

Flint Community Schools  
Michigan History  
Unit of Study –  
Grade 4

Contributions of the Land Ordinance of 1785 and  
Northwest Ordinance of 1787 to the economy of  
Michigan and the values of its people

## History/Social Studies Grade Four

**“One starts with the end – the desired results (goals or standards) – and then derives the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform.”**

**- Wiggins & McTighe<sup>1</sup>**

The following unit design is based on the work of Grant Wiggins and Jay McTighe as explained in their book entitled *Understanding by Design (UBD)*. UBD is a standards-based backwards design process which leads to the development of big ideas and utilizes student work to guide teaching.

Why do we advocate for “Backwards Design”? Standards-based instruction and the Michigan history themes project ask teachers to “begin with the end in mind.” Beginning by thinking about the expected outcomes and designing an assessment before planning and lessons or drawing up learning experiences makes it easier to clarify our goals for students and ensure greater alignment between our lessons and assessments. It is a process that helps us determine whether students are able to master rigorous, grade appropriate work.

What is “Backwards Design”? This way of thinking starts with unpacking the content standards to focus on the big ideas and develop an essential question. The big idea is followed with development of appropriate assessments and evidence (such as an assessment that measures the student performance on the standards, rubric/scoring guides and anchor papers). Once the expectation for learning and the assessments are in place, the next step is to build a standards-based unit through carefully constructed learning experiences. The planning template following this cover letter includes our thinking process as we began this unit.

Why start with assessment? Starting with identifying what we want students to know and be able to do at the end of the unit ensures that we are clear about what we consider acceptable evidence of learning before we start teaching to guide our planning of teaching experiences. This way of looking at curriculum also allows us to build in checks for understanding during the course of our teaching so that we may adjust our instructional methods and content to meet the needs of the students, making sure that they are learning before we reach the final assessment.

How was the content chosen? During the summer of 2006 local and national scholars joined together in Flint to share their expertise through the Teaching American History Project. Several Flint Community Schools teachers attended the sessions, and suggested key knowledge and skills students should learn in a new unit of study. The materials in this unit were developed using some of the work from this summer as well as my own research as author. I discovered that several of the internet sites, such as Colonial Williamsburg and PBS, that have the primary documents and articles in this unit also

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<sup>1</sup> Wiggins, G. and McTighe, J. (1998) *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development, p. 8.

offer recording of songs and images pertinent to the unit. These were not included in the unit specifically since not everyone has the technology to share these with their class. Those interested can visit these sites for supplemental materials.

Flint teachers will be familiar with the instructional strategies in the unit based in the approaches of readers and writers workshop. I adapted a key workshop strategy of helping students think of themselves as writers. In this unit, students are to be taught how to think as historians in an authentic manner. The units expect students to learn how to read nonfiction, keep a historian's notebook and share their thinking with peers on a daily basis and in a concluding performance assessment as a means to building a discourse community. Since students may be new to this type of thinking the lessons may take longer while they familiarize themselves with the process.

In this unit you will find:

- (1) an overview of the unit;
- (2) identification of the standards to be addressed and development of what students should know and be able to do;
- (3) the big idea/essential question to guide critical thinking and deepen understanding;
- (4) five forty-five minute lessons; and
- (5) the final assessment and scoring guide (anchor papers will come over time).

I look forward to hearing about your success in using this unit.

Tiffany Shockley Jackson  
Senior Associate  
Perry and Associates, Inc.  
August 2006

Flint Community Schools<sup>2</sup>  
History/Social Studies Unit One  
Based on the work of *Understanding by Design* – McTighe & Wiggins

**Course:** Social Studies Grade Four

**Unit Title:** The Northwest Ordinances and the state of Michigan

**Essential Question:** What is the work of the historian in understanding important events? How did the Land Ordinance of 1785 and the Northwest Ordinance of 1787 contribute to the economy of Michigan and the values of its people?

**Identify Desired Results:**

*History Themes Addressed:*

Theme 1: The movement of people, the spread and interaction of cultures and technological innovations continue to shape Michigan. (Civilization, Cultural Diffusion, and Innovation)

Theme Three: Values and new ideas have influenced change and continue to challenge the people of Michigan. (Values, Beliefs, Economics, Political Ideas, and Institutions)

*Content Standards:*

I.2LE.1 I.2LE3 I.3LE3 II.1LE2 II.2LE4 II.3LE3 II.3LE4 II.5LE1 III.5LE2 IV.4LE3  
and III.1LE1 IV.3LE3 VI.2LE1

(Benchmark alignments copied from History Themes Project website)

What should students *know and be able to do*?

Students should learn about the role of historians, what thinking process they go through and what materials they search for and use to develop their ideas. Students should learn how to discern important portions of documents; how to determine the meaning of words and translate documents into words that they can understand. They should also know what a big idea is and how to develop one using the content that they have learned.

What specific insights about *big ideas* do we want student to end the unit with?

