

200 YEARS IN THE MAKING

4 Gaining Statehood

With the Louisiana Purchase, the United States gained a region very different from other states and territories; the road to statehood was not at all smooth.

Guiding Questions

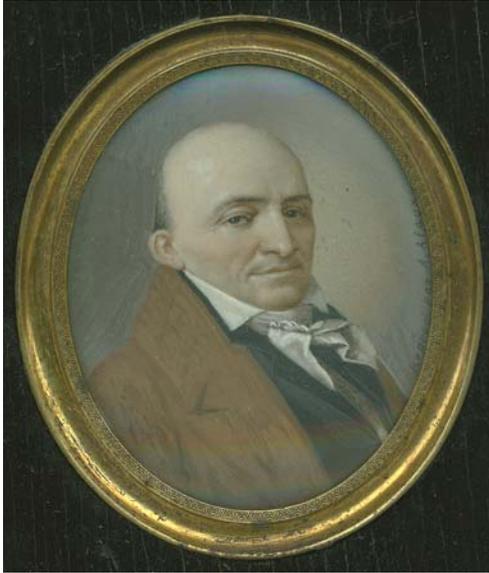
1. Which American and Creole leaders were influential during Louisiana's territorial and early statehood periods?
2. How did the United States Constitution influence the delegates who attended Louisiana's first constitutional convention?
3. Which two political organizational units that are unique to Louisiana were implemented during the territorial period?

Background: Colonial Government

The royal houses of France and Spain governed colonial Louisiana through their appointed representatives, which consisted of a governor, a commissioner or intendant, several post commanders, and a council. Unlike their counterparts in the British North American colonies, white male property owners in French Louisiana could not elect representatives to the colonial assemblies. However, under Spanish rule, local elites could purchase seats on the New Orleans town council (cabildo). According to the French and Spanish systems of governing, crown officials were to take the interests of all subjects into account and make decisions based upon the common good.

Right: William Charles Cole Claiborne
E. B. Savary
19th century
Louisiana State Museum





Left: Etienne de Bore
Ralph Bohunek
1910
Louisiana State Museum

De Bore was appointed New Orleans's first mayor. A planter, de Bore introduced a process for converting sugarcane juice into sugar granules.

STUDENT ACTIVITY
Investigate the process for converting sugarcane to sugar granules.

The highest-ranking official in colonial Louisiana was the governor. Because Louisiana was a frontier colony, most of its governors were military officers, whose primary duty was to protect the

province against armed threats from other European powers and Native Americans. Most colonial governors were born in France or Spain. In contrast to the British North American colonies, the governor's power in Louisiana was not curbed by local legislative bodies and only rarely by the intendant and council members.

Although Louisiana's colonial governors frequently abused this power, they also used their authority to act in the interest of colonials—allowing merchants and settlers to transport much-needed food, supplies, money, and enslaved Africans into Louisiana illegally— even when such actions ran counter to the crown's interests.

During the French era, Louisiana was regulated by the Code Civil, the collection of legal traditions and practices that was the accepted

foundation of law in France. Following the 1762 French cession of Louisiana to Spain, French law codes remained in practice until Governor O'Reilly ordered the use of Spanish laws throughout the territory.

Territorial Government

In 1803, Louisiana had a more ethnically and racially diverse population than many parts of the United States, and its political and social systems were deeply rooted in the French and Spanish colonial period.

Perhaps one of the greatest difficulties of merging Louisiana into the United States came with finding a way to incorporate English common law, the basis of the American legal system, with the French and Spanish civil law that prevailed in Louisiana during the colonial period.

Prior to statehood, Americans such as Louisiana Territorial Governor William C. C. Claiborne expressed concern over the abilities of Louisiana's Creole residents to embrace American democracy. Creole residents of colonial Louisiana had lived under the Catholic Church, a political monarchy, and a civil law system. In contrast, the new American political laws enforced religious freedom, republican democracy, and

CREOLES

The term “Creole” often means different things to different people. At the beginning of the nineteenth century, the term referred to a person, black or white, who was born in the Americas to parents who were born in the Latin countries of Europe.

Find more information about eighteenth century Louisiana Creoles at KnowLA: Encyclopedia of Louisiana, <http://www.knowla.org/>

English common law. After the Orleans Territory came under U.S. rule, Catholic residents continued to worship freely, but battles ensued over the legal system. The Creoles preferred civil law, which places emphasis on codified community laws, while Americans preferred common law, which places greater reliance on judges for legal interpretation.

President Thomas Jefferson appointed Claiborne territorial governor of Louisiana and vested in him almost unlimited authority. Not only did he have all the normal executive duties expected of the office, but he also served as commander-in-chief of the local militia and had the power of appointment over all civil and military posts, including local judges and sheriffs. In 1804, Congress established a Legislative Council of thirteen members, which were to be appointed by the President based on the recommendations of the governor.

Fearing that appointees of the President would favor adoption of the common law system in Louisiana, local leaders attempted to block the appointment of the Council. In protest, Etienne de Boré, Mayor of New Orleans, resigned. A committee of concerned citizens began work

Right: Jean Noel Destrehan De Beaupre
Unknown Artist
Louisiana State Museum

on a memorial petition asking Congress for immediate statehood and for the right to elect delegates to the territorial legislature, a right granted by Congress to the recently organized Mississippi Territory.

Recent immigrants from Saint-Domingue and France, such as Pierre Suavé and Pierre Derbigny, joined local citizens, like de Boré and wealthy planter Jean Noel Destréhan, in their protest. Other supporters included New Orleans residents Daniel Clark, a wealthy Irish immigrant and businessman; New York-born speculator Evan Jones; and Edward Livingston, former mayor of New York City who had recently moved to New Orleans.

However, the first Legislative Council met in New Orleans on December 4, 1804 before Congress could consider the memorial petition. The Council chose as their president Julien Poydras, a prominent planter and politician from Pointe Coupee Parish. Although statehood was not granted immediately, upon consideration of the memorial petition, Congress abolished the Legislative



Council early in 1805 and replaced it with a bicameral legislature consisting of an elected House of Representatives and an appointed Legislative Council. In 1806, the new Legislature appointed James Brown and Louis Moreau-Lislet to write a civil code for Louisiana.

In 1808, the Legislative Council adopted the Digest of 1808, or Civil Code of 1808, written by Brown and Moreau-Lislet. The Digest drew upon French and Spanish colonial law and the Napoleonic Code and instituted some unique aspects of Louisiana law. Claiborne believed the Digest would provide a greater knowledge of the law to magistrates and citizens, but was dissatisfied

DESLONDES REVOLT, 1811

The largest revolt of enslaved Africans in the history of the United States erupted in Louisiana in 1811. A group of enslaved Africans launched their attack from a plantation upriver from New Orleans. Led by Charles Deslondes (historians disagree concerning whether Deslondes was born enslaved in Saint-Domingue or in Louisiana), the insurgents marched down River Road toward New Orleans, killing two whites, burning plantations and crops, and capturing weapons and ammunition.

