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

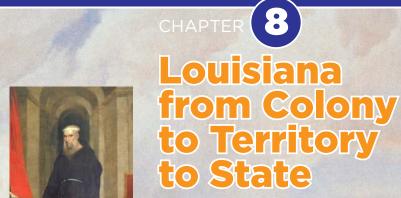
Statehood and Early Government Pages 228-235

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 Preview

People

Antonio Sedella (Père Antonio), 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.

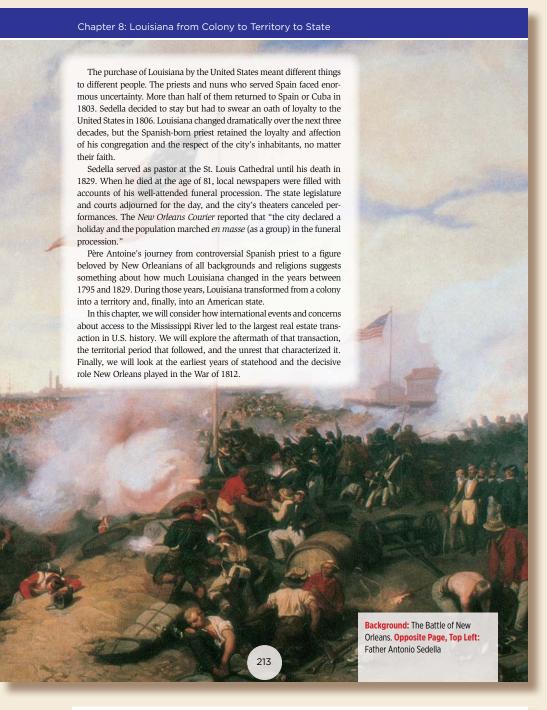
The United States realized how important the river and the port at New Orleans had become to its citizens. In 1795, the United States and Spain signed a three-year treaty ensuring American access to the port of New Orleans. The Spanish closed the river to U.S. shipping again in 1802, so President Thomas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



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.

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Higher Level Thinking

Ask students: Why did Thomas Jefferson consider the Mississippi River and the port at New Orleans so important? (The Mississippi River formed the United States' western boundary. Approximately 3/8 of America's trade goods flowed down the Mississippi River. Whichever nation possessed the port at New Orleans effectively controlled commerce on the Mississippi River.)

Using the Internet

Share with your students Father Antoine's obituary, as published in the *New Orleans Bee*. It can be found at this website: http://old-new-orleans.com/NO_Pere_Antoine.

Reading Comprehension: Interpreting

Students will notice that the language of Father Antoine's obituary is rather "flowery," as was the style of the day. Have students list the words and phrases that are unfamiliar to them, and have them try to find simpler words and phrases to replace them. Then have them compose a modern-day version of the obituary.

NOTE: Websites appear, disappear, and change addresses constantly. The Internet addresses included throughout this program were operative when the text was published.

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/USA52 BlankBWPrint.jpg. Ask students to locate and identify the eight new states that entered the Union between 1800 and 1830.

Using the Internet

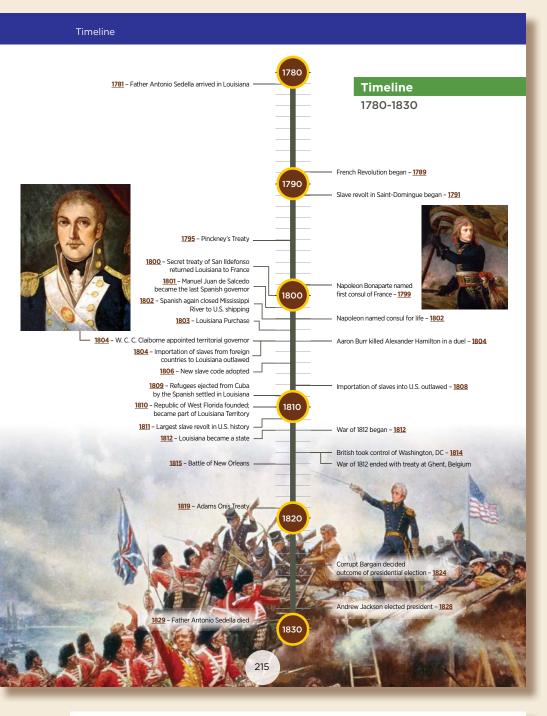
Have students go to http://woman-warriors.wordpress.com/2011/08/23/lydia-latrobe-roosevelt-steams-to-new-orleans-in-the-steamboat-new-orleans/ to read about the fascinating adventures of Lydia Latrobe Roosevelt as she traveled with her husband—owner of the steamship New Orleans—on their trip from Pittsburgh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



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Engagement

Hand each of ten students a card on which is printed (omit the date) one of the important world events on the right side of the timeline. Let other students try to arrange them in chronological order. With a different set of ten students, repeat the same steps for important events in Louisiana on the left side of the timeline.

Using Pictures and Illustrations

Make sure students can identify the pictures that accompany this timeline: William C. C. Claiborne (left), Napoleon Bonaparte (right), and Andrew Jackson at the Battle of New Orleans (bottom).

