

We're Free... Let's Grow!

Time Needed: 1—2 Class Periods

Materials Needed:

Student worksheets
Projector (optional)

Copy Instructions:

Anticipation Activity (1 pg; class set)
Reading (2 pages; class set)
Class Activity (1 copy, cut up)
Map Booklet (4 pages; class set; copy so it folds into a booklet)
Worksheet (2 pages; class set)

Learning Objectives. Students will be able to:

- Identify the Northwest Territory as new territory the U.S. acquired from Great Britain as part of the Treaty of Paris
- Describe the role of the Land Ordinance of 1785 and the Northwest Ordinance in incorporating the Northwest Territory into the United States
- Use maps to depict the new territory's incorporation
- Explain the tension between U.S. and Native Americans in the territory, including U.S. policy toward native tribes
- Distinguish incorporation of the Northwest Territory as an accomplishment of the U.S. government under the Articles of Confederation

STEP BY STEP

- PREPARE** by cutting out the word squares for the class activity.
- ANTICIPATE** by having students label the 13 original states on the anticipation activity map. See how many students can identify without help, then project a map if necessary. Ask students to point out anything about this map that is different from current maps of the United States.
- DISTRIBUTE** the reading AND the map booklet to the students. Have students fold the booklet.
- READ** the reading pages with the class, pausing to fill out the map booklet as follows:
 - After "Party Like It's 1783": Fill out the front page of the map booklet.
 - After "New Country in a New Country": Fill out p. 2, Activity A
 - After "So... How Do We Do This?": Fill out p. 3, Activity B
 - After "Operation Get Out": Fill out p. 4, Activity C
- CONTINUE** the rest of the reading. **Project** the "Northwest Territory: An Articles of Confederation Accomplishment" timeline and use it to reinforce that the process of incorporating the Northwest Territory happened before the Constitution took effect—and the Confederation Congress was taking care of business even as the Constitution was being written!
- REVIEW** by giving each student a word square from the Class Activity: Alphabet Words. Follow the directions on the Class Activity page.
- DISTRIBUTE** the worksheet to the class.
- ASSIGN** students to complete the worksheet activities.
- GO THROUGH** the worksheet answers with the class if you wish.
- CLOSE** by asking students to complete one of the following sentences on a scrap of paper. Have them trade papers with a partner and discuss and/or hand the papers to you as an exit ticket.

I was surprised to learn that ___ because I wouldn't have imagined ____.

I was not surprised to learn that ___ because I already knew ____.

We're Free — Let's Grow!

Name: _____



Find Those States! The United States started out with just thirteen states. Use the list below to correctly identify each one on the map. Watch out: Things were a little different back then!

Connecticut

Delaware

Georgia

Maryland

Massachusetts

New Hampshire

New Jersey

New York

North Carolina

Pennsylvania

Rhode Island

South Carolina

Virginia

Party Like It's 1783

When the Revolutionary War ended, Americans had won their liberty from Great Britain—and that wasn't all! The America that emerged victorious from the war in 1783 was *twice* the size of the America that declared independence in 1776. As part of the agreement to end the war, the British gave the United States control of all the land between the Atlantic Ocean and the Mississippi River. Included was a huge section of land that had been part of Britain's province of Quebec. This was a major score for the Americans. Party time!



New Country in a New Country

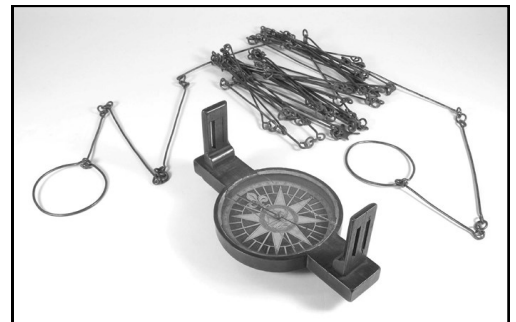
In the first few years after the Revolutionary War, the **Confederation Congress** was America's only central government. Congress had to decide what to do with this vast area the U.S. had just acquired. The decision was easy: Sell it! War is expensive, and the United States had borrowed a lot of money it needed to pay back. The U.S. government wasn't allowed to collect taxes from citizens, so selling parcels of land seemed like a great way to raise money. But opening the doors to the new territory wasn't as easy as putting up a "For Sale" sign. For one thing, the U.S. government didn't actually *own* the land. Several states claimed the territory as their own. The first few years were spent making deals with states to **cede** (pronounced "seed") ownership of the land to the United States.



So... How Do We Do This?

With the land free and clear, what next? No new land had ever been **incorporated** into the United States before. How should it be done? The area would need to be divided into smaller pieces. But how many pieces? And would those pieces actually become new states?

These questions and more sparked a hot debate. But to get started, Congress passed the **Land Ordinance of 1785**. This law directed the new territory to be divided into square townships measuring six miles on each side. Each township would be divided into sections measuring one mile on each side. As the surveyors began measuring and Congress debated the rest of the details, another piece of business was taking place—clearing unwanted residents from the area.



Surveyors would have used a compass and chain like these to measure the sections.



Gen. Josiah Harmar was the first man sent to talk with squatters and Native Americans.

Operation Get Out

The Northwest Territory was not empty land. It was inhabited by **Native Americans** who had lived there for centuries. There were also unauthorized American **squatters** living in the territory on land they hadn't paid for. Congress needed these people out. After all, nobody wanted to buy land someone was already living on. In addition to not being able to collect taxes, the early government also wasn't allowed to keep an army standing by. So they put together a small militia of military volunteers from a few states and sent the men to the Northwest Territory to get rid of the squatters and negotiate with the Native Americans. It didn't go very well.

This Land is Our Land

The squatters complained and resisted. They'd built homes, planted crops... Where were they supposed to go? Native Americans resisted, too—sometimes violently. The American government considered possibilities for getting the Native Americans to leave. War? Too expensive. Not only that, many believed it would be wrong to attack the Native Americans. So the United States decided to negotiate a **treaty** with each tribe, paying the tribe for its rights to the land. The tribes would move, and the land would be open. Easy, right?



