# Pioneer Indiana

## *Teacher's Guide*

INDIANA HISTORICAL SOCIETY

Indiana Historical Society
Eugene and Marilyn Glick Indiana History Center
450 West Ohio Street
Indianapolis, Indiana 46202-3269
www.indianahistory.org

NINA MASON PULLIAM CHARITABLE TRUST
Building a Legacy of Community Grantmaking since 1938

Made possible with the support of the Nina Mason Pulliam Charitable Trust

This is a publication of the
**Indiana Historical Society**
Eugene and Marilyn Glick Indiana History Center
450 West Ohio Street
Indianapolis, Indiana 46202-3269 USA
http://www.indianahistory.org
Telephone orders: 800-447-1830
Fax orders: 317-234-0562
Web orders: http://shop.indianahistory.org



ISBN 978-0-87195-297-4

*Printed in the United States of America*

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# Pioneer Indiana

## Introduction

*Pioneer Indiana* is a DVD program designed primarily for students in grades four and eight engaged in the study of Indiana history. The forty-five-minute program focuses on the transformation of Indiana from a frontier into a settled state in the period from 1800 to 1851. A forty-nine-page teacher's guide accompanies the DVD.

## Curriculum Connection

The program begins with a consideration of the treaties with the Indians and their removal from Indiana. These events play an important role in the settlement of the state by Americans. Next, the program focuses on the Indiana Constitution of 1816 and the subsequent settlement and growth of the state. Special attention is given to developments in transportation and the impact they had on growth. Finally, the program considers revisions to the state constitution that were made in 1851. The program complements and enriches the treatment of Indiana history found in the classroom.

The DVD ties closely to the Indiana Department of Education Social Studies standards. The following list identifies connections between *Pioneer Indiana* and the standards for grades four and eight as of September 1, 2011.

### Fourth Grade Social Studies Standards Matches

(*Pioneer Indiana* supports the teaching of Indiana history.)

#### History

4.1.3—Explain the importance of the Revolutionary War and other key events and people that influenced Indiana's development.

4.1.4—Summarize and explain the significance of key documents in Indiana's development from a United States territory to statehood.

4.1.5—Identify the causes of removal of Native American groups in the state and their resettlement during the 1830s.

4.1.6—Explain how key individuals and events influenced the early growth of and changes in Indiana.

4.1.7—Explain the roles of various individuals, group, and movements in the social conflicts leading to the Civl War.

4.1.13—Identify and describe important events and movements that changed life in Indiana from the mid-twentieth century to the present.

4.1.14—Research Indiana's modern growth emphasizing manufacturing, new technologies, transportation, and global connections.

4.1.15—Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.

**Civics and Government**

4.2.1—Explain the major purposes of Indiana's Constitution as stated in the Preamble.

4.2.2—Describe individual rights, such as freedom of speech, freedom of religion, and the righ to public education, that people have under Indiana's Bill of Rights (Article 1 of the Constitution).

4.2.3—Identify and explain the major responsibilities of the legislative, executive, and judicial branches of state governmnet as written in the Indiana Constitution.

4.2.4—Identify major state offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment.

**Geography**

4.3.8—Identify the challenges in the physical landscape of Indiana to early settlers and modern-day economic development.

4.3.9—Explain the importance of major transportation routes, including rivers, in the exploration, settlement, and growth of Indiana, and in the state's location as a crossroads of America.

4.3.10—Identify immigration patterns and describe the impact diverse ethnic and cultural group have had on Indiana.

**Economics**

4.4.1—Give examples of the kinds of goods and services produced in Indiana in different historical periods.

## Eighth Grade Social Studies Standards Matches

*(Pioneer Indiana* provides Indiana examples that help lay the groundwork for teaching U.S. history.)

**History**

8.1.11—Explain the events leading up to and the significance of the Louisiana Purchase (1803) and the expedition of Lewis and Clark (1803–06).

8.1.12—Explain the main issues, decisions, and consequences of landmark Supreme Court cases. Example: *Marbury v. Madison* 1(1803), *McCulloch v. Maryland* (1819), and *Gibbons v. Ogden* (1824).

8.1.13—Explain the causes and consequences of the War of 1812, including the Rush-Bagot Agreement (1818).

8.1.14—Explain the international problem that led to the Monroe Doctrine (1823) and assess its consequences.

8.1.15—Explain the concept of Manifest Destiny and describe its impact on westward expansion of the United States.

8.1.16—Describe the abolition of slavery in the northern states, including the conflicts and compromises associated with westward expansion of slavery.

8.1.17—Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties, and constitutional government.

8.1.18—Analyze different interests and points of view of individuals and groups involved in the abolitionist, feminist and social reform movements, and in sectional conflicts.

8.1.19—Explain the influence of early individual social reformers and movements.

8.1.20—Analyze the causes and effects of events leading to the Civil War, including development of sectional conflict over slavery.

8.1.26—Give examples of the changing role of women and minorities in the northern, southern, and western parts of the United States in the mid-nineteenth century, and examine possible causes of these changes.

8.1.27—Give examples of scientific and technological developments that changed cultural life in the nineteenth-century United States, such as the use of photography, growth in the use of the telegraph, the completion of the transcontinental railroad, and the invention of the telephone.

8.1.28—Recognized historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded and by avoiding evaluation of the past soley in terms of present-day norms.

8.1.29—Differentiate between facts and historical interpretations, recognizing that the historian's narrative reflects his or her judgment about the significance of particular facts.

8.1.30—Formulate historical questions by analyzing primary and secondary sources about an issue confronting the United States during the period from 1754–1877.

8.1.31—Obtain historical data from a variety of sources to compare and contrast examples of art, music, and literature during the nineteenth century and explain how these reflect American culture during this time period.

#### Civics and Government

8.2.6—Distinguish among the different functions of national and state government within the federal system by analyzing the U.S. Constitution and the Indiana Constitution.

#### Geography

8.3.6—Identify the agricultural regions of the United States and be able to give reasons for the type of land use and subsequent land development during different historical periods.

8.3.7—Using maps identify changes influenced by growth, economic development, and human migration in the eighteenth and nineteenth centuries.

## Objectives

After viewing this program and participating the accompanying activities, students will be able to:

1. describe the importance of Indian land treaties to the settlement of Indiana

2. characterize the daily life of settlers in the pioneer period of Indiana history

3. relate the significance of key documents and individuals—for example, the Northwest Ordinance, the constitutions of 1816 and 1851, William Henry Harrison, Jonathan Jennings, John Tipton, Tecumseh, and Tenskwatawa (the Prophet)—in Indiana's development from a territory to a settled state

4. explain the impact of developments in transportation—especially canals and major roads—on the growth of Indiana