Using Geography Skills: Physical Geography

Ask students: In what year did Louisiana become a state? (1812) Project a map of the United States (1812) onto a screen or Smart Board such as the one found at this website: http://commons.wikimedia.org/wiki/File:United_States_1812-05-1812-06.png. Ask students: In regards to physical geography, how is Louisiana unique when compared with the first seventeen states in the Union? (Louisiana is the first state located, at least in part, west of the Mississippi River.)

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.

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 Ten-

nessee. 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.

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 reestablish 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 <u>France</u> giving Americans the right to <u>trade</u> goods in <u>Baton Rouge</u>. (*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*)

Chapter 8: Louisiana from Colony to Territory to State

Higher Level Thinking

Share with your students this quotation:

This little event... is the embryo of a tornado which will burst on the countries on both sides of the Atlantic and involve in its effects their highest destinies.

Ask students: What "little event" is being referenced in this quotation? (*Spain returning Louisiana to France in 1802*) Who is the author of this quotation? (*Thomas Jefferson*)

Using Reading Skills: Drawing Inferences

Instruct students to read only the paragraph about Napoleon's disastrous campaign in Saint-Domingue. Ask students: What can be inferred about the likely cause of death of Napoleon's soldiers? (*yellow fever*)

History through Video

Share with your students this video (1:05) overview of the Louisiana Purchase as found at this website: www. history.com/topics/louisiana-purchase/videos#louisiana-purchase-doubles-size-of-america.

Lagniappe

The disease that killed most of Napoleon's soldiers, yellow fever, was caused by the bite of a certain tropical mosquito. This mosquito was widespread in the hot, damp climate of Saint-Domingue, and the soldiers who came from France had no immunity to the disease it carried. It is called yellow fever because one of the symptoms is jaundice, which can make the skin and whites of the eyes appear yellow.

Napoleon also wished to reestablish control over Louisiana. In his plans, Louisiana and the trade on the Mississippi River would serve as a supply depot for Saint-Domingue. This part of his vision required that he convince Spain to return Louisiana to France. France made a secret agreement with the Spanish king in 1800. The terms of the transfer were spelled out in the **Treaty of San Ildefonso**. After two years of negotiations, the final agreement was reached in 1802. As part of the agreement, Spain believed France had promised not to transfer Louisiana to any other power before offering it back to Spain first.

Shortly after getting possession of Louisiana, Napoleon sent more than 30,000 soldiers to Saint-Domingue to initiate his plans of ending the slave revolt and reestablishing slavery. Events worked against his scheme. Within weeks of arrival on the island, more than 80 percent of Napoleon's soldiers were dead, most of them from disease rather than fighting. With this disastrous turn of events, Napoleon realized his plan to regain control of Saint-Domingue had failed. Under the circumstances, he decided he no longer benefited from possession of Louisiana.

The Louisiana Purchase

Since the late 1790s, the United States had been keenly interested in establishing permanent access to the Mississippi River and the port of New Orleans. Aware of the rumors of a transfer from Spain to France, President Thomas Jefferson sent James Monroe to join the American ambassador to France, Robert Livingston. Their orders were to negotiate for the purchase of New Orleans.

A Surprising Offer

Both men were shocked in early 1803 when they were offered the opportunity to purchase not just New Orleans but all of Louisiana. They had no orders authorizing such a massive purchase. Given the slow pace of transatlantic communication, they had no ability to ask for and receive permission in a timely fashion. Monroe and Livingston took a chance and went far beyond their orders. They accepted the offer to purchase all of Louisiana and negotiated a price of \$15,000,000. An agreement was reached in early May. When they asked for clarification about the actual borders of the area they had purchased, the French foreign minister advised Monroe and Livingston only that, "You have made a noble bargain for yourselves; I am sure you will make the most of it."



Right: Thomas Jefferson signing the Louisiana Purchase papers.

218

Notes		

Section 1: The United States Purchases Louisiana

The Treaty

Events moved rapidly after this. The terms of the treaty were sent to Washington, DC, for approval. President Jefferson was aware there was no constitutional authority for such an act, but he felt it was in the growing nation's interest to take this step. In order to avoid a long, drawn-out debate, Jefferson pushed for quick *ratification* (approval) of the terms. He was able to achieve this, and the U.S. Senate ratified the treaty for the Louisiana Purchase on October 19, 1803.

Two Transfers

Two transfers had to take place at New Orleans to finalize the process. First, the Spanish transferred Louisiana to Napoleon's representative in New Orleans on November 30, 1803. Pierre Clément de Laussat had been sent from France with the understanding that he would take over as governor of the colony once Napoleon gained control. Because of the Louisiana Purchase, Laussat governed Louisiana for only three weeks. He transferred Louisiana to the United States in a ceremony in the Cabildo on December 20, 1803. Although no one yet knew it for certain, with that transfer a new era in the nation's history had begun.