- The Land Ordinance of 1785 established the value of public schools maintained by the citizens and economy and established the belief that citizens should attend school. These public schools are still in existence and are mainly funded by the state.
- Land was set aside for certain people, such as soldiers and Christian Indians, according to the Land Ordinance of 1785. Those people making the laws were very clear that only a few could benefit from land ownership.
- Students should know that there were slaves to be freed in Michigan and that they were a positive benefit to the economy through free labor.
- Native Americans were also integral to the economy through trade of goods that could then be used and/or sold.
- From the Northwest Ordinance of 1787 students should know that slavery was outlawed, although this did not immediately provide equality for former slaves,

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<p>that people could not be harassed based on their religious beliefs, and that people had rights to a trial by jury and representation.</p> <ul style="list-style-type: none"> <li>• Students should understand that there was controversy around Michigan becoming a state and defining boundaries and a constitution.</li> </ul>
<p>What <i>essential question</i> will frame the unit to spark critical thinking about content?</p> <p>What is the work of the historian in understanding important events? How did the Land Ordinance of 1785 and the Northwest Ordinance of 1787 contribute to the economy of Michigan and the values of its people?</p>

**Determine Acceptable Evidence:**

<p>Summative Assessment: What key performance task(s) can students engage in to indicate understanding?</p> <p>On the last day of the unit students will use their learning from the previous days as recorded in their historian’s notebook and several documents to address a performance task of developing an opinion in writing and reflecting on their thinking process.</p>
<p>Ongoing Assessment: What evidence will be collected along the way to check for understanding, knowledge, and skill?</p> <p>After the end of each lesson teachers can collect the text to assess for evidence of literacy work and also the handouts to assess for understanding of content.</p>
<p>Scoring Guide: Please see separate scoring guide included in unit.</p>

**Plan Learning Experiences:**

<p>What learning experiences and instruction will promote the desired understanding, knowledge, and skills?</p> <p>Please see attached lessons 1 – 5 – Lesson 6 is the final assessment</p>
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\* Language and process of planning taken from the work of McTighe & Wiggins (1998) in *Understanding by Design*, Alexandria, VA: Association for Supervision and Curriculum Development.

Explanation of Instructional Strategies:

**Partnerships:** Partnerships are typically pairs of students, although an occasional group of three is sometimes necessary due to odd numbers, who were placed together by the teacher based on factors such as ability, temperament, common interests, etc. The students work together for the duration of the unit so that they form an academic bond by learning about how a peer thinks. Students working in partnerships are equal since they both have ideas to offer and share in all work. It is critical that students speak in partnerships and learn how to function in an academic community, using questions or defending statements/opinions and incorporating vocabulary. In a whole group setting only one student can speak at a time, but with partnerships half the class can speak at a time and the other half has to respond, thereby increasing the amount of academic talk

and engagement in the room. You will need to periodically teach students how to work in partnerships, such as how to ask a question or even how to properly sit next to your partner and share ideas so that everyone can hear their partner.

**Shared Reading:** This refers to a time when each student has access to a copy of the text that the teacher also has displayed. The teacher has chosen a literacy teaching point based on students needs and the text offers an opportunity to teach this point as well as appropriate content. The teacher explains the teaching point to the students and models the reading behavior, interacting with the text in a specific manner. The students follow along and practice the strategy with the same text. While the students practice and also learn the content the teacher assesses their learning to determine if they can incorporate the strategy into other texts and content.

**Historian's Notebook:** Many historians use a notebook as a way to record their notes and thoughts while reading. This notebook also functions as a place to draft thinking into paragraphs and multiple paragraphs for later extended papers and articles. It is critical that students learn how to develop and maintain this notebook so that they learn the importance of their own thinking and how to use the work of reading and talking with a partner and peers in extended writing. Often students fail to see the connectedness of each day's lesson as it grows toward a larger whole and they fail to see the value of their own thoughts as they share with others. The notebook becomes a tool for recording those thoughts that are of value to be incorporated and developed and also as a reflective tool so that students can learn to see the connectedness of lessons across the year.

If lessons call for a handout as a way of teaching student to organize their thinking and note taking, teachers will either have the students tape the handout into the notebook or not use the handout and copy the format of the handout into the notebook for that lesson.

**Marking the text:** Students should “mark” the text to reflect their thinking, ask questions for clarification and write inferences near the sentence(s) that sparked a thought. In doing this they can better track their own comprehension and identify when their learning breaks down. The “markings” also act as a record of thoughts and learning to be used for preparation for a discussion with a partner, small groups, or with the whole class. When students mark the text it often helps them to refer back to the portions of the text and re-read their thinking to help them decide which quotes to incorporate into their writing or to summarize the main points of a document.