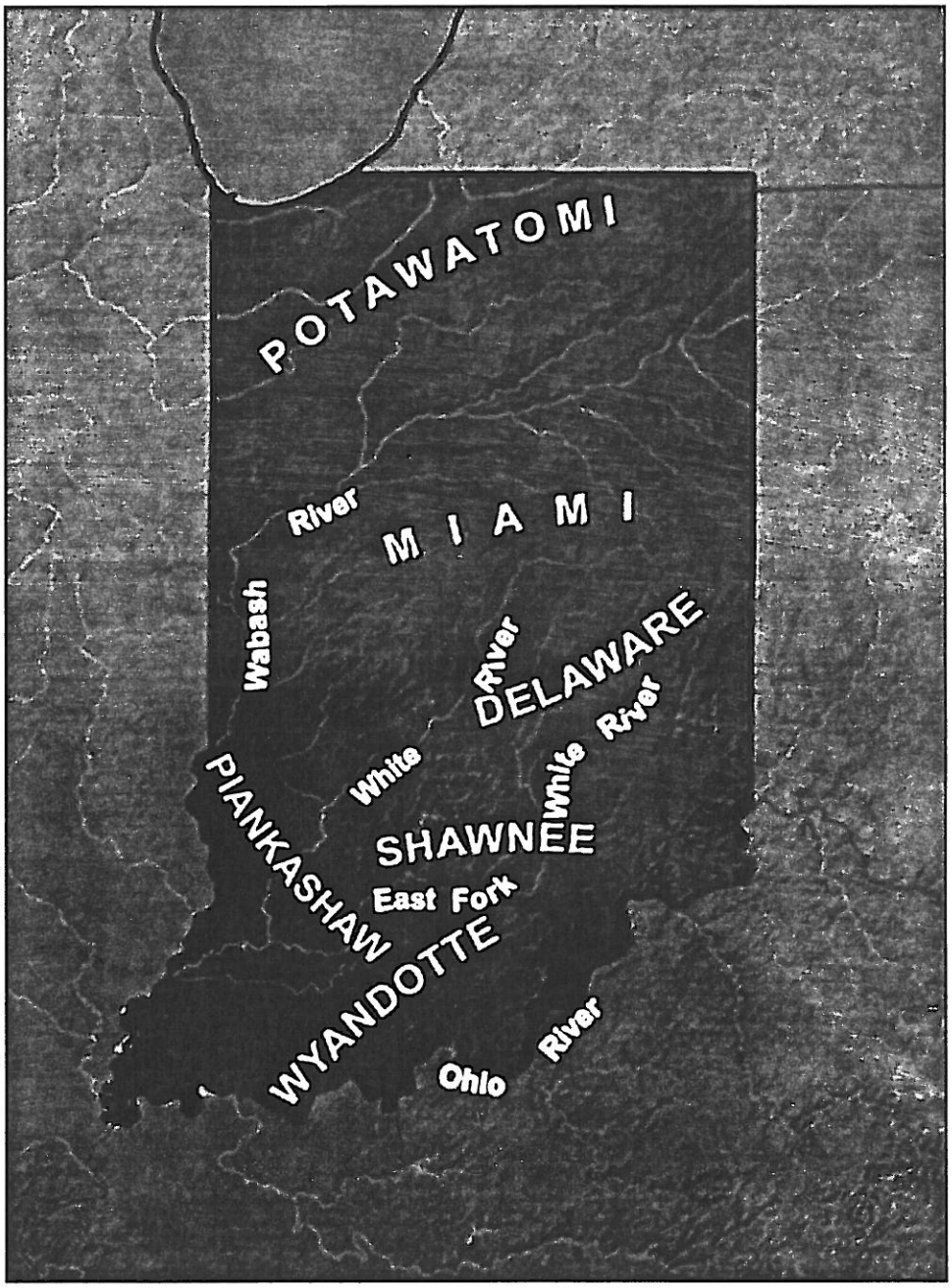
## Program Summary

The program opens at a replica of a typical Indiana home in the early 1800s. Viewers meet the two young hosts for the program—Joy Aravjo and Caleb Michalke.

### Introduction

The hosts point out that the period covered in the video—1800 to 1851—was one of major change for Indiana. In 1800, fewer than 6,000 people lived in the Indiana Territory. During the next fifty years the territory shrunk in size to

The term *Native Americans* is used to refer to peoples who are indigenous to the Americas. In the period covered by this video, the Potawatomi, Miami, Delaware, Shawnee, Piankashaw, and Wyandotte tribes inhabited the region that became Indiana. These peoples have also been known as American Indians. The term *Indian* was first applied to them by Christopher Columbus, who mistakenly believed that the Americas were part of the Indies, in Asia. Today many Native Americans, including the Pokagon Band of Potawatomi in northern Indiana, call themselves Indians. Therefore, in these materials the terms *Native Americans* and *Indians* are used interchangeably.



become a state with its current boundaries, but grew in population to nearly one million. It would be altered from a frontier to a settled, agricultural state. Joy and Caleb then pose some possible reasons to account for this change—corn growing, new forms of transportation, and the treatment of the Indians. These explanations serve as a framework for the program.

### The Land

In 1800, most settlers in what became Indiana lived in the region of the Whitewater, Ohio, and lower Wabash Rivers. Indian tribes held most of the rest of what is now Indiana. William Henry Harrison and the federal government wanted that land for settlement by Americans.

Between 1803 and 1809, Harrison negotiated treaties to buy land from many tribes. This made the southern third of what became Indiana available for purchase by settlers.

### The Prophet and the Warrior

In the central part of the state, Harrison met resistance from Shawnee leaders Tenskwatawa, also known as "The Prophet," and his brother Tecumseh. Together they built Prophetstown, near current-day Lafayette. Prophetstown became the center of Native-American resistance in the Indiana Territory.

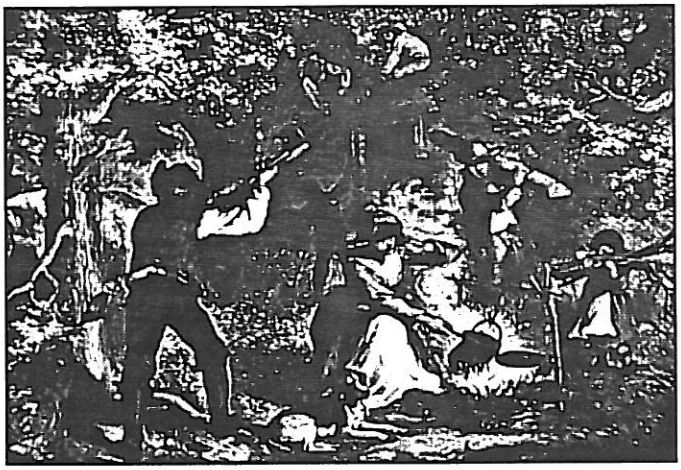
After meeting with The Prophet and with Tecumseh in Vincennes, where nothing was resolved, Harrison decided to take action. He led his troops to Prophetstown for a confrontation with The Prophet. The ensuing Battle of Tippecanoe was not decisive, but it made Harrison a hero and The Prophet an outcast among his own people.

Tecumseh joined the British and fought the Americans, including Harrison, during the War of 1812. He was killed at the Battle of the Thames in 1813. Tecumseh's death and the War of 1812 finally ended Indian resistance east of the Mississippi River.

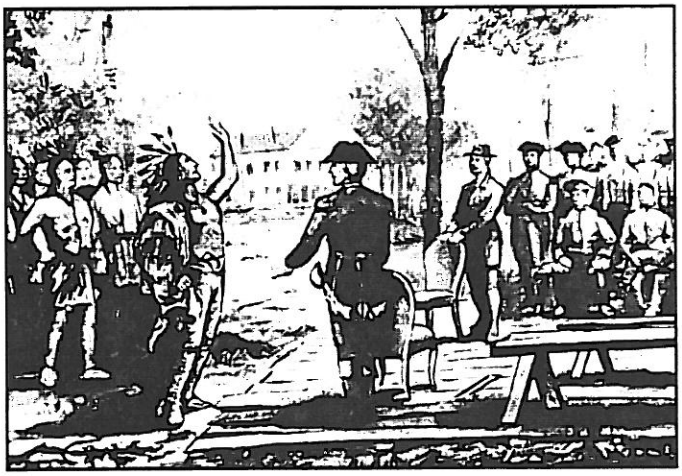
### "Brought to a Desert"

As the years passed, Native Americans signed more treaties, opening the central part of the state to settlement. In 1838, most of the Potawatomi were forced to move out of the northern part of the state and

Program hosts: Joy and Caleb.

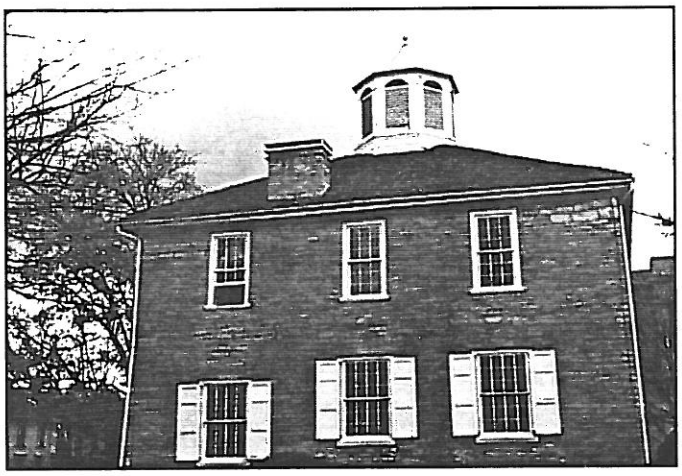


Early settlers.



Tecumseh and Harrison meet at Vincennes.

Potawatomi moving to Kansas.



Capitol State Historic Site, Corydon, Indiana.

Lincoln Boyhood National Memorial and Living History Farm.

resettle in Kansas. The Miami were removed from northern Indiana in 1841. These actions opened the northern third of the state to settlement. In one of history's many ironies, the place called Indiana—"the land of the Indians"—was nearly empty of them.

## Statehood

The program then moves back in time to examine another element in the transformation of Indiana—the movement to statehood. According to the Northwest Ordinance, a territory needed to have at least 60,000 free inhabitants in order to become a state. By the 1810s, Indiana had that many inhabitants. It also needed a constitution. So in May 1816, delegates met in Corydon, Indiana, to write a constitution for Indiana. The program visits Corydon, where Joy and Caleb identify some of the major elements of the constitution. These included the establishment of a form of government with a governor and a powerful legislature, the guarantee of certain rights to every citizen, the suggestion that there be free education for everyone, and the provision that "There shall be neither slavery nor involuntary servitude in the state."

On December 11, 1816, President James Madison signed the congressional resolution admitting Indiana to the union as the nineteenth state. Once Indiana became a state, immigration began in earnest.

## The Settlers

Our hosts take us to the Lincoln Boyhood National Memorial and Living History Farm in Lincoln City, Indiana. There we see a replica of the Lincoln farm and get a sense of what early pioneer life was like. Corn was one of the major crops. It did well in the rich Indiana soil. So well, in fact, that it was not long before Indiana farmers were producing a surplus. Some of the surplus was fed to hogs, which were then sold, and some was ground into corn meal, the excess of which was also sold. Our hosts take us to a gristmill at Spring Mill State Park in Lawrence County to see how corn is milled. Farmers sold their surpluses so they could buy tools, frying pans, rifles, and other things they needed that they could not make for themselves. Small towns grew to meet the needs of farmers.

