



ABC's of the Louisiana Purchase Poster Key

Grades: K-12

Suggested Time Frame: At teacher's discretion

Ties to the Arkansas History Guidelines for K-4:

1.1.1., 1.1.2., 1.1.4., 1.1.6., 1.1.7., 2.1.2., 2.1.4., 3.1.1., 3.1.2., 3.1.3., 3.1.4., 3.1.5., 3.1.6., 3.1.7., 4.1.1., 4.1.6., 4.1.8., 5.1.1., 5.1.2., 5.1.3., 5.1.4., 5.1.5., 5.1.6., 5.1.7., 5.1.8., 6.1.3., 6.1.6.

Objective: To associate well-known concepts and persons relating to Arkansas and the United States with the Louisiana Purchase and the alphabet.

Materials Supplied by Teacher:

Construction Paper	Cardboard Tube	White Craft Glue
Child Safety Scissors	Tape	Dowel (alternate)
Brown Paper Grocery Bag	Child Safety Scissors	Ribbon
Stapler	Poster Paint	Paintbrush
Salt clay	Paint (earth colors)	Utensils (fork tines, spoon, toothpicks)
Paintbrush	Flour	Salt
Water Alum		



Suggested Literature for Students K-4 on Life in Colonial America (to be read in conjunction with art projects):

The Story of America's Birthday (board book) by Patricia A. Pingry.

In the Barn (Historic Communities Series—barns of America) by Bobbie Kalman.

Flatboats on the Ohio: Westward Bound (Adventures in Frontier America Series) by Catherine Chambers.

Colonial Times, 1600-1700 (Chronicle of America) by Joy Masoff.

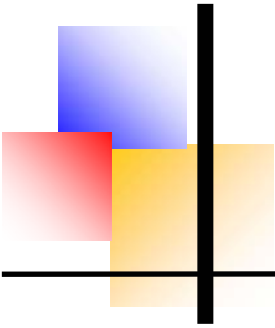
Travel in the Early Days (Historic Communities Series) by Bobbie Kalman.

Building a New Land: African-Americans in Colonial America by James Haskins.

A Picture Book of Thomas Jefferson by David Adler.

Thomas Jefferson: the Revolutionary Aristocrat by Milton Meltzer.

Napoleon Bonaparte (People Who Made History Series) by Raymond Obstfeld.



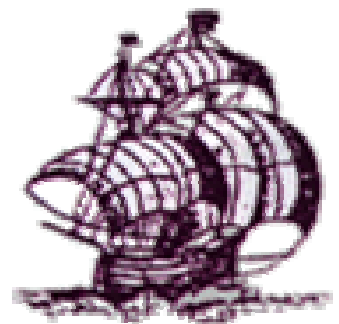
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A: Arkansas Post was founded on a land grant in 1686 by the Italian-born, French soldier named Henri De Tonti. It was located in present-day Arkansas County. Today, Arkansas Post is a National Historic Site and a National Park.

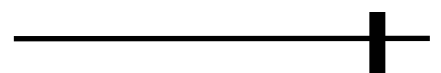
B: Bears were hunted in Arkansas by both American Indians and European settlers and trappers. The oil rendered from their fat was exported from Arkansas to be sold at markets or traded for other goods. A large bear population existed in Arkansas until the 19th century. Today, black bears have been re-introduced into various parts of Arkansas.

C: Caddo Indians were found in southwest Arkansas, Texas and Louisiana during the historic period (after 1541). They were hunters and farmers and often came to the aid of the struggling Europeans living in their areas. They celebrated yearly harvests through ceremonies, identified themselves through clans and lived in “cantons” of several family farmsteads dispersed along rivers and streams. Caddo homes were made of a framework of saplings with long grasses attached to make the roof and walls. Women supervised most domestic work while men hunted. Living near saline marshes in south Arkansas, they also made salt and traded the goods with Europeans.

D: In 1803, President Thomas Jefferson commissioned a survey of the Ouachita River region, including Louisiana and Arkansas. He asked **William Dunbar** and George Hunter to lead the expedition. Their travels took them up the Ouachita River as far as Hot Springs. Along the way, Dunbar and Hunter kept a diary about the inhabitants and natural diversity of Arkansas. This expedition coincided with the expedition of Merriwether Lewis and George Clark.



E: England was a governing power in North America from the 1600s to the 1770s. George III was King of England at the time of the Louisiana Purchase in 1803.



