

OHIO'S PATH TO STATEHOOD CASE HISTORY

Description and Resource Materials

LESSON 3: THE NORTHWEST ORDINANCE OF 1787 (1)

ESSENTIAL QUESTION:

Ohio was not one of the original thirteen colonies, so how did it become a state?

LESSON SUMMARY:

The Second Continental Congress passed the Ordinance in 1787. It established the process for admission of new states to the United States. Every state since 1787 has been admitted, with some minor modifications, using the same process. Under the provisions of this act, Ohio became the seventeenth state.

ESTIMATED DURATION:

Duration will vary depending on materials and resources used.

COMMENTARY:

The Old Northwest moved through several stages to become the Northwest Territory then the various states of the United States. Here, the lesson will focus on the Ohio Territory in the Northwest.

OHIO SOCIAL STUDIES ACADEMIC CONTENT STANDARDS ADDRESSED:

History. Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns, and themes in the history of Ohio, the United States, and the world.

Benchmark B (Settlement). Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.

Grade 4

Indicator 3. Explain the causes and effects of the frontier wars of the 1790s, including the Battle of Fallen Timbers, on the Indians in Ohio and the United States.

Benchmark C (Growth). Explain how new developments led to the growth of the United States.

Grade 4

Indicator 3. Explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance.

Grade 5

Indicator 6. Explain the impact of settlement, industrialization, and transportation on the expansion of the United States.

Benchmark G (Civil War and Reconstruction). Analyze the causes and consequences of the American Civil War.

Grade 8

Indicator 8. Describe and analyze the territorial expansion of the United States including: a. Northwest Ordinance.



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People in Societies. Students use knowledge of perspectives, practices, and products of cultural, ethnic, and social groups to analyze the impact of their commonality and diversity within local, national, regional, and global settings.

Benchmark B (Interaction). Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.

Grade 4

Indicator 2. Describe the impact of the expansion of European settlements on American Indians in Ohio.

Geography. Students use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment, and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Benchmark D (Movement). Explain reasons that people, products, and ideas move from place to place, and the effects of that movement on geographic patterns.

Grade 8

Indicator. Explain how colonization, westward expansion, immigration, and advances in transportation and communication changed the geographic patterns of the United States.

Government. Students use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability, and promote the general welfare.

Benchmark B (Rules and Laws). Give example of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy.

Grade 4

Indicator 3. Explain the purpose of a democratic constitution: a. To provide a framework for government; b. To limit the power of government; c. To define the authority of elected officials.

POST ASSESSMENT:

Constructed Responses. Ask the question: Ohio was not one of the original thirteen colonies, so how did it become a state? Have the students answer the question in writing. Teachers may decide to give this constructed response item upon the conclusion of the lesson or compile the question with others to form a single test after all lessons have been completed.

SCORING GUIDELINES:

Use the following rubric to evaluate the students' responses to the topic.



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POINTS	RUBRIC
2	Shows an understanding of the Northwest Ordinance of 1787's criteria for the transition from territory to statehood AND of the rights guaranteed by the Ordinance.
1	Shows an understanding of the Northwest Ordinance of 1787's criteria for the transition from territory to statehood OR of the rights guaranteed by the Ordinance.
0	Shows no understanding of the Northwest Ordinance of 1787's criteria for the transition from territory to statehood and of the rights guaranteed by the Ordinance.

INSTRUCTIONAL PROCEDURES:

Guiding Question:

How did the Ordinance of 1787 help Ohio grow from a territory into a state that provided protections and rights for its citizens?

Materials and Resources:

Worksheet 7: Northwest Ordinance: Primary Source Document Study

Worksheet 8: Three Stages of Territorial Government

Worksheet 9: The Northwest Territory

Document: *Northwest Ordinance of 1787* (on reverse of map)

Map: *Historical Map of the Old Northwest Territory* (on reverse of document)

Transcript: Northwest Ordinance of 1787 (found in the Appendix)

Procedures:

1. Show the class the map of the Northwest Territory (with the document Northwest Ordinance of 1787 on the reverse). Discuss how important the Northwest Ordinance was and the area it regulated.
2. Distribute Worksheet 7. Discuss as a class the meaning of what the text states (in column 2).
 - € Students will reflect on what the text states and list any ideas or questions they have (in column 3).
 - € In small groups, or with partners, students will discuss their ideas and questions by thinking about how various articles of the Northwest Ordinance of 1787 set up a plan for the development of states and guaranteed the rights of its citizens (in column 4). The worksheet asks, "Impact on the People in Ohio and the U.S." As a result, students may think of what other impacts the article might have had.
 - € Groups or partners will present to the class their ideas about the impact of the Northwest Ordinance of 1787.
3. Distribute Worksheet 8.
 - € In small groups, or with a partner, students will read the information on page 1 and complete the questions on page 2.
 - € Discuss as a class the Northwest Territory.