In addition to working with making meaning through marking the text with questions and inferences, it is critical that students recognize new words and use the context of grammar, context cues, etc. to determine the meaning of the new word and to write that meaning above the new word. This action not only aids in comprehension but builds a personal and class-wide word study opportunity. Teacher might collect these words and their meanings from students and have them post the words, their meanings, the sentence(s) with the word from the text and a new sentence written by the student using the word to post in the classroom. When students write and speak they need to refer to these posted words and practice incorporating them into spoken and written language.

## FCS – Grade 4 Assessment

### **Call for Papers**

You have been selected to participate in a forum of experts from your historical field. We ask that you prepare a paper based on the topic explained below and attend the forum ready to share your writing and engage in discussion with other historians.

Imagine that you are an historian and have been asked to write a paper giving your opinion about how the Land Ordinance of 1785 and the Northwest Ordinance of 1787 contribute to the economy Michigan and the values of its people. Be sure to include specific facts and/or textual evidence from the documents.

In addition to writing your opinion, describe the process you used as a historian to write this paper. What did you have to do first, second, and so on until you finished.

You may refer back to your historian's notebook and also the two documents mentioned above.

Write your response on separate paper.

You will have an opportunity to share your opinion and hear the opinion of your peers in a forum format after completion of writing.

FCS - Grade Four Scoring Guide for Final Assessment:

Category	1	2	3	4	5
<p>Content Knowledge</p> <ul style="list-style-type: none"> <li>• Use of specific historical facts</li> <li>• Use of textual evidence</li> <li>• Opinion based on appropriate knowledge</li> </ul>					
<p>Writing Process</p> <ul style="list-style-type: none"> <li>• Ability to explain importance of reading comprehension of documents</li> <li>• Inclusion of use of notebook</li> <li>• Explanation of pulling ideas together to develop writing</li> </ul>					
<p>Format and Structure</p> <ul style="list-style-type: none"> <li>• Appropriate paragraph structure</li> <li>• Essay format for opinion statement</li> </ul>					
<p>Writing Fluency</p> <ul style="list-style-type: none"> <li>• Academic word choice</li> <li>• Appropriate sentence structure</li> </ul>					
<p>Mechanics</p> <ul style="list-style-type: none"> <li>• Spelling errors</li> <li>• Grammatical errors</li> </ul>					

Flint Community Schools<sup>3</sup>  
History/Social Studies Lesson 1

<b>Course:</b> History/Social Studies Grade 4
<b>Unit:</b> The Northwest Ordinances and the state of Michigan
<b>Objective:</b> To introduce the students to the content of how Michigan became a state, the role of slavery in Michigan and the tools and behaviors of historians
<b>Essential Question:</b> (this should be posted in the classroom for all to easily see throughout the unit) What is the work of the historian in understanding important events? How did the <i>Land Ordinance of 1785</i> and the <i>Northwest Ordinance of 1787</i> contribute to the economy of Michigan and the values of its people?
<b>Time Frame:</b> 45 min. lesson
<b>Materials/Resources/Preparation:</b> copies of timeline and letters from Detroit – one set for each partnership, notebooks

Introduction: (Anticipatory Set)	<p><i>“Many people have compared historians to detectives and I find this comparison accurate because like a detective, a historian looks for clues and facts to form an opinion. Detectives work with people who are still alive and interview them while also looking into the past at documents and even stories people tell. Again, historians do the same type of work. They may investigate something that happened recently or they may look into the past.”</i></p>
Teaching/Input: (Modeling, inquiry, working with reading, film, slides)	<p><i>“Today and for the next several days we are going to practice being an historian. We will be investigating the past by looking into how Michigan became a state and then form some opinions about how our knowledge of the past has shaped who we are today. At the end of this unit, you will write a paper giving your opinion about historical events using your notes and research.”</i></p> <p>Direct the students to take out the timeline and copies of the letters. Read aloud the first letter and explain what you would fill in with the chart on the handout to accompany this lesson. You might write that the letter offers evidence that there were slaves in the Detroit area during the 1760s. Include the significance of this knowledge as well. You may also want to use the historians’ notebook for this work (see unit overview) and have the students tape the handout into the notebook or copy the format of the handout into their notebook.</p> <p>Refer to the timeline of laws and note for students the year that slavery was first outlawed. You may want to point out a few other significant laws as well. There is a “for example” piece on the handout using information from the timeline to show how these laws are significant.</p>