The Territory

At the time, however, several important issues remained to be settled. Before the Purchase, the territory of the United States included approximately 434,000,000 acres of land. President Jefferson estimated that the area purchased in 1803 would add about 500,000,000 acres. He was almost right. The Adams-Onís Treaty, signed in 1819, specified how

much land the Louisiana Purchase added to the United States. The final treaty made clear that the historic events of 1803 more than doubled the size of the country, adding 530,000,000 acres to the nation's territory. Ultimately those lands would make up all or part of fifteen states. After all of the interest was paid on the \$15,000,000 loan, the United States paid \$23,537,872 for Louisiana, amounting to approximately 4 cents an acre-a noble bargain indeed!



Above: Pierre Clément de Laussat.
Left: This ceremony at the Place
d'Armes in New Orleans marked the
transfer of Louisiana from France to the
United States. On December 20, 1803,
the tricolor French flag was lowered
and the American flag, with 15 stars
and 15 stripes. was raised.

Notes ______

Using Reading Skills: Reading Comprehension

Project Article II, Section Two, of the U.S. Constitution onto a screen or Smart Board as found at this website: http://constitutioncenter.org/constitution/the-articles/article-ii-the-executive-branch. Instruct students to read this section, which defines the powers of the president, and have them list six presidential powers. Finally, ask students: Which presidential power did Jefferson broadly interpret to justify the Louisiana Purchase? ("He shall have the Power... to make Treaties.")

Do You Remember?

There are 640 acres in a square mile.

Higher Level Thinking

Ask students to calculate the cost of the Louisiana Territory per square mile. (\$15,000,000 ÷ [approx.] 828,000 square miles = \$18.12 per square mile)

Did You Know?

Ask students if they know where the Place d'Armes is located in New Orleans. (It is the open space that was renamed Jackson Square in honor of General Andrew Jackson.)

Answer to Map 8.1 Skill

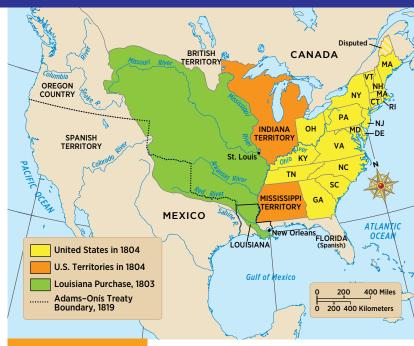
the Mississippi River

ASSESS

Answers to "Reviewing the Section"

- 1. Pinckney's Treaty was a treaty negotiated by American representative Thomas Pinckney and signed in 1795. It gave Americans the right to trade and deposit goods in New Orleans. The terms were to be renegotiated after three years. The **Treaty of San Ildefonso** was a secret agreement between France and the Spanish king, first signed in 1800, with final agreement reached in 1802. Through this treaty, Spain returned Louisiana to France. As part of the agreement, Spain believed France had promised not to transfer Louisiana to any other power before offering it back to Spain first. The **Louisiana Purchase** was the 1803 agreement, negotiated by American representatives James Monroe and Robert Livingston, through which the United States purchased all of Louisiana from France for \$15,000,000. The treaty was ratified by the U.S. Senate on October 19, 1803.
- 2. Within weeks of his army's arrival on the island, more than eighty percent of Napoleon's soldiers were dead, most of epidemic disease. With these losses, Napoleon realized his scheme to regain control of Saint-Domingue had failed.
- **3.** The United States added 530,000,000 acres to the nation's territory at a price of approximately 4 cents an acre.

(Could we say 530 million to avoid bad spacing? Or reword it?)



MAP 8.1

The Louisiana Purchase

Map Skill: What forms the eastern boundary of the Louisiana Purchase?

Despite its impressive size, the Louisiana Purchase was more than just a large real estate deal. In 1803, the United States was a small and very young nation. With the stroke of several pens, it became a potential world power. It was also extraordinary that, in the context of so much ongoing warfare in Europe and the Caribbean, Louisiana changed hands peacefully and rapidly—from Spain to France to the United States—all in less than one year. Its transformation into an American state would take nine more years to accomplish.

Chapter 8: Louisiana from Colony to Territory to State

Lagniappe

The Louisiana Purchase encompassed all of the present-day states of Arkansas, Oklahoma, Missouri, Kansas, Iowa, and Nebraska, as well as parts of Minnesota, South Dakota, North Dakota, Montana, Wyoming, Colorado, New Mexico, Texas, and, of course, Louisiana.

Reviewing the Section

- Define in sentence form: Pinckney's Treaty, Treaty of San Ildefonso. Louisiana Purchase.
- 2. What was the main reason that Napoleon's plans to regain control of Saint-Domingue failed?
- 3. How many acres were added to the United States by the Louisiana Purchase, and at what price per acre?

220

Notes	

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, and
Guillermo C. C. Claiborne, and



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.



222

Teacher Note

A digitized copy of Claiborne's proclamation can be found at this website: http://congressarchives.tumblr. com/post/14508573239/ondecember-20-1803-william-cc-claiborne.

Notes		
	 	

Section 2: The Territorial Period: Leadership and Challenges

Burr also had a long-standing personal feud with former secretary of the treasury Alexander Hamilton. When Hamilton wrote a newspaper article that was very critical about Burr and his ambitions to be governor, Burr challenged Hamilton to a duel.

