, and not burthened for those of another.</i></li> <li>• <i>if disapproved by congress, shall henceforth be of no force ...</i></li> </ul>
<b>How does the president shape the territorial government? How does Congress?</b>	
<p><i>What does the president do in this document set? How might this influence the new government?</i></p> <p><i>What actions does Congress take in this document set? How might they influence the government of Louisiana?</i></p>	



**REFLECTION ACTIVITY  
ANSWER KEY**

**A. We've just scratched the surface!** You likely covered some elements of the Louisiana Purchase in other classes, and have definitely learned more with this DBQuest. But there are so many other interesting threads you can pick to unravel the story further. Below is a list of events related to this piece of history. Read through each one and brainstorm some additional sources you might look to for more information. And if you have more "good questions" add them!

	<b>Good QUESTIONS...</b>	<b>WHAT KIND OF DOCUMENTS COULD HELP YOU FIND THE ANSWERS?</b>
<b>Napoleon and Haiti</b> A French emperor, a slave revolt, a Caribbean island, and the sale of massive territory in North America... It's a pretty big story.	<p>How did France benefit from the colony in Haiti (known then as Saint-Domingue)?</p> <p>What was the relationship between the Louisiana Territory and the island under French rule?</p> <p>How did a slave revolt result in an independent nation and in the sale of the Louisiana territory?</p>	<p><i>Student answers may vary.</i></p> <p><i>Suggestions:</i></p> <ul style="list-style-type: none"> <li>• <i>French government records</i></li> <li>• <i>Napoleon's correspondence</i></li> <li>• <i>Documents of the leaders of the slave revolts</i></li> <li>• <i>Mentions of France in US government documents</i></li> </ul>
<b>A Close Vote</b> You may have noticed that the vote approving the appointment of James Monroe to meet with France was pretty close (15 to 12). The source only shows that vote, not those of Livingston and Pinckney.	<p>What did the debate look like leading up to the approval of all of the nominations?</p> <p>Was Monroe treated any differently than the other two appointees?</p>	<p><i>Suggestions:</i></p> <ul style="list-style-type: none"> <li>• <i>Letters written by congressmen during the debate</i></li> <li>• <i>Records of the debate</i></li> <li>• <i>Monroe's writings from the time</i></li> <li>• <i>Newspaper coverage</i></li> </ul>
<b>Lewis &amp; Clark</b> The Corps of Discovery included 33 permanent members, including members of the military, French fur traders, a native American woman and her baby, and a slave. (34 if you count Lewis' dog, Seaman)	<p>What roles did the different members of the expedition have?</p> <p>What enticed them to join such an adventure?</p> <p>What happened to these people on the trip and after it ended?</p> <p>How did the inclusion of a woman with a baby and a slave impact the expedition?</p>	<p><i>Suggestions:</i></p> <ul style="list-style-type: none"> <li>• <i>Journals from the expedition</i></li> <li>• <i>Reflections on the journey written after it ended</i></li> <li>• <i>Letters and reports sent to President Jefferson from the expedition</i></li> <li>• <i>Documents relating to the enrollment of the members of the Corps</i></li> </ul>
<p>What's another thread you found in this module or additional study on this topic?</p> <p>Follow through this row, like you did from above.</p>		



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France offers the US all of Louisiana, including New Orleans. Jefferson takes the offer and purchases the territory for \$15 million.

**A. Do the Math.** How many years (in total) did each of the nations claim Louisiana?

**B. Reflect.** Pick one of the following questions and answers in the space below.

- A - How might the Louisiana Territory be influenced by its European colonizers?
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## Louisiana Purchase: Branching Out

This map was created in the years leading up to the Louisiana Purchase. Take a close look and address the answers below.