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LESSON 3: THE NORTHWEST ORDINANCE OF 1787 (4)

DIFFERENTIATED INSTRUCTION SUPPORT:

Students with difficulty reading and writing may have the materials and questions The Act of Congress Dividing the Northwest Territory into the Northwest Territory (of Ohio) and the Territory of Indiana (found in the Appendix) read to them and may answer questions verbally.

EXTENSION

Materials and Resources: (gifted students)

Worksheet 09: An Act to Divide the Northwest Territory

Transcript:

Procedure:

Distribute Worksheet 9 and the transcript of the document. In small groups or with a partner, students will examine the transcript of the document and answer the questions on the worksheet.

Materials and Resources: (all students)

Worksheet 10: Learning Log with Timeline

Procedures:

Distribute Worksheet 10. Explain to the students that they will use the Learning Log with Timeline as a daily "exit slip". Ask them to record their understanding of the content covered in this lesson and relate it to the essential question of the day.

Materials and Resources (all students)

Worksheet 11: History Frame

Procedures:

Distribute Worksheet 11. Students may use the history frame to record what new materials they have learned and how the materials relate to the lesson.

HOMework OPTIONS AND HOME CONNECTIONS:

Students can share information learned from the documents and artifacts with their families and ask for any information that they may have to share with them about this time in history.

INTERDISCIPLINARY CONNECTIONS:

KEY VOCABULARY:

appoint – To select.

branch of government: Legislative – The division of government that makes the laws – at the federal level, the Congress; at the state level, the General Assembly.

branch of government: Executive – The division of government that carries out the laws – at the federal level, the President; at the state level, the Governor.

branch of government: Judicial – The division of government that interprets and applies the law – at the federal level, the Supreme Court, at the state level, the Supreme Court.



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constitution – The basic principles used to govern a state or country.

Continental Congress – Either of the two legislative assemblies representing the American colonies from 1774 to 1781. The Second Continental Congress adopted the Declaration of Independence in 1776.

democracy – A government that is run indirectly by the electing representatives who govern the people.

due process of law – The right of every citizen to be protected against arbitrary action by the government.

elect – To choose by voting.

enabling – The make able. The Enabling Act allowed Ohio to move toward statehood.

liberty – The ability to act, speak, or think the way one pleases. Freedom from another's control.

natural rights – A belief that individuals are naturally endowed with basic human rights that cannot be taken away or given up.

Northwest Ordinance of 1787 – An ordinance passed by the Continental Congress on July 13, 1787. This law created the governmental system for the Northwest Territory and provided the means by which new states would be created out of the Northwest Territory to be admitted to the nation.

ordinance – A rule or law made by authority or decree.

primary source – An account of an event by someone who was present at the event. Primary sources are original records created at the time historical events occurred or well after events in the form of memoirs and oral histories.

rights – Just claims that belong to a person by law, nature, or tradition.

secondary source – An account of an event by someone who was not present at the event. A secondary source is a work that interprets or analyzes an historical event. It is generally at least one step removed from the event.

slavery – The practice of owning other human beings to perform service.

state – A group of people living in a political unit that is part of a larger unit such as the United States.

territory – An area of land; the land and waters under the jurisdiction a state, nation, or sovereign.

trial by jury – The ability of a person to go to court before a groups of people called a jury of peers who hear the facts and make a decision on the facts.

TECHNOLOGY CONNECTIONS:

Ohio Historical Society's website www.ohiohistorycentral.org for research

ATTACHMENTS:

Worksheet 7: Northwest Ordinance: Primary Source Document Study

Worksheet 8: Three Stages of Territorial Government

Worksheet 9: An Act to Divide the Northwest Territory

Worksheet 10: Learning Log with Timeline

Worksheet 11: History Frame



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WORKSHEET 7: NW: PRIMARY SOURCE DOCUMENT STUDY (1)

Name: _____

Directions: Neatly fill out the worksheet with the correct answers. You will share these answers with the class in the future. Think about how the Northwest Ordinance moved Ohio toward statehood and guaranteed basic rights.

ARTICLE:	THE TEXT STATES:	MY IDEAS AND QUESTIONS ARE:	IMPACT OF THE PEOPLE OF OHIO AND THE U.S.
1	No person, demeaning himself in a peaceable and orderly manner, shall ever be molested on amount of his mode of worship or religious sentiments in the said territory.		
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 courts of the common law.		
3	Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.		
5	And, whenever any of the said States shall have 60,000 free inhabitants therein, such State shall be admitted, by its delegates, into the Congress of the United States, on an equal footing with the original States in all respects whatever, and shall be at liberty to form a permanent constitution and State government:		
6	There shall be neither slavery nor involuntary servitude in the said territory, otherwise than in the punishment of crimes, whereof the party shall have been duly convicted:		



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WORKSHEET 8: THREE STAGES OF TERRITORIAL GOVERNMENT (1)

Name: _____

The Northwest Ordinance of 1787

The territories to the west posed a serious challenge for the new United States government. Against the wishes of the Indians, settlers were eager to homestead the new land. There was no system of government for the **territory** to settle disputes and to maintain control. The Northwest **Ordinance of 1787** created a temporary government for the **Northwest Territory** and provided a way for new **states** to be created in the **Northwest Territory**. It also promised settlers in these new lands the same individual **rights** that had been fought for in the **American Revolution**.

