

Flint Community Schools
United States History
Unit of Study –
Grade 5

Did the Northwest Ordinance influence enslaved people
of color?

Developed for use by Flint Community Schools

INTRODUCTION TO THE UNIT

August 2006,

Dear Colleague:

The Northwest Ordinance and People of Color unit of study is based on the Understanding by Design (UBD) model, created by Grant Wiggins and Jay McTighe. According to UBD, designing curriculum starts by first considering what students will understand at the close of the lesson.

This unit focuses heavily on the African American and Native American historical experience as it relates to the Northwest Ordinance. The content for this unit is based on the *Northwest Ordinance and People of Color* session presented by Dr. Guluma Gemed, University of Michigan-Flint Africana Studies Department Assistant Professor. This session was presented at the Teaching American History Grant Program 2006 Summer Seminar. The main points, big ideas, and auxiliary points from this unit were derived directly from Dr. Gemed's PowerPoint presentation.

In this unit you will find:

- (1) an identification of 5th grade standards;
- (2) an overview of the purpose and origins of the Northwest Ordinance;
- (3) the essential question, big ideas, main points, and auxiliary points, all taken from Dr. Gemed's summer seminar presentation;
- (4) four forty-five (45) minute lessons; and
- (5) on-going assessment rubric and the final assessment.

We hope you will find this unit relevant and applicable to your classroom instruction. We look forward to your feedback.

All the best,

LaNesha DeBardelaben
Project Manager, TAHG Program

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NORTHWEST ORDINANCE AND PEOPLE OF COLOR UNIT OF STUDY

CONTENT STANDARDS

5th Grade

Students will be able to explain why the pioneers began moving west of the Appalachian in the late 1700s. I.1.LE.3

Students will be able to use map skills to evaluate the means of travel during the western expansion. II.3.LE.2, II.3.LE.4

Vocabulary: *Land Grant, Black Codes, Ordinance, Land Survey, Territory, Deed, Acre, Ordinance, Land Office, Indian Removal Act, Northwest Territory, Pioneer, Reservation*

ESSENTIAL QUESTION

Did the Northwest Ordinance influence the history of enslaved people of color?

PURPOSE/ORIGINS of the Northwest Ordinance

Taken from: www.earlyamerica.com/earlyamerica/milestones/ordinance/index.html

Considered to be one of the most significant achievements of the Congress of the Confederation, the Northwest Ordinance of 1787 put the world on notice not only that the land north of the Ohio River and east of the Mississippi would be settled but that it would eventually become part of the United States. Until then this area had been temporarily forbidden to American development.

Increasing numbers of settlers and land speculators were attracted to what are now the states of Ohio, Indiana, Illinois, Michigan and Wisconsin. This pressure, together with the demand from the Ohio Land Company, soon to obtain vast holdings in the Northwest, prompted the Congress to pass this Ordinance.

The area opened up by the Ordinance was based on lines originally laid out in 1784 by Thomas Jefferson in his "Report of Government for Western Lands". This report was going to divide the Northwest Territory into ten states, two of which would be called Cheronesus and another Metropotamia (both were located in what is currently Michigan).

The Northwest Ordinance provided for the creation of not less than three nor more than five states in the region. In addition, it contained provisions for the advancement of education, the maintenance of civil liberties and the exclusion of slavery.

The Northwest Ordinance of 1787 is considered the single most important piece of legislation in the Confederation period.

BIG IDEAS

1. By prohibiting the development of slavery in the Northwest Territory, the Northwest Ordinance set the stage for the separate development of northern and southern regions, with distinct economic and cultural interests.
2. Native American Indian existence/livelihood (culture, economics, ways of life) was threatened and almost erased by the Northwest Ordinance and the western movement of settlers.
3. The plight of Native American Indians and African Americans were similar and unique in many ways.