### Questions:

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To the Honorable Governor and Company  
of Adventurers of England  
Trading into Hudsons Bay  
In testimony of their liberal  
Communications  
To their most Obedient  
And very Humble Servant, A. Arrowsmith  
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**accountrements** – (n) the equipment, excluding weapons and clothing, of a soldier

**advice and consent** – role of the legislative in executive appointments; review and approve

**affirmative** – (adj.) positive, expressing agreement

**alter, modify, or repeal** – change or remove

**amicably** – (adv.) friendly, peacefully

**apparatus** – (n.) group of instruments, tools, materials with a purpose

**appointment** – (n.) nomination of a person to office

**apportion** – (v.) to distribute or allocate proportionally

**appropriated** – (v.) set apart for a specific use

**appropriation** – (n.) an act of a legislature authorizing money to be paid from the treasury for a specified use

**arms** – (n.) weapons

**burthen** – (n.) burden

**capacity** – (n.) position; function;

**cession** – (n.) the act of yielding or formally surrendering, by treaty

**commencement** – (n.) the beginning; start

**commerce** – (n.) business; trade between places

**consent and advise** – role of the legislative in executive appointments; review and approve

**constitute** – (v.) make up; form

**continuance** – (n.) act of continuing, ongoing

**conventions** – (n.) meetings to create an international agreement

**counter-propositions** – (n.) offers made as a response in a negotiation

**deliberation** – (n.) careful consideration and discussion

**deposit** – (v.) to unload at a port

**discreet** – (adj.) showing good judgment in one's behavior or speech

**enacted** – (v.) to make into an act, statute, or law

**enterprise** – (n.) a project

**erecting** – (v.) to form or create legally

**execution** – (n.) enforcement

**exercise of our rights** – the right of the U.S. to trade and travel on the Mississippi River

**expedient** – (adj.) suitable for the purpose, appropriate

**First Consul of France** – (n.) government of France from 1799 to 1804, Napoleon Bonaparte

**forthwith** – (adv.) immediately; without delay

**gratification** – (n.) satisfaction

**hence** – (adv.) here, this place

**hereby** – (adv.) as a result of this

**His Catholic Majesty** – (n.) King of Spain, Charles IV

**incidentally** – (adv.) by the way; also

**inconsistent** – (adj.) lacking agreement; contradictory; against

**inquietude** – (n.) restlessness or uneasiness

**instant** – (n.) the present or current month

**intercourse** – (n.) dealings or exchange

**intituled** – (v.) titled, named

**ley off** – (v.) to separate into parts

**Minister Extraordinary** – (n.) an official employed for a special purpose, in addition to the usual officials

**Minister Plenipotentiary** – (n.) a diplomat invested with full power or authority to transact business on behalf of another

**Mr. Early's motion** – (n.) a proposal formally made in Congress

**obstructions** – (n.) something that blocks progress

**occupation** – (n.) possession, settlement, or use of land

**ordered** – (v.) commanded or directed

**practicable** – (adj.) capable of being done; feasible

**preservation** – (v.) kept up; maintained

**provinces** – (n.) a territory or region

**provisions** – (n.) plans

**ratification** – (n.) confirmation, approval

**resolved** – (v.) to come to a formal opinion or decision after voting

**respective** – (adj.) pertaining to each of a number of items

**retard** – (v.) to slow

**sanction** – (n.) permission or approval

**sentiments** – (n.) feelings and emotions

**thereof** – (adv.) of that or it

**tranquility** – (n.) peace; calmness

**traversing** – (v.) to pass or move; traveling

**treasury** – (n.) a place where the funds of the government are deposited, kept, and disbursed

**ulterior provisions** – plans for happening into the future

**undiminished** – (adj.) not in decline or less important

**valid** – (adj.) having force

**vested** – (adj.) held completely, permanently

## DOCUMENT GUIDE P.1

### TO APPOINT & APPROVE

*Prior to 1803, France and Spain had taken turns controlling the large Louisiana Territory and the critical port of New Orleans. War and financial realities left the territory in the hands of the French, who weren't sure if they could maintain such a large empire. This was an opportunity for American expansion, and Jefferson knew it.*