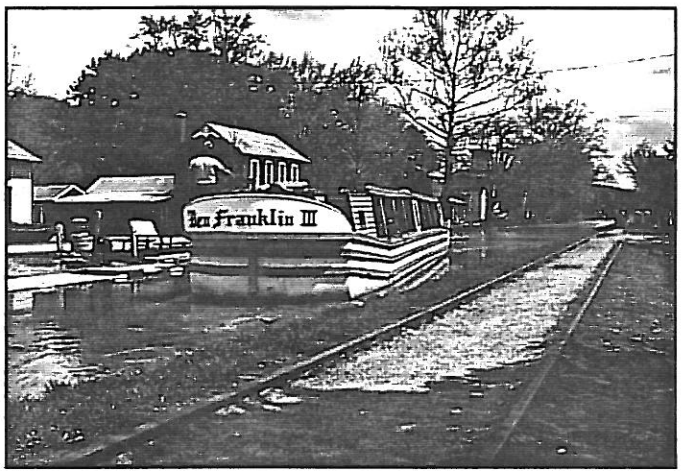
Not all the settlers were white. Free blacks and escaped slaves also built homes in Indiana and began

small farming communities. One of these is Lyles Station, near Princeton, which we visit in the video.

### A National Road, Canals, and a Horse of Iron

One problem that all farmers faced was getting their goods to market. Some were able to use flatboats to get their corn and hogs down the Ohio and Mississippi Rivers to New Orleans. Soon steamboats were available to drop off and pick up passengers and goods for towns such as Madison, Terre Haute, and Lafayette. But what about farmers who did not live near rivers?

The program next concentrates on other transportation developments—particularly roads and canals. Attention is given to the building and impact of the National Road on the movement of goods and people. The program visits Centerville on the National Road, a town that served as a "truckstop" during the 1830s. From there we travel to Metamora, Indiana, on the Whitewater Canal. Our hosts consider the highs and lows of the canal-building era in Indiana. Finally, attention is given to the emergence of the railroads.



Canal boat, Metamora, Indiana.

### Changing the Constitution

By 1850, many people thought that the Indiana Constitution needed to be updated to reflect the changes that had occurred over the previous fifty years. The program next focuses on some of the changes (and omissions) that were made in the 1851 constitution. For example, the constitution made it easier for immigrants to vote, but gave no voting rights to blacks or women. The delegates argued about property rights for women, but nothing was done. The state made a real commitment to free public education but also passed Article XIII that prohibited blacks from settling in the state.

The program ends with a summary followed by three questions intended to serve as a bridge to classroom activities. The questions are

1. Why was the removal of the Indians important to the growth of pioneer Indiana?
2. Could Indiana have grown without the removal of Native Americans? Why or why not?
3. As Indiana was established, what developments in transportation supported the growth of the state?

## Vocabulary Words

**Bankrupt**—a person or organization (for example, a state) unable to pay what is owed to others.

**Canal**—a waterway, made by humans, used for the transportation of freight and people.

**Constitution**—the system of fundamental laws and principles of a government.

**Constitutional convention**—a meeting held to decide on the fundamental laws and principles of a government.

**Debt**—something (often money) owed by a person or organization to others.

**Drought**—a long period of time without rain or snow.

**Era**—an event or date that marks the beginning or end of an important period in the history of something.

**Flatboat**—a boat with a flat bottom for carrying freight in shallow waters or on rivers.

**Gristmill**—a mill for grinding grain, especially for individual customers.

**Immigrant**—a person who comes into a new country or region in order to settle there.

**Imminent**—something that is likely to happen without delay.

**Indian Confederacy**—Tecumseh's efforts to unite Native-American tribes to resist the Americans and make the Ohio River the permanent boundary between the United States and Indian lands.

**Legislature**—group of persons given the responsibility and power of making laws for a country or state.

**Mortar**—a very hard bowl in which a softer substance, such as corn, is pounded to a powder with a pestle.

**Native Americans/Indians**—the people who are indigenous to the Americas. This includes the Potawatomi, Miami, Delaware, Shawnee, Piankashaw, and the Wyandotte, who inhabited the region that became Indiana during the eighteenth century.

**Northwest Ordinance**—an ordinance passed by Congress in 1787 to govern the Northwest Territory. The ordinance specified a system of orderly settlement and growth and established a protocol for statehood.

**Northwest Territory**—the region north of the Ohio River, east of the Mississippi River, and south of Canada that later formed the states of Ohio, Indiana, Illinois, Michigan, Wisconsin, and part of Minnesota.

**Ordinance**—a rule established by a government.

**Pestle**—a club-shaped tool used to pound or grind substances, such as corn, in a mortar.

**Replica**—a copy of the original.

**Steamboat**—a small ship driven by steam power used on rivers and lakes.

**Surplus**—a quantity over and above what is needed or used.

**Territory**—land owned by a country but not yet a state or province of that country.

**Transformation**—a change in the nature, form, or condition of something.

**Vengeance**—the return of an injury for an injury.

**Wilderness**—a natural area without towns and cities.

## Before the Program

Use the following activity to stimulate students' curiosity about the video program they are about to see.

1. Indicate that from 1800 to 1851, major changes occurred in Indiana. At the beginning of the period, Indiana was still a huge territory and had a population of less than 6,000. By 1851, Indiana's population was almost one million.
2. Ask students "Why did this rapid growth in population occur in Indiana between 1800 and 1851?"
3. Encourage speculation and guessing. Record students' responses on the chalkboard for later reference.
4. Do not give feedback immediately. Accept all guesses. Build curiosity about the "real" answer.
5. Tell students that they are about to see a video called *Pioneer Indiana* that deals with the period 1800 to 1851. As they watch the video, ask them to look for answers to the question posed at the beginning of this activity.

## Showing the Program

The *Pioneer Indiana* video program is about forty-four minutes long. It is recommended that you show the entire program to give students a sense of the whole. Then you can conduct post-viewing activities.

An alternative is to show the entire video and then go back to look at sections of the video in more detail. Natural breaks in the video occur when a title card appears on the screen announcing the beginning of a new section. The title cards are labeled "The Land," "The Prophet and the Warrior," "Statehood," "The

Settlers," "A National Road, Canals, and a Horse of Iron," and "Changing the Constitution." In either case, you are encouraged to show the video, or portions of it, several times.

Another alternative is to show the video in parts, stopping at natural breaks when the title cards appear (see above). Then select the questions and activities to enhance each section of the program.

## After the Program

After showing the video give students an opportunity to comment on the program, express opinions, or ask questions about what they saw. Then continue, using questions such as the following to structure the discussion. You may need to replay segments of the video.

### The Land

1. Where did most of the settlers in what is now Indiana live in the early 1800s? Who controlled most of the land in the rest of what became Indiana?
2. How did William Henry Harrison acquire land from the Indians in the early 1800s?

### The Prophet and the Warrior

3. Why did Harrison think that Tecumseh and The Prophet were a threat to the interests of the United States?
4. Did the Battle of Tippecanoe mark the end of Indian resistance in Indiana? Why or why not? What were the results of the battle?

### "Brought to a Desert"

5. Did you see and hear anything in the video that would lead you to believe that the Potawatomi did not leave Indiana voluntarily?
6. Why did their journey to Kansas become known as "The Trail of Death"?

### Statehood

7. According to the Northwest Ordinance, what two conditions did a territory need to meet in order to become a state?
8. What were some of the issues addressed in the 1816 constitution?
9. According to the constitution, to whom did the term "the People" refer?
10. What was the constitution's stand on slavery and involuntary servitude?

### The Settlers

11. Why was corn so important to settlers in Indiana?

12. How did the production of surplus corn and the development of gristmills affect the development of small towns in the state?

13. How did Indiana farmers in the early 1800s get their produce to markets in New Orleans?

### A National Road, Canals, and a Horse of Iron

14. Why was the building of roads, such as the Michigan Road and the National Road, so important to the growth of Indiana?

15. Why didn't canals have more of an impact on the development of Indiana?

16. Based on what you have seen in this video program, how was Indiana in 1850 similar to and different from Indiana in 1800?

### Changing the Constitution

17. What were some of the major changes that were made in the 1851 constitution?

18. What were some of the pluses and minuses of the new constitution?

Next, have the students answer the three summary questions posed at the end of the video.

19. Why was the removal of the Indians important to the growth of pioneer Indiana?

20. Could Indiana have grown without the removal of Native Americans? Why or why not?

21. As Indiana was established, what developments in transportation supported the growth of the state?

To conclude this portion of the lesson, ask the students to review the explanations for Indiana's growth between 1800 and 1851 that they developed at the beginning of the lesson. Have them decide which ones were supported by what they saw in the video. Then have them add to the list any other explanations that they identified in the video.

## Follow-Up Activities

Each of the following eight activities, related to the themes developed in the video, will probably take at least one class period to complete. The table on page 12 identifies the objective and provides a description of each activity.