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	<p>You might say this to the students as directions: <i>“Read over the letters and the timeline again and as you do that underline words that you think are important about slavery in our state. The words that you underline you will place in the ‘evidence’ column and then you will write why you think those words are important ideas.”</i></p>
<p>Independent Practice: (Small group work, peer work, or independent work)</p>	<p>Allow students to continue working with the letters and the timeline of laws to complete the chart. While they are working on this meet with each partnership to offer guidance and support. Ask several partnerships to share their thoughts during closing time.</p>
<p>Closing:</p>	<p>Ask several partnerships to share their thoughts (the evidence and its significance) with the class. Students should know that there were slaves in Michigan at this time period and they should also understand that although slavery was barred in 1789 that previous slaves did not have true freedom or equality.</p> <p>Ask the class to share their thoughts about what they understand as the role of the historian. Include a conversation about the historians’ notebook and why it is important to have a place to collect one’s thoughts/work.</p>
<p>Assessment: (How will we know the students understood today’s lesson?)</p>	<p>Collect the handouts/notebooks of the students and listen to their conversations during independent work time and closing to determine what they learned about content. Listen to their response about the work of historians to understand what they are learning about a thinking process.</p> <p>Students should know that there were slaves in Michigan at this time period and they should also understand that although slavery was barred in 1789 that previous slaves did not have true freedom or equality.</p> <p>Students should also show evidence of learning how to underline important portions of a text and explain why they chose that text as significant.</p>
<p>Homework:</p>	<p>Write about the work of the historian and why they keep notebooks.</p>

FCS – Grade 4 Student Handout – Lesson 1

Under the column labeled “Evidence” quote passages from the letters and the timeline that are important. Under “significance” explain in writing why the quoted passage is important. You may include evidence such as the words used to describe the slaves (such as “wench”) or evidence that slaves could be returned to the South if they were considered fugitive.

Evidence of Life in Michigan	Significance
<i>For example:</i> “fugitive slaves” - anyone claiming a slave as property could apply to the court and have that slave returned	Although Michigan as a state did not support slavery in its own state they did help others to maintain their slaves by returning them instead of protecting them from slavery. There are stories of non-fugitive slaves being sent South into slavery and this law also created a situation in which fugitive slaves had to live in fear and hiding.

<http://www.geocities.com/michhist/detroitslave.html>

This handout includes transcriptions of letters from a letter-book of **Phyn & Ellice** located at the Buffalo Historical Society: (includes any spelling or grammatical errors)

July 7, 1760

**Mr. H. Levy:**

Before this reaches you we hope every former order will be completed. Above we send you a small memorandum which we beg you'll execute immediately on receipt. We shall be pleased to hear how beaver is selling. If you have wampum, pipes and moons, you may send them by first opportunity and we'll make a trial of them at Detroit this winter.

Yours, & c.

P.S. Do not fail to purchase the blacks by first opportunity, as the person for whom they are, has contracted to deliver them at Detroit early in the fall.

August 23, 1760

**Mr. James Stirling, Detroit**

Sir,

We now inclose you Invoice per L\_\_\_\_\_ (*UNREADABLE*), the loading of 6 boats is under the direction of **James McDonald**, who is engaged to proceed with them to Detroit. We have tried all in our power to procure the wenchies and negro lads, but it is impossible to get any near your terms. No green negroes are now brought into the Province. We can purchase negroes from 80 pounds to 90 pounds and wenchies from 60 pounds to 70 pounds. If such will be acceptable, advise and you shall have them in the spring, and perhaps under, if we can meet with Yankees in the winter.

With Great Esteem, Yours: P & E

March 22, 1771

**Mr Carpenter Wharton:**

Sir - Upon your arrival at Philadelphia, pleas advise us by letter

addressed to the care of **Mr. Samuel Franklin**, Jun. if you can purchase for us two negro lads from 15 - 20 years old, for about 50 pounds, New York currency, each. They must be stout and sound, but we are indifferent about their qualifications, as they are for Frenchmen at Detroit.

Yours, P & E

(undated)

To Mr. **John Porteous**, Detroit,

Dear Sir - We have contracted with a New England gentleman for some green negroes to be delivered here the first of August, and then your wench will be forwarded, together with a negro boy, in case she may sometime there after choose a husband. We apprehend he will be useful to you, or advantageous about the sloop, or you can dispose of him as you find best. The price is 50 pounds each.

Yours, & c.

<http://www.geocities.com/michhist/detroitslave.html>

Flint Community Schools<sup>4</sup>  
History/Social Studies Lesson 2

<b>Course:</b> History/Social Studies Grade 4
<b>Unit:</b> The Northwest Ordinances and the state of Michigan
<b>Objective:</b> To introduce the students to the <i>Land Ordinance of 1785</i> and to learn of key concepts from this document for further discussion
<b>Essential Question:</b> (this should be posted in the classroom for all to easily see throughout the unit) What is the work of the historian in understanding important events? How did the <i>Land Ordinance of 1785</i> and the <i>Northwest Ordinance of 1787</i> contribute to the economy of Michigan and the values of its people?
<b>Time Frame:</b> 45 min. lesson
<b>Materials/Resources/Preparation:</b> copies of the Land Ordinance ( <a href="http://www.ambrosevideo.com/resources/docs/104.PDF">www.ambrosevideo.com/resources/docs/104.PDF</a> ) for each pair of students (they may share a copy and work together), overhead of pages referenced in lesson and overhead pen, chart paper, map showing the land area referred to by the ordinance, copies of student handouts, notebooks

