

IOWA PAST TO PRESENT TEACHERS GUIDE
Revised 3rd Edition

Chapter 3: Many Flags over Iowa

CONTENT OBJECTIVES

Following the completion of the readings and activities for this chapter, students will have acquired the following understandings:

- a. The French, English and Spanish claimed large sections of land in North America at various times during the 17th, 18th, and 19th centuries.
- b. The land area of present-day Iowa became part of the U.S. in 1803 with the Louisiana Purchase.
- c. Several exploring parties were sent to the lands west of the Mississippi to assess the possibilities for settlement.
- d. Iowa became part of the United States in an orderly process provided by the Federal government, moving through district and territory status to full statehood in 1846.

VOCABULARY TO KNOW

claim empire

colonies Louisiana Purchase

descendants Missouri River

PEOPLE TO IDENTIFY

Captain Meriwether Lewis

Louis Jolliet

Father Jacques Marquette

Napoleon

Julien Dubuque

Thomas Jefferson

La Salle

Zebulon Pike

Lieutenant William Clark

FOR FURTHER STUDY

1. Encourage students to consult the local courthouse deed records on a specific piece of land, such as a farm, a town lot, or school property. Deed records will indicate the name of the purchaser, date of purchase, a description of the property, and the price. These data will not only prove informative for students but will also lend interest to the study of local history.
2. Have students use a general reference on Iowa history to make large poster- size maps of the Michigan Territory (1834), the Wisconsin Territory (1836), and the Iowa Territory (1838).

Activity 3-1: LOCATING FRONTIER IOWA

Skills. Labeling, reading, and interpreting maps

Materials. Student copies of Handouts 3-1a and 3-1b, classroom wall map of the United States

Procedure

1. Introduce the lesson by reviewing the national setting in 1832. Iowa was still part of the unorganized territories of the West. The quest for new western territory to settle intensified as land in the East became increasingly expensive. Treaty negotiations and resettlement attempts between the federal government and the various western Indian tribes often resulted in conflict and bloodshed. One of these conflicts, often remembered as Black Hawk's War, resulted in the opening of a portion of Iowa to pioneer settlement in 1833.
2. Distribute copies of handouts 3-1a and 3-1b. Read and discuss the directions together as a class and provide time for students to complete the questions.
3. Conclude the lesson by discussing the handout questions and contrasting Iowa's place on the frontier in 1832 with Iowa's place today in the United States.

LOCATING FRONTIER IOWA

Directions. Using a wall map of the United States, complete the following items on your 1832 map of the United States. Then answer questions 1-9.

Label and shade the Atlantic and Pacific oceans, the Gulf of Mexico, and the Great Lakes. Label the Mississippi, Missouri, and Ohio rivers. Label the states. Mark the western boundary of the United States in 1832.

1. What state was on the eastern boundary of present-day Iowa?
2. What state was on the southern boundary of present-day Iowa?
3. What states or territories formed the western boundary of the United States in 1832?
4. What territory was Iowa part of in 1832?
5. How many states were in the Union in 1832? _____
6. List the states west of the Mississippi River in 1832. _____
7. How many states are west of the Mississippi River today? _____
8. Describe Iowa's location in relation to the centers of United States population in 1832.
9. Describe Iowa's location in relation to the centers of United States population today.

Handout 3-1b



Activity 3-2: DISCOVERING FRONTIER IOWA

Skills. Interpreting maps

Materials. Lea's map of part of the Wisconsin Territory, 1836 (page 29 in text), student copies of Handout 3-2.

Procedure

1. Introduce the lesson by reviewing the following information. In 1835, Colonel Stephen W. Kearney led three companies of soldiers on a march through eastern Iowa. They were in search of a location for a possible fort. One of the men was Lt. Albert M. Lea. In addition to keeping a diary of his experiences, and writing a book describing Iowa in 1835, he made a map of the area.
2. Distribute copies of Handout 3-2. Read the directions together and provide time for students to complete the questions.
3. Conclude the lesson by discussing student responses.

DISCOVERING FRONTIER IOWA

Directions. Find places in Iowa according to a map prepared in 1836 by the surveyor, Lieutenant Albert M. Lee, U.S. Dragoons. Use the information on the map to answer the following questions:

1. What Iowa towns are shown on the territorial map?
2. What Iowa counties are shown on the territorial map?
3. How were the Iowa counties in 1836 different from Iowa counties today?
4. List the Indian villages shown on the territorial map.
5. What mineral resources are shown on the territorial map?
6. What part of Iowa was open to settlement by U.S. citizens?
7. Which Indian tribes were living in the part of Iowa shown on the territorial map?

Activity 3-3: WHO'S WHO IN IOWA'S MARCH TO STATEHOOD

Skills. Skimming written material for specific information

Materials. Ten 3" x 6" name tags with the following names printed on them:

1. Father Jacques Marquette
2. Louis Jolliet
3. La Salle
4. Julien Dubuque
5. President Thomas Jefferson
6. Napoleon
7. Captain Meriwether Lewis
8. William Clark
9. Zebulon Pike
10. Lt. Albert M. Lea

Procedure

1. Begin the lesson by briefly reviewing the events which led to Iowa's statehood:
 - a. Louisiana, of which Iowa was a part, was first claimed by France.
 - b. The English did not honor the French claims and war ensued.
 - c. France then secretly gave its lands west of the Mississippi to Spain.
 - d. In 1800 this land was returned to France as Napoleon tried to create an empire in North America.
 - e. In 1803 Louisiana was sold by France to the United States for \$15,000,000.
 - f. The federal government sent out expeditions to assess the possibilities of this newly acquired land to the west.
 - g. Iowa was first a part of Michigan Territory, then Wisconsin Territory, and finally Iowa Territory before becoming a state in 1846.
2. Display the ten name tags in the front of the room. Provide time for students to skim the chapter, identifying and discussing each person's contribution to the saga of Iowa's settlement. Have the class select five of the characters for the Who's Who game.
3. Assign a different name to five student volunteers without letting the class know which character was assigned to which student. The five students stand in front of the class.
4. The class will try to identify which person has been assigned to which student by asking specific questions about the contributions of the character. If time permits, the game may be repeated using the remaining five characters.