*In January of 1803, President Jefferson wrote to Congress requesting consideration, approval, and funding for efforts related to the territory. Representatives were needed to negotiate access and ownership of the port, as well as other territories important to U.S security and trade. Before actions could be taken, Jefferson had to first seek the approval of Congress.*



#### THE REQUEST LETTER

Gentlemen of the Senate:

The cession of the Spanish province of Louisiana to France, and perhaps of the Floridas, and the late suspension of our right to deposit at New Orleans, are events of primary interest to the United States. On both occasions such measures were promptly taken as were thought most likely amicably to remove the present and to prevent future causes of inquietude. The objects of these measures were to obtain the territory on the left bank of the Mississippi, and eastward of that, if practicable, on conditions to which the proper authorities of country would agree; or, at least, to prevent any changes which might lessen the secure exercise of our rights. While my confidence in our Minister Plenipotentiary at Paris is entire and undiminished, I still think that these objects might be promoted by joining with him a person sent from hence directly, carrying with him the feelings and sentiments of the nation, excited on the late occurrence, impressed by full communications of all the views we entertain on this interesting subject; and thus prepared to meet and to improve, to an useful result, the counter-propositions of the other contracting party, whatsoever form their interests may give to them, and to secure to us the ultimate accomplishment of our object

I therefore nominate Robert R. Livingston to be Minister Plenipotentiary, and James Monroe to be the Minister Extraordinary and Plenipotentiary, with full powers to both, jointly, or on the death of the other, to enter into a treaty or convention with the First Consul of France, for the purpose of enlarging, and more effectually securing, our rights and interests in the river Mississippi, and in the territories eastward thereof.

But as the position of the provinces is still in Spain, and the course of events may retard or prevent the cession of France being carried into effect, to secure our object, it will be expedient to address equal powers to the Government of Spain also, to be used only in the event of its being necessary.

I therefore nominate Charles Pinckney to be Minister Plenipotentiary, and James Monroe, of Virginia, to be Minister Extraordinary and Plenipotentiary, with full powers to both, jointly, or on the death of the other, to enter into a treaty or convention with His Catholic Majesty, for the purpose of enlarging, and more effectually securing, our rights and interests in the river Mississippi, and in the territories eastward thereof.

Jan. 11, 1803. TH. JEFFERSON

Annals of Congress, Senate, 7th Cong., 2nd sess., 22-23.  
<http://memory.loc.gov/cgi-bin/ampage?collId=llac&fileName=012/llac012.db&recNum=8>.

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**To APPOINT & APPROVE *CONTINUED...***

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**THE VOTE**

WEDNESDAY, January 12, 1803.

...The Senate took into consideration the message of the President of the United States, of January 11th, nominating Robert R. Livingston to be the Minister Plenipotentiary, and James Monroe, Minister Extraordinary and Plenipotentiary, to enter into a treaty or convention with the First Consul of France, for the enlarging and more effectually securing our rights and interests in the river Mississippi; and

Resolved, that they consent and advise to the appointment of Robert R. Livingston, agreeable to the nomination.

On the question will the Senate consent and advise to the appointment of James Monroe?

It was determined in the affirmative, Yeas, .....15, Nays, .....12...

So it was Resolved, That the Senate consent and advise to the appointment, agreeably to the nomination.

The Senate took into consideration the nomination of Charles Pinckney, to be Minister Plenipotentiary, and James Monroe, Minister Extraordinary and Plenipotentiary, to enter into a treaty or convention with his Catholic Majesty, for the purpose of enlarging and more effectually securing our rights and interests in the river Mississippi, and in the territories eastward thereof.

Resolved that the Senate consent and advise to the appointments, agreeably to the nominations respectively.

Ordered, That the Secretary lay these resolutions before the President of the United States.

U.S. Congress. Senate Exec. Journal. 21st sess., 12 January 1803.  
[http://memory.loc.gov/cgi-bin/ampage?collId=llej&fileName=001/llej001\\_db&recNum=442](http://memory.loc.gov/cgi-bin/ampage?collId=llej&fileName=001/llej001_db&recNum=442).