Introduction: (Anticipatory Set)	<p>Teacher provides appropriate background knowledge for students to prepare them for the work of the lesson and the content.</p> <p><i>“Students, we are going to learn about how historians work with documents and also how our state developed. To do this we will look at a text called <i>The Land Ordinance of 1785</i>. (write the word ordinance on chart paper and also definition as you speak) The word “ordinance” means rules and 1785 refers to the year that these rules were written. As we look at this document I am going to show you how to read specific parts of the document to understand what it is saying and then you are going to work in groups to help you deepen your understanding of this document.”</i></p>
Teaching/Input: (Modeling, inquiry, working with reading, film, slides)	<p>Place a copy of page one from <i>The Land Ordinance of 1785</i> (see attached copy) on the overhead. Read aloud the title and date of the ordinance so that students are clear what they are reading. Begin reading the first paragraph and translate the words for the students. Write this on the overhead for students to copy. I might write something such as: over the word ordained I would write a rule and explain that I have heard that word before in church and also in courts, so I know it means to make something a rule or to command something. I would also underline that the land was claimed by other states and explain that the area of Michigan was claimed by Massachusetts and other states that claimed land were Virginia, New York, and Connecticut. I would also point out that these lands were purchased from Indians. Lastly, I would write</p>

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	<p>passed out or handed out above the word disposed and sum up with a statement such as: From this paragraph we know that this ordinance rules that this land (refer to map) covering Michigan, Ohio, Illinois, Indiana, and Wisconsin came from The Indians first, then from the other states of Virginia, New York, Massachusetts, and Connecticut. We also know that we are going to learn about how the lands were given to people.</p>
<p>Independent Practice: (Small group work, peer work, or independent work)</p>	<p>Allow time for students to work in partners with the accompanying handout (may be taped into notebook or format copied and used during lesson). They will need to refer back to the ordinance and work to understand the concepts referred to in the questions. Ask students to write down their answers using complete sentences and to incorporate the academic vocabulary from the day's lesson, such as ordinance.</p> <p>As students work on the questions meet briefly with each group and help them refer back to the document and understand the concepts. Ask several groups to share their responses with the whole group during closing time.</p>
<p>Closing:</p>	<p>Ask students to share their thoughts about the questions. Record these thoughts on chart paper entitled: What we learn about the Land Ordinance of 1785. Other students should add any new thoughts to their papers.</p> <p>Ask students what they learned about how historians use documents from the past. They should understand that historians need to gather a lot of facts and since they are compared to detectives, sometimes the fact is a false lead while at other times a fact is significant and leads to the development of an important understanding.</p>
<p>Assessment: (How will we know the students understood today's lesson?)</p>	<p>Collect the handouts and determine from the responses if the students understood the day's concepts. This will help you plan for tomorrow.</p> <p>You should see students writing on the Ordinance to make meaning of the document. This idea carries over from lesson one with students underlining important portions of the text.</p>
<p>Homework:</p>	<p>Ask students to write about how they understand a historian works with a document to make meaning/comprehend.</p>

## FCS – Grade 4 Unit of Study

Handout to Accompany the Land Ordinance of 1785 – Please answer in complete sentences.

1. Michigan today has townships. These same townships are referred to in the ordinance. Who marked the boundaries of the townships and why did people need townships?
2. Look at the top of page 7, where it says, “There shall be reserved the lot No. 16, of every township, for the maintenance of public schools...also, one-third part of all gold, silver, lead and copper mines, to be sold.” What do we as historians now know about public schools and townships? Now that there is an ordinance how will people pay for their public schools? How is this different than other areas in the United States?
3. According to the ordinance land was set aside or “stipulated” for certain people. Look at page eight at the paragraph that begins, “And whereas congress” and also at pages 10 and 11 at the paragraphs that begin with, “And be it further ordained” to determine who had land set aside for them. Why did these people have land set aside for them? Who did not have land set aside for them? Why not?
4. Why have we read this document today? Explain its significance in history.

Flint Community Schools<sup>5</sup>  
History/Social Studies Lesson 3

<b>Course:</b> History/Social Studies Grade 4
<b>Unit:</b> The Northwest Ordinances and the state of Michigan
<b>Objective:</b> To introduce the students to the <i>Northwest Ordinance of 1787</i> and to learn of key concepts from this document for further discussion
<b>Essential Question:</b> (this should be posted in the classroom for all to easily see throughout the unit) What is the work of the historian in understanding important events? How did the <i>Land Ordinance of 1785</i> and the <i>Northwest Ordinance of 1787</i> contribute to the economy of Michigan and the values of its people?
<b>Time Frame:</b> 45 min. lesson
<b>Materials/Resources/Preparation:</b> copies of the <i>Northwest Ordinance of 1787</i> ( <a href="http://www.historicaldocuments.com/NorthwestOrdinance.htm">www.historicaldocuments.com/NorthwestOrdinance.htm</a> ) for each partnership, copies of the handout for each student, overhead of page one and page with Article one from Northwest Ordinance, chart paper with handout copied onto chart for modeling, notebook