F: **France** was the governing country of Arkansas between 1686 and 1766. France owned the land of the colony of Louisiana until signing it over to Spain after the end of the French and Indian War in the 1760s. France regained control of the Louisiana Territory in the early 1800s, but quickly sold it to the United States in 1803.

G: The **Grand Prairie** is an area of east Arkansas that is known for its tall grass habitat. At least 500,000 acres from Arkansas Post to Lonoke were covered by six-foot grasses and f lowers—a natural grassland! The Grand Prairie was one of the largest of the many prairies that occurred in Arkansas at the time of early settlement, but most of its natural vegetation has been destroyed. The Grand Prairie is unique because the dominant vegetation are grasses rather than trees.



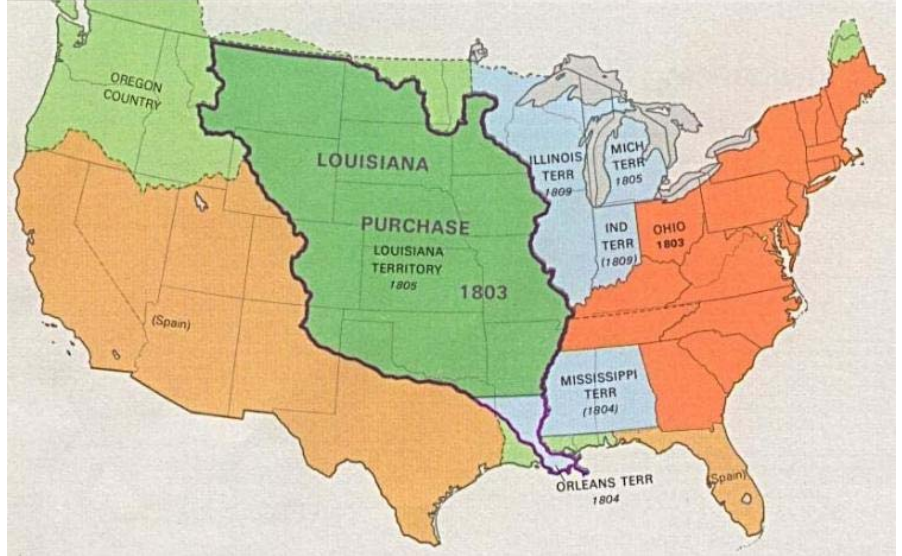
H: A “**habitant**” is a French word for a settler in French-held territory of the lower Mississippi Valley. At Arkansas Post, the citizens living in the fort were called “habitants.”

I: The **Initial Point** of survey for the Louisiana Purchase is located at the junction of Monroe, Phillips and Lee Counties in east Arkansas. This initial point was established in 1815 when U.S. surveyors were sent out to survey the area making up the Louisiana Purchase. The initial point makes a north/south line (or X/Y axis) from which all lands of the Louisiana Purchase are broken up for settlement. The southern line is called the “baseline.” Baseline Road in Little Rock is named for this survey demarcation.

J: **President Thomas Jefferson** was responsible for the Louisiana Purchase. In 1803, Jefferson wanted to purchase only the City of New Orleans in order to gain control of the entry to the Mississippi River and trading. Instead, the French offered to sell him the entire Louisiana Territory. Thomas Jefferson served as president from 1801 to 1809.

K: **Kappa** was a Quapaw village that was located on the west side of the Mississippi River several miles above the Arkansas River in east Arkansas in fertile farming soils of the Delta. In this village, the Quapaw Indians lived in bark-covered longhouses occupied by several families. The homes were arranged in a central, open-air plaza where public ceremonies took place. Kappa is the village that Father Jacques Marquette and Louis Joliet visited when they traveled down the Mississippi River in 1673.

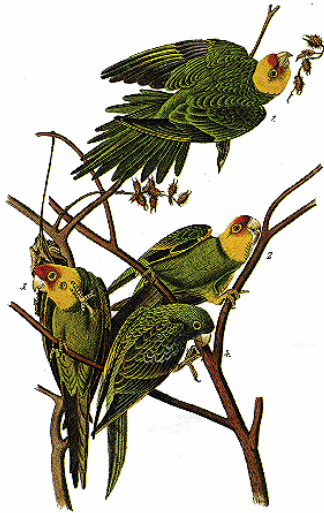
L: The **Louisiana Purchase** was a land deal negotiated in 1803 by Robert Livingston and James Monroe on behalf of President Thomas Jefferson, an ardent expansionist. The French government, headed by First Consul, Napoleon Bonaparte, sold the Territory of Louisiana to the United States. This sale doubled the size of the U.S., allowed the U.S. the right of navigation on the Mississippi River and at the port of New Orleans and ended French occupation in America. However, the Spanish continued to hold territory in Florida and in present-day Texas and the southwest.