Little Turtle, chief of the Miami people, led successful battles against U.S. troops.



The U.S. Constitution was written in the summer of 1787. George Washington led the meeting, then was elected president. In office, he faced challenges with the Northwest Territory.

Meanwhile, Back in the States...

For a government with few resources, confronting people in the huge new territory wasn't so easy. But Americans were afraid to give their new government too much money or power because they had just won their freedom from an abusive government. However, the weak-government approach was causing a lot of problems. So in May 1787, a group of men met in Philadelphia to work on a solution. The raging debate that summer was how much power individual states should give up to a central government. While they argued, it was business as usual for the Confederation Congress. Miles away in New York, Congress passed a law for the Northwest Territory that would give the United States government power over all of America's future growth.

A Plan for All Time

The July 1787 **Northwest Ordinance** made the rules for how the new territory would be incorporated into the United States:

- The new land would come under control of the United States government. It would not become part of any existing states.
- The land would eventually be divided up and become brand new states—at least three, but no more than five.
- Congress would appoint a temporary government for each territory formed in the region.

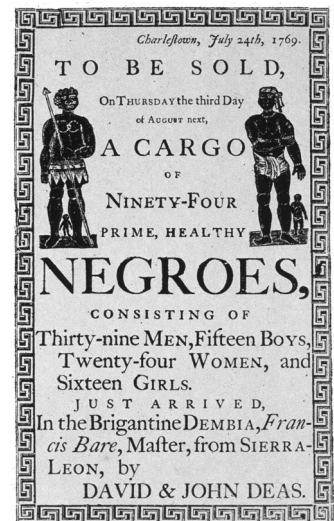
For a nation debating whether to give the central government more power, this was a big deal! For the first time, the United States government would actually control and govern territory all by itself. Although Congress didn't *say* it was making a plan for all time, that's what ended up happening.



The Road to Fallen Timbers, by H. Charles McBarron. The U.S. overcame most Native American resistance at the Battle of Fallen Timbers in 1794.

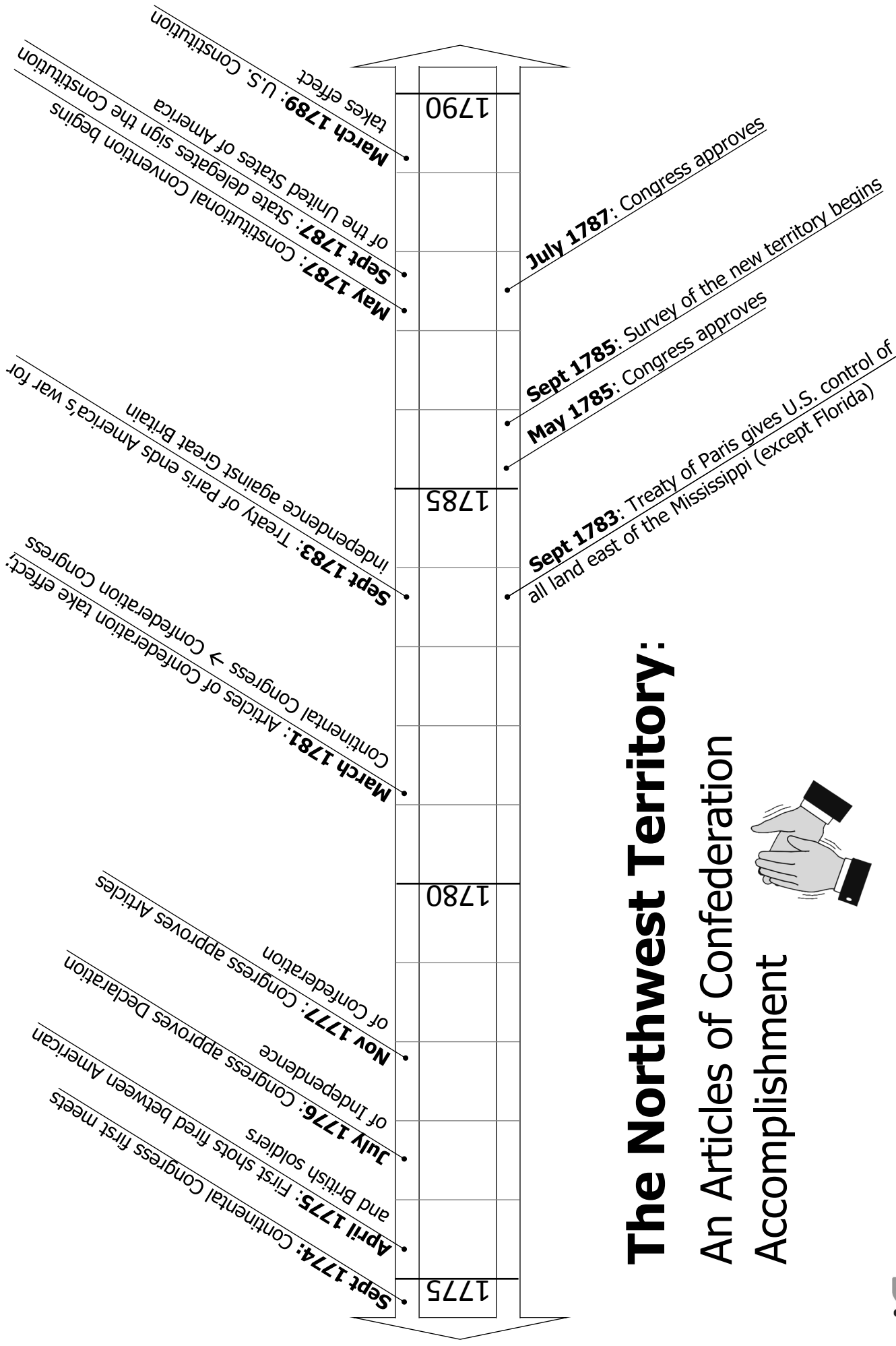
Move or Be Moved

With a plan in place, **settlers** flooded into the new territory. Negotiations were underway with the Native American tribes, but they weren't too excited about being restricted to small areas of land. Treaties were signed—sometimes under threat of war from America—and treaties fell apart. Violence increased as the tribes realized the bad deal they were getting and fought to keep their land. The white settlers fought to protect their new homes, and American soldiers fought to assert American control of the land. One thing was clear: The United States wasn't going away. Native Americans in United States territory would move or be moved.