Dueling (a combat between two persons, especially one fought with weapons in front of witnesses) had been a common way for men to settle disputes in the early national period. By 1804, it was becoming less

acceptable. Dueling had been outlawed in both New York and New Jersey by that time, but New York enforced the ban more vigorously than its neighboring state. Thus, Burr and Hamilton decided to leave New York and cross the border into New Jersey to settle their affair of honor. On the morning of July 11, 1804, Burr shot Hamilton, and Hamilton died the next day. Charges were filed in both states, but none ever came to trial. Burr even finished out his term as vice president.

What Burr's plans were next has never been entirely clear. They included discussions of such ambitious schemes as taking over New Orleans and stripping the city of its valuables. He would then invade Mexico where he would establish himself as ruler. Whether these ideas were serious or simply talk, they never took place. General James Wilkinson had originally conspired (plotted, schemed) with Burr, but ultimately decided to inform Jefferson of Burr's schemes. Burr was tried and acquitted of conspiracy charges, but the trial for conspiracy and his murder of Hamilton deeply damaged his reputation. Burr went into exile in England, but returned to the United States in 1812. He spent the final years of his life practicing law in New York.

West Florida Rebellion

There was also unrest along the borders of the area known then as Spanish West Florida (and today as the Florida Parishes). Although the Spanish still controlled the area in 1810, English-speaking migrants from

the United States dominated the region's population. Many of them wanted to become a part of the United States. To accomplish this goal, they staged their own revolt against the Spanish in 1810. The rebels declared themselves an independent republic, called the Republic of West Florida. They even adopted a flag with a blue field and a single white star. Their independence did not last long. Three months later, the United States declared West Florida part of the Louisiana Territory. The Florida Parishes were formally

incorporated into Louisiana after it became a state in 1812.



As the first secretary of the treasury for the United States, Alexander Hamilton is honored by being pictured on the ten dollar bill.

Lagniappe

The Bonnie Blue Flag of the Republic of West Florida, which symbolized independence, was not forgotten. When the state of Mississippi left the Union in 1861, a similar flag was raised over the capitol dome in that state. An 1861 song titled "The Bonnie Blue Flag," with the lyrics "Hurrah for the bonnie blue flag that bears a single star," became a popular Confederate Civil War anthem.



Top: Alexander Hamilton on the ten dollar bill. **Bottom:** The Bonnie Blue Flag of the Republic of West Florida.

223

Notes _______

In Other Words

ban—a legal or formal prohibition

Using the Internet

Share with your students the nineteenth century rules for dueling as found at this website: www.pbs.org/ wgbh/amex/duel/sfeature/rulesof dueling.html.

Building 21st-Century Skills: Primary Sources

One of the most incriminatory documents in the Burr Conspiracy involved a letter written by Aaron Burr to General James Wilkinson. Have students read and interpret this letter as found at this website: http://law2.umkc.edu/faculty/projects/ftrials/burr/burrlet ter.html.

Engagement

Have students reenact the trial of Aaron Burr. Excellent resources for this reenactment can be found at these websites: www.poplarforest. org/1807/2007_democracy_segment_four.pdf and http://law2.umkc.edu/faculty/projects/ftrials/burr/burr account.html.

Using Geography Skills: Political Geography

Project a map of the United States (as of 1810) onto a screen or Smart Board such as the one found at this website: http://en.wikipedia.org/wiki/File:United_States_1810-10-1812-04.png. Ask students to locate the Republic of West Florida. Next, ask students: The Republic of West Florida was divided into territory for what three states? (Alabama, Louisiana, and Mississippi)

Answer to Map 8.2 Skill

1810

More Map Skills

Ask students: Before1810, what were the western and eastern boundaries of Spanish West Florida? (the Mississippi River and the Perdido River) What were the western and eastern boundaries of the land that was annexed by the U.S. in 1810? (the Mississippi River and the Pearl River) What were the western and eastern boundaries of the land that was annexed by the U.S. in 1812? (the Pearl River and the Perdido River)

Did You Know?

Three United States parishes/counties are named for William C. C. Claiborne including Claiborne Parish, Louisiana; Claiborne County, Mississippi; and Claiborne County, Tennessee. In addition, an avenue in New Orleans bears his name.

Using the Internet

Have students go to www.crt.state. la.us/louisiana-state-museum/onlineexhibits/the-cabildo/the-battle-ofnew-orleans/ to learn some of the contributions of free people of color in the Battle of New Orleans. (Some of the contributions were these: free black men (and white men) forty-five years and older formed home guards to protect private property and maintain order in New Orleans; free woman of color nursed the wounded at hospitals and convents; the First and Second Battalions of Free Men of Color [over 600 men] played an important role in the battle itself.)

COLLEAN STERRITORY Alexandria Alexandria St. Franciville Bayou Sara R. San Gruise Gulf of Mexico Gulf of Mexico O SO 100 Miles O SO 100 Miles

MAP 8.2

The Florida Parishes

Map Skill: By what year did all of the present-day state of Louisiana belong to the United States?