M: **James Madison** served as President of the United States from 1809 to 1817. He ordered the survey of the Louisiana Purchase lands for sale, settlement and expansion.

N: The Corsican-born Emperor of France (1804) and King of Italy (1805), **Napoleon Bonaparte** began his career as a French soldier, supporter of the French Revolution and leader of French forces against Britain, Austria, Russia and Sweden. He authorized the sale of the French-owned Louisiana Territory to the U.S. in 1803. His ambassador, Barbe-Marbois, negotiated the land deal for the First Consul of France. Napoleon wanted to rid himself of possessions in North America and use the money obtained to finance his war in Europe.

O: The **Osage Indians** were closely related to the Quapaw, Omaha, Kansa and Ponca Indians. This tribe had extensive land holdings between the Missouri and Arkansas rivers in the 18th century. Throughout the 1600s, they allied themselves with the French in Arkansas. The Osage Indians were known for their hunting skills and raiding settlements and Cherokee communities in north Arkansas.



The Carolina Parrot

P: **Carolina Parakeets** was the only native parrot in eastern North America, including Arkansas. As forests were cut down to make way for agriculture, their numbers decreased. Several early accounts mention entire flocks dying during severe winters. Large numbers were also killed for their colorful feathers (that were used in ladies hats). They were also hunted for food, captured and sold as pets. Many were also killed because of the damage they did to both corn and fruit trees.

Q: The **Quapaw Indians** lived in agricultural communities in east Arkansas during the 16th, 17th and 18th centuries. Following contact with Europeans, severe drought and other ecological disasters, the Quapaw experienced massive depopulation. During the colonial period, the Quapaw Indians allied themselves with the French and were officially removed from Arkansas by the 1820s.

R: **Prospect Robbins** was a surveyor sent by President James Madison to conduct a government-sponsored survey of the Louisiana Purchase for westward expansion and settlement in 1815. Robbins established the prime meridian of the Louisiana Purchase in Monroe County, Arkansas. This is known as the base line of the survey.

S: **Spain** was the governing country of the Territory of Louisiana from 1766 to 1804. Under Spanish rule, progress in commercial and cultural activities were made in Arkansas, including attracting settlers to the area, teachers, priests, farmers and businessmen (a task that was lacking in French Arkansas). However, the Spanish began to fear an American invasion and sold the colony back to the French in 1790s but continued to govern Arkansas through Spanish commandants.



T: A **treaty** is a formal agreement signed between two governments or countries. They are official documents that have legal standing in the 21st century. The document known as the Louisiana Purchase was a treaty signed between France and the United States.

U: The **United States** was the country that purchased the Louisiana Territory from France in 1803. In the early 19th century, the U.S. was the world's largest republic, rich in potential but modest in development. With the signing of the Louisiana Purchase, the size of the U.S. doubled in area, allowing for settlement and expansion to the Pacific Ocean. As President Thomas Jefferson once said, the U.S. was blessed with “room enough” for every citizen and their descendents to live.

V: **Charles de Vilemont** was one of several Spanish leaders at Arkansas Post from 1768 to 1804. De Vilemont was known as a “commandant” or leader of the military at the fort during the Spanish and French reign in the Louisiana Territory. The commandant was the official military leader, judge and lawyer for the settlement. Disputes were mediated by the commandants and couples were married by these men. Their appointment was made by the Spanish and French government in New Orleans, where most of them lived.

W: **General James Wilkinson** was appointed to serve as the military leader of the Louisiana Territory after the Louisiana Purchase. He replaced the French and Spanish officials that had served as military leaders in the 18th century.



X: **Xestobium rufovillosum** (also known as a Death Watch Beetle) is an insect that has a long history in Arkansas. These beetles often bore through the structural wood of a building. As they bore through the wood, they often produce a tapping sound by striking their mandibles (jaws) against the walls of their tunnels. Folk lore sources have considered this to be a sign of impending death.