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**THE POCKETBOOK**

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*With diplomatic plans underway, Jefferson proposed an expedition that would collect information about the territory and trek all the way to the Pacific Ocean. In order to do so, he had to request the funds necessary for such an undertaking. Below is the official request of the president to Congress and the Act that appropriated the money for what was to become the Lewis and Clark Expedition. The journey of discovery launched from St. Louis in 1804 and returned in 1806 after making it to the Pacific Coast of Oregon.*

*Below is the official request of the president to Congress and the Act that appropriated the*



**THE REQUEST LETTER**

**CONFIDENTIAL MESSAGE ON EXPEDITION TO THE PACIFIC.**

Gentlemen of the Senate, and of the House of Representatives:

As the continuance of the act for establishing trading houses with the Indian tribes will be under the consideration of the Legislature at its present session, I think it my duty to communicate the views which have guided me in the execution of that act, in order that you may decide on the policy of continuing it, in the present or any other form, or discontinue it altogether, if that shall, on the whole, seem most for the public good.

An intelligent officer, with ten or twelve chosen men, fit for the enterprise, and willing to undertake it, taken from our posts, where they may be spared without inconvenience, might explore the whole line, even to the Western Ocean, have conferences with the natives on the subject of commercial intercourse, get admission among them for our traders, as others are admitted, agree on convenient deposits for an interchange of articles, and return with the information acquired, in the course of two summers. Their arms and accoutrements, some instruments of observation, and light and cheap presents for the Indians, would be all the apparatus they could carry, and with an expectation of a soldier's portion of land on their return, would constitute the whole expense. Their pay would be going on, whether here or there.

While other civilized nations have encountered great expense to enlarge the boundaries of knowledge by undertaking voyages of discovery, and for other literary purposes, in various parts and directions, our nation seems to owe to the same object, as well as to its own interests, to explore this, the only line of easy communication across the continent, and so directly traversing our own part of it. The interests of commerce place the principal object within the constitutional powers and care of Congress, and that it should advance the geographical knowledge of our own continent, cannot be but an additional gratification. ... The appropriation of two thousand five hundred dollars, 'for the purpose of extending the external commerce of the United States,' while understood and considered by the Executive as giving the legislative sanction, would cover the undertaking from notice, and prevent the obstructions which interested individuals might otherwise previously prepare in its way.

Thomas Jefferson  
Jan 1, 1803

Thomas Jefferson to Congress. -01-18, 1803. Manuscript/Mixed Material.  
<https://www.loc.gov/item/mtjbib012083/>

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**THE POCKETBOOK *CONTINUED...***

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**THE FUNDING**

CHAP. XII. - AN Act for extending the external commerce of the United States.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the sum of two thousand five hundred dollars be, and the same is hereby appropriated for the purpose of extending the external commerce of the United States, to be paid out of any money in the treasury not otherwise appropriated.

Approved, February 28, 1803

Act of February 28, 1803, ch. 22, 2 Stat.

<https://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=002/llsl002.db&recNum=243>

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**BEYOND THE TREATY**

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*The treaty that finalized the purchase of the territory was signed by Livingston and Monroe on April 30th, 1803. The Senate advised and consented to the treaty on October 20, 1803.*

*The next documents show President Jefferson requesting Congress establish a territorial government and the House of Representatives contribution to what would become "An Act erecting Louisiana into two Territories and providing for the Temporary Government thereof" signed into law on March 26, 1804.*



**THE REQUEST**

To the Senate and the House of Representatives of the United States:

In my communication to you of the 17th instant, I informed you that conventions had been entered into with the Government of France, for the cession of Louisiana to the United States; these, with the advice and consent of the Senate having now been ratified, and my ratification exchanged for that of the First Consul of France in due form, they are communicated to you for your consideration in your Legislative capacity. You will observe, that some important conditions cannot be carried into execution but with the aid of the Legislature; and that time presses a decision on them without delay.