Planters organized militiamen and vigilantes, reinforced with United States Army troops from Baton Rouge and New Orleans and one militia unit of free men of color. The two sides met outside of New Orleans. Sixty-six enslaved persons were killed in the revolt, with others missing or captured and held for trial. Two whites were killed during the confrontation. Of the enslaved who were tried, twenty-one of them were sentenced to death, shot, and decapitated.

CONSIDER

Why do you think the Deslondes Revolt was used by some Americans as an argument against granting statehood to Louisiana?

with it because it differed so greatly from the laws of the other states. Still, the Digest served as the law of Louisiana from 1808 to 1825, when the legislature adopted the 1825 Civil Code of the State of Louisiana, which was written by Edward Livingston, Louis Moreau-Lislet, and Pierre Derbigny. Today, Louisiana remains the only U.S. state that follows the civil law model.

Two political organizational units unique to Louisiana were implemented during the territorial period—the parish system and the police jury system. In 1807, the territorial legislature replaced the twelve counties that were created shortly after the Louisiana Purchase with nineteen civil parishes. The new civil parishes were modeled on the Catholic parishes that existed during French and Spanish rule. The parish, rather than the county, still constitutes the basic unit of local government in Louisiana.

Under Louisiana's new parish system, the parish judge, justices of the peace, and a group of twelve citizens carried out administrative duties on the local level. This twelve-person body came to be known as the police jury. The police jury system, modeled after the Spanish system of syndics (court advocates or representatives), was, and still is, roughly

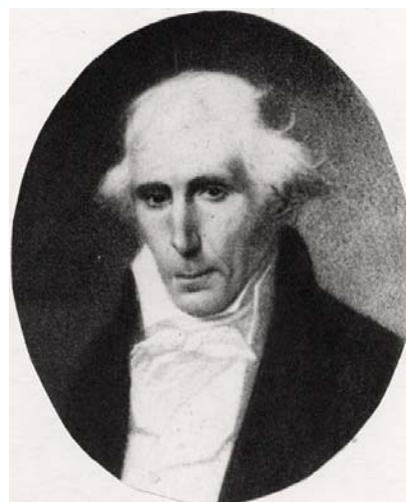
equivalent to most states' county court systems.

Constitutional Convention

In 1811, the United States Congress authorized the calling of a state convention to draft a constitution for Louisiana. According to the 1810 census, more than 76,000 people, about half black and half white, resided in the Territory of Orleans. This number exceeded the minimum population of 60,000 specified for statehood. The convention of forty-three delegates, more than half of French descent, convened at the Tremoulet House in New Orleans with Julien Poydras as the president of the convention.

Louisiana's 1812 constitution, conservative for the time, was modeled after

Below: Julien Poydras
State Library of Louisiana



Right: Map of Louisiana
Anthony Finley
1829
Louisiana State Museum

The Finley map shows the 1829 parishes of Louisiana.

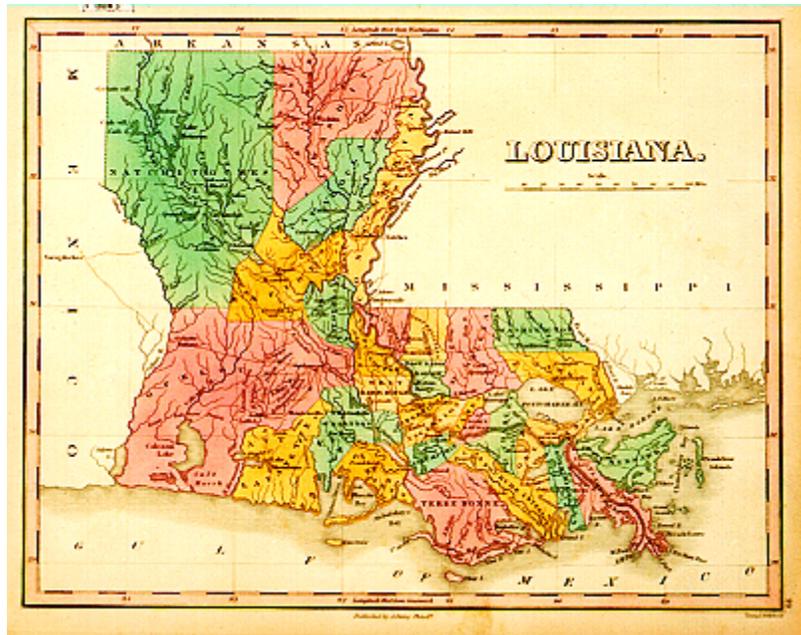
STUDENT ACTIVITY

Compare and contrast Louisiana parishes as revealed by historical and contemporary political maps. See the activity instructions on page sixty-seven.

that of Kentucky, providing for a two-house legislature, limited suffrage (only white males who paid taxes could vote), and extensive executive powers. Age, property, and residency requirements restricted those who could hold office. Unlike most states, Louisiana's governor had the authority, with senate approval, to appoint all judges and local officials. This policy of a strong head of state accorded with Louisiana's French and Spanish colonial tradition of powerful governors.

Statehood

On April 8, 1812, President Madison signed the bill to make Louisiana a state. The original bill excluded West Florida from Louisiana. On April 14, 1812, another bill added West Florida territory located between the Mississippi and Pearl Rivers to the area of Louisiana. The Louisiana legislature did not



approve the bill until August 4, 1812. Thus, when Louisiana became a state, West Florida was not part of the state.

On April 30, 1812 Congress admitted Louisiana as the eighteenth state in the Union. Exactly nine years had passed since the signing of the Louisiana Purchase.

In June 1812, Louisianians held their first state election. Creole candidates for governor included wealthy planters Jacques Phillippe Villeré, respected mediator between the Creole and American populations, and Jean Noel Destréhan, a member of the Orleans Territorial Council.

Right: Jacques Phillippe Villeré
Andres Molinary
Louisiana State Museum

They were defeated by territorial governor William Claiborne, who became the first elected governor of the state of Louisiana. Villeré went on to command the First





Left: General Andrew Jackson after the Battle of New Orleans
Goupil and Company, Paris
1904
Louisiana State Museum

Division of the Louisiana Militia during the War of 1812 before being elected Louisiana's first Creole governor in 1816. Destrehan was elected to the United States Senate in 1812 but resigned immediately after taking office.

War of 1812

Amidst these internal struggles for leadership, the young state and nation also faced a common threat that would serve as Louisiana's test of loyalty.