Slavery existed in many states but was prohibited in the new territory.

We're Free — Let's Grow!



The Northwest Territory:

An Articles of Confederation
Accomplishment



CLASS ACTIVITY: ALPHABET WORDS

Directions: Cut out the cards below. Each card shows a word beginning with a different letter of the alphabet. (We had to fudge on X.) Give each student a card. Give students two minutes to figure out how their word relates to the lesson. Then, go in alphabetical order, asking students to share their word and explanation.

- Try keeping students involved by having them guess what the next word might be.
- Ask students if they can think of other ways each word relates to the topic.
- The first 26 words below follow the alphabet; words after that are extras in case you need them.

Note: The words "Knowledge" and "Zero" do not appear in the reading and may be appropriate for students who need a challenge.



Americans	British	Confederation Congress	Debate	Expensive	Five
Government	Harmar	Incorporate	July	Knowledge	Little Turtle
Money	Negotiate	Ownership	Power	Quebec	Resistance
Slavery	Treaty	Unauthorized	Violence	War	taxes
Year	Zero	Cede	Measure	Native Americans	Ordinance
Restricted	Sell	Settlers	Squatters	Surveyor	Township

CLASS ACTIVITY: ALPHABET WORDS

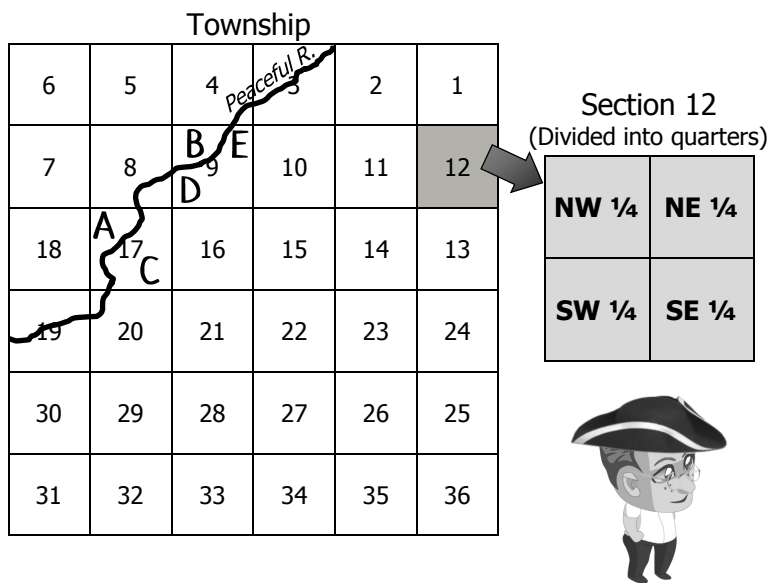
Sample Answers (accept all reasonable answers)

- Americans** — Got ownership of the new land; forced Native Americans out
- British** — Owned the Northwest Territory before 1783; America fought them during Revolutionary War
- Confederation Congress** — America's only central government in the first years after the Revolution
- Debate** — People debated what should happen to the new territory
- Expensive** — War was expensive, so America hoped the Native Americans would sign treaties
- Five** — the maximum number of states the new territory could be divided into
- Government** — The Northwest Ordinance set up a government for the new territory
- Harmar** — Gen. Josiah Harmar was the first man sent to talk with squatters and Native Americans
- Incorporate** — Making the new territory part of the United States
- July** — the month the Land Ordinance of 1785 was passed
- Knowledge** — (challenge) Americans probably lacked knowledge about Native American values
- Little Turtle** — chief of the Miami people who led successful battles against U.S. troops.
- Money** — the U.S. government needed money, so it decided to sell land in the new territory
- Negotiate** — the U.S. tried to negotiate with the Native Americans
- Ownership** — at first, there were issues about ownership of the new territory
- Power** — many people feared a central government with too much power
- Quebec** — the new territory used to be part of this British province
- Resistance** — both squatters and Native Americans resisted moving off the land
- Slavery** — not allowed in the new territory
- Treaty** — agreements where the Native Americans agreed to give up their claims to the land
- Unauthorized** — squatters were unauthorized settlers living in the new territory
- Violence** — Native Americans sometimes resorted to violence to defend their land
- War** — new territory was obtained after war w/Great Britain; U.S. didn't want war with Native Americans
- taxes** — the early U.S. government did not have the power to collect taxes from citizens
- Year** — Northwest Ordinance passed in the year 1787
- Zero** — (challenge) the number of squatters the U.S. wanted in the territory
- Cede** — individual states had to cede their claims to the new land to the U.S.
- Measure** — surveyors measured the divisions using a compass and chain
- Native Americans** — had lived in the new territory for centuries; did not want to leave their lands
- Ordinance** — Land Ordinance of 1785 & Northwest Ordinance were laws passed about the new territory
- Restricted** — the U.S. restricted Native Americans to smaller areas of land
- Sell** — the U.S. wanted to sell pieces of the new territory
- Settlers** — as soon as the land was available, many settlers moved there
- Squatters** — lived on the new land without authorization and didn't want to leave
- Surveyor** — surveyors divided the new territory into townships and sections
- Township** — divisions 36 miles square, directed by the Land Ordinance of 1785

We're Free — Let's Grow!