The ulterior provisions, also suggested in the communication, for the occupation and government of the country, will call for early attention. Such information relative to its government, as time and distance have permitted me to obtain, will be ready to be laid out before you within a few days; but as permanent arrangements for this object may require time and deliberation, it is for your consideration whether you will not forthwith make such temporary provisions for the preservation, in the meanwhile, of order and tranquility in the country, as the case may require.

THOMAS JEFFERSON.  
October 21, 1803

Thomas Jefferson to Congress. -10-21, 1803. Manuscript/Mixed Material.  
<https://www.loc.gov/item/mtjbib012850/>

## DOCUMENT GUIDE P.5

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### BEYOND THE TREATY *CONTINUED...*

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#### THE ACTION

14th March, 1804

Mr. Early's motion, in committee of the whole House, to amend the Bill sent from the Senate, intituled, "An act erecting Louisiana into two Territories, and providing for the temporary government thereof," proposed to be the fourth section of the said bill.

Sect. 4. The legislative powers shall be vested in the governor, and in thirteen of the most fit and discreet persons of the territory, to be called the legislative council, who shall be appointed (by the President of the United States,)...

...and the said legislative council shall at their first session, ley off or divide the said territory into convenient counties or districts, and apportion among them according to their respective numbers, the thirteen members of the said legislative council, who shall after the expiration of one year, from the time of their first appointment be chosen annually by all the free male white persons of the age of twenty-one years, ...

...The governor, by and with the advice and consent of the legislative council, or a majority of them, shall have power to alter, modify, or repeal laws which may be in force at the commencement of this act. Their legislative powers shall also extend to all the rightful powers of legislation; but no law shall be valid, which is inconsistent with the constitution and laws of the United States, or which shall lay any person under restraint, burthen, or disability, on account of his religions opinions, professions, or worship, in all which he shall be free to maintain his own, and not burthened for those of another.

The governor shall publish throughout the said territory, all the laws which shall be made; and shall, from time to time, report the same to the President of the United States, to be laid before congress, which, if disapproved by congress, shall henceforth be of no force ...

Annals of Congress, 7th Congress, Pages 1003 & 1004 of 1612.  
<http://memory.loc.gov/cgi-bin/ampage?collId=llac&fileName=012/llac012.db&recNum=498>

## REFLECTION ACTIVITY

**A. We've just scratched the surface!** You likely covered some elements of the Louisiana Purchase in other classes, and have definitely learned more with this DBQuest. But there are so many other interesting threads you can pick to unravel the story further. Below is a list of events related to this piece of history. Read through each one and brainstorm some additional sources you might look to for more information. And if you have more "good questions" add them!

	Good QUESTIONS...	WHAT KIND OF DOCUMENTS COULD HELP YOU FIND THE ANSWERS?
<b>Napoleon and Haiti</b> A French emperor, a slave revolt, a Caribbean island, and the sale of massive territory in North America... It's a pretty big story.	How did France benefit from the colony in Haiti (known then as Saint-Domingue)?  What was the relationship between the Louisiana Territory and the island under French rule?  How did a slave revolt result in an independent nation and in the sale of the Louisiana territory?	
<b>A Close Vote</b> You may have noticed that the vote approving the appointment of James Monroe to meet with France was pretty close (15 to 12). The source only shows that vote, not those of Livingston and Pinckney.	What did the debate look like leading up to the approval of all of the nominations?  Was Monroe treated any differently than the other two appointees?	
<b>Lewis &amp; Clark</b> The Corps of Discovery included 33 permanent members, including members of the military, French fur traders, a native American woman and her baby, and a slave. (34 if you count Lewis' dog, Seaman)	What roles did the different members of the expedition have?  What enticed them to join such an adventure?  What happened to these people on the trip and after it ended?  How did the inclusion of a woman with a baby and a slave impact the expedition?	
What's another thread you found in this module or additional study on this topic?          Follow through this row, like you did from above.		