For thirty years after the American Revolution, British troops continued to occupy American territory along the Great Lakes and to encourage Native American unrest in the Northwest Territory. On the high seas,

British naval ships stopped American merchant ships, seizing goods and American sailors. Accused of being British deserters, these sailors were taken and forced to serve in the British navy (impressments). Then, on June 18, 1812, President James Madison declared war on Great Britain.

Control of the Mississippi River and the port of New Orleans was important to both countries. In late 1814, British warships entered the Gulf of Mexico and blockaded New Orleans, attempting to isolate the city and force its surrender. American troops under the command of Major General Andrew Jackson were sent to defend the city.

The battle for control of New Orleans consisted of a series of confrontations that began in December 1814 and ended with the two armies facing each other on January 8, 1815 in a battle that lasted less than an hour.

Early Statehood Period, 1812-1828

The War of 1812 settled the major conflicts between the United States and

Great Britain. Defense of the city brought all of Louisiana's citizens—Creoles and Americans—together to fight for the American cause. However, with their common threat eliminated, tensions soon reappeared.

Throughout the antebellum period, cultural differences and individual personalities, rather than party platforms and philosophies, defined Louisiana politics. Overall, wealthy planters and their merchant allies dominated state government during this time. Generally, the Florida parishes (formerly English and Spanish possessions) and north Louisiana supported Anglo-American candidates of the Democratic party. Many of these voters were Protestants of English or American descent. On the other side of the political arena stood the wealthier planters and their merchant allies from the sugar parishes of south Louisiana. Primarily Creole Catholics, the south Louisiana voters supported issues championed by the Whig party and its candidates.

During the mid and late 1820s, tension between the two groups eased briefly when the Marquis de Lafayette, French hero of the American Revolution, toured Louisiana in 1825. Both Creoles and Americans cheered him as their champion.

CLAIBORNE AS GOVERNOR

Territorial Governor 1804-1812

Governor of the State of Louisiana, 1812-1816

During the thirteen years Claiborne served as governor, he guided Louisiana through a series of critical local, national, and international issues and events. Immigration from France and Saint-Domingue as well as migration from American territories and states served to intensify Louisiana's existing cultural tensions. The 1811 Deslondes Revolt, the largest slave rebellion in American history, resulted in bloodshed and led many Americans to question the advisability of admitting Louisiana as a state. Conflicts with Spain over the southwest Texas-Louisiana border were intensified by the Burr Conspiracy; armed confrontation was narrowly averted by the establishment of a neutral strip in the area. The 1810 West Florida revolt against Spain heightened international tension, yet provided Claiborne and the United States with an opportunity to secure and expand Louisiana's borders. Spanish and British attempts to forge alliances with privateers, pirates, and American Indian tribes threatened to undermine U.S. sovereignty and borders; however, these threats served to solidify internal support for the American cause, at least temporarily. The loyalty and aid of the Caddo helped safeguard the Natchitoches region from Spanish infringement while Chief Pushmataha's Choctaw soldiers and Jean Lafitte's volunteers played significant roles in the 1815 American victory at the Battle of New Orleans.

STUDENT ACTIVITY

Divide the class into groups, asking each to research one of the topics mentioned above or Governor Claiborne's administration. Ask students to prepare a multimedia presentation to share with the class. See page seventy-eight for a multimedia project rubric.



Above: Louisiana Statehood Flag
Louisiana State Museum

View this flag in the Louisiana State Museum in Baton Rouge.

Below: Pushmataha
Frank Schneider, 1824
Louisiana State Museum

Pushmataha led his own company of Choctaw soldiers at the Battle of New Orleans in 1815. Brigadier General Pushmataha is the only American Indian buried in the Congressional Cemetery in Washington, DC.

For additional information, please visit <http://mshistory.k12.ms.us/articles/14/pushmataha-choctaw-warrior-diplomat-and-chief>.



LOUISIANA GOVERNORS

Early Statehood Period, 1816-1831

Jacques Villeré

Term: 1816-1820

Jacques Villeré was born in Louisiana in 1761. He was educated in France and served with the French military in Saint-Domingue in the 1770s. Villeré was a member of the convention that drafted Louisiana's first state constitution. He ran for governor in 1812, but was defeated by William C. C. Claiborne. Villeré was elected governor of Louisiana in 1816, becoming the state's first native-born chief executive.

Thomas B. Robertson

Term: 1820-1824

Robertson, a native Virginian, was appointed secretary of the Territory of Orleans by President Thomas Jefferson. He won election as Louisiana's first member in the U.S. House of Representatives



in 1812. In 1820, he was elected governor; however, he resigned the position in 1824. During his term, rivalry between Creole and American factions created a political crisis that Robertson failed to resolve; this was one factor that led to his decision to resign from office.

Henry Thibodaux

Term: 1824

Only in office for a month, Thibodaux, of French Canadian descent, was born in New York and moved to Louisiana in the 1790s. He served as a member of the first state constitutional convention and became governor when Thomas Robertson resigned in 1824. The city of Thibodaux is named in his honor.

Henry S. Johnson

Term: 1824-1828

A native Virginian who had arrived during the territorial period, Johnson was a well-liked lawyer and was elected to fill the deceased William C. C. Claiborne's seat in the U.S. Senate in 1818. Johnson was elected governor

Left: Thomas B. Robertson
Lucienne St. Mart
Louisiana State Museum

in 1824. As governor, Johnson welcomed the Marquis de Lafayette to Louisiana in 1825. The Civil Code of 1825 was adopted during Johnson's term as governor.

Pierre Derbigny

Term: 1828-1831

Derbigny was born in France in 1769 and moved to New Orleans in the late 1790s. He was one of the three delegates to petition the U.S. Congress for statehood in 1804. He later served as a justice of the Louisiana Supreme Court and secretary of state. He was influential in drafting the Civil Code of 1825 with Edward Livingston and Louis Moreau-Lislet. He was elected governor in 1828 and died in office in 1831. ✦

ACTIVITY: LOUISIANA GOVERNORS

Investigate the governors of Louisiana and prepare a Louisiana Governors "Quizlet," (www.quizlet.com) or set of flashcards (see page 65).

Research Sites:

Louisiana State Archives, <http://www.sos.la.gov/tabid/282/Default.aspx>
Louisiana Public Broadcasting, <http://www.louisianahistory.org/index.html>
KnowLA, <http://www.knowla.org/search.php?q=governors&submit=Go>

ACTIVITY: BATTLE OF NEW ORLEANS

Overview

Students research the 1814-1815 Battle of New Orleans.

