

**Lesson Title:** Louisiana Purchase and the Missouri Compromise- How were they major factors leading to the Civil War?

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Teaching Traditional American History Program

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**Lesson Overview:** This is the basic information including the background of two landmark decisions of the United States government. One being a purchase (Louisiana Purchase) and the other was a legislative boundary (Missouri Compromise) weigh heavy in the starting of the Civil War of the United States.

**Objectives:** After completing this lesson the student will be able to:

- \* Describe the necessity of the buying of the Louisiana Purchase
- \* Describe how expansion to the west led to many decisions that would bring problems for the Congress and the American Indian
- \* Explain how the Missouri Compromise appeased lawmakers but enhanced a border war between Kansas-Missouri which was a microcosm to the Civil War
- \* Evaluate the arguments used that divided the nation to base justification of war.
- \* Evaluate how this expansion of land changed the outlook of slavery

**Material:** The following materials will be needed for this lesson:

- ^ Background information (see attached)
- ^ Detailing the events from the standpoint of slave owners versus abolitionist.
- ^ A dictionary to be used to look up any words the students do not understand
- ^ Maps of the decisions are plentiful. Please use your sources to display maps of these two historic events.

**Class time:** Approximately 51 minutes if the hand outs are as outside reading. If read in class, it should be two 51 minute classes.

**Teaching Input:** The following steps are suggested for this lesson.

1. Maps supplied of Louisiana Purchase and boundary of the Missouri Compromise
2. Reading assignments with background of events (see attached)
3. It would add to discussion to split the class between slave states and non-slave states
4. Have representatives from both sides of the class present their arguments of the issues. (Group discussion works if constructive and direct answers to objective questions that are stated above)
5. No body should be attacked for their viewpoints

**Activities:** Upon completion of their discussion the each students should write a letter of the President Jefferson on their view point of the Louisiana Purchase or to Congress on the Missouri Compromise. The letters can be informal and express their opinion to be considered before the events take place. These can relay to their group for discussion purposes.

## **Attachment: The Louisiana Purchase**

The Louisiana Purchase was the acquisition by the United States of approximately 530 million acres of French territory in 1803, at the cost of about .03 cents per acre: totally \$15 million or 80 million French francs. Including interest America finally paid \$23,213,5689 for the Louisiana territory.

The land purchase contained all the present-day Arkansas, Missouri, Iowa, Oklahoma, Kansas, Nebraska, Minnesota south of the Mississippi River, much of North Dakota, northeastern New Mexico, northern Texas, the portion of Montana, Wyoming, and Colorado east of the Continental Divide and Louisiana on both sides of the Mississippi River, including the major part of the purchase New Orleans. New Orleans was \$10 million of the purchase because it was a large shipping port. The purchase comprised around 23% of the territory of the modern United States.

This purchase was an important moment in the presidency of Thomas Jefferson. At the time, it faced domestic opposition as being possibly unconstitutional. Although he felt that the Constitution did not contain any provisions for acquiring territory, Jefferson decided to purchase Louisiana because he felt uneasy about France and Spain having the power to block American traders' access to the port of New Orleans.

Lacking the military forces in America, Napoleon (Emperor of France) needed peace with the United Kingdom and Louisiana would be easy prey for the British. Some of the American's were extremely loyal to Britain and thought this purchase would further divide the U.S. and Britain. They also feared that an increase in slave holding states created out of the new territory would escalate divisions between north and south.

Treaty was signed by Robert Livingston, James Monroe and Barbe Marbois of Paris and was announced to the people of the United States by Jefferson on July 4<sup>th</sup> 1803.

## **Attachment: Consequences of the Louisiana Purchase**

The Louisiana Purchase has often been described as one of the greatest real estate deals in history. Despite this, there were some issues that concerned Americans of the day. First, many wondered how the United States could defend this massive addition to its land holdings. Many New Englanders worried about the effect the new addition might have on the **balance of power** in the nation. Further, Jefferson and Monroe struggled with the theoretical implications of the manner in which they carried out the purchase. The biggest issues were, **was it constitutional** and did the president have the power to authorize this purchase. In the end, however, the desire to purchase the territory outweighed all of these practical and theoretical objectives.