Name: _____

A. Survey the Settlers. The surveying directed by the Land Ordinance of 1785 led to the Public Land Survey System still used by the United States today! A group of settlers decided to build near each other on the banks of the Peaceful River. Use the reading and the diagrams to answer the questions.



1.	How many sections are in the township?	
2.	How long is one side of a township, in miles?	
3.	How long is one side of a section, in miles?	
4.	Which settler lives in the southeast quarter of Section 17?	
5.	Which settler lives in the northwest quarter of section 9?	
6.	Settler F just built a place in the northeast quarter of Section 19. Add Settler F to the map.	

B. Identify the Issues. Adding new territory raised a lot of issues for the U.S. government. Match each situation with the issue it relates to. But watch out... Only 8 are real situations and issues! Cross out the two fake situations and issues.

SITUATIONS

- _____ 1. Some people believed only states had the power to own and govern land.
- _____ 2. States argued about who had the right to sell seeds to settlers in the new territory.
- _____ 3. The U.S. government asked states to cede their claims to the new land.
- _____ 4. The Northwest Ordinance made rules for how the new territory could become states.
- _____ 5. The Northwest Ordinance made rules for territorial government.
- _____ 6. Americans were angry because the U.S. only got part of Quebec, not all of it.
- _____ 7. Existing states were afraid of losing influence in Congress because of too many new states.
- _____ 8. Congress decided to have the land surveyed and divided into townships six miles square.
- _____ 9. The U.S. pressured Native Americans to leave their lands and move into restricted areas.
- _____ 10. There was tension between people who thought slavery was wrong and those who relied on slave labor.

ISSUES

- A. How should territory be governed before it is a state?
- B. What should be done about Native Americans living on land the U.S. wants to settle?
- C. How many states should the new territory be allowed to become?
- D. Where should settlers in the new territory get their farming supplies?
- E. Is it okay for the federal government to own and govern territory?
- F. How will new territory be divided into parcels for sale?
- G. Should slavery be allowed in the new territory?
- H. Should the U.S. go to war against Great Britain again?
- I. How should new states be added to the United States?
- J. What do we do about land states have claimed since before the U.S. was created?

We're Free — Let's Grow!

Name: _____

C. The Northwest Ordinance. Read each excerpt from the Northwest Ordinance and answer the questions.

There shall be appointed from time to time by Congress, a governor, whose commission shall continue in force for the term of three years...

So soon as there shall be five thousand free male inhabitants of full age in the district... they shall receive authority... to elect a representative... to represent them in the general assembly:

1. If Congress appointed the governor, who was really in control of the territory's government?

2. Underline the length of the governor's term.
3. Underline the number of residents who had to live in the district before the citizens could elect their own general assembly.
4. The district has 5,103 women and 4,998 men. Time to elect representatives?
 Yes No

Whenever any of the said States shall have sixty thousand free inhabitants therein, such State shall be admitted... into the Congress of the United States, on an equal footing with the original States... and shall be at liberty to form a permanent constitution and State government.

7. Underline the number of people required for a state to be admitted.
8. Did women count toward this number?
 Yes No
9. Would a runaway slave count toward this number?
 Yes No

Circle the evidence for your answer.

10. Would the people still have the government Congress appointed for them?
 Yes No

Box the evidence for your answer.

Any person escaping into the territory, from whom labor or service is lawfully claimed ..., such fugitive may be lawfully reclaimed and conveyed to the person claiming his or her labor or service as aforesaid.

5. Who do you think this excerpt is talking about?
 - a) Free male inhabitants
 - b) Runaway slaves
 - c) People accused of a crime
 - d) People who work a lot
6. Fill in the blanks to paraphrase what this is saying:
_____ who _____ into this territory will be _____ to their owners.

11. There are nine rights listed in this excerpt. Find and circle them:

Art. 1. No person, demeaning himself in a peaceable and orderly manner, shall ever be [bothered] on account of his mode of worship or religious sentiments, in the said territory.

Art. 2. The inhabitants of the said territory shall always be entitled to the benefits of the writ of habeas corpus, and of the trial by jury; of a proportionate representation of the people in the legislature; and of judicial proceedings according to the course of the common law. All persons shall be bailable, unless for capital offenses ... All fines shall be moderate; and no cruel or unusual punishments shall be inflicted.

No man shall be deprived of his liberty or property, but by the judgment of his peers or the law of the land...



Find Those States! The United States started out with just thirteen states. Use the list below to correctly identify each one on the map. Watch out: Things were a little different back then!

Connecticut

Delaware

Georgia

Maryland

Massachusetts

New Hampshire

New Jersey

New York

North Carolina

Pennsylvania

Rhode Island

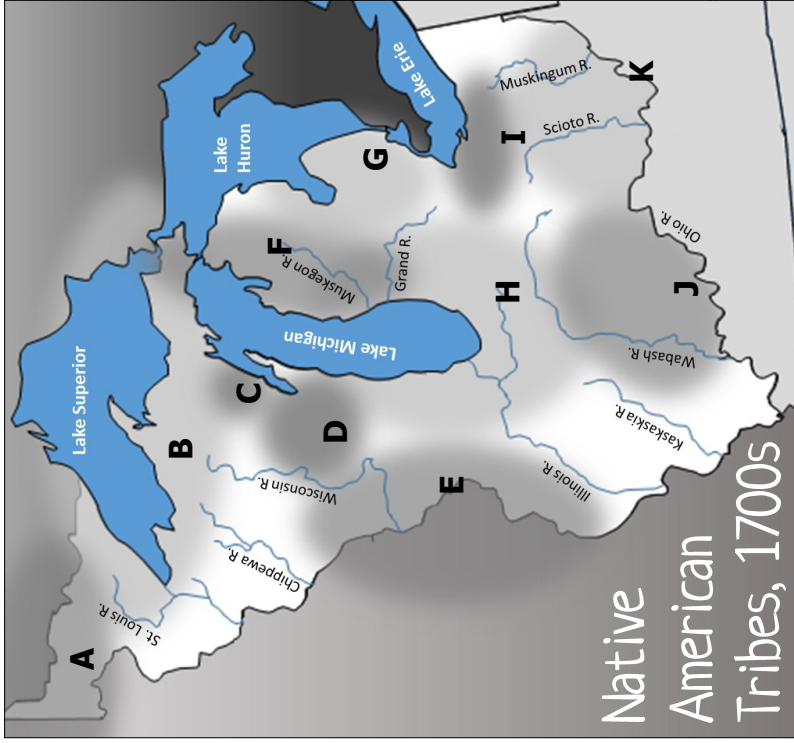
South Carolina

Virginia

We're Free... Let's Grow!