Research Sites

- Battle of New Orleans, <http://lsm.crt.state.la.us/CABILDO/cab-lapurchase.htm>
- National Park Service Chalmette Battle Field, <http://www.nps.gov/jela/new-chalmette-battlefield-visitor-center.htm>
- Map of the battlefield, http://www.lib.utexas.edu/maps/national_parks/jean_lafitte_park98.pdf

Research Questions

1. Why did the British want New Orleans?
2. Which groups joined or fought with the American forces during the battle?
3. Why was the Battle of New Orleans significant in American history?
4. Activity: Produce a map on which you locate the different groups who participated in the battle.



Above: Brigadier General Jean Baptiste Plauché
Jean Joseph Vaudechamp
1836
Louisiana State Museum

Major Jean Baptiste Plauché headed the New Orleans uniformed militia companies. Each of these companies had its own distinctive uniform, and many of their members had previous military experience in France, Saint-Domingue (Haiti), and Latin America.

STUDENT ACTIVITY

Read about the Battle of New Orleans at <http://lsm.crt.state.la.us/CABILDO/cab-battle.htm>. Investigate the role played by Americans, Creoles, free people of color, and women during the Battle of New Orleans. Share your findings in a peer group discussion.



Left: Snare Drum
Klemm and Brother, Philadelphia
1860

Jordan Noble, a free person of color, was a drummer famous for beating the long roll at the 1815 Battle of New Orleans. Born in 1800 in Georgia, Noble came to New Orleans in 1811 and joined the United States army one year later. At the Battle of New Orleans, he opened with reveille. He later served as a drummer in the Mexican War of 1846-1848 and rallied New Orleans free men of color to form militia companies on behalf of the Confederacy at the outbreak of the Civil War. Noble used the drum shown to the left later in his career.

CONSIDER: How old was Jordan Noble during the 1815 Battle of New Orleans?



Left: La Fayette's Welcome
 Frederick Fest
 Louisiana State Museum

STUDENT ACTIVITY

This sheet music was written to commemorate Lafayette's visit to the United States in 1824. Read the song lyrics. Access the desk reference at www.crt.state.la.us/education for the URL.

Consider: What is the message of the song?

LAFAYETTE REFLECTS ON THE MEANING OF THE BATTLEFIELD AT CHALMETTE

When I see myself on this majestic river, within the borders of this Republic . . . feelings of American and French patriotism are joined in my heart, just as they are mingled in this fortunate Union, which has made Louisiana a member of the Great American Confederation established for the happiness of several million living beings, for that of so many other millions yet to be born, and as an example for the human race. But I feel an emotion still more passionate in receiving on this celebrated soil . . . so affectionate a welcome. It is here, Gentlemen, that under the leadership of General Jackson . . . the blood of the sons of my revolutionary contemporaries was mixed with that of the children of Louisiana on that memorable day

REMARKS ON LAFAYETTE'S ARRIVAL IN LOUISIANA

We rejoice in seeing the one who was the friend of our infant Nation come in his old age to look upon . . . the progress made in the space of half a century by the States that were the immediate theater of the Revolutionary War. . . Louisiana will offer you a delightful and comforting spectacle which none of the other States has been able to afford to you; here you will acquire the sweet conviction that your generous efforts for the cause of liberty have not been unfruitful for all those who pride themselves for having a common origin with you. This State founded by the French, in which the largest part of the inhabitants are their descendants, enjoys completely, as a member of the American confederation, that liberty for which you fought and spilled your blood.

Governor Henry Johnson

ACTIVITY: LOUISIANA STATE SYMBOLS ELECTRONIC JOURNAL (E-BOOK)

Directions

Ask students to work with their team to find pictures of Louisiana's state symbols and to produce an electronic Louisiana State Symbols Journal, using a freely available Internet application such as MixBook, <http://www.mixbook.com/>.

The journal should list the symbols, provide images as appropriate, and explain why the symbols are important to the people of Louisiana. Encourage students to nominate one new symbol that they consider important to Louisiana and provide a nomination statement indicating why that symbol should be adopted. For information about Louisiana's symbols, please see page 106 and the Louisiana House of Representatives at <http://house.louisiana.gov/pubinfo/Kids.htm>.

PRIMARY DOCUMENTS

In the LOUISiana Digital Library

Wedding announcement of William C. C. Claiborne to Miss Clarice Duralde from the Louisiana Gazette of New Orleans in 1806

Original document was transcribed by the WPA, 1942. State Library of Louisiana

William C.C. Claiborne, New Orleans, to Judge William Wikoff, Baton Rouge, 1808

Letter discussing problems with law enforcement in Louisiana and an explanation of the U.S. Civil Code now in effect. Includes a footnote outlining the creation and adoption of a new civil code for Louisiana, including parts of the Code Napoleon. *Hint: Under "View," select "page and text" for a view of the original page and a transcription of the text.* Louisiana State Museum

Legislature of the House of Representatives of Orleans Territory for February 5, 1811

Original document was transcribed by the WPA, 1942.

Contents:

1. An act providing for the election of representatives in the general meeting of the Orleans territory
2. An "inquiry to be made on the conduct of the "negroes who have given extraordinary proofs of fidelity during the late insurrection" (1811 Slave Revolt)
3. A motion for a memorial to the Congress of the U.S., State Library of Louisiana

Newspaper article, English-language account of the 1811 Slave Revolt, from Le Courier de la Louisiane, Jan. 14, 1811

Hint: Download the free ExpressView Browser Plugin at the LOUISiana Digital Library to view the vintage newspaper. Louisiana State Museum

Annexation of West Florida to the Mississippi Territory in 1811

Original document was transcribed by the WPA, 1942

A petition by the inhabitants of West Florida asking for the annexation of West Florida to the Mississippi Territory. State Library of Louisiana

Receipt, Captain Zachary Taylor (7th Regiment U.S. Infantry) for equipment from James Wilson, U.S. Agent at Newport, KY

Zachary Taylor, hero of the 1846-1848 Mexican War, had a forty-year military career in the United States Army. He began his career during the War of 1812; this receipt shows his purchase of equipment during that war. Taylor was elected President of the United States in 1848. Historic New Orleans Collection

LESSON: LOUISIANA STATEHOOD PANEL DISCUSSION AND STORY CHAIN

GLEs– Grade Eight: 62, 66, 72, 73;
Grade Three: 46, 51, 53; ELA Grade
Eight: 9, 40, 41

Overview

Students participate in a panel discussion and write a story chain to indicate their understanding of the events leading to Louisiana statehood.