MAIN IDEAS

1. At a time when the demand for enslaved people was growing in some parts of the country, the Northwest Ordinance prohibited the extension of slavery in this region, thus creating the development of two distinct regions-Southern and Northern.
2. Even the Constitution did not clearly deal with slavery.
3. By the end of the 18th century, slavery had emerged as a main source of labor in many southern American states. With the availability of more land, the southern states favored the expansion of slavery; however, they agreed to the prohibition in the Northwest because it did not immediately affect their interests.
4. After the Revolution, the northern states moved away from dependence on slave labor. They adopted gradual emancipation plans. They also favored the development of slavery-free territory in the Northwest.
5. The availability of abundant land beyond the eastern sea coast encouraged many white settlers to move to the West. The movement, however, led to clashes with Native American Indian groups who were eager to defend their land rights. One such defense of land was led by Pontiac, who, through oratory, galvanized the Delaware, Seneca, Ottawa, Chippewa, Miami, Potawatomi and Huron Natives. Pontiac's Rebellion of 1763 forced the British to reconsider some of their approaches towards the Native American Indians and their lands.
6. The Northwest Ordinance promised the protection of the rights of the Native Americans over their lands; however, Native Americans were forced to give up their lands to the settlers. Through conflict and various treaties, the Native American Indians lost their lands and were removed to the territories west of the Mississippi while others were moved to reserve lands.
7. The prohibition of slavery in the Northwest Territory immediately ended the use of slave labor in the region; however, the government forced those who were enslaved before the Ordinance to remain enslaved.

8. As early as the 1500s, Africans in America came to the region with early Spanish and French settlers. They interacted with Native American Indians and were familiar with Native American Indian culture as well as the land of the region.
9. The prohibition of slavery in the region restricted the migration of African Americans to the region in large numbers.
10. Upon gaining statehood status, the states in the region introduced early forms of “black laws.” Some “black laws” required African Americans to produce legal evidence of freedom, register with the county clerk and post \$500 to reside in the state. The laws, however, were not strictly enforced unless the African American presence threatened white interests. For this reason, a small but economically important group of African Americans lived in the region in the first half of the 19th century.
11. The population of African Americans in the region grew steadily in the first half of the 19th century.
12. Some African Americans played a significant role in establishing relations with Native American Indians.

AUXILIARY POINTS

1. Although it started as a contest over land in the Ohio Valley, the French-Indian War came to decide who would establish greater supremacy in the new world and who would dominate global trade.
2. A Proclamation was decreed in 1763 by the British government who wanted to control the white settlers for three reasons: 1) To minimize future clashes with the Native American Indians, 2) To have greater control over the trade in the west, and 3) For security reasons.

ONGOING ASSESSMENT

At the end of each day, students will complete a daily journal writing exercise reflecting on the lesson, addressing two questions: 1) what big idea(s) did you take from today's lesson, and 2) what questions remain in your mind about the topic that you would like to explore/address further. Teachers will review the journal entries each day.

SUMMATIVE ASSESSMENT

Students will create and play a game show on the Northwest Ordinance and People of Color.

PLANNED LEARNING EXPERIENCES

Video—*Black Indians: An American Story* (Flint Public Library Call Number: VT 970.1 BL)

Possible visits to Michigan historic sites/museums:

 Ziibiwing Center for Anishnabe Culture and Lifeways, Mt. Pleasant

 Charles H. Wright Museum of African American History, Detroit

 Michigan Historical Center, Lansing

Group activities / Student reports

ONGOING ASSESSMENT RUBRIC

6 Points

The writing is exceptionally clear and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.

5 Points

The writing is clear and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.

4 Points

The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.

3 Points

The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.

2 Points

The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.

1 Point

The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

Condition codes for unratable papers (zeroes):

- A Off topic
- B Written in a language other than English or illegible
- C Blank or refused to respond

NORTHWEST ORDINANCE AND PEOPLE OF COLOR LESSON PLANS

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| DAY ONE |
| Course: History/Social Studies Grade 5 |
| Unit: Northwest Ordinance and People of Color |
| Objective: Students will be introduced to the Northwest Ordinance and gain a greater understanding of Big Idea I |
| Time Frame: 45 minutes |
| Materials: Northwest Ordinance map, Words of the Northwest Ordinance, Student journals, pencils |