Introduction: (Anticipatory Set)	<i>“We have been studying how historians work with documents to understand events from the past. We have also been studying some of the events that shaped our state of Michigan. Historians take the words that they read and translate them into words that everyone is familiar with today so that a document can mean have the same ideas with new words. Today, we are going to study a document called the Northwest Ordinance of 1787.”</i>
Teaching/Input: (Modeling, inquiry, working with reading, film, slides)	Place a copy of page one from the Northwest Ordinance on the overhead. Give the students a brief one to two-sentence synopsis of the sections. The work of the students will center on the articles.  Place a copy of Article 1 on the overhead. Read aloud the first article. On the chart paper model writing your translation. It might read as: Article One of the ordinance states that people will not be harassed based on their religious beliefs. Explain the work to the students and release them to independence.  Students may copy this onto the handout or into their notebooks. If they sue the handout they need to tape this into their notebooks.
Independent Practice: (Small group work, peer work, or independent work)	Students continue to work on translating the articles. They will need help with certain terms, such as habeus corpus. Meet with each group to assess their progress and provide support. Once one group has translated certain terms such as habeus corpus they can share their learning with the class, allowing others to continue in their translation while also providing an opportunity for students

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	<p>to verbalize their learning. For each partnership that is able to translate a difficult term, provide them with a piece of blank paper to write the term and use it in a historically accurate sentence that provides context for meaning making. These pages can be posted in the room as a word wall/word collection for students to refer back to and continue studying.</p> <p>Ask several partnerships to share their translations during closing time.</p>
Closing:	<p>Ask partnerships to translate their articles verbally with the class while you write their response on the chart started earlier in the lesson.</p> <p>Ask them to respond to the last question on the handout as well.</p>
Assessment: (How will we know the students understood today's lesson?)	<p>Collect the handouts of the students. Their translations will tell you what they understand about the ordinance and its concepts. Their answers to the last question will help you assess if they are starting to be able to discern important facts and concepts.</p> <p>The "translation" work is strong reading work in the sense that readers automatically replace words or translate in their heads as they read to make meaning. This work also relates to the word replacement strategy modeled in lesson 2.</p>
Homework:	<p>Ask students to write about translation. What do they understand is the purpose of translation.</p>

FCS – Grade 4 Unit of Study

Student Handout for Northwest Ordinance of 1787 – Next to the article number write what the article means in your own words.

Article Number	Translation
1	
2	
3	
4	
5	
6	
7	

Which articles are more important than others and why?

Flint Community Schools<sup>6</sup>  
History/Social Studies Lesson 4

<b>Course:</b> History/Social Studies Grade 4
<b>Unit:</b> The Northwest Ordinances and the state of Michigan
<b>Objective:</b> To show students that as Michigan became a state offering freedoms that other states did not allow, the roles of Native Americans, women, and African Americans were not equal
<b>Essential Question:</b> (this should be posted in the classroom for all to easily see throughout the unit) What is the work of the historian in understanding important events? How did the <i>Land Ordinance of 1785</i> and the <i>Northwest Ordinance of 1787</i> contribute to the economy of Michigan and the values of its people?
<b>Time Frame:</b> 45 min. lesson
<b>Materials/Resources/Preparation:</b> copies of article <i>We want in!</i> , paper, chart paper, previous handouts and documents for students, overhead of page one for teacher

Introduction: (Anticipatory Set)	<p><i>“We have read letters, studied a chronology of laws, and two ordinances. We have discussed the type of laws and freedoms that show what the people of Michigan valued. Today we are going to read an article about the time that Michigan actually became a state and who was allowed to have a vote in that development.”</i></p>
Teaching/Input: (Modeling, inquiry, working with reading, film, slides)	<p><i>“When people read an article they read with a purpose. That purpose may be general or specific. Today when we read this article we are going to read with these questions in mind: Who had power to make decisions about how Michigan became a state? What did the people of Michigan value and how do we know?”</i> (write these questions on chart paper and have students copy them into their notebooks – they may take notes in their notebooks as well as preparation for a discussion)</p> <p>Place a copy of page one of <i>We want in!</i> on the overhead machine. Read aloud the title and first paragraph. Underline the last two sentences and refer back to the questions on the chart paper. In the margins of the article write that Congress had power to grant the request for statehood and that the people of Michigan had the power to write their state constitution.</p> <p>Explain to students that in their partnerships they will continue to read the article and underline specific evidence of who had power and to write in the margins what that power was.</p>
Independent Practice:	As students work with their partners you should meet with each group to help them understand the article and the task. Listen to

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(Small group work, peer work, or independent work)	what they are saying about what they choose to underline and ask certain groups who are showing progress to share their thinking with the group during closing.
Closing:	<p>Ask groups to share out what they underlined and what that evidence explained about who has power or does not and what that means.</p> <p>Revisit the questions on the chart and discuss the questions.</p>
Assessment: (How will we know the students understood today's lesson?)	Collect the responses of the students and listen to their conversations during independent work time and closing to determine what they learned.
Homework:	Test preparation– Students will be asked to use the information in their notebooks and several documents to write a paper and discuss the process of developing that paper. They need to review the content in their notebook, the documents from class and also the work of the historian.