Directions

1. Make copies of the Story Chain worksheet on page fifty-seven.
2. Have students construct a chart to display the requirements that Louisiana had to meet to become a state. Have students anticipate potential problems that might have occurred. Create a class timeline of the dates and events leading to Louisiana’s acceptance of statehood.
3. Ask students to hold a panel discussion to analyze the significance of the administrations of William C. C. Claiborne (American) and Jacques Villere (Louisiana French Creole) regarding Louisiana’s transition from French/Spanish colony to U.S. territory to U.S. state.
4. Use a story chain to summarize the panel discussion. Place students in groups of five. Ask one student in each group to write the opening sentence for the story chain: “A territory must have at least 60,000 residents before Congress will allow it to become a state.” Explain that students will always pass the paper to the student sitting to the right who will write the next sentence in the summary story. Sample sentence progression: Second sentence: “Louisiana reached the 60,000 residents in 1809 and sent a request to Congress for statehood.” Third sentence: “Governor Claiborne opposed statehood, because he wanted more Americans to reside in the territory before it became a state.” Fourth sentence: “In 1811, Congress admitted Louisiana as the eighteenth state.” Fifth and concluding sentence: “The statehood bill was signed on February 16, 1811, by President James Madison, with the official date of statehood being April 30, 1812.” Conclude the activity by having students read the final version in each group. Students should listen for accuracy.

Story Chain

Directions

Write a five-sentence group story that summarizes the classroom panel discussion about Louisiana statehood. Write one sentence then pass the story chain to the student sitting to your right.

1

2

3

4

5

STORY CHAIN

Student Worksheet

Directions

Write a five-sentence group story that summarizes the classroom panel discussion about Louisiana statehood. Write one sentence then pass the story chain to the student sitting to your right.

Name _____
Name _____
Name _____
Name _____
Name _____

1 2

3 4 5

LESSON: COMPARING CONSTITUTIONS

Louisiana 1812 and United States Constitutions

GLEs– Grade Eight: 19, 22, 31, 33, 34, 35, 36, 39, 64, 70, 76; ELA Grade Eight: 9, 16, 18, 19, 40, 41

Overview

The 1812 Louisiana Constitution was an early blueprint for state government. It is thirty-two pages in length and consists of six main sections. The document was published in 1812 in both French and English. In this lesson, students will serve as members of an 1812 fact-finding team charged with providing evidence to show that the writers of the Louisiana Constitution were guided by the principles of the U.S. Constitution. Students will read a digital copy of the first state constitution to discover how Louisiana’s first state government was organized.

Directions

1. Arrange students in groups of four. Explain that each group will serve as an 1812 fact-finding team charged with providing evidence to show that the writers of the Louisiana Constitution were guided by the principles of the U.S. Constitution.
2. Distribute copies of the split-page notetaking guide, page fifty-nine; explain that students will use the guide to record their research. Ask students to open a digital copy of Louisiana’s 1812 constitution: <http://louisdl.louislibraries.org/cdm4/document.php?CISOROOT=/lapur&CISOPTR=25275&REC=1>.
3. Ask students to review the structure of the U.S. Constitution, completing a Venn diagram (page sixty) to show how Louisiana’s 1812 constitution compares and contrasts with the U.S. Constitution. Read the U.S. Constitution on the Internet at <http://www.archives.gov/exhibits/charters/constitution.html>.
5. Explain that each team will use the Right Answer Protocol (RAP) process to write a constructed response summary of their findings. Please refer to the RAP worksheet and essay rubric on page sixty-one. **Constructed Response:** Were the writers of Louisiana’s 1812 constitution guided by the principles of the United States Constitution?
6. Extension Activity: Contemporary Government Structure. Organize students into teams. Ask each team to investigate government organization at both the state and federal level by comparing Louisiana’s current constitution (written in 1974) with the U.S. Constitution. Assign each group one branch of government to investigate. Distribute copies of the Branches of Government graphic organizer, page sixty-two, to guide student research. Use the following Internet research sites:
 - United States Constitution: <http://www.archives.gov/exhibits/charters/constitution.html>
 - Louisiana State Constitution: <http://senate.legis.state.la.us/documents/constitution/>

Extension Activities

- **Government Organization Past and Present.** Examine Louisiana’s historical and contemporary frameworks of government as reflections of times during which they were written. Use the Louisiana State Senate’s Internet site, <http://senate.legis.state.la.us/documents/constitution/>, to examine the 1974 Louisiana Constitution, our present governmental framework.
- **Social Studies Project.** How has Louisiana’s philosophy and structure of government evolved over the last two hundred years? Identify the individuals and major political, social, and economic events that influenced this evolution.

Comparing Constitutions

	U.S. Constitution	Louisiana Constitution
Year of Ratification	1788	1974
Number of Revisions		
Number of Amendments		
Unique differences		

1812 LOUISIANA CONSTITUTION

Fact-Finding Team

Student Worksheet

Name _____

Directions

The year is 1812. Your group will serve as a fact-finding team charged with providing evidence to show that the writers of the Louisiana Constitution were guided by the principles of the U.S. Constitution. Open a digital copy of the 1812 Louisiana constitution, <http://louisdl.louislibraries.org/cdm4/document.php?CISOROOT=/lapur&CISOPTR=25275&REC=1>. Use the split-page notetaking guide to record the facts you find.

Split-Page Notetaking Guide

Questions	Details
1. Page 4: What was the goal of the 1812 Constitutional Convention?	
2. Page 4: How was power distributed by the constitution? Was this organization similar to or different from government organization during Louisiana's colonial period?	
3. Pages 5 – 10: How did the constitution organize the legislature? How were its members chosen? Were there restrictions on who could serve? What were the responsibilities of the legislature? Were there limits to their power?	
4. Pages 11 – 16: How did the constitution organize the executive? How were executive officers chosen? Were there restrictions on who could serve? What were the major responsibilities of members of the executive? Were there limits to their authority?	
5. Pages 17 – 19: How did the constitution organize the judicial branch? How were judicial members chosen? Were there restrictions on who could serve? What were the major responsibilities of the judicial members? Were there limits to their authority?	
6. Pages 20-24: What general provisions were made to ensure that the constitutional government could solve problems facing both the state and its citizens?	