Free People of Color and Slaves

Louisiana's diverse population also presented its new administrators with unexpected challenges. Free people of color, who had become a significant part of Louisiana's population, especially in New Orleans, presented the United States with an unfamiliar situation. Claiborne was both astonished and alarmed when he realized that local militia units included two groups made up entirely of free men of color. In one letter back to Washington, DC, he referred to these armed free men of color as his "principal difficulty." The free men of color wrote Claiborne asking that their militia units be retained. They quoted from the Louisiana Purchase treaty in making their case. In 1804, Claiborne decided on a compromise that kept the militia units intact for the time being, but put white officers in charge of them.



Right: A battalion of free men of color would be critical to the American victory at the Battle of New Orleans in 1815

224

Notes			

Section 2: The Territorial Period: Leadership and Challenges

Claiborne also oversaw the adoption of a new slave code in 1806 based on U.S. rather than French or Spanish practices. The code still allowed for **manumission** (setting free of slaves by their masters). However, the privilege of self-purchase (called *coartación* by the Spanish) was no longer available to slaves, making it all but impossible for a slave to be freed without the approval of his or her master. Slaves were also prohibited from making complaints against their masters. When they committed crimes of a public nature, they were tried in a separate system of courts that gave out harsh punishments.

Slave law and life changed in another important respect as well. After 1804, the federal government made it illegal to import slaves into Louisiana from any place outside the United States. Similar legislation became the law for the entire country in 1808. This led to a rise in the importance of the domestic slave trade. Rather than being brought to the United States from Africa or the Caribbean, slaves were now sent from coastal states like Virginia, to be sold in Deep South locations like New Orleans.

Although this was a national law, Claiborne made an exception to it in 1809. In that year, a large group of refugees who had fled Haiti (Saint-Domingue) and settled in Spanish-controlled Cuba were forced to migrate one more time when the Spanish ejected them from Cuba because of tensions between Spain and France. Nine thousand of them set sail for nearby Louisiana. The refugees were almost equally divided among white people, free people of color, and slaves. The fate of these three thousand slaves created a problem for Claiborne. Although it was technically illegal to import slaves, Claiborne needed to make an exception. He felt it was inhumane to leave so many people stranded, and most slave owners refused to leave their slaves behind or abandoned on boats at the mouth of the Mississippi River. Among other things, this 1809 wave of immigration nearly doubled the size of the city of New Orleans in a single year.



Review

Below: This painting by Agostino

have been among those fleeing to

Louisiana in 1809.

Brunias depicts free people of color in

Saint-Domingue. People like this would

Ask students to compare and contrast the treatment of slaves in Louisiana under Spanish and American rule. Students will learn about the treatment under American rule by turning to www.accessible-archives.com/2011/08/the-black-code-of-louisiana-1806/ for a detailed look at the Louisiana Black Code of 1806.

Higher Level Thinking

Have students read the first paragraph of Article 1. Section 9. of the U.S. Constitution, as found at www. archives.gov/exhibits/charters/ constitution transcript.html. Ask students: Who were "such Persons" who were referenced in this section of the Constitution? (slaves) Is the word "slave" actually mentioned in this section? (No.) What actions could not be prohibited prior to 1808? (the importation of slaves into the United States) What act *did* prohibit the importation of slaves into the United States? (the 1807 Act Prohibiting Importation of Slaves, which was signed by President Thomas Jefferson and went into effect January 1, 1808)

Discussion

Instruct students to read about the refugees who fled Saint-Domingue in 1809. Next, have students note five important facts that contributed to their stranded condition at the mouth of the Mississippi River. Then, have students brainstorm possible solutions to this refugee crisis and list them on the board. Finally, take a classroom vote on the best option to resolve this crisis as listed on the board.

In Other Words

inscribed—written

Did You Know?

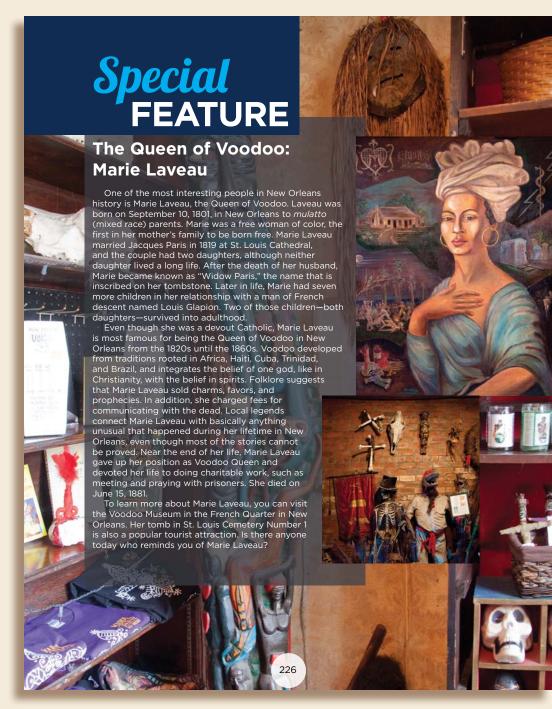
As some of her charitable work, it is reported that Marie Laveau erected altars in the cells of condemned prisoners and comforted and prayed with them before they went to be hanged. She is also said to have nursed the sick and provided money for those who were in need.