The Main Points of the Northwest Ordinance of 1787

- € A division of the **Northwest Territory** into “not less than three nor more than five States”.
- € A three-stage method for admitting a new state to the **nation**.
 - Stage One: **Congress** appointed a **governor**, secretary, and three **judges**.
 - Stage Two: **Election** of an assembly and one non-voting **delegate** to **Congress** once 5000 free men live in the **territory**.
 - Stage Three: Draft a **state constitution** and request for admission to the **nation** when the population reaches 60,000 people.
- € A **bill of rights** protecting religious freedom, trial by jury, due process and property rights.
- € A policy of dealing fairly with the American Indians with regards to their land and property and of maintaining the peace.
- € A policy of encouraging education.
- € A policy outlawing slavery in the **territory**.

The Impact of the Northwest Ordinance of 1787

The constitutions of Ohio and the other states created out of the Northwest Territory guaranteed the basic rights, including religious freedom, trial by jury, the right to bail except in capital cases, due process, and property rights. Land ownership became a requirement of voting and serving in the government in those early years. Education was considered important, and slavery was outlawed. The Northwest Ordinance of 1787 paved the way for Ohio to become a state of the United States of America. It also, with some minor modifications, established the process for admission to the United States for all states since 1787.



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WORKSHEET 8: THREE STAGES OF TERRITORIAL GOVERNMENT (2)

Name: _____

Directions: Neatly fill out the worksheet with the correct answers. You will share these answers with the class in the future.

RIGHTS GRANTED TO THE TERRITORY	REQUIREMENTS OF THE NORTHWEST ORDINANCE ON THE TERRITORY	IMPACT UPON GROWTH OF THE UNITED STATES
Stage 1. Was able to	Stage 1. Required the territory to meet the following	Stage 1. Impact upon the country
Stage 2.: Was able to	Stage 2 Required the territory to meet the following	Stage 2. Impact upon the country
Stage 3. Was able to	Stage 3. Required the territory to meet the following	Stage 3. Impact upon the country



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WORKSHEET 9: AN ACT TO DIVIDE THE NORTHWEST TERRITORY (1)

Name: _____



The **Ordinance of 1787** is the actual law that created the **Northwest Territory**. Initially, [Thomas Jefferson](#) proposed that a large number of **territories** be established in 1784, but that **ordinance** did not gain support. There were two main reasons that members of **Congress** did not support the proposition.

- ≠ Many felt that the plots of land were too small to be considered as states, and that dividing the **territory** into 14 **states** was unrealistic.
- ≠ Also, the needs of the southern regions of the United States differed from the needs in the north.

The Confederation Congress passed the **Ordinance of 1787** to encourage western migration. Because powerful land companies made western

expansion a business venture, they influenced **Congress** to pass the **ordinance** so that people would purchase cheap lands that companies hoped to sell at a high profit.

With the *Act of Congress Dividing the Northwest Territory into the Northwest Territory (of Ohio) and the Territory of Indians*, the Ohio Territory separated from the **Northwest Territory**, moving it one step closer to statehood. Within two years, Ohio had met the qualifications to apply for statehood.

Directions: Read the copy of The Act of Congress Dividing the Northwest Territory into the Northwest Territory (of Ohio) and the Territory of Indiana. (A copy is provided in the Appendix. Answer the following questions:

1. In Section 1, by what name was the eastern area of the Northwest Territory called? _____ Territory. By what name was the land to the west of Ohio to be called? _____ Territory.
2. In Section 3, who was to appoint the officials for the Ohio Territory? _____
3. In Section 4, until the territory population reached 5,000 male inhabitants, 21 years of age and older, the legislature for the territory will have how many members? No less than _____ nor more than _____ representatives.
4. In Section 6, what city was the capital of the territory? _____



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ANSWER SHEET 9: AN ACT TO DIVIDE THE NORTHWEST TERRITORY (2)

1. In Section 1, by what name was the eastern area of the Northwest Territory called? **Ohio** Territory. By what name was the land to the west of Ohio to be called? **Indiana** Territory.
2. In Section 3, who was to appoint the officials for the Ohio Territory? **The President of the United States by and with the consent of the Senate.**
2. In Section 4, until the territory population reached 5,000 male inhabitants, 21 years of age and older, the legislature for the territory will have how many members? No less than **seven**, nor more than **nine** representatives.
3. In Section 6, what city was the capital of the territory? **Chillicothe**



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WORKSHEET 11: HISTORY FRAME (1)

Name: _____

Title of Event:

Goal:

Key Events:

Participants & Their Key Ideas:

When:

Where:

Outcome:

So What: (Theme)