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| Anticipatory Set | <p>Pose a scenario to students similar to this: <i>Imagine that you and your best friend just won two round-trip tickets to your destination of choice for a two-week all-expenses paid trip. You immediately choose to go to the Bahamas, but your best friend wants to explore the Arctic instead. You have both given your arguments why you should go to your preferred destination. It has turned to a heated debate. How do you resolve this issue and bring it to a compromise?</i></p> <p>Allow students to respond verbally to the prompt. Explain that the U.S., which was newly formed and quickly expanding in the late 18th century, was in a conflict over slavery. Explain to students that they will study how the new country dealt with slavery, black Americans, and Native Americans in the newly acquired area of land called the Northwest Territory.</p> |
| Guided Instruction | <p>Introduction to Northwest Ordinance</p> <p>I. Preview the origins and origins of the Northwest Ordinance.</p> <p>II. Discuss Big Idea I: By prohibiting the development of slavery in the Northwest Territory, the Northwest Ordinance set the stage for the separate development of northern and southern regions, with distinct economic and cultural interests.</p> <p>III. Discuss the economics of the developing country (why the South wanted slavery and why it was waning in the Northern region)</p> |
| Independent Practice | <p>I. Students will complete a map skills/geography activity in pairs (12 minutes)</p> <p>Provide students with a copy of the blank map of the Northwest Territory. Students will be required to 1) identify and label each of the Great Lakes, the Mississippi River, and the Ohio River, 2) identify and label the Appalachian Mountains, 3) identify and label the five states that derived from the Territory, and 4) identify and label their place of residence (Flint) within the Northwest Territory. Students will also create a title for their map.</p> |

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| | <p>II. Differentiated instruction (12)</p> <p>Give the more accelerated students an opportunity to read/research the Northwest Ordinance in further detail. Distribute the report guidelines to those students, and allow them to use various resources to begin their assignment.</p> <p>For other students, have them work in groups to gain a deeper understanding of the vocabulary list. Provide students with the vocabulary list. Assign a different set of words to each group. Students will use the dictionary, textbook, and other available resources to define each word within context of the Northwest Ordinance.</p> <p>For students in need of more academic support, have students use the Frayer Model to gain a greater understanding of the words from the glossary list.</p> <p>After each group has recorded their definitions, groups will take turns reporting their answers while the listening students take notes. You briefly explain how each word relates to the Northwest Territory from the glossary.</p> |
| Closing | Summarize the big idea and main points. |
| On-going Assessment | Students will write a reflection on 1) the big ideas of the day and 2) any remaining questions that they would like to explore/address about the Northwest Ordinance. |

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| DAY TWO |
| Course: History/Social Studies Grade 5 |
| Unit: Northwest Ordinance and People of Color |
| Objective: Students will gain a greater understanding of Big Ideas II and III. |
| Time Frame: 45 minutes |
| Materials: <i>Black Indians</i> video, African American population graphs, Student journals, pencils |