From Spring 2001 *Michigan History for Kids* at  
<http://www.michiganhistorymagazine.com/kids/pdfs/mhksp01a.pdf>

## **We Want In!**

On January 12, 1835, acting governor Stevens T. Mason announced that Michigan faced a crisis. Michigan's request to write a constitution had been rejected by Congress. Mason said that Michigan had a right to be a state and that we should write a constitution anyway.

### **Steps to Statehood**

1. A territory was governed by a territorial governor appointed by the president of the United States. The governor had an assistant called the territorial secretary. When the governor was unavailable to do his job, the territorial secretary served as acting governor.
2. When a territory had 60,000 people it could write a state constitution. A constitution sets up the way a people want to be ruled. If the Congress approved the constitution, the territory became a state. Voters of the new state then selected a governor and a legislature.

Born in Virginia and raised in Kentucky, Stevens T. Mason came to Michigan when his father was appointed territorial secretary in 1830. Following his father's resignation, Mason was made secretary by President Andrew Jackson. He was nineteen years old. After Michigan's territorial governor died in 1834, Mason served as acting governor. Called the "Boy Governor," he worked hard to make Michigan a state.

To become a state, Michigan had to prove that 60,000 people lived within its boundaries. Governor Mason ordered that people be counted. This counting, or census, showed that more than 85,000 people lived in Michigan.

The next step was to write a constitution. A constitution sets up the basic rules for governing the state. In April 1835 delegates who had been elected by voters met in Detroit and wrote a constitution. The constitution called for the election of a governor and a state legislature.

One of the hardest things to decide was who could vote in elections. In some states you had to own property to vote. But Michigan decided that every white man over 21 years old could vote if he had lived in the state for six months. Women, Native Americans and African Americans were not allowed to vote.

On October 5, 1835, Michigan voters accepted the constitution. They also elected Mason governor.

One month later, Mason was inaugurated as Michigan's first state governor. But Michigan was still not a state. Both Ohio and Michigan claimed that they owned a small strip of land near present-day Toledo, Ohio. Until the struggle could be settled, Congress refused to allow Michigan to become a state.

In Washington, Congress debated the manner in which Michigan asked to become a state and the issue of Toledo. Senator Jefferson Davis of Mississippi said Michigan had embarrassed itself, claiming "to be a State before she could be one." Congressman John Quincy Adams of Massachusetts believed that "by every law human and divine," Toledo belonged to Michigan.

After much discussion Congress offered to add the western Upper Peninsula to Michigan if it would give up Toledo. At first, Mason and most Michigianians said no. Detroiters said that the western Upper Peninsula could never be settled. It would remain "forever a wilderness."

But soon Mason realized that Michigan had no choice. He wrote that refusing Congress's proposal offered "so little hope of gain but the certainty of permanent loss and lasting injury to ourselves and the nation." In the fall of 1836 he urged Michigianians to accept the land swap. Many agreed.

On January 26, 1837, President Andrew Jackson signed a law making Michigan the 26th state.

In 1840 Mason left the job of governor and moved to New York City with his new wife. He became a lawyer and fathered three children. When he was 31 years old Stevens got sick. Doctors could not cure him and he soon died. He is buried in Detroit.

Today, many of the things that Mason did still affect the lives of every Michigianian—including yours.

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History/Social Studies Lesson 5

<b>Course:</b> History/Social Studies Grade 4
<b>Unit:</b> The Northwest Ordinances and the state of Michigan
<b>Objective:</b> To provide guidance for students in synthesizing the ideas from the materials they have read and discussed over the last four days.
<b>Essential Question:</b> (this should be posted in the classroom for all to easily see throughout the unit) What is the work of the historian in understanding important events? How did the <i>Land Ordinance of 1785</i> and the <i>Northwest Ordinance of 1787</i> contribute to the economy of Michigan and the values of its people?
<b>Time Frame:</b> 45 min. lesson
<b>Materials/Resources/Preparation:</b> students need to have their materials from the last four days, chart paper, handout for this lesson