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.



Notes			

The 1811 Slave Revolt

Fear that slaves who had come from Saint-Domingue would bring knowledge and experience of the island's slave rebellion was one reason some in Louisiana feared the 1809 slave refugees. Although there is no clear connection between the two events, in 1811 slaves upriver from New Orleans rebelled against their masters in what became the largest slave revolt in U.S. history.

In January 1811, an enslaved man named Charles led others to take control of the plantation of Miguel Andry. The slaves believed there might be a large collection of weapons on the plantation, but were disappointed not to find them. Most of the slaves were armed only with farm tools. As they began their approach toward New Orleans, they convinced other slaves to join them. Their numbers certainly exceeded 150 and may have been as high as 500. But the poorly armed rebels were no match for the local militia and U.S. Army forces that surrounded them two days into their march. Many of the slaves were killed in the fighting that followed. Those who were captured were taken to New Orleans for trial. Twenty-one slaves were hanged, and their heads were then placed on poles along the route they had taken toward New Orleans. This would serve as a warning to other slaves who might consider rebellion. Although the 1811 slave rebels were defeated, the sheer numbers of slaves involved make the revolt an important part of the nation's history.



Above: This painting by renowned Louisiana artist Lorraine Gendron depicts the 1811 slave revolt that started upriver from New Orleans.

Reviewing the Section

- Define in sentence form: filibustering, dueling, manumission.
- 2. How did the people of Spanish West Florida come to be part of the state of Louisiana?
- 3. What were the main principles of the Slave Code of 1806?

227

Notes ______

ASSESS

Answers to "Reviewing the Section"

- 1. Filibustering, in the nineteenth century, was a form of adventuring—of trying to interfere with or overthrow legitimate rule. Dueling was a combat between two persons, especially one fought with weapons in front of witnesses. Manumission means the setting free of slaves by their masters.
- 2. The Spanish controlled West Florida in 1810, but many of the region's people (who were mostly Anglos) wanted to become a part of the United States. They revolted against Spain in 1810 and declared themselves the independent Republic of West Florida. Three months later, the United States declared West Florida part of the Louisiana Territory. The area that came to be known as the Florida Parishes was formally incorporated into Louisiana after it became a state in 1812.
- **3.** The Slave Code of 1806 was based on American rather than European practices. It still allowed for the manumission of slaves by their masters but not for self-purchase (*coartación*). Slaves were prohibited from lodging complaints against their masters. When they committed crimes of a public nature, they were tried in a separate system of courts that gave out harsh punishments.

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



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

Section 3: Statehood and Early Government

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.

BATTIM BUEN THE CAPITOL - 1814 HE TO THE

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 hoots



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/

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 text-book 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.

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 Pa-

kenham. 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.



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.

Section 3: Statehood and Early Government



Left: The Battle of New Orleans. **Below:** Statue of Andrew Jackson on horseback.

The Fighting Begins

Fighting began between Great Britain and the United States two days before Christmas and continued in short bursts into the new year. The major battle between the two forces, which took place early on the morning of January 8, 1815, is known as the Battle of New Orleans. Pakenham's battle plan was quite complex and depended on coordination and precision to succeed. Unfortunately for the British, many things went wrong that morning. Even nature seemed to be on the American side. Pakenham and his soldiers were in the middle of a field approaching the American lines when the early-morning fog began to disappear. This made the British easy targets for Jackson's troops, who were protected by a fortified position behind a canal.

A Victory for the United States

The battle was spectacular in its outcome, but the heaviest fighting took place in less than an hour. During that very brief but bloody period, British *casualties* (people killed, injured, or captured in battle) reached two thousand. At least four hundred of those were killed. Pakenham and several other members of the senior command of the British forces were among the dead. In contrast, Jackson reported only seven killed and six wounded during the morning's engagement. This lopsided American victory came as a surprise to everyone involved. Having no choice, the British surrendered to Jackson and began withdrawal of their troops.

After overseeing the British withdrawal back to their ships in the Gulf, Jackson returned to New Orleans on January 21, a *bona fide* (genuine) American military hero. The news of his overwhelming victory against the British spread rapidly. In a matter of weeks, Jackson rose to national fame and prominence as the hero of the Battle of New Orleans.

Ironically, Great Britain and the United States had signed a peace treaty at Ghent, Belgium, on December 24, 1814. Technically, then, this major American military victory took place after the war's official end. Still, Jackson's defeat of the British mattered, particularly in the United States. Being undeniably defeated reminded the British that the Americans would fight and would retain their independence as a nation. This outcome of the War of 1812 has led some historians to refer to it as the "Second War for American Independence."