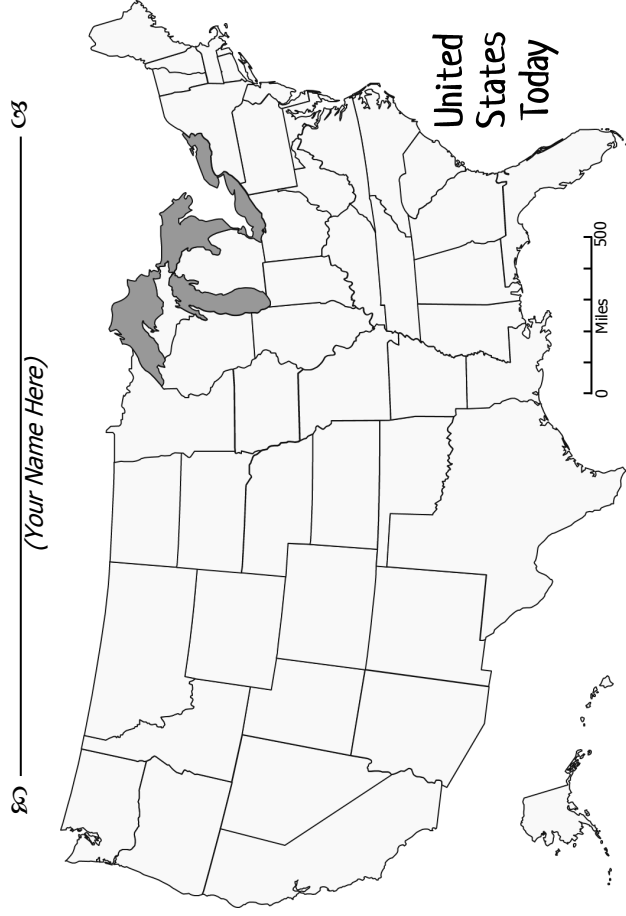
Map Activity


Booklet

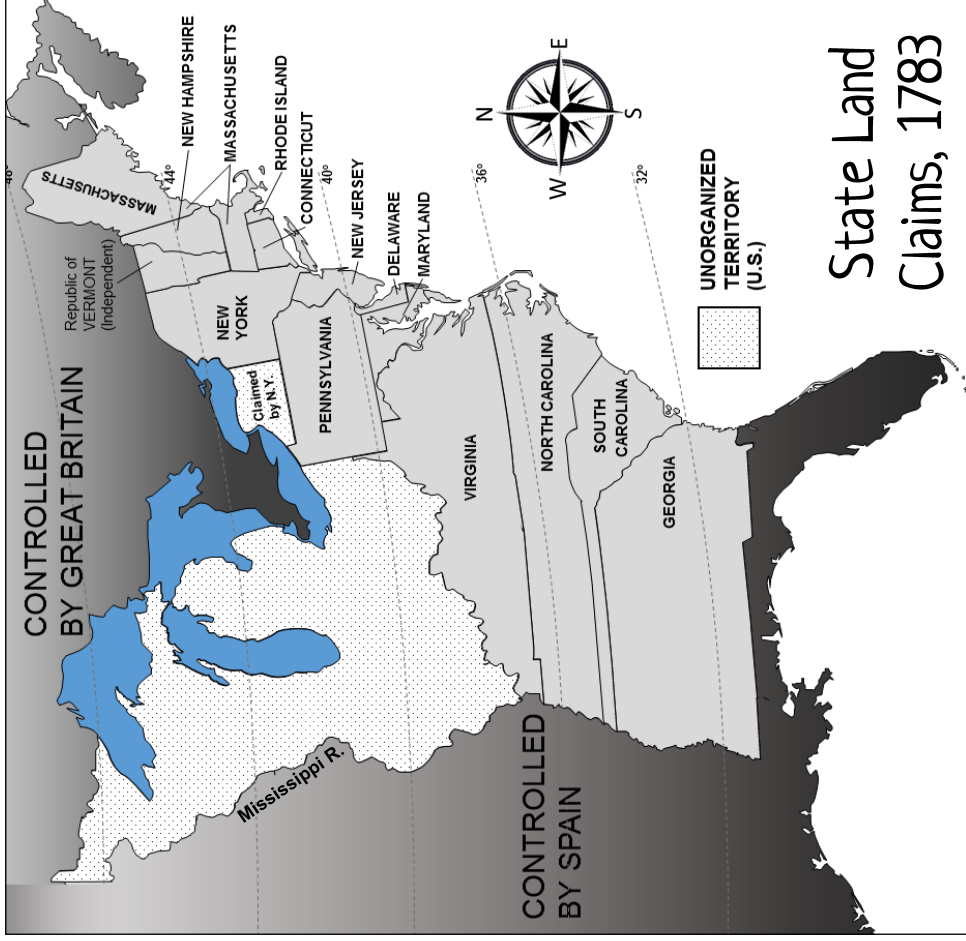


C. This Land is Occupied. Use the clues to find the location of ten Native American tribes that lived in the region. (Just realize these are not *all* the tribes, and the areas shown only give a general idea of where they lived.) Write the letter of each tribe's location in the box.