## Activity Matrix

| Activity | Learning Objective | Description |
|---|---|---|
| 1. Pioneer Timeline | Organize and interpret timelines. | In this activity students sequence events of the pioneer period of Indiana history in visual form. |
| 2. Steps to Statehood | Examine and explain the significance of key documents in Indiana's development from territory to statehood. | This activity is based on a collection of documents that show the main steps on Indiana's road to statehood within the context of the Northwest Ordinance. |
| 3. Indiana Takes Shape | Create a map showing the evolution of Indiana from territory to state, using primary sources as a guide. | In this activity students create maps to show the evolution of Indiana from a territory to a state. |
| 4. Snapshots from the 1850 Census | Interpret census data to learn about life in early Indiana. | In this activity students analyze data from the 1850 census to develop a portrait of life in Indiana in 1850. |
| 5. The Indentured Servant | Use primary sources to seek answers to questions and write brief comments about an event in Indiana history. | In this activity students analyze a primary source—an indenture contract between a sixteen-year-old boy and his master—to get a sense of the impact of a discriminatory law on individuals. |
| 6. What Is for Sale? | Use primary sources to give examples of the kinds of goods and services produced in the period 1800 to 1850. | In this activity students examine advertisements in a newspaper from 1838 to get a sense of the goods and services available and what life was like at that time. |
| 7. Native-American Resistance | Explain how key individuals and events influenced the early growth of the new state of Indiana. | In this activity students investigate how different Native-American leaders—Little Turtle, Tecumseh, and Tenskwatawa (The Prophet)—responded to the threat posed to their way of life by the Americans in the late eighteenth and early nineteenth centuries. |
| 8. Women's Rights and the 1851 Constitution | Distinguish fact from opinion in historic documents.[1] | In this activity students examine statements from the debates related to women's property rights that occurred during the 1850 Constitutional Convention held in Indianapolis, using the skill of differentiating fact from opinion. |

[1] These objectives are consistent with the Social Studies Standards published by the Indiana Department of Education in 2001.

## Introduction to Primary and Secondary Sources

Most of the activities listed in the Activity Matrix include analyzing primary and secondary sources. It will be helpful to use the following material to introduce students to primary and secondary sources prior to tackling Activities 2, 3, 4, 5, 6, and 8.

Historians use a wide variety of sources to answer questions about the past. In their research, historians use both primary and secondary sources.[2]

> "Primary sources *are actual records that have survived.*"

*Primary sources* are actual records that have survived. They are often divided into four categories: written and oral records (any source written on paper or recorded on audio devices, such as diaries, pamphlets, census records, magazines, and sound recordings); objects (anything three-dimensional, for example, clothing, tools, and toys); images (still and moving, including photographs, film, posters, and cartoons); and commemorative objects (erected to commemorate a person or event, such as monuments, plaques, and statues).

*Secondary sources* are accounts of the past created, often years afterward, by people who did not take part in the historical events. Secondary sources are based on primary sources or other secondary sources. For example, a history textbook is a secondary source.

In this activity students analyze a primary source. Primary sources fascinate students because they are real and they are personal; history is humanized through them. Using original sources, students touch the lives of the people about whom history is written. They receive intimate knowledge of human emotions and of values and attitudes about the past. These human expressions provide history with color and excitement and link students to history's cast of characters.

To use primary sources effectively, it is important to know what limitations exist within a given source. Below are three areas to consider when using primary sources.

> "Secondary sources *are accounts of the past created, often years afterward, by people who did not take part in the historical events.*"

**Bias.** Humans create primary sources from a particular point of view. The creator of the source unwittingly includes biases and prejudices in the document. Students should note who the target audience was and why the source was created. For example, if a document was created to boost support for a war, it could display racist overtones or assert that any person sharing ethnicity with the enemy nation was automatically affiliated with the enemy.

**Memory.** Asking people to share their memories is a wonderful way to learn about the past. Memory, however, does have limits as a source. As with bias, memory is subject to a person's prejudices and feelings. People don't always remember events accurately. In addition, people often do not want to remember negative aspects of their own history. As a result they sometimes ignore them or paint them in a more positive light.

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[2] The following discussion of primary and secondary sources is adapted from *The Real Stuff: Using Primary Sources in the Classroom*. Education Division, Indianapolis: Indiana Historical Society, 2001.

**Gaps in information.** Sometimes as researchers we will never know what motivated a person or precipitated an event—accounts are contradictory, information is sparse, or sources are unreliable. This leaves researchers to either infer information from available evidence or to make a list of unanswered questions. It is important not to misrepresent history by asserting that the work presented is complete. It is also important for researchers to look at many different sources from many different perspectives in order to properly interpret a historical account.

### Rubric

A rubric appears below to aid in your assessment of the follow-up activities that use primary and secondary sources. You might want to modify it to meet the needs of your particular teaching situation.

**Analyzing a Document**[3]

| | Outstanding | Very Good | Adequate | Minimal |
|---|---|---|---|---|
| **Analysis of Document** | Shows detailed analysis and interpretation of the document | Does an accurate analysis of the document | Demonstrates minimal understanding of the document | Offers no analysis |
| **Knowledge of Historical Context** | Shows thorough knowledge of the period | Uses some historical knowledge | Limited use of historical knowledge | Shows little if any historical knowledge |
| **Identification of Main Points** | Identifies main points | Identifies most of the main points | Identifies a few of the main points | Deals only briefly with the main points |

## Activity 1. Pioneer Timeline

The purpose of this activity is to enable students to sequence events and to tie together, in visual form, the pioneer period of Indiana history.

1. Indicate to students that they are going to create a timeline of the events that were portrayed in the video program *Pioneer Indiana.* A timeline is a graph that is used to arrange events in the order in which they happened. Show students examples of timelines from textbooks or other sources.
2. Ask students to work on this activity individually or with a partner.
3. Have students draw a horizontal line or bar on a large piece of paper. Then have them divide the line into equal parts, each representing a five-year period of Indiana history beginning with 1800 at the left end and 1851 at the right end of the timeline. Have them label the parts: 1800, 1805, 1810, and so on.

[3] Adapted from Prentice Hall's School Professional Development Assessment web page, located at *http://www.phschool.com/professional_development/assessment/rub_anaylyzing_prim_src. html.*

4. Show the video program again. Have students select specific dates and events from the video program for inclusion on their timelines.

5. Have students create a symbol—using the computer, markers, or pictures from magazines—to represent each event that will be placed on their timelines (for example, a large old elm tree to represent the 1816 constitution).

6. Ask students to arrange each date, event, and associated symbol in the appropriate time period on their timelines.

7. Have students display their timelines around the room. Give students an opportunity to discuss and explain their work.

8. To extend the activity, ask students to identify events in American history that happened in the same time period and that had an impact on events occurring in Indiana. Have them create symbols for these events and add them to their timelines. Have students write a paragraph describing how each of the added events affected what was happening in Indiana.

9. Another way to extend the activity is to encourage students to develop a timeline for events depicted in the video surrounding the removal of Native Americans from Indiana.

## Activity 2. Steps to Statehood[4]

This lesson is based on a collection of documents that provide evidence of Indiana's progress from the status of a territory of the United States to a state within the Union, on equal terms with the other states. These materials show the main steps on Indiana's road to statehood. The steps taken illustrate the fundamental importance of the Northwest Ordinance as a framework within which advancement to statehood occurred. (For a complete description of primary and secondary sources and their uses, see pages 13–14 in this guide.)

### Opening the Activity

1. Begin by indicating to students that this activity focuses on the main steps on Indiana's road to statehood.

2. Divide the class into groups of three or four.

3. Distribute copies of the Steps to Statehood handout to each student. A blackline master of the handout appears on pages 26–29.

4. Ask students to read the introduction to the lesson on the handout.

*Blackline Master*

Steps to Statehood—pages 26–29

### Developing the Activity

5. Have students read the rest of the handout.

[4] This activity is based on "The Northwest Ordinance and Indiana's Advancement to Statehood, 1800–1816," contained in *Lessons on the Northwest Ordinance of 1787* by John Patrick, developed by the ERIC Clearinghouse for Social Studies Education and published in September 1987.

6. Ask group members to work together to answer the questions and complete the activity that appears at the end of the handout. Encourage students to use evidence from the documents to support their answers.

7. Ask for volunteers to share their group's answers and timelines with the class. Encourage students to comment on and discuss one another's work.

### Concluding the Activity

8. Have students work in their groups to answer the following question: To what extent did Indiana's progress to statehood follow the rules set forth in the Northwest Ordinance? Ask students to identify and discuss examples of conformity to the Northwest Ordinance and deviations from it and make judgments about whether or not deviations from the Northwest Ordinance were beneficial or harmful to the people of Indiana.

9. Ask for volunteers to share their answers with the class. Encourage students to comment on one another's answers.

## Activity 3. Indiana Takes Shape

In this activity students have an opportunity to create maps to show the evolution of Indiana from a territory to a state. They will use primary sources to create their maps. (For a complete description of primary and secondary sources and their uses, see pages 13–14 in this guide.)

1. Indicate to students that in this activity they will be playing the role of cartographers, or mapmakers, and will create maps showing the development of Indiana from a territory to a state.

2. Divide the students into groups of three or four.

*Blackline Master*

Indiana Takes Shape—pages 30–31

3. Give each group a copy of the Indiana Takes Shape handout. A blackline master of the document appears on pages 30–31.

4. Have the groups read the Introduction and the Your Task sections of the handout. You might want to be sure that the students understand the assignment.

5. Have the groups create their maps using pencils and rulers. Remind them that they will need to use the map scale at one point in the activity. They can also use other map resources. You might want to circulate to monitor their progress.