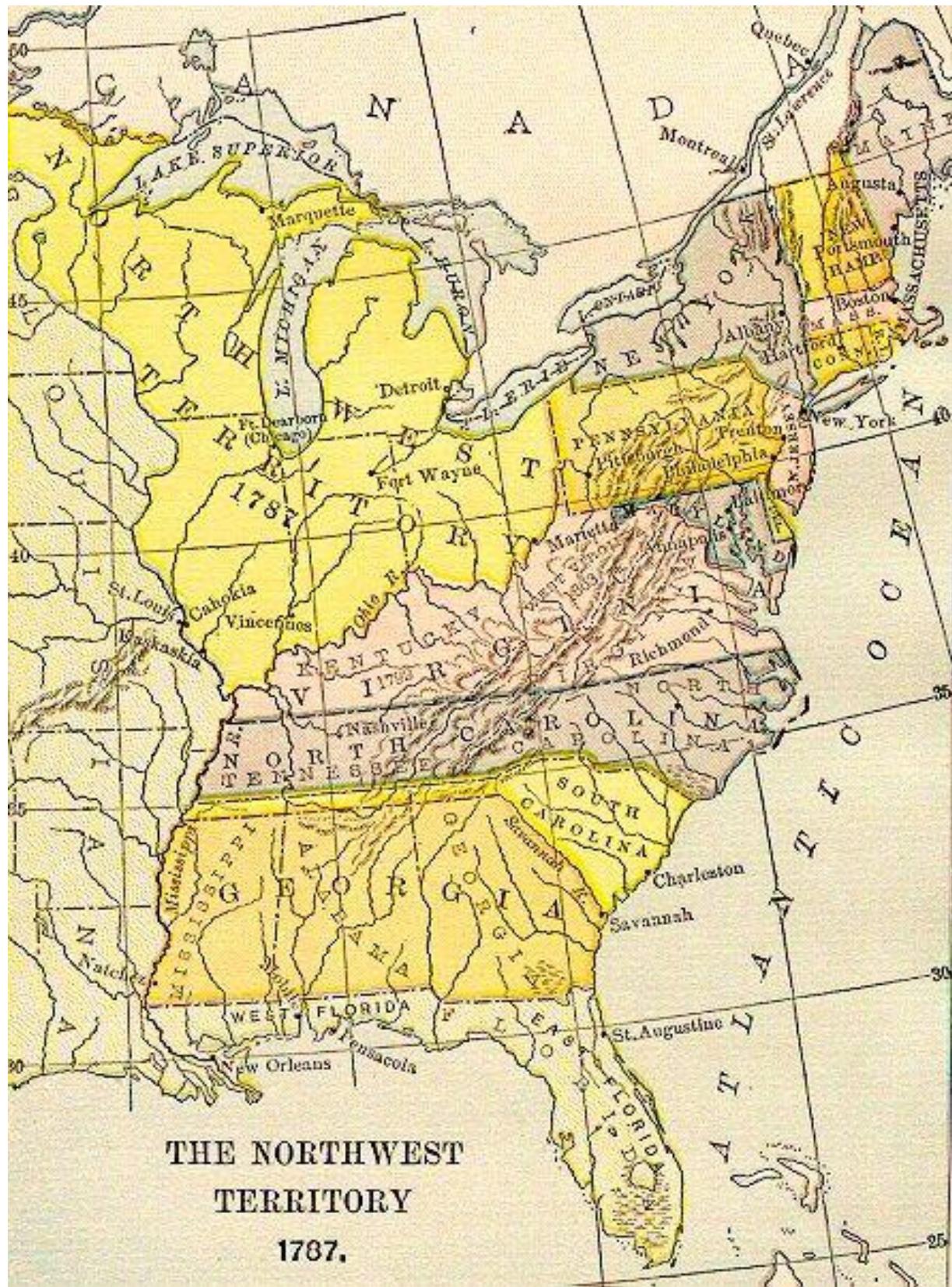
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| Anticipatory Set | Explain to students that yesterday was an overview of the Northwest Ordinance and that today will delve further into the topic. Explain they will view a video regarding one of the effects of the Northwest Ordinance—the increased interactions between Native Americans and African Americans. |
| Guided Instruction | Native American—African American Relations I. Discuss Big Idea II: Native American Indian existence/ livelihood (culture, economics, ways of life) was threatened and almost erased by the Northwest Ordinance and the western movement of settlers (9 minutes) II. Show <i>Black Indians</i> (22 minutes...choose preferred segment) III. Discuss Big Idea III: The plight of Native American Indians and African Americans were similar and unique in many ways. Show graphs of African American population trends in the Northwest Territory (12 minutes) |
| Independent Practice | On a sheet of paper, have students list the similarities and differences between the plight of African Americans and Native Americans. |
| Closing | Summarize the big ideas and main points. |
| On-going Assessment | Students will write a reflection on 1) the big ideas of the day and 2) any remaining questions that they would like to explore/address about the Northwest Ordinance. |

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| DAY THREE |
| Course: History/Social Studies Grade 5 |
| Unit: Northwest Ordinance and People of Color |
| Objective: Students will gain a greater understanding of specific aspects of the Northwest Ordinance through research-based student presentations. |
| Time Frame: 45 minutes |
| Materials: Student reports |