Y: The **Yellow-Throated Warbler** is a rare bird that lives in the swampy areas of the bottom-land hardwood forests of east Arkansas. They were found in abundance in the 1700s and 1800s. Today, they are few in number and can be found at the Pine City Natural Area near the Louisiana Purchase Historic State Park, where they live in hollowed-out trees.

Z: American Indians have always known of the mineral riches found in Arkansas. When explorers and early settlers began to arrive, they searched for minerals. One mineral found in Arkansas that has proved to be very valuable is **Zinc**. This bluish-white metal is found in the Buffalo River region in north-central Arkansas. It is currently used for making iron and steel.



Additional teacher resources to use with this lesson:

Colonial Arkansas, 1686-1804: A Social and Cultural History by Morris A. Arnold (Fayetteville: University of Arkansas Press, 1991).

Indians of the Greater Southeast: Historical Archeology and Ethnohistory, edited by Bonnie G. McEwan (Gainesville: University Press of Florida, 2000).

Paths of Our Children by George Sabo III (Fayetteville: Arkansas Archeological Survey, 1992/updated 2001).

The Rumble of a Distant Drum: The Quapaws and Old World Newcomers, 1673-1804 by Morris Arnold (Fayetteville: University of Arkansas Press, 2000).

The Shaping of America: A Geographical Perspective on 500 Years of History (Volume 2; Continental America, 1800-1867) by D. W. Meinig (New Haven: Yale University Press, 1993).

Suggested Activities for the ABC's

Flying Flags

Create your own flag that would have flown at Arkansas Post had you been living there in the 18th century by using symbols that represent your family and interests!

Materials:

Construction Paper Cardboard Tube
White Craft Glue Child Safety Scissors
Tape Dowel (alternate)

What to Do:

Cut the shape of triangular or rectangular flag from construction paper. Cut designs from the construction paper, newspaper or magazines that represent your family and interests. Glue paper designs onto the flag and use tape to attach the outer edge of the flag to the cardboard tube. Display banners in May of 2003 during Arkansas Heritage Month!

Alternative: Use fabric, iron-ons, fabric trim and fabric paint. Staple or tape to dowel rod.

Pinch Pots

Create vessels like those used by American Indians in Arkansas! Shape them like animals or heads.

Materials Needed:

Salt clay
Paint (earth colors)
Paintbrush
Utensils (fork tines, spoon, toothpicks)

Roll the clay into a ball and poke thumb through center to form an opening. Punch the opening wider and form a pot. Use utensils (toothpicks, forks, etc.) to carve decorations into the pot. Allow to dry completely and paint.

Recipe for Salt Clay

1-1/2 cups of salt
4 cups flour
1-1/2 cups water
1 teaspoon alum (preservative)

Mix dry ingredients and add water gradually. Form a ball of dough with spoon and knead well. Add water if crumbly. Clay can be baked at 300 degrees Fahrenheit for 30 to 30 minutes (or until hard).

Activities (continued)

Paper Bag Vests

Men wore vests in the 1700s. They were decorated with buttons and were made of various fabrics (from inexpensive linen to expensive silk).

Materials Needed:

Brown Paper Grocery Bag
Child Safety Scissors
Ribbon
Stapler
Poster Paint
Paintbrush

Lay the grocery bag flat with opening at the bottom. Use scissors to cut up the center of the bag. Cut a round opening in the top of the bag for the neck. Cut out round armholes in the sides of the bag. Cut a ribbon in half (six inches at least) and staple to tie the vest closed. Paint the vest with poster paint and allow to dry completely before wearing.

Alternative: Use shaped sponges and dip into poster paint and print on vest. Allow to dry completely. Glue fabric scraps, decorative buttons and trim on vests.

Special thanks to Jane Jones-Schulz, Michael Warriner and Bill Holiman of the Arkansas Natural Heritage Commission, an agency of the Department of Arkansas Heritage. Written by Lea Flowers Baker, Education Coordinator, Department of Arkansas Heritage and edited by Melissa Whitfield, Communications Director, Department of Arkansas Heritage.

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Fig. 437. MEN'S DRESS, ABOUT 1780



For more information on the
Louisiana Purchase Bicentennial, contact:

Education Coordinator
Department of Arkansas Heritage
1500 Tower Building, 323 Center Street
Little Rock, AR 72201

(501) 324-9150 (phone)
(501) 324-9154 (fax)

info@arkansasheritage.org
www.arkansasheritage.com
www.lapurchase.org