Lagniappe

The famous statue of Andrew Jackson on horseback was dedicated in New Orleans Jackson Square in 1856. It was the second of four identical statues of Jackson designed by sculptor Clark Mills. The first was erected near the White House in Washington, DC, in 1853. The other two are in Nashville, Tennessee. and Jacksonville, Florida, This was the first equestrian (on horseback) statue in the world to be balanced only on the horse's hind legs.



231

Teacher Note

A video (3:21) overview of the Battle of New Orleans can be found at this website: http://www.history.com/top-ics/battle-of-new-orleans.

Diverse Learners

Have students create a stamp honoring the American triumph at the Battle of New Orleans. Then compare their version with the official 1965 U.S. Postal Service version as found at this website: www.postalmuseum.si.edu/zipcodecampaign/p4.html. (Scroll down to see the stamp.)

Did You Know?

The Treaty of Ghent (1814) has been described as "status quo antebellum." (Things were returned to the way they were before the war.) The treaty also makes clear that hostilities would not end until both sides had ratified the treaty.

Using the Internet

The eleven articles of the Treaty of Ghent can be found at this website: http://avalon.law.yale.edu/19th_century/ghent.asp.

In Other Words

blacksmith—a person who makes or repairs things made of iron (such as horseshoes)

Have You Visited?

Ask students if they have visited the Jean Lafitte National Historical Park and Preserve. They can go to www.nps.gov/jela/planyourvisit/index.htm to learn about the six varied locations of this national historical park. Ask students: Why do you think the park was named for Jean Lafitte? Was he deserving of this honor? Which of the six locations have you visited? Which would you like to visit?

Did You Know?

There is even a Louisiana town named for the famous pirate. Students can go to the website of the town of Jean Lafitte in Jefferson Parish (www.townofjeanlafitte.com/) and watch the short video invitation to visit their town.

Celebrating History

January 2015 marks the bicentennial of the Battle of New Orleans. Have students inquire into the celebrations that were planned for commemorating this important battle.



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Early Statehood: Distinctive but American

Claiborne referred to the people who had lived in Louisiana before it became part of the United States as the "ancient population." Indeed, Louisiana's people, who identified as Creoles, felt they had little in common with the Americans who migrated to Louisiana in droves after 1812. Yet time and common purpose caused the two ethnic groups—Creoles and Americans—to work together when necessary. The Battle of New Orleans is a clear example of that kind of cooperation.

The creation of the state's first constitution also *melded* (blended) the French language and Creole outlook into a document based on Kentucky's constitution. Claiborne was elected the first state governor. After that, the office shifted regularly between a Creole and an American. Until the late 1820s, politics in Louisiana retained this distinctive aspect. For the most part, the state's people saw themselves as citizens of the United States, but also saw themselves as different from the rest of the

part, the state's people saw themselves as citizens of the United States, but also saw themselves as different from the rest of the nation's people. Their concerns remained focused on local issues. That is until the contested outcome of the presidential election of 1824 drew Louisiana directly into a national political dispute.

The Rise of Andrew Jackson and the Corrupt Bargain

Historian Robert Remini has written that Jackson's victory over the British in 1815 transformed the general into a "towering hero who became a symbol of what was best in American society." The nation was changing. As Americans moved further and further west, an idea began to develop about the benefits of the frontier experience. Simply put, many Americans believed that the process of moving west—making one's way in the world and overcoming the difficulties of settling new land—gave people experiences that made them strong and capable. These frontier Americans came to believe that they brought special qualities and strengths to the nation. This set of beliefs came into contrast with older ones in the bitterly contested presidential election of 1824.

There were four major candidates in the race: John Quincy Adams of Massachusetts, William H. Crawford and Henry Clay both of Kentucky, and Andrew Jackson of Tennessee. Jackson won the popular vote by a wide margin, but did not get enough votes in the <code>Electoral College</code> (the group that formally elects the president and vice president) to confirm his victory. None of the other candidates did either. Thus, the decision about who would become president went into the U.S. House of Representatives for the second time in the nation's history.

The process in the House of Representatives was chaotic and many also felt it was unfair. Henry Clay had finished fourth, so his candidacy did not advance in the House, but because Clay was speaker of the House at the time, he was believed to have *undue* (more than is reasonable influence. Crawford had become very ill shortly before the election and, while he too was under consideration in the House, his ill health doomed his chances. Thus, the contest came down to Jackson and Adams.

Below: John Quincy Adams by Gilbert Stuart, 1818.



Lagniappe

John Quincy Adams, the 6th U.S. president, was the son of our 2nd president, John Adams. The only other father-son presidential pair were George H. W. Bush (41st president) and George W. Bush (43rd president).

233

In Other Words

in droves—in large numbers

Discussion

Ask students: What vote decides a presidential election? (*electoral vote*) What portion of electoral votes must a candidate receive to win the presidency? (*majority*) If no candidate receives a majority, who decides the election? (*The House of Representatives chooses from the top three electoral vote getters.*) Use student responses as an opportunity to explain the presidential election process.

Did You Know?