6. When they complete their maps, have the groups compare their work, especially on the evolving shape of Indiana, with the maps contained in their textbook.

7. Ask the groups to comment on what the comparisons revealed.

## Activity 4. Snapshots from the 1850 Census

In this activity students get to analyze data adapted from the 1850 census. The purpose of the activity is for students to analyze census data and develop a portrait of life in Indiana in 1850. (For a complete description of primary and secondary sources and their uses, see pages 13–14 in this guide.)

1. Indicate to students that in this activity they will be examining information from the 1850 census. Since 1790 the U.S. government has taken a census every ten years. The census was intended to count the population so that the seats in the U.S. House of Representatives could be divided among the states. This is still one of the functions of the census today.
2. Divide the students into groups of three or four.
3. Give each group a copy of the Snapshots from the 1850 Census form. A blackline master of the document appears on pages 32–36.
4. Have groups examine the census snapshots provided and answer the questions about each snapshot.
5. Next ask for volunteers to present their group's answers to the questions. Encourage students to comment on one another's answers.
6. After all the volunteers have shared with the class, conclude this activity by having the groups prepare a portrait of Indiana in 1850, based on what they learned from examining the census information and from answering questions about that information. Encourage groups to use a variety of strategies to complete their portraits: they might write a description, create graphics, develop illustrations, or design a three-dimensional model of Indiana.
7. Ask for volunteers to share their work with the class. Encourage students to comment on one another's answers.

*Blackline Master*

Snapshots from the 1850 Census—pages 32–36

## Activity 5. The Indentured Servant

In this activity students analyze a primary source—an indenture contract between a sixteen-year-old boy and his master—to get a sense of the impact of a discriminatory law on individuals. (For a complete description of primary and secondary sources and their uses, see pages 13–14 in this guide.)

1. Indicate to students that in this activity they will be examining a primary source that indicates the conditions in which some African Americans lived after the Indiana Territory was formed in 1800.
2. Divide the students into groups of three or four.
3. Give each group a copy of the Indentured Servant handout. A blackline master of the document appears on page 37. The blackline contains a typed version of the original handwritten document.

*Blackline Master*

The Indentured Servant—page 37

4. Have the groups read the Introduction. You might want to review the main ideas raised in the section.

5. Have the groups read the contract and, as a class, discuss its meaning.

*Blackline Master*
Dissecting History—pages 38–39

6. When the discussion is complete, ask each group to analyze the contract by answering the questions on the Dissecting History handout. A blackline master of the document appears on pages 38–39.

7. Next, ask for volunteers to present their group's answers to the class.

*Blackline Master*
Follow-Up Questions—page 40

8. After all volunteers have shared with the class, conclude this activity by having the students, working on their own, answer the follow-up questions. A blackline master of the follow-up questions appears on page 40.

9. Ask for volunteers to share their answers with the class. Encourage students to comment on one another's answers.

10. Indicate to students that it was not until 1812 that the state supreme court finally put an end to indentured servitude.

## Activity 6. What Is for Sale?

In this activity students examine advertisements in a newspaper from 1838 to get a sense of the goods and services available and what life was like at that time. (For a complete description of primary and secondary sources and their uses, see pages 13–14 in this guide.)

1. Indicate to students that in this activity they will be examining advertisements in a newspaper from 1838 to get a sense of what life was like at the time.

2. Divide the students into groups of three or four.

*Blackline Master*
What Is for Sale?—pages 41–42

3. Give each group a copy of the What Is for Sale? handout. A blackline master of the handout appears on pages 41–42.

4. Have the groups read the handout and complete the assignment described, using the Goods and Services form. You might want to circulate to monitor their progress.

5. Ask for volunteers to share their work with the class. Encourage students to comment on one another's answers.

6. To conclude this lesson, ask the class to think about the goods and services that were available in Logansport, Indiana, in 1838, as seen in the advertisements in the newspaper. Ask them: How are the goods and services that were available in 1838 similar to and different from those that exist today? (You might bring in current newspapers for them to explore for goods and services.) Ask for volunteers to share their ideas with the class. Encourage students to add to the observations made by others.

## Activity 7. Native-American Resistance

In this activity students have an opportunity to investigate how different Native-American leaders responded to the threat posed to their way of life by the Americans in the late eighteenth and early nineteenth centuries. Some, like Little Turtle, eventually accepted American culture. Others, like Tecumseh, took military action. Still others, like Tenskwatawa (The Prophet), chose to return to Indian traditions.

1. Indicate to students that in this lesson they will explore how different Native-American leaders responded to the threat of Americans taking over their land in the late eighteenth and early nineteenth centuries.

2. Divide the class into three study groups. Assign each group the task of investigating either Little Turtle, Tecumseh, or Tenskwatawa. Distribute a copy of the appropriate handout to each student. Blackline masters of the Little Turtle, Tecumseh, and Tenskwatawa handouts appear on pages 43–45.

*Blackline Masters*

Little Turtle—page 43

Tecumseh—page 44

Tenskwatawa (The Prophet)—page 45

3. Then, ask each study group to read, discuss, and learn the material assigned to them.

4. When each study group is ready, form "jigsaw learning groups." Such groups contain at least one member of each "study group." (Thus, in each jigsaw learning group there will be at least one person who has studied Little Turtle, Tecumseh, and Tenskwatawa.)

5. Ask the members of the jigsaw groups to teach each other what they have learned about each of the Native-American leaders.

6. Distribute a copy of the Similarities and Differences handout, containing Venn diagrams, to each jigsaw learning group. A blackline master of the handout appears on pages 46–47.

*Blackline Master*

Similarities and Differences—pages 46–47

7. Have each group compare Little Turtle, Tecumseh, and Tenskwatawa, *two at a time,* using the Venn diagram as a guide. (**Note:** you might want your students to go directly to the three-way comparison described in Step 9.)

8. Ask for volunteers to share their work. Encourage other students to comment and elaborate.

9. Then have the jigsaw learning groups use the second Venn diagram to compare all three leaders. Ask for volunteers to share their work. Encourage other students to comment and elaborate.

10. To conclude this activity, ask the class to speculate about how they would have reacted to the Americans had they been Native-American leaders.

## Activity 8. Women's Rights and the 1851 Constitution[5]

In this activity students examine statements from the debates related to women's property rights that occurred during the 1850 Constitutional Convention held in Indianapolis. They are introduced to the skill of differentiating fact from opinion as a way of helping them examine the debate. (For a complete description of primary and secondary sources and their uses, see pages 13–14 in this guide.)

1. Indicate to students that in this activity they will be examining part of the debate about women's rights that took place at the 1850 Constitutional Convention in Indianapolis.

2. Divide the students into groups of three or four.

*Blackline Master*

Women's Rights and the 1851 Constitution—pages 48–49

3. Give each group a copy of the Women's Rights and the 1851 Constitution handout. A blackline master of the handout appears on pages 48–49.

4. Have the groups read the Introduction to the handout. Point out that while the debate about women's property rights continued from October 1850 until February 1851, nothing about women's rights appeared in the constitution. But the debate can help us understand what people were thinking at the time.

5. Work through the Distinguishing Fact from Opinion section of the handout with the students.

6. Next have the students read the Debate on Women's Property Rights section and complete the assignment described. You might want to circulate to monitor their progress.

7. Ask for volunteers to share their answers with the class. Have students explain why they designated particular statements as fact or opinion. Encourage students to comment on one another's answers and explanations.

8. To conclude this lesson, ask the class the following question: How do the statements that you examined help you understand what people believed and were thinking at the time?

9. Ask for volunteers to share their reflections with the class. Encourage students to comment on one another's observations.

**Note:** For additional activities on the 1851 constitution see

Fox, JoAnn, Brian Fultz, Chris McGrew, and Nancy Wolfe. *Constitutionally Speaking: Teaching about Indiana's Constitutions.* Indianapolis: Indiana Historical Society and Indiana Department of Education, 2001.

[5] This activity is based on "a little less flattery and a little more justice," *The Indiana Junior Historian*, March 1993. The distinguishing fact from opinion skill activity is based on John J. Patrick and Richard C. Remy, *Civics for Americans, Second Edition.* Glenview, Illinois: Scott, Foresman and Company, 1991, page 364. The quotations from the Constitutional Convention debate are from *Report of the Debates and Proceedings of the Convention for the Revision of the Constitution of the State of Indiana, Volumes 1 and 2.* 1850. Reprint; Indianapolis: Indiana Historical Bureau, 1935.

# Further Resources

## General

Indiana Historical Society
Eugene and Marilyn Glick Indiana History Center
450 West Ohio Street
Indianapolis,. Indiana 46202-3269
http://www.indianahistory.org

The Indiana Historical Society is dedicated to promoting public awareness and appreciation of Indiana history. It collects, preserves, interprets, and disseminates documentary and visual evidence and support scholarly research. The IHS fosters excellence and leadership, historical inquiry, and informal exchanges, believing that an understanding of the past illuminates the present and give vision for the future.

The IHS maintains a website that features resources. lesson plans, and activities for educators and students. In addition, the IHS offers a variety of tour and programs designed especially for Indiana students.