COMPARING CONSTITUTIONS

Louisiana 1812 and U.S. Constitutions

Student Worksheet

Name _____

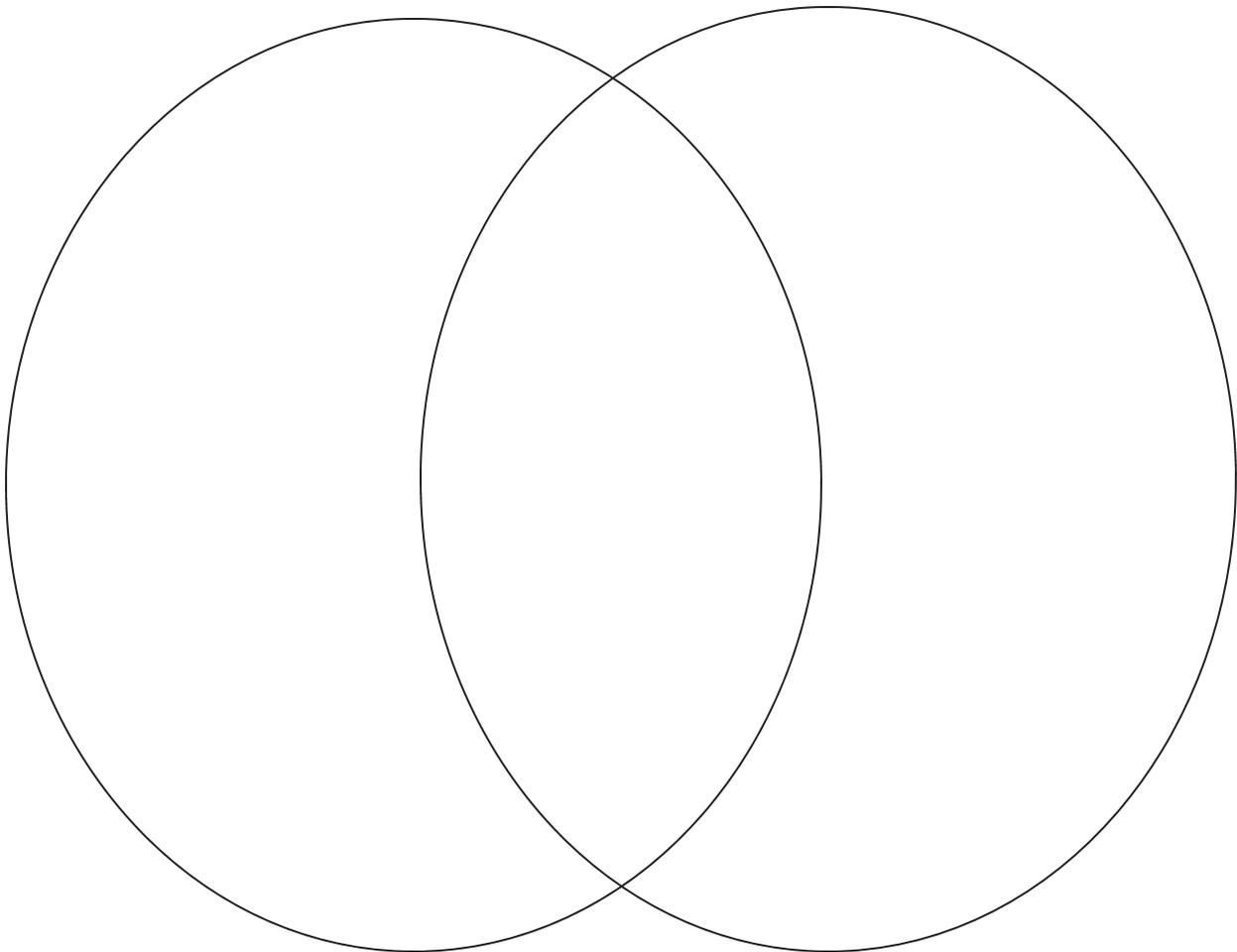
Directions

After examining the 1812 Louisiana Constitution, review the content of the U.S. Constitution to identify similarities and differences.

Venn Diagram

United States Constitution

Louisiana Constitution, 1812



Constructed Response

Directions

Use your research and the RAP constructed response method to answer the following question: Were the writers of Louisiana's 1812 constitution guided by the principles of the United States Constitution?

RAP RESPONSE:
COMPARING CONSTITUTIONS
Constructed Response Activity

Student Worksheet
 Name _____

Directions

Using the Right Answer Protocol (RAP) method for completing a constructed response, answer the following question:

Were the writers of Louisiana’s 1812 constitution guided by the principles of the United States Constitution?

RAP Process:

- R – *Restate* the question in the form of a direct answer.
- A – *Add* supporting details to justify the answer.
- P – *Provide* a concluding sentence.

RAP Essay Rubric

Score Level	Description of Score Level
4	<ul style="list-style-type: none"> • The response demonstrates in-depth understanding of the relevant content and/or procedure. • The student completes all important components of the task accurately and communicates ideas effectively. • Where appropriate, the student offers insightful interpretations and/or extensions. • Where appropriate, the student chooses more sophisticated reasoning and/or efficient procedures.
3	<ul style="list-style-type: none"> • The response demonstrates understanding of major concepts and/or processes, although less important ideas or details may be overlooked or misunderstood. • The student completes the most important aspects of the task accurately and communicates clearly. • The student’s logic and reasoning may contain minor flaws.
2	<ul style="list-style-type: none"> • The student completes some parts of the task successfully. • The response demonstrates gaps in conceptual understanding.
1	<ul style="list-style-type: none"> • The student completes only a small portion of the task and/or shows minimal understanding of the concepts or processes.
0	<ul style="list-style-type: none"> • The student’s response is incorrect, irrelevant, too brief to evaluate, or blank.