HO-CHUNK	Between Wisconsin R. and L. Michigan, below the Menominee
MENOMINEE	Northwest side of L. Michigan, above the Ho-Chunk
MIAMI	In the area of the Wabash and Ohio rivers
POTAWATOMI	Around the west, south, and east sides of L. Michigan
OJIBWA	Around the shores of L. Superior and along L. Huron (2 letters)
OTTAWA	Along the Muskegon River and the east shore of L. Michigan
SAUK	Along the Mississippi River, from the Illinois to Wisconsin rivers
SAULTEAUX	North of the St. Louis River.
SHAWNEE	In the area of the Scioto, Ohio, and Muskingum rivers
WYANDOT	Along the south shore of Lake Erie



- Shade in the state where you live.
- Was it a state in 1783? Yes No
- Draw lines through the Northwest Territory like this: 
- Was your state part of that territory? Yes No
- If not, draw a line connecting your state to the old Northwest Territory.
- About how many miles away is your state? _____ miles



State Land Claims, 1783

A. Hey, That's Ours! When America won its freedom, several states already claimed parts of the new territory! Follow the directions to draw each state's claim on the map. Label which state claimed each area.

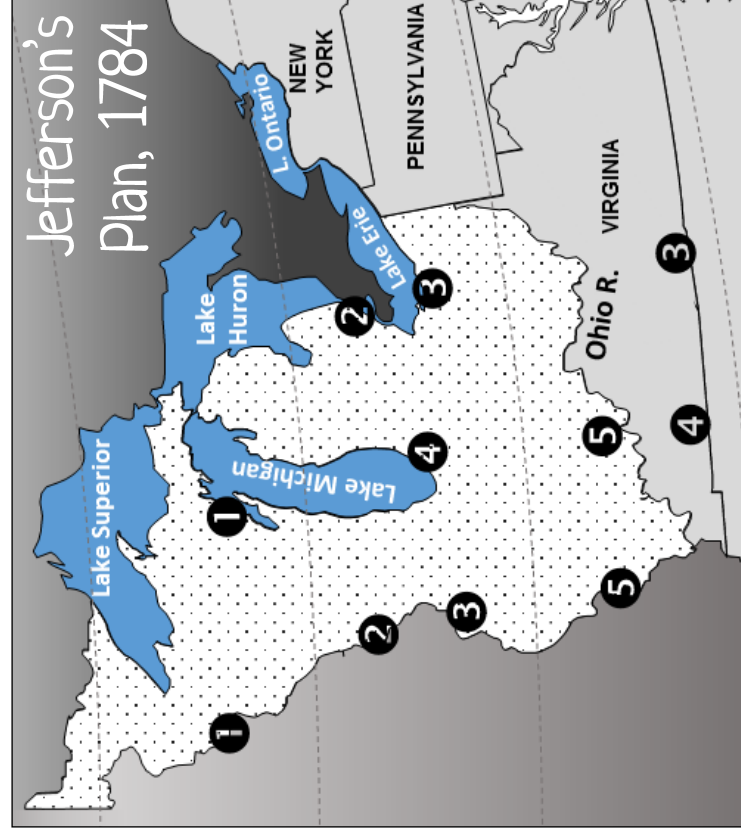
Connecticut claimed that its northern and southern borders extended all the way to the Mississippi river. Draw this strip through the unorganized territory. Make it a little bit curved like the latitude lines.

Massachusetts claimed the same thing. Draw a strip along the top of Connecticut's strip. Include the area claimed by New York, and extend the top line across from the northernmost point of New York's claim.

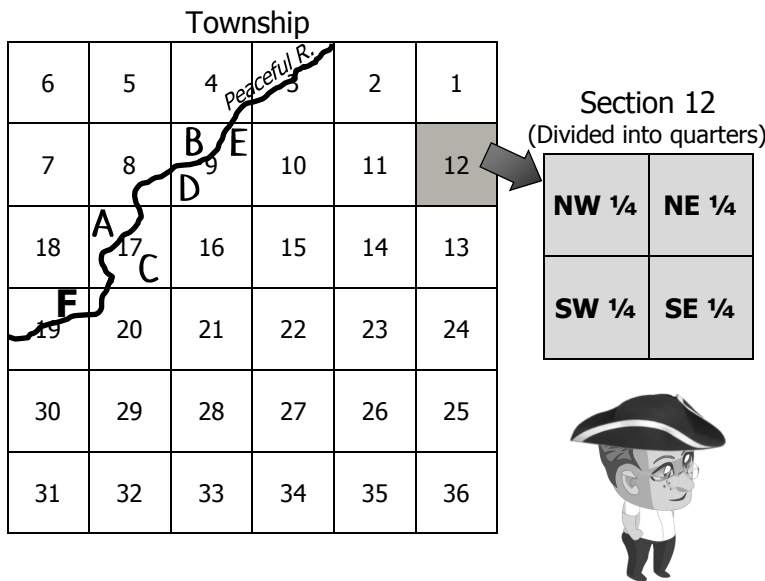
Virginia claimed the entire unorganized territory!

B. I've Got a Plan. As Congress debated how many states the new territory should become, Thomas Jefferson made a suggestion. (It was rejected.) Connect dots with the same numbers to draw the boundaries of his proposal. Skip over lakes! Then, use the clues below to label each proposed state with the names Jefferson thought of.

ASSENISIPIA	West of L. Michigan, east of Mississippi R., south of Michigan
CHERSONESUS	Lake Michigan and Lake Huron form two sides of the state
ILLINDIA	East of Mississippi River, north of Polyptamia
METROPOTAMIA	East of Lake Michigan, West of Lake Erie
MICHIGANIA	East of Mississippi River, west of L. Michigan, south of Sylvania
PELISIPIA	South of Ohio River, made completely from Virginia territory
POLYPTAMIA	East of Mississippi River, contains part of the Ohio River
SARATOGA	North of Ohio River, west of Washington, east of Illinoia
SYLVANIA	Bordered by Mississippi R., Lake Superior, and L. Michigan
WASHINGTON	Bordered by Ohio River, Pennsylvania, and Lake Erie



A. Survey the Settlers. The surveying directed by the Land Ordinance of 1785 led to the Public Land Survey System still used by the United States today! A group of settlers decided to build near each other on the banks of the Peaceful River. Use the reading and the diagrams to answer the questions.