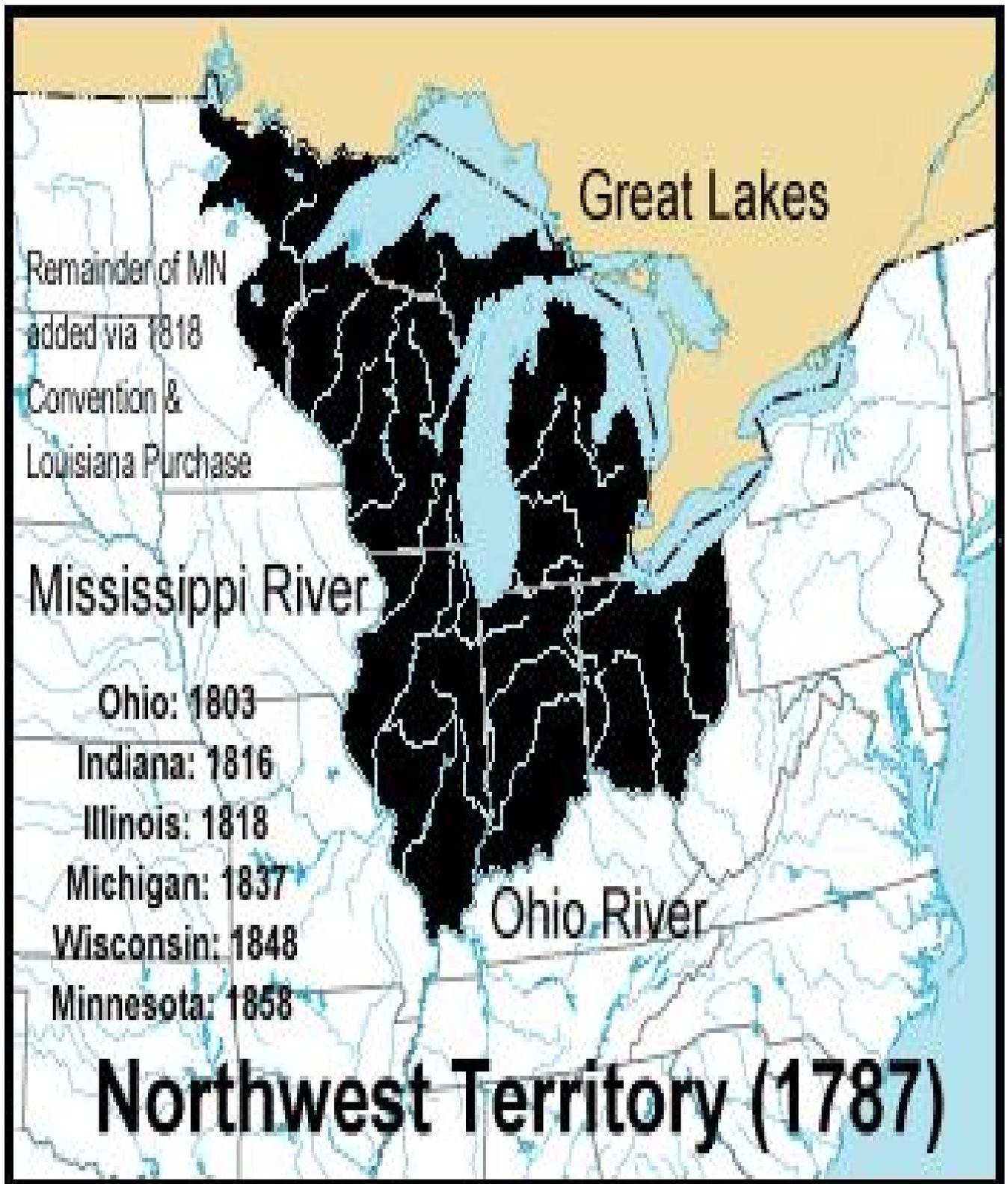
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| Anticipatory Set | None |
| Independent Practice | Student Reports/Presentations Have students present their research-based presentations. |
| Guided Instruction | Teacher-led Review Summarize all big ideas and main points. |

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| DAY FOUR |
| Course: U.S. History |
| Unit: Northwest Ordinance and People of Color |
| Objective: Students will review and conclude their study of the Northwest Ordinance. |
| Time Frame: 45 minutes |
| Materials: Index cards, pencils |

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| Anticipatory Set | Teacher-led Review Address any remaining questions about topic. |
| Independent Practice | Have each student come up with 2-3 questions on the Northwest Ordinance. |
| Summative Assessment | Divide students into three teams. Allow students to name their teams. Have teams draw from a hat to determine which team gets the first, second, and third question. Follow that rotation with each round of questions until all questions have been exhausted. If a team answers incorrectly, give the other teams the opportunity answer. |



Note to Teacher: White out or place a label over the items to be identified by students (Great Lakes, Appalachian Mountains, key rivers, etc) Found at: <http://www.earlyamerica.com/earlyamerica/maps/northwest/index.html>