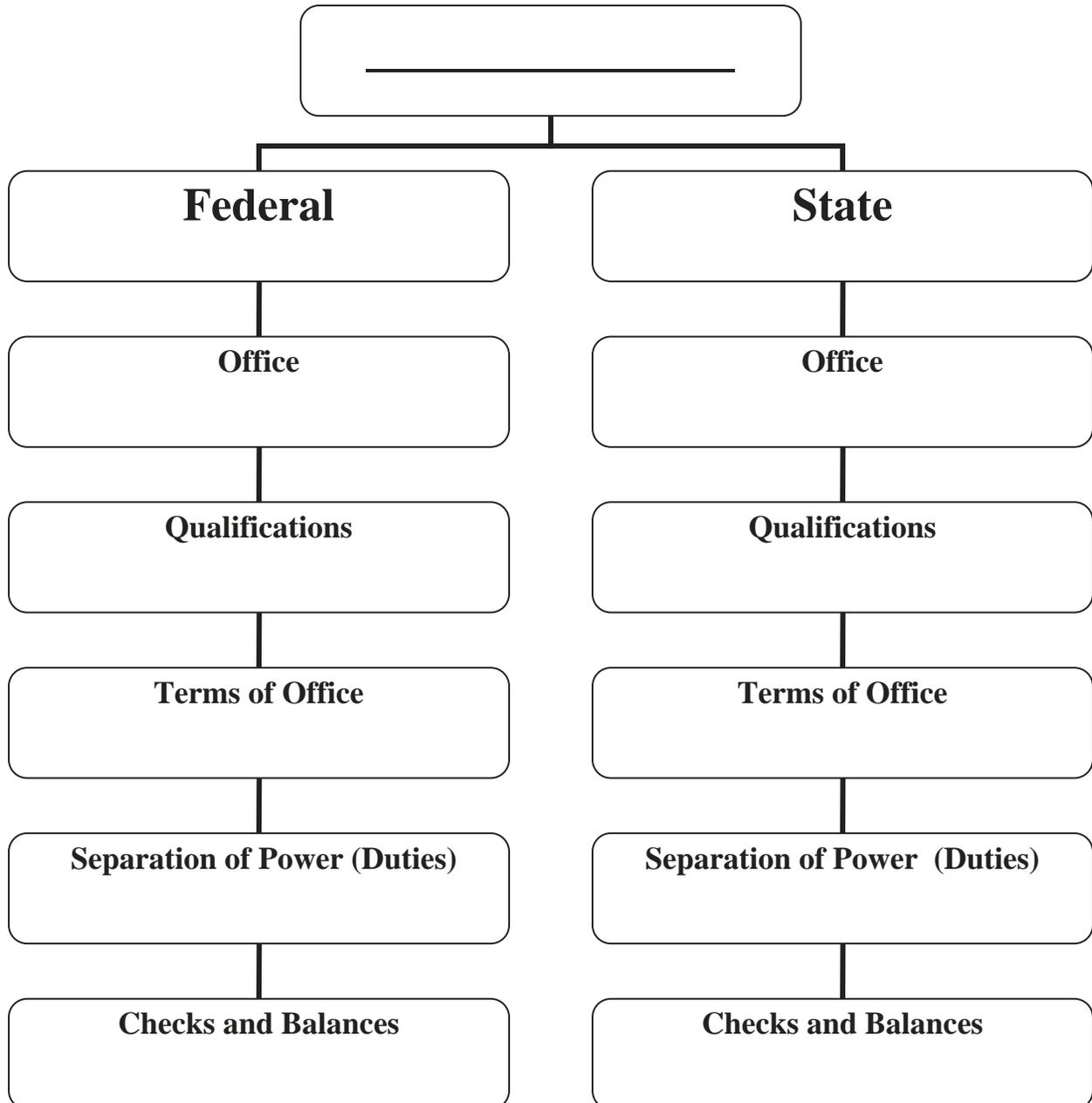
BRANCHES OF GOVERNMENT: LOUISIANA AND U.S. CONSTITUTIONS

Student Worksheet
Name _____

Directions

Both the U.S. Constitution and the 1974 Louisiana Constitution organize government into three branches. With your group members, research one branch of government at both the state and federal levels. Use the following graphic organizer to record your findings. Write your assigned branch at the top of the graphic organizer.

- United States Constitution: <http://www.archives.gov/exhibits/charters/constitution.html>
- Louisiana State Constitution: <http://senate.legis.state.la.us/documents/constitution/>



LESSON: CLAIM TO FAME ROLE-PLAYING AND FLASH CARDS

Louisiana Bicentennial Historical Figure Process Guide and Flash Cards/Electronic Flash Cards

GLEs– Grade Eight: 66, 70, 72, 73; Grade Three: 53, 54; ELA Grade Eight: 9, 40, 41

Directions

1. Make copies of the Historical Figure process guide, page sixty-four. Assign each student one of the following Louisiana historical figures to research. Have students complete the Historical Figure process guide using the questions to guide their research.
 - William C. C. Claiborne
 - Jacques Phillipe Villeré
 - Etienne de Bore
 - Jean Noel Destrehan
 - Jean Michel Fortier
 - Joseph Savary
 - Jordan Noble
 - Aaron Burr
 - General James Wilkinson
 - Philemon Thomas
 - Julien Poydras
 - Jean Lafitte
 - Andrew Jackson
 - Thomas Robertson
 - Henry Thibodeaux
 - Henry Johnson
 - Pierre Derbigny
2. After the process guides have been completed, have students introduce their character by role-playing the individual.
3. Encourage students to debate the process guide topics in the form of a panel discussion; students debate using their historical figure’s persona. Have students determine through debate a rank order for the historical figures researched by the class, from the most critical figure in Louisiana history to the least critical figure in Louisiana history.
4. **Flash Cards:** Prepare a classroom set of Louisiana Historical Figures flash cards using the template on page sixty-five. Ask each student to prepare a flash card for his/her researched individual. For electronic flashcards that students can access via the computer, use the free Quizlet Internet site, http://quizlet.com/create_set/.

What role did this figure play in the development of Louisiana?	What is this figure’s opinion on the question of whether Louisiana should become an American state?
Historical Figure Process Guide	
What does this figure think about the effects of cultural diffusion and the growing cultural diversity in Louisiana?	What direction does this figure think Louisiana should take in terms of the economy?

HISTORICAL FIGURE PROCESS GUIDE

Student Worksheet
Name _____

Directions

On the line below, write the name of the person you are researching. Complete the Historical Figure process guide using the questions to guide your research.

What role did this figure play in the development of Louisiana?

What is this figure's opinion on the question of whether Louisiana should become an American state?

HISTORICAL FIGURE PROCESS GUIDE

What does this figure think about the effects of cultural diffusion and the growing cultural diversity in Louisiana?

What direction does this figure think Louisiana should take in terms of the economy?

FLASH CARDS

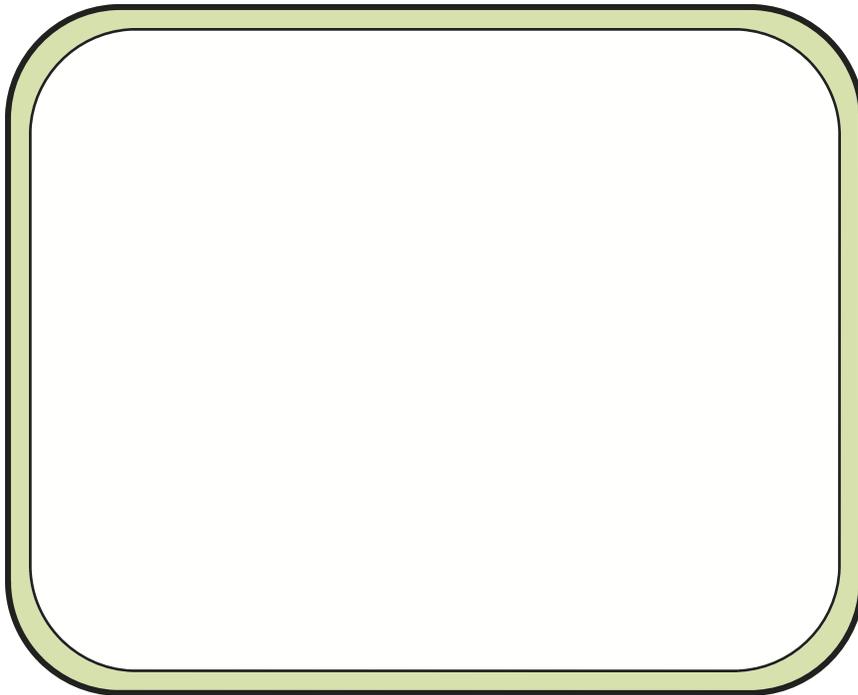
Louisiana Historical Figures

Student Worksheet

Name _____

Directions

Prepare a flash card for the historical figure you researched. On the front, place the name and picture of the person you researched. On the back, provide information about the individual, using the headings from your Historical Figures process guide.