1.	How many sections are in the township?	36
2.	How long is one side of a township, in miles?	6 mi
3.	How long is one side of a section, in miles?	1 mi
4.	Which settler lives in the southeast quarter of Section 17?	C
5.	Which settler lives in the northwest quarter of section 9?	B
6.	Settler F just built a place in the northeast quarter of Section 19. Add Settler F to the map.	

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SITUATIONS

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- D 2. ~~States argued about who had the right to sell seeds to settlers in the new territory.~~
- J 3. The U.S. government asked states to cede their claims to the new land.
- I 4. The Northwest Ordinance made rules for how the new territory could become states.
- A 5. The Northwest Ordinance made rules for territorial government.
- H 6. ~~Americans were angry because the U.S. only got part of Quebec, not all of it.~~
- C 7. Existing states were afraid of losing influence in Congress because of too many new states.
- F 8. Congress decided to have the land surveyed and divided into townships six miles square.
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1. If Congress appointed the governor, who was really in control of the territory's government?

Congress

2. Underline the length of the governor's term.
3. Underline the number of residents who had to live in the district before the citizens could elect their own general assembly.
4. The district has 5,103 women and 4,998 men. Time to elect representatives?

Yes No

Whenever any of the said States shall have sixty thousand free inhabitants therein, such State shall be admitted... into the Congress of the United States, on an equal footing with the original States... and shall be at liberty to form a permanent constitution and State government.

7. Underline the number of people required for a state to be admitted.
8. Did women count toward this number?
9. Would a runaway slave count toward this number?

Yes No

Yes No

Circle the evidence for your answer.

10. Would the people still have the government Congress appointed for them?

Yes No

Box the evidence for your answer.

Any person escaping into the territory, from whom labor or service is lawfully claimed ..., such fugitive may be lawfully reclaimed and conveyed to the person claiming his or her labor or service as aforesaid.

5. Who do you think this excerpt is talking about?

- a) Free male inhabitants
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6. Fill in the blanks to paraphrase what this is saying:

Slaves who escape into this territory will be returned to their owners.

11. There are nine rights listed in this excerpt. Find and circle them: (*answers are underlined*)

1

Art. 1. No person, demeaning himself in a peaceable and orderly manner, shall ever be [bothered] on account of his mode of worship or religious sentiments, in the said territory.

2

Art. 2. The inhabitants of the said territory shall always be entitled to the benefits of the writ of habeas corpus, and of the trial by jury; of a proportionate representation of the people in the legislature; and of judicial proceedings according to the course of the common law. All persons shall be bailable, unless for capital offenses ... All fines shall be moderate; and no cruel or unusual punishments shall be inflicted.

4

5

6

7

8

9

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3

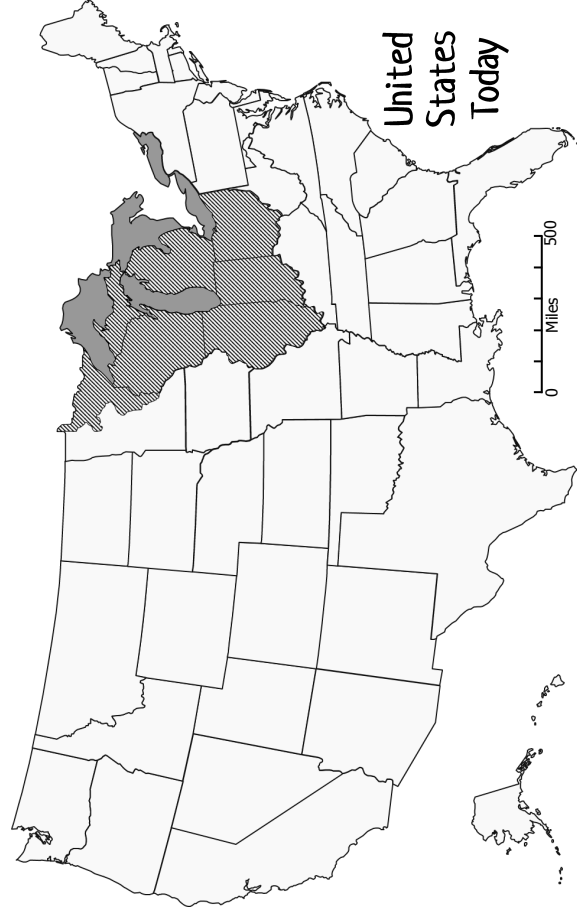
We're Free... Let's Grow!

Map Activity

Booklet

** Teacher Guide **
(Your Name Here)

80 _____ 03



• Shade in the state where you live.