Found at: <http://en.wikipedia.org/wiki/Image:Northwest-territory-usa-1787.png>

Name _____ Date _____

Words of the Northwest Ordinance

1. Acre

2. Black Codes

3. Deed

4. Ordinance

5. Indian Removal Act

6. Land Grant

7. Land Office

8. Land Survey

9. Ordinance

10. Northwest Territory

11. Pioneer

12. Reservation

13. Territory

Name _____ Date _____

Words of the Northwest Ordinance Glossary/Key

from the American Heritage Dictionary

1. **Acre**—A unit of area equal to 43,560 square feet or 4,840 square yards
2. **Black Codes**—A set of laws regulating and limiting the freedoms Black Americans could enjoy
3. **Deed**—A document sealed as an instrument of bond, contract, especially relating to property
4. **Ordinance**—A statute or regulation, especially one enacted by government
5. **Indian Removal Act**—A law passed by Congress that relocated American Indian tribes living east of the Mississippi River in the United States to lands further west. The Removal Act, part of a U.S. government policy known as Indian Removal, was signed into law by President Andrew Jackson on May 28, 1830.
6. **Land Grant**—A government grant of public land, especially in the use of a railroad, highway, or state college
7. **Land Office**—A government office that handles and keeps records of the sale or transfer of public land
8. **Land Survey**—The process of evaluating and testing the quality of a specific area of land for government or private purposes
9. **Ordinance**—An authoritative command, statute, or regulation especially enacted by the government

10. **Northwest Territory**—A historical region of the north-central U.S. extending from the Ohio and Mississippi rivers to the Great Lakes. The area was ceded to the United States by the Treaty of Paris in 1783. It was officially designated a territory in 1787 and later split up into the territories and present day states of Ohio, Indiana, Illinois, Michigan, Wisconsin, and part of Minnesota.

11. **Pioneer**—One who ventures into the unknown or unclaimed territory to settle

12. **Reservation**—A tract of land set apart by the federal government for a special purpose, especially one for the use of a Native American people

13. **Territory**—An area of land, a region, 2. The land and water under the jurisdiction of a government

Northwest Ordinance Advanced Research Guide

As you embark upon your study of the Northwest Ordinance, you have the opportunity to explore any aspect of the Northwest Ordinance that interest you.

Your 2-3 minute presentation must be based on outside research. Use the internet, library resources, textbook, and other materials to gain a deeper understanding of the Northwest Ordinance.

Below is a list of possible project topics and formats. This list is not exhaustive. If there is a topic or format not listed below, create a new topic and/or format. All topics must, however, relate to the overall unit—Northwest Ordinance and People of Color.

Possible Project Topics

- Who was Jean Baptiste du Sable?
- What were the Black Codes?
- What was Michigan life like in 1787 for Native American Indians?
- African American population trend in the Northwest in the form of a pie graph

Possible Project Formats

- A one-person mini-play
- A poem
- A song
- A drawing/collage/illustrations
- Graphs

Northwest Ordinance Websites

Text of the Northwest Ordinance in its entirety

<http://www.yale.edu/lawweb/avalon/nworder.htm>

<http://odur.let.rug.nl/~usa/D/1776-1800/ohio/norwes.htm>

<http://www.law.ou.edu/ushistory/ordinanc.shtml>

<http://www.earlyamerica.com/earlyamerica/milestones/ordinance/>

This site contains the original image of the entire Northwest Ordinance in Old English and on its original parchment paper.

Overview of the Northwest Ordinance

http://en.wikipedia.org/wiki/Northwest_Ordinance

http://en.wikipedia.org/wiki/Land_Ordinance_of_1785

Two excellent (and related) websites—an online encyclopedia entry with useful information about the Northwest Ordinance, including the effects of the legislation on slavery and Native Americans.

http://www.pbs.org/ktca/liberty/popup_northwest.html

http://www.mce.k12tn.net/nation_grows/lesson_1.htm

<http://elane.stanford.edu/wilson/Text/2b.html>

A more advanced overview of the Northwest Ordinance.

Specific Topics of the Northwest Ordinance

<http://www.nd.edu/~rbarger/www7/ord17857.html>

This site focuses on public education in the Northwest Territory.

http://www.digitalhistory.uh.edu/documents/documents_p2.cfm?doc=301

This site focuses on the issue of slavery relating to the Northwest Territory.