Indiana Historical Bureau
140 North Senate Avenue, Room 130
Indianapolis, Indiana 46204-2296
(317) 232-2525
http://www.in.gov/history

The Indiana Historical Bureau edits and publishes documenatary and other materials related to the history of the state of Indiana, promotes the study of Indiana history, and works with others engaged in such pursuits. The Bureau provides books, educational resources, and programs for students and teachers.

Barnhart, John D., and Donald Carmony. *Indiana: From Frontier to Industrial Commonweath*. New York: Lewis Historic Publishing Company, 1950.

Cayton, Andrew R. L. *Frontier Indiana.* Bloomington and Indianapolis: Indiana University Press, 1996.

Madison, James H. *The Indiana Way: A State History.* Bloomington and Indianapolis: Indiana University Press; Indiana Historical Society, 1986.

## Specific Resources

### Steps to Statehood

Hawkins, Hubert H., comp. *Indiana's Road to Statehood: A Documentary Record.* Indianapolis: Indiana Historical Bureau, 1997.

"Indiana Statehood," *The Indiana Historian*, September 1999. Indianapolis: Indiana Historical Bureau.

Patrick, John. *Lessons on the Northwest Ordinance of 1787*. Indianapolis: Indiana Historical Bureau, 1987.

### Indiana Takes Shape

Buley, R. Carlyle. *The Old Northwest: Pioneer Period, 1815–1840, Volume One.* Indianapolis: The Indiana Historical Society, 1950.

Hawkins, Hubert H., comp. *Indiana's Road to Statehood: A Documentary Record.* Indianapolis: Indiana Historical Bureau, 1997.

"Indiana Territory," *The Indiana Historian,* March 1999. Published by the Indiana Historical Bureau, Indianapolis.

Patrick, John. *Lessons on the Northwest Ordinance of 1787.* ERIC Clearinghouse for Social Studies/Social Science Education, 1987. (Especially, "State Making under the Northwest Ordinance, 1803–1848.")

### Snapshots from the 1850 Census

Cayton, Andrew R. L. *Frontier Indiana.* Bloomington: Indiana University Press, 1996.

Madison, James H. *The Indiana Way: A State History.* Bloomington: Indiana University Press; Indianapolis: Indiana Historical Society, 1990.

*The Seventh Census of the United States: 1850, An Appendix.* Washington: Robert Armstrong, Public Printer, 1853.

U.S. Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970, Bicentennial Edition, Part 2.* Washington, D. C. 1975.

### The Indentured Servant

"Indiana Emigrants to Liberia," *The Indiana Historian,* March 2000. Published by the Indiana Historical Bureau, Indianapolis. (Contains detailed timeline of the treatment of African Americans in Indiana.)

"Indiana Territory," *The Indiana Historian,* March 1999. Published by the Indiana Historical Bureau, Indianapolis. (Contains a section on slavery in the Indiana Territory.)

Owen, Daniel. "Circumvention of Article VI of the Ordinance of 1787," *Indiana Magazine of History* 36 (June 1940): 110–16.

*The Real Stuff: Using Primary Sources in the Classroom.* Education Division, Indianapolis: Indiana Historical Society, 2001.

Thornbrough, Emma Lou. *The Negro in Indiana before 1900: A Study of a Minority.* Bloomington: Indiana University Press, 1993.

### What Is for Sale?

Lieb, Cynthia, and Robert L. Stout. *Master Curriculum Guide in Economics: Teaching Strategies 3-4, Teacher Resource Manual.* New York: National Council on Economic Education, 1998.

*Teaching Economics in Indiana History.* Indianapolis: Indiana Department of Education, 2001.

### Native-American Resistance

Cayton, Andrew R. L. *Frontier Indiana.* Bloomington: Indiana University Press, 1996.

Cayton, Andrew, Elisabeth Israels Perry, Linda Reed, and Allan M. Winkler. *America: Pathways to the Present.* Needham, Mass.: Prentice Hall, 2000.

"The Conflict Continues," *The Indiana Junior Historian,* May 1995.

The Ohio Historical Society's Ohio History Central web site: http://www.ohiokids.com/ohc/index.html

### Women's Rights and the 1851 Constitution

Fox, JoAnn, Brian Fultz, Chris McGrew, and Nancy Wolfe. *Constitutionally Speaking: Teaching about Indiana's Constitutions.* Indianapolis: Indiana Historical Society and Indiana Department of Education, 2001.

"Indiana Constitution," *The Indiana Historian,* June 2002. Published by the Indiana Historical Bureau, Indianapolis.

"a little less flattery and a little more justice," *The Indiana Junior Historian,* March 1993. Published by the Indiana Historical Bureau, Indianapolis.

Patrick, John J., and Richard C. Remy. *Civics for Americans, Second Edition.* Glenview, Ill.: Scott, Foresman and Company, 1991.

*Report of the Debates and Proceedings of the Convention for the Revision of the Constitution of the State of Indiana, Volumes 1 and 2.* 1850. Reprint; Indianapolis: Indiana Historical Bureau, 1935.

### Children's Literature

Baxter, Nancy Niblack. *The Miamis!* Indianapolis: Guild Press of Indiana, 1987.

What was life like before the Europeans came to Indiana? This book presents some of the mysteries that surround the Miamis.

Blos, Joan W. *Brothers of the Heart: A Story of the Old Northwest, 1837–1838.* New York: Scribner, 1985.

Shem spends six months in the Michigan wilderness alone with a dying Indian woman, who helps him to survive.

Henry, Joanne Landers. *A Clearing in the Forest: A Story of a Real Settler Boy.* New York: Four Winds Press, 1992.

This book tells the story of a boy growing up in Indianapolis in the 1830s.

Henry, Joanne Landers. *Log Cabin in the Woods: A True Story about a Pioneer Boy.* New York: Four Winds Press, 1988.

Recounts eleven-year-old Oliver Johnson's experiences living in the densely forested wilderness of nineteenth-century Indiana.

Major, Charles. *The Bears of Blue River.* 1901. Reprint; Bloomington: Indiana University Press, 1984.

A pioneer boy growing up in early-nineteenth-century Indiana has many adventures and dangerous encounters with bears while learning the ways of the woods.

"The Northwest Ordinance of 1787." *Cobblestone,* October 1998.

This entire issue of *Cobblestone* is dedicated to the Northwest Ordinance.

Rinaldi, Ann. *The Second Bend in the River.* New York: Scholastic Press, 1997.

Rebecca, a young settler in the Ohio Territory, meets the Shawnee Tecumseh and later develops a deep friendship with him.

Sanders, Scott Russell. *The Floating House.* New York: Macmillan Books for Young Readers, 1995.

This story is about a family that travels to Jeffersonville, Indiana, in a flatboat on the Ohio River.

Sanders, Scott Russell. *Here Comes the Mystery Man.* New York: Atheneum Books for Young Readers, 1993.

The Goodwins are thrilled when a traveling peddler comes to their log cabin, bringing all kinds of wonderful and useful tools, toys, and treasures as well as amazing news of the world beyond the Goodwins' tiny pioneer farm.

Sanders, Scott Russell. *A Place Called Freedom.* New York: Atheneum Books for Young Readers, 1997.

This book tells the story of the Starmans, who are freed slaves. In 1832 they journeyed from Tennessee to Indiana, where they decide to settle. The story is based on the story of the founding of Lyles Station, Indiana, a town featured in the video.

Whelan, Gloria. *Once on This Island.* New York: HarperCollins, 1995.

Mary and her older brother and sister tend the family farm on Michigan's Mackinac Island while their father is away fighting the British in the War of 1812.

# Blackline Masters


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# *Steps to Statehood*[6]

## Introduction

Indiana was one of five states created from the Northwest Territory. This was achieved in 1816. The other four states were Ohio (1803), Illinois (1818), Michigan (1837), and Wisconsin (1848). Following are descriptions of main events in the progress of Indiana from a territory to a state in the Union. These events followed the ideas in the 1787 Northwest Ordinance, which was the legal foundation for Indiana's move to statehood.

## Act Creating Indiana Territory, 1800

**Comments:** The federal government passed a law in 1800 to divide the Northwest Territory into two parts. One part consisted mainly of land that would become the state of Ohio. The other part was the Indiana Territory, and it included all of the present state of Indiana, all of the land that would become Illinois and Wisconsin, a large part of the future state of Michigan, and a small part of Minnesota. William Henry Harrison of Virginia was appointed the first governor of the new and huge Indiana Territory. *Following is an excerpt from the federal law creating the Indiana Territory on May 7, 1800.*

> An Act to divide the territory of the United States north-west of the Ohio, into two separate governments.
>
> Be it enacted . . . that . . . part of the territory of the United States north-west of the Ohio river . . . shall, for the purposes of temporary government, constitute a separate territory, and be called the Indiana Territory.
>
> And be it further enacted, That there shall be established within the said territory a government in all respects similar to that provided by the ordinance of Congress, passed on the thirteenth day of July one thousand seven hundred and eighty-seven, for the government of the territory of the United States north-west of the river Ohio; and the inhabitants thereof shall be entitled to, and enjoy all . . . the rights, privileges and advantages granted and secured to the people by the said ordinance . . .