Introduction: (Anticipatory Set)	<p><i>“Today we are not going to read any more documents. Instead we are going to do some more work as historians and reflect on what we have learned to develop some big ideas. These big ideas will come from what we have studied and our own thinking. They should be ideas that impacted the people in the state of Michigan in the past and ideas that people are still interested in and discuss today.”</i></p>
Teaching/Input: (Modeling, inquiry, working with reading, film, slides)	<p><i>“I remember the first document that we looked at was the letters from Detroit and they gave us evidence that there were slaves in this area before the ordinances were written and accepted. There was a reference to both male and female slaves needed for purchase and that one may have been of help around the ‘sloop’ so I can infer that the slaves were needed to help around the house and farms and with the boats used for trading and transport of goods, since there was a reference to a ‘sloop’ and trade of ‘wampum’ etc. with Native Americans.</i></p> <p><i>The big idea I want to write down from these letters is that the economy of Michigan was in part based on trade with the Native Americans and being able to navigate the waters to get goods from the East and to the Eastern states. Slavery was a part of this economy not only in buying and selling but in use of human labor. (Students copy in notebook – ask to skip lines and leave some room so they can come back and define a big idea)”</i></p> <p>Write big idea on chart.</p> <p><i>“Now that we have an example, what is a big idea?”</i></p>

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	Brainstorm with students and be sure to include the criteria of: an idea that is not obvious, an idea that one has to gather some facts about and think about to then synthesize, an idea that applies to those peoples in the past and those of us in the present and future, etc. (students copy in notebook)
Independent Practice: (Small group work, peer work, or independent work)	Students work with the documents and the handout to re-read or skim the documents and determine what is important (which should have come out of the discussions) and what the big ideas are. Meet with each partnership to offer support and guidance. Each partnership should share at least one big idea during closing.
Closing:	Allow time for students to share while you record the text and big ideas.
Assessment: (How will we know the students understood today's lesson?)	The materials on the chart paper will allow you to assess if students are able to develop big ideas from text and discussions or if they need more work in that area. The information will also provide you with knowledge of how well they are starting to understand the content and prepare for a final assessment.
Homework:	Test preparation– Students will be asked to use the information in their notebooks and several documents to write a paper and discuss the process of developing that paper. They need to review the content in their notebook, the documents from class and also the work of the historian.

FCS – Grade 4 Unit of Study

Student Handout Lesson 5 – In the “text” column write the title of the text(s) and the quotes and in the “Big Ideas” column explain what big idea you get from the texts.

Text(s):	Big Ideas:

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History/Social Studies Lesson 6

<b>Course:</b> History/Social Studies Grade 4
<b>Unit:</b> The Northwest Ordinances and the state of Michigan
<b>Objective:</b> To provide an opportunity for students to show what they have learned in all lessons through composition and oral sharing in a historian’s forum
<b>Essential Question:</b> (this should be posted in the classroom for all to easily see throughout the unit) What is the work of the historian in understanding important events? How did the <i>Land Ordinance of 1785</i> and the <i>Northwest Ordinance of 1787</i> contribute to the economy of Michigan and the values of its people?
<b>Time Frame:</b> 45 min. lesson
<b>Materials/Resources/Preparation:</b> copies of texts used in previous lessons, lined blank paper if students need it, notebooks, homework and copies of final performance opportunity

Introduction: (Anticipatory Set)	<i>“Today we have the opportunity to reflect back on the learning that we have engaged in during class and at home working on homework and to use that knowledge to act as historians and write a paper. It is typical of professional historians to write papers and share them in a format called a forum, in this case a collection of experts gathered together to discuss their informed opinions. I have copies of the call for papers that will guide you as to the topic of discussion for the forum. You will have time in class to write your opinion and at that conclusion of writing time we will begin our forum. As historians you may refer back to your notebooks and documents for information.”</i>
Teaching/Input: (Modeling, inquiry, working with reading, film, slides)	Provide students with the scoring guide and your instructions for the forum.
Independent Practice: (Small group work, peer work, or independent work)	Allow time for students to write and prepare for the forum.
Closing:	Establish that it is time for the forum to begin. Invite each expert to join in a circle and explain that one historian will begin sharing his/her writing while others listen and prepare their questions for the expert. Everyone should have a chance to share their writing and field questions from their peers.

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<p>Assessment: (How will we know the students understood today's lesson?)</p>	<p>The final papers should be considered drafts since students wrote them in class and did not go through revision and editing cycle. There are five general categories for scoring the writing (content knowledge, writing process, format and structure, writing fluency, and mechanics). Within the content knowledge section, teachers can assess student ability to use the documents and ideas from class, ascertaining knowledge as to their comprehension of the documents and ability to apply them to this specific situation. Within the writing process section students should be able to refer back to learning from the unit about the thinking process of historians. The format and structure and writing fluency sections provide an opportunity to determine how well students are learning to write from the in class teaching and practice and homework. The first four sections are designed to allow students to show what they have learned in the lessons and how they can apply this learning. Each section, including mechanics, show where the strengths and needs of each individual and the class as a whole lies in order to adjust any future teaching to meet those needs and build off of the strengths. Lastly, there is space at the bottom of the scoring guide grid for specific comments to the student. This can be used to include some comments regarding the experience and performance in the forum.</p>
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