The Election of 1824 electoral vote total is as follows:

Candidate	Votes
Andrew Jackson	99
John Q. Adams	84
William H. Crawford	41
Henry Clay	37

Higher Level Thinking

Ask students: What was the total number of electoral votes in the Election of 1824? (261) How many electoral votes made a majority? (131) How many more electoral votes did Andrew Jackson need to win the presidency in 1824? (32)

Creating a Timeline

Although John Quincy Adams was judged to be a "do-nothing" president, he had many accomplishments both before and after his presidency. Have student teams conduct research and create a timeline of the life of John Quincy Adams. Ask students: Did John Q. Adams's accomplishments outside the presidential office compensate for his participation in the Corrupt Bargain and his lack of success as chief executive? What do you think were his most outstanding achievements?

Using Reading Skills: Vocabulary Enhancement

The textbook describes Jackson winning the 1828 presidential election by "a landside." Ask students: What is a landslide? (an overwhelming majority of votes) Next, ask students: What percentage of popular or electoral votes would you consider to be a landslide? Then, ask students: What percentage of popular and electoral votes do you think Jackson received in the Presidential Election of 1828? (Jackson won 58 percent of the popular vote and 68 percent of the electoral vote [178 to 837.) Finally, instruct students to write a newspaper headline (ten words or less while also using a synonym for the word *landslide*) for the results of the Presidential Election of 1828.

Right: The election of 1824 had four candidates. From left to right: John Q. Adams, Andrew Jackson, William H. Crawford, and Henry Clay.

Below: Thomas Jefferson.

Lagniappe

The first time that the House

of Rep<mark>resentatives chose</mark> the pr<mark>esi</mark>dent was in 1800. Thomas Jefferson and Aaron Burr had each received 73

electoral votes, and the House had to decide the winner.

Under the provisions of the

U.S. Constitution at that time, Jefferson was chosen

president and Burr, as runner-

up, became vice president.

Because that election showed

real confusion in the way

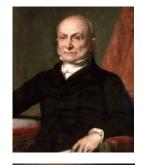
presidential elections were

held, the Twelfth Amendment

to the U.S. Constitution was

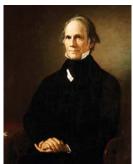
ratified in 1804 to clear up that

election process.









Henry Clay decided to give his support to Adams, shifting the votes he could influence. This shift gave Adams a victory in the House of Representatives, and he became president in 1824. Shortly thereafter, Adams named Clay his secretary of state, an office that was seen as a training ground for the presidency. This outcome led many to charge that Adams and Clay had engaged in a **Corrupt Bargain**, and this became a nickname for the election's outcome.

Many people in the nation were outraged at this turn of events, Jackson not least among them. Many in Louisiana strongly supported Jackson, especially because of his history of protecting New Orleans in the War of 1812. When the presidential election of 1828 took place, voter turnout tripled nationwide, and Jackson won the presidency in a landslide. When he went to Washington for his inauguration in early 1829, thousands of common people followed to see their frontier hero inaugurated.

Jackson was the first frontier American to become president, and he was hailed as a hero of the common man. His two terms as president were marked by many controversies, but one outcome was not in dispute. Jackson changed the way Americans felt about the nation's politics. Nowhere was this more the case than in Louisiana. While the state's politics would retain many distinctive aspects after 1824, Louisiana's voters became much more interested in national affairs.

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234

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Section 3: Statehood and Early Government



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

- 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?

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.

235

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.

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.

CHAPTER REVIEW

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.

236

Notes	

Activities for Learning

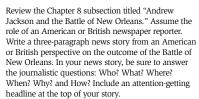
Understanding the Facts

- Who deposited goods in New Orleans for shipment to the Gulf, Europe, or the East Coast of the United States?
- 2. Describe Napoleon Bonaparte.
- 3. What was the United States' primary interest when it made the Louisiana Purchase?
- 4. What was the purchase price of the Louisiana Territory? How many acres did the United States acquire in this purchase?
- 5. 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.
- 7. Whom did Aaron Burr kill in a duel while still serving as vice president?
- 8. How did General James Wilkinson betray Aaron Burr?
- 9. Describe the flag of the Republic of West Florida.
- 10. What astonished Governor Claiborne about the population of the Louisiana Territory?
- 11. Who led the 1811 slave revolt? How many slaves participated in this revolt?
- 12. What issues led to the outbreak of the War of 1812?
- 13. What were two important outcomes of the Battle of New Orleans?
- 14. Which two groups competed for political control of Louisiana?

Developing Critical Thinking

- 1. Why was the Louisiana Purchase controversial?
- 2. 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



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.knowla.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.



Answers to "Activities for Learning"

Understanding the Facts

- **1.** frontier settlers from Kentucky and Tennessee, who floated their goods down the Mississippi River on barges
- 2. 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.
- **3.** The United States wanted permanent access to the Mississippi River and the port of New Orleans.
- **4.** \$15,000,000; 434,000,000 acres
- 5. William C. C. Claiborne
- **6.** Louisiana retained the term "parishes" to describe its administrative units, and it used the Napoleonic Code for civil law.
- 7. Alexander Hamilton
- 8. General James Wilkinson originally

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

- **1.** There was no constitutional authority for the president to purchase territory.
- 2. 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.