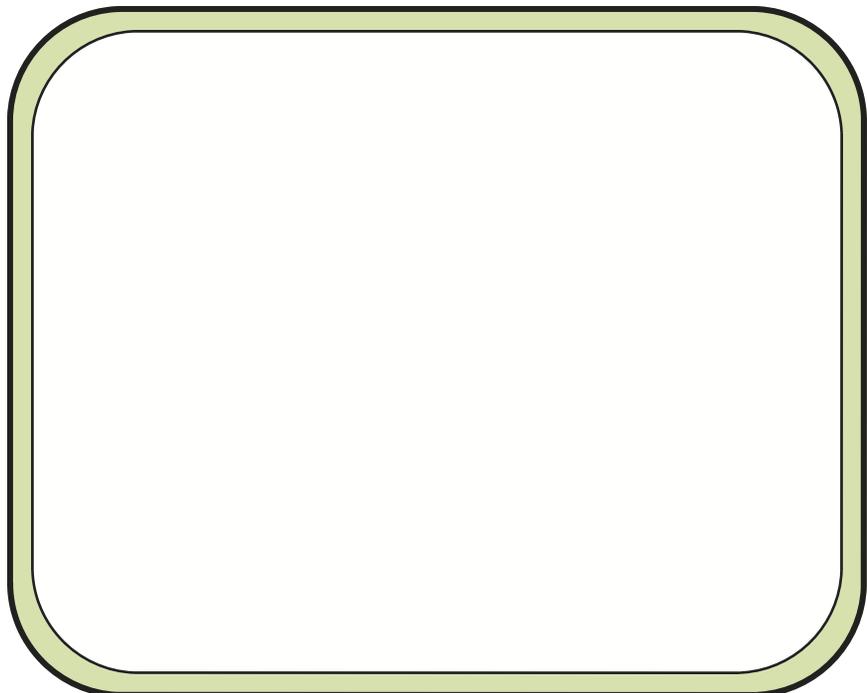


FRONT

Assemble Your Flash Card

1. When you finish inserting your information on each side of the flash card, cut out the front and back sections.
2. Place the backs of the two sections together; make certain the information is visible when you flip the card.
3. Glue or tape the two sides to form a flash card.
4. Share copies of your card with your classmates.

BACK



LESSON: INDIVIDUAL RIGHTS IN THE LOUISIANA CONSTITUTION

GLEs– Grade Eight: 19, 39; Grade Three: 24; ELA Grade Eight: 9, 40, 41

Overview

Students research the individual rights guaranteed in the Louisiana Constitution and consider how those guaranteed rights affect their lives.

Directions

1. Ask students to prepare a chart similar to the one shown below.
2. Explain that students will compare the rights specified in the U.S. Bill of Rights with the rights listed in Article One (Declaration of Rights) of Louisiana’s 1974 constitution. Have students discuss the possible origin of the state’s Declaration of Rights.
3. Ask students to explain how guaranteed individual rights affect their lives. You may want students to prepare a daily journal in which each student reflects on how he/she exercises her/his individual rights or how those rights touch her/his life each day.

Research Sites:

Louisiana Constitution of 1974: <http://senate.legis.state.la.us/Documents/Constitution/>

United States Constitution: <http://www.archives.gov/exhibits/charters/constitution.html>

IDENTIFIED RIGHTS	
U.S. Bill of Rights	Louisiana Declaration of Rights

ACTIVITY: TARIFF OF 1828

GLEs– Grade Eight: 58, 64, 65, 73; Grade Three: 54

Overview and Directions

The Battle of New Orleans and the Tariff of 1828 (Tariff of Abominations) were important national issues that contributed to Andrew Jackson’s victory in the presidential election of 1828.

1. Read about Louisiana’s response to the “Tariff of Abominations.” Resolution URL: <http://louisdl.louislibraries.org/cdm4/document.php?CISOROOT=/APC&CISOPTR=118&REC=13>
2. Investigate how the Battle of New Orleans and the Tariff of 1828 contributed to Jackson’s election.
3. Visit History Central to find out how Louisianians voted in the 1828 presidential election: <http://www.historycentral.com/elections/index.html>.

ACTIVITY: ELECTIONS 1812 AND 2012

GLEs– Grade Eight: 73, 74; Grade Three: 54; ELA Grade Eight: 9, 40, 41

Overview and Directions

Students research the issues, candidates, and results of the 1812 and 2012 presidential elections. Students use their knowledge of the Electoral College to track the results of the 2012 presidential election.

1. Review the fundamentals of the Electoral College election process.
2. Ask students to research the 1812 presidential candidates and gather election results, www.historycentral.com/elections/index.html.
3. Help students gather information about issues and candidates related to the 2012 presidential election. Make a chart showing the candidates and their stands on the major issues.
4. Use the Election 2012 worksheets on pages 112 and 113 to track election night results.

ACTIVITY: LOUISIANA PARISHES

GLEs– Grade Eight: 64, 65; ELA Grade Eight: 9, 40, 41

Overview and Directions

Students compare and contrast historical and contemporary maps. Ask students to use the map on page sixty-eight to label Louisiana’s sixty-four parishes. Ask students to compare and contrast an 1838 map of Louisiana parishes with a contemporary map. Consider: What are the major similarities and differences? What are the reasons for the changes observed?

1838 Map URL:

http://louisdl.louislibraries.org/cdm4/item_viewer.php?CISOROOT=/LHC&CISOPTR=137&CISOBX=1&REC=13

ACTIVITY: PARISH NAME GAME

Arrange students in groups of four. Assign multiple parishes to each group. Ask students to research how the assigned parishes received their names. Explain that the class will develop a Name that Parish game, with each group contributing their game ideas and parish information. Share your Name that Parish game with other classes. Be sure to provide the instructions and an answer key for your game.

LOUISIANA PARISHES

Student Worksheet

Name _____

Directions

Use the Internet resources (right) to label the sixty-four Louisiana parishes on the map below.

Louisiana Project

Research how each parish received its name.

Internet Resources:

Louisiana Map Database:

<http://geology.com/state-map/louisiana.shtml>

Google Maps:

<http://maps.google.com/>