## Harrison Land Act, 1800

**Comments:** William Henry Harrison, at this time a delegate to Congress from the Northwest Territory, was concerned that settlers have a fair opportunity to buy land in the northwestern country. However, most settlers could not afford to pay for 640 acres of land, the smallest portion one could buy under the existing law. Harrison influenced the federal government to pass the Land Act of 1800, which reduced the minimum area of land a person was required to buy from 640 acres to 320 acres (called a half section). The price of land was set at $2 an acre. Finally, to make it even easier to acquire land, a person could buy on credit at 6 percent interest. After making a small down payment, a settler could agree to pay off the debt within four years.

Harrison's Land Act made it easier for pioneers to come to the Indiana Territory and settle on their own land. In 1804, another Land Act reduced the minimum land purchase to 160 acres. *Following is an excerpt from the Harrison Land Act (May 10, 1800).*

> . . . the lands . . . shall be offered for sale in sections and half sections . . .
>
> One-fourth part of the purchase money shall be paid within forty days after the day of sale . . . another fourth part shall be paid within two years; another fourth part within three years; and another fourth part within four years after the day of sale.
>
> Interest, at the rate of six per cent a year, from the day of sale, shall be charged upon each of the three last payments . . . .

[6] This activity is based on "The Northwest Ordinance and Indiana's Advancement to Statehood, 1800–1816," contained in *Lessons on the Northwest Ordinance of 1787* by John Patrick, developed by the ERIC Clearinghouse for Social Studies Education and published in September 1987.

## Indiana Moves to the Second Stage of Territorial Government, 1804

**Comments:** The Northwest Ordinance included three steps for moving from territorial status to statehood. In the first stage, the territory was governed directly by the federal government through appointed officials. Laws for the territory were made and enforced by the territorial governor and three judges.

Indiana was ready for the second stage of territorial government in 1804. According to the Northwest Ordinance, a territory had to have more than 5,000 free adult male inhabitants in order to be ready for the second stage of government. The Indiana Territory met this requirement, so the voters could elect members to a territorial House of Representatives, which could participate in making laws for the people members represented.

Governor Harrison called for an election in 1804. Eligible voters were adult white males who owned at least fifty acres of land. *Following is an excerpt from the Executive Journal that reports Governor Harrison's Proclamation, December 5, 1804, that the Indiana Territory had passed to the second stage of government.*

> . . . the governor Issued a proclamation in which he makes known and Declares the said Indiana Territory is and from henceforth shall be deemed to have passed into the second or representative grade of Government and that the Good people of the Territory . . . are entitled to all the rights and privileges belonging to that situation . . .
>
> . . . an Election shall be held in each of the several Counties in the Territory . . . for the purpose of choosing the members of the House of Representatives . . . and that the said representatives Elected . . . should meet at the Town of Vincennes on the first day of February next for the purpose of choosing members for the Legislative Council . . . .

## Acts Dividing Indiana Territory, 1805 and 1809

**Comments:** In 1805 the federal government passed a law that divided the Indiana Territory into two parts. The area that included most of the state of Michigan was separated from Indiana and called the Michigan Territory. Since 1803, Ohio had been a state in the Union. The remainder of the area, which in 1787 was called the Northwest Territory, was part of the Indiana Territory in 1805. This area included all of the land that became the states of Indiana, Illinois, Wisconsin, and parts of Michigan and Minnesota.

In 1809, the federal government passed a law to create the Illinois Territory. This law reduced the Indiana Territory to the area that became the state of Indiana in 1816 plus a small area that later became part of Michigan. *Following is an excerpt from the Act Dividing the Indiana Territory, February 3, 1809.*

> Be it enacted That . . . all that part of the Indiana Territory which lies west of the Wabash river, and a direct line drawn from the said Wabash river and Post Vincennes, due north to the territorial line between the United States and Canada, shall, for the purpose of temporary government, constitute a separate Territory, and be called Illinois. . . .

## Expansion of the Right to Vote, 1811

**Comments:** The 1787 Northwest Ordinance limited the right to vote to free white males of twenty-one years or more, who lived in the district, and who owned at least fifty acres of land in the district. The right to vote (suffrage) was extended to more people by federal laws made from 1808 to 1811. As of 1811, the right to vote in the Indiana Territory was given to any free white adult male who paid a small county or territorial tax. Voters were allowed to elect the territorial delegate to Congress and members of the territorial Legislative Council (upper house), who previously had been appointed by Congress, as required by the 1787 Northwest Ordinance. *Following is an excerpt from the Suffrage Act, March 3, 1811.*

> Be it enacted . . . That each and every free white male person, who shall have attained the age of twenty-one years, and who shall have paid a county or Territorial tax and who shall have resided one year in said Territory, previous to any general election, and be at the time of any such

election a resident of said Territory, shall be entitled to vote for members of the Legislative Council and House of Representatives of the Territorial Legislature, and for a Delegate to the Congress of the United States for said Territory. . . .

## Memorial for Statehood, 1815

**Comments:** The Indiana Territory had a population of more than 60,000 in 1815. According to the Northwest Ordinance, the territorial government had the right to petition for statehood whenever the territory had more than 60,000 inhabitants. *Following is an excerpt from the Memorial for Statehood, December 11, 1815.*

. . . we . . . pray the Honorable Senate and House of Representatives, in congress assembled, to order an election, to be conducted agreeably to the existing laws of this Territory, to be held in the several counties of this Territory . . . for representatives to meet in convention. . . . the convention thus assembled shall have the power to form a constitution and frame of Government . . . .

. . . we . . . express to the General government, our attachment to the fundamental principles of Legislation, prescribed by congress in [the Northwest Ordinance] particularly as respects personal freedom and involuntary servitude, and hope that they may be continued as the basis of our constitution.

## The Enabling Act, 1816

**Comments:** Committees in both houses of Congress studied the Indiana petition for statehood. An Enabling Act, to permit Indiana to hold a convention to write a state constitution, was passed by the House of Representatives and the Senate. President James Madison signed it on April 19, 1816. *Following is an excerpt from the Enabling Act.*

. . . the inhabitants of the territory of Indiana . . . are hereby authorized to form for themselves a constitution and state government . . . and the said state, when formed, shall be admitted into the union upon the same footing with the original states, in all respects whatever . . . .

. . . all male citizens of the United States, who shall have arrived at the age of twenty one years, and resided within the said territory, at least one year previous to the day of election, and shall have paid a county or territorial tax . . . are hereby authorized to choose representatives to form a convention . . . .

. . . the convention shall be . . . authorized to form a constitution and state government. . . . That the same, whenever formed, shall be republican, and not repugnant to [the Northwest Ordinance] . . . .

## Indiana's First Constitution and Resolution of Admission, 1816

**Comments:** An Indiana Constitutional Convention met at Corydon on June 10, 1816. There were forty-three delegates. They finished their work by signing the Indiana Constitution on June 29, 1816. The Congress and president of the United States approved this work. On December 11, 1816, President James Madison approved the resolution of Congress to admit Indiana to the Union. Indiana became the nineteenth state. *Following is an excerpt from the Resolution of Admission.*

. . . the people of [Indiana] Territory did . . . by a convention called for that purpose, form for themselves a constitution and State government, which constitution and State government, so formed, is republican, and in conformity with the principles of the articles of compact [of the Northwest Ordinance] . . . .

Resolved by the . . . Congress . . . That the State of Indiana shall be one . . . of the United States of America, and admitted into the Union on an equal footing with the original States, in all respects whatever.

## Interpreting the Documents

Use evidence from the documents in this lesson to respond to the questions that follow.

1. What is the main idea of each of the documents listed below?
   a. Act Creating Indiana Territory
   b. Harrison Land Act, 1800
   c. Suffrage Act
   d. Memorial for Statehood
   e. Enabling Act
   f. Resolution of Admission