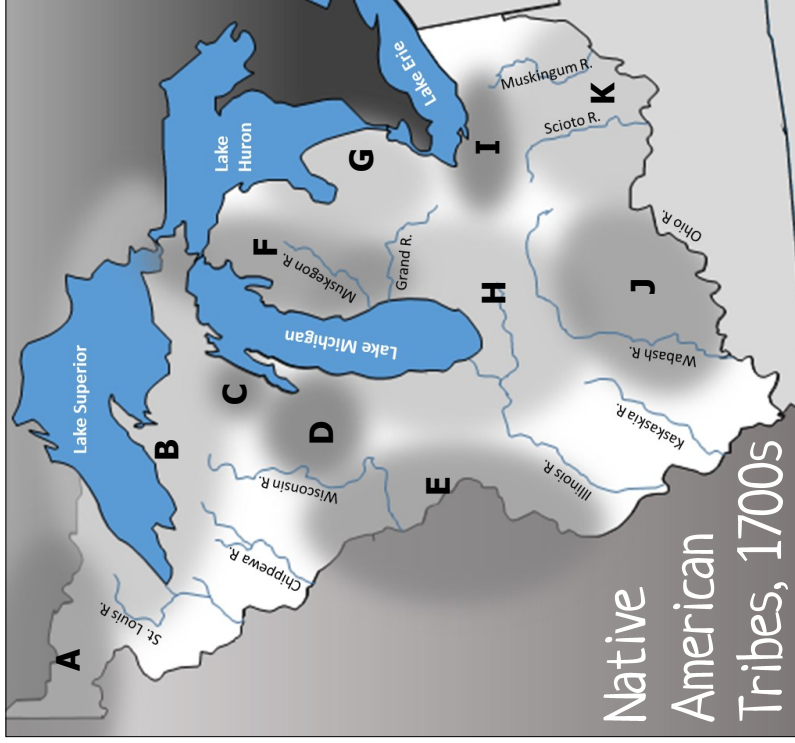
• Was it a state in 1783? Yes No

• Draw lines through the Northwest Territory like this: 

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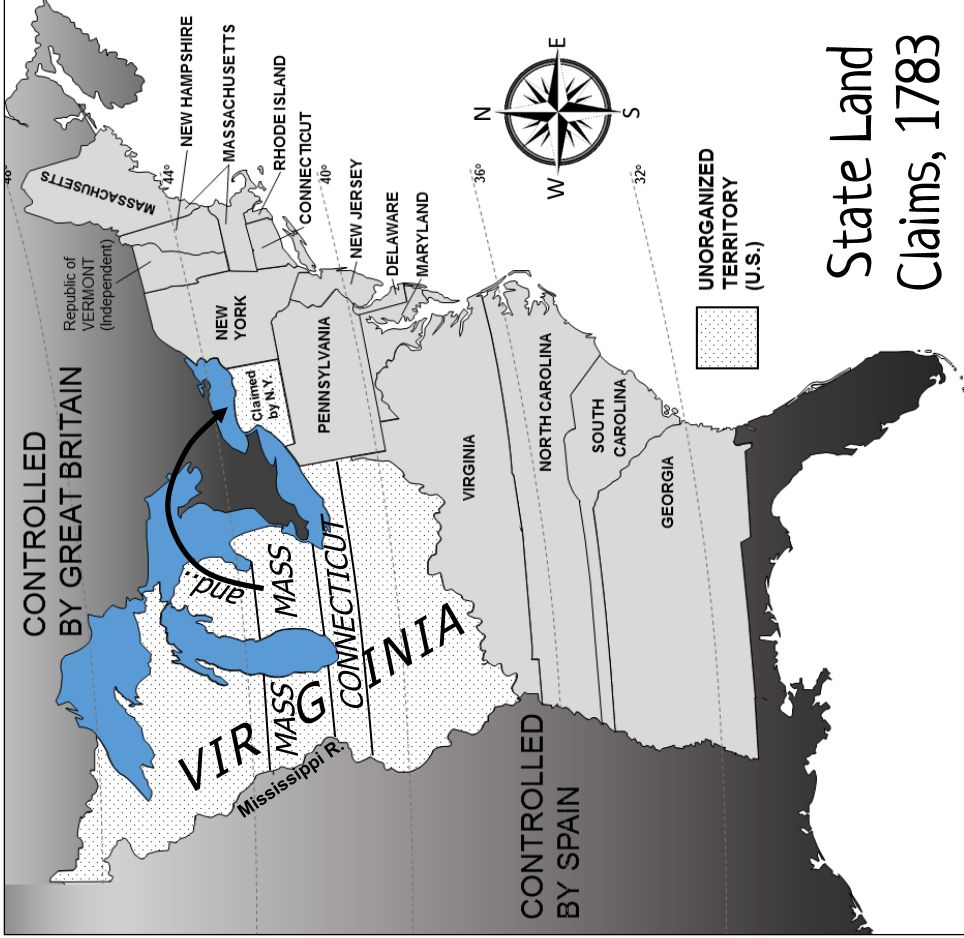
• If not, draw a line connecting your state to the old Northwest Territory.

• About how many miles away is your state? _____ miles



C. This Land is Occupied. Use the clues to find the location of ten Native American tribes that lived in the region. (Just realize these are not *all* the tribes, and the areas shown only give a general idea of where they lived.) Write the letter of each tribe's location in the box.

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I	WYANDOT	Along the south shore of Lake Erie



A. Hey, That's Ours! When America won its freedom, several states already claimed parts of the new territory! Follow the directions to draw each state's claim on the map. Label which state claimed each area.

Connecticut claimed that its northern and southern borders extended all the way to the Mississippi river. Draw this strip through the unorganized territory. Make it a little bit curved like the latitude lines.

Massachusetts claimed the same thing. Draw a strip along the top of Connecticut's strip. Include the area claimed by New York, and extend the top line across from the northernmost point of New York's claim.

Virginia claimed the entire unorganized territory!

B. I've Got a Plan. As Congress debated how many states the new territory should become, Thomas Jefferson made a suggestion. (It was rejected.) Connect dots with the same numbers to draw the boundaries of his proposal. Skip over lakes! Then, use the clues below to label each proposed state with the names Jefferson thought of.

ASSENISIPIA	West of L. Michigan, east of Mississippi R., south of Michigan
CHERSONESUS	Lake Michigan and Lake Huron form two sides of the state
ILLINOIA	East of Mississippi River, north of Polyptamia
METROPOTAMIA	East of Lake Michigan, West of Lake Erie
MICHIGANIA	East of Mississippi River, west of L. Michigan, south of Sylvania
PELISIPIA	South of Ohio River, made completely from Virginia territory
POLYPOTAMIA	East of Mississippi River, contains part of the Ohio River
SARATOGA	North of Ohio River, west of Washington, east of Illinois
SYLVANIA	Bordered by Mississippi R., Lake Superior, and L. Michigan
WASHINGTON	Bordered by Ohio River, Pennsylvania, and Lake Erie