The increases of population, commerce, mining, and agriculture the Louisiana Purchase allowed worked to strengthen the nation as a whole. The opportunity for individuals and families to strike out into unsettled territory and create lives for themselves helped to foster the frontier spirit of independence, curiosity, and the cooperation that have come to be associated with the American character. The implications of what it did to the American Indian is a different story.

## **Attachment: The Missouri Compromise** **“A Balance of Power” March 3 1820**

The Missouri Territory was part the huge Louisiana Purchase and it was to become a new border state with many issues about the institution of slavery. The institution of slavery had been divisive issue in the United States for decades before the territory of Missouri petitioned Congress for admission to the Union as a state in 1818. Since the Revolution, the country had grown from 13 states to 22 and had managed to maintain a balance of power between slave and free states. There were 11 free states and 11 slave states, the situation that gave each faction equal representation in the Senate and the power to prevent the passage of legislation not to its liking. The states with the larger populations, controlled the House of Representatives, 105 votes to 81.

In 1819, New York Representative James Tallmadge proposed an Amendment to ban slavery in Missouri even though there were more than 2000 slaves. The country again confronted the issue of the spread of slavery to new territories. “How long will the desire for the wealth render us blind to the sin of holding both the bodies and souls of our fellow men in chains?” Asked Representative Livermore of New Hampshire.

The South’s economy was dependent upon black slavery, and 200 years of living with the institution had made it an integral part of Southern life and culture. The South demanded the North to recognize it’s right to slavery as secured in the Constitution.

Maine petitioned just before Missouri. Both states were admitted, a free Maine and slave Missouri, and the balance of power was maintained as before. However, the Missouri Compromise stipulated that all the Louisiana Purchase territory north and south boundaries of Missouri, except Missouri. The territory below the line would be slave and territory north of the line would be free. Deferred to as the 36/30 North latitude.

**Facts:** The Missouri Compromise was repealed by the 1854 Kansas-Nebraska Act and declared unconstitutional in the 1857 Dred Scott decision.

### **Attachment: The Border War- Bad Blood**

The nation's real test was to reach a true compromise on the question of slavery, when Kansas petitioned to be a state in 1854. Congress developed a policy of "popular sovereignty" and asked citizens to resolve the issue themselves.

Missouri slave owners and New England Abolitionists went to Kansas to vote because the resident laws were so lame. The concept was to put to a test whether Kansas would be a slave state or free. Many fights broke out around the border because both sides were so passionate on their feelings.

The eyes of the nation on Kansas and the slave state of Missouri just across the eastern border. Violence broke out everywhere, on the border, in Congress, and in individual houses. Never before had an issue divided the states.

Americans hoped that people living on the border, could bring order to the border residence in negotiation of a civil society under a republican government. The issue had been so long suppressed it exploded on the local scenes and spread throughout the nation.

The series of events that so captured the nation's imagination, including tremendous fraud at elections, the sacking of Lawrence, John Brown execution, and the Missouri Buchwacker's led by William Quantrill.

When it is analyzed, the Kansas-Missouri border was just an example of what would later lead to a Civil War in the United States. The great question is: What could have been done differently, if anything?

**Question for review:** The teacher should allow students to ask questions in areas of confusion. Any questions the teacher asks should be used to assess students understanding prior to the assessment.

**Scoring:** The students will be assessed by their participation with the groups. They will also be responsible for short essay's on the following questions.

- 1) Evaluate the border war between Kansas-Missouri and demonstrate how it is a microcosm to the Civil War.
- 2) Describe the reasons for the Louisiana Purchase and if there could of been ratification in the purchase that possibly stop the blood shed later.
- 3) The articles refer to "balance of power" several times. How important is it in the structure of a republic government?

The answers will vary and grading should be done efforts on logic and accuracy. The teachers point system will be based on previous assignments of this nature.

**References Used:**

Missouri Compromise-

<http://www.infoplease.com/ce6/history/A0833427.html>

Louisiana Purchase- [http://en.wikipedia.org/wiki/Louisiana\\_Purchase](http://en.wikipedia.org/wiki/Louisiana_Purchase)

The Border Wars- <http://www.kcpt.org/badblood/borderwar.shtml>