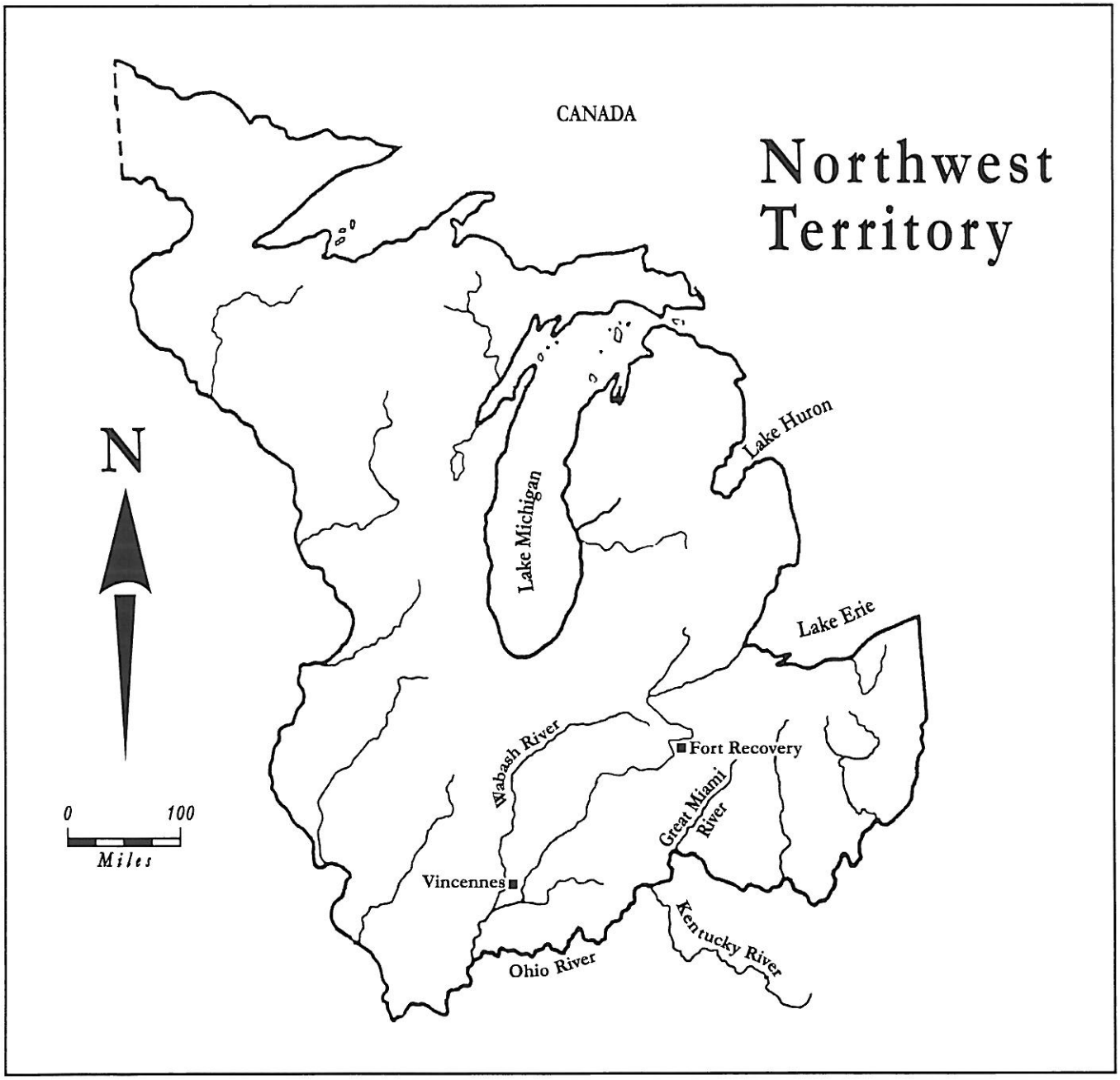
2. Which of the following statements can be supported with evidence from the documents in this lesson? Be prepared to back up your responses by referring to evidence in the preceding documents and comments about the documents.
   a. The Indiana Territory moved directly from the first stage of territorial government to statehood.
   b. The Harrison Land Act made it more difficult for the Indiana Territory to become a state.
   c. The federal government passed laws about voting in the Indiana Territory that expanded the right to vote provided by the Northwest Ordinance.
   d. The Indiana Territory in 1805 was about the same size as the state of Indiana today.
   e. Inhabitants of Indiana were supposed to enjoy civil liberties and rights provided by the Northwest Ordinance.

3. Use the documents in this lesson to create a timeline of the steps to statehood for Indiana. Create your timeline on a separate piece of paper. For each event included in your timeline (for example, Act Dividing Indiana Territory, 1805), include a short statement describing the significance of that event for the movement of Indiana to statehood.

# *Indiana Takes Shape*

## Introduction

In this activity, you play the role of a cartographer (mapmaker). You work for a map company in the period 1800 to 1816. Your task is to keep track of all the boundary changes that are occurring in the Northwest Territory that affect Indiana as a territory and as a state. You begin with an existing map of the Northwest Territory. It was drawn in 1787. It appears below.



## Your Task

Your task is to use this map as the starting point for your own work. Each time the Congress passes an act that affects boundaries in the region, you need to change the original map to show those boundary changes. These changes appear below in the original language used by Congress. You can use other maps and atlases to help you.

## Act Creating Indiana Territory, 1800

*Sec. 1. Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled,* That from and after the fourth day of July next, all that part of the territory of the United States north-west of the Ohio river [The Northwest Territory], which lies to the westward of a line beginning at the Ohio [River] opposite to the mouth of the Kentucky river, and running thence to fort Recovery, and thence north until it shall intersect the territorial line between the United States and Canada, shall, for the purposes of temporary government, constitute a separate territory, and be called the Indiana Territory.

**Note to the cartographer.** The section of the Northwest Territory that did not become the Indiana Territory in 1800 was still known as the Northwest Territory. When Ohio became a state in 1803, the portion of the eastern border of the Indiana Territory that began at the Ohio River opposite to the mouth of the Kentucky River and ran to Fort Recovery was shifted eastward to the Ohio River at the mouth of the Great Miami River and then north to Fort Recovery.

## Act Dividing Indiana Territory, 1805

*Be it enacted, by the Senate and House of Representatives of the United States of America, in Congress assembled,* That from and after the thirtieth day of June next, all that part of the Indiana Territory, which lies North of a line drawn east from the southerly bend or extreme of lake Michigan, until it shall intersect lake Erie, and East of a line drawn from said southerly bend through the middle of said lake [Michigan] to its northern extremity, and thence due north to the northern boundary of the United States, shall, for the purpose of temporary government, constitute a separate territory, and be called Michigan [Territory].

## Act Dividing Indiana Territory, 1809

*Be it enacted, &c.,* That, from and after the first day of March next, all that part of the Indiana Territory which lies west of the Wabash river, and a direct line drawn from the said Wabash river and Post Vincennes, due north to the territorial line between the United States and Canada, shall, for the purposes of temporary government, constitute a separate Territory, and be called Illinois [Territory].

## The Enabling Act, 1816

*Sec. 2. And be it further enacted,* That the said state shall consist of all the territory included within the following boundaries, to wit: bounded on the east, by the meridian line which forms the western boundary of the state of Ohio [a line straight north from the mouth of the Great Miami River]; on the south, by the river Ohio, from the mouth of the Great Miami river, to the mouth of the river Wabash, on the west, by a line drawn along the middle of the Wabash from its mouth, to a point, where a due north line drawn from the town of Vincennes, would last touch the north western shore of said river; and from thence by a due north line, until the same shall intersect an east and west line, drawn from a point ten miles north of the southern extreme of lake Michigan; on the north, by the said east and west line, until the same shall intersect the first mentioned meridian line which forms the western boundary of the state of Ohio.

# *Snapshots from the 1850 Census*

Historians use a wide variety of sources to answer questions about the past. In this activity you will analyze information adapted from census records to help you develop a portrait of Indiana in 1850.

Since 1790 the U.S. government has taken a census every ten years. The purpose of the census is to count the population and divide seats in the U.S. House of Representatives among the states. (The number of seats each state has in the House of Representatives is based on the population of that state compared to the other states.) This is still one of the major purposes of the census.

Following is some information for the 1850 census. Each piece of information is like a "snapshot" of some aspect of life in Indiana in 1850. Your first task is to examine and then analyze the snapshots by answering questions about each.

**Note:** Some of the census information is presented as percentages. If you are unfamiliar with percentage, think of it this way: Imagine that 100 percent represents the whole—for example, we could say that 100 percent represents the whole population of Indiana in 1850, which was 988,416 people. If we say that in 1850, 99 percent of the people in Indiana were white, this means that 99 of every 100 people in Indiana were white in 1850. (This also tells you that only one of every 100 people in Indiana in 1850 was something other than white.) So percentages simply tell you how many of every 100 people or things a number represents.

**Note:** The 1850 census made a distinction between "whites," "free colored" (African Americans who were not slaves), and "slaves."

## Snapshot One: Total Population of Indiana, 1800–50*

| Year | Whites | Free colored | Slaves | Total |
|---|---|---|---|---|
| 1800 | 4,577 | 163 | 135 | 4,875 |
| 1810 | 23,890 | 393 | 237 | 24,520 |
| 1820 | 145,758 | 1,230 | 190 | 147,178 |
| 1830 | 339,399 | 3,629 | 3 | 343,031 |
| 1840 | 678,698 | 7,165 | 3 | 685,866 |
| 1850 | 977,154 | 11,262 | 0 | 988,416 |

* Information from *The Seventh Census of the United States: 1850, An Appendix*, Washington, D. C.: Robert Armstrong, Public Printer, 1853, Table I.

1. According to the table above, in what year were there no slaves in Indiana? Are you surprised that it took so long for all slavery to disappear in Indiana? Why or why not?

2. Based on information in the table, how would you describe the growth of population in Indiana from 1800 to 1850?

## Snapshot Two: Residence and Age of the Indiana Population, 1850*

| Urban residence | Rural residence | | Under 5 years of age | 6–14 years of age | 15–24 years of age | 25–44 years of age | 45–64 years of age | 65 years of age and over |
|---|---|---|---|---|---|---|---|---|
| 45,000 | 944,000 | | 168,000 | 292,000 | 281,000 | 219,000 | 26,000 | 2,000 |

* Information from U.S. Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970, Bicentennial Edition, Part 2*, Washington, D. C., 1975, Series A, 195–209.

3. In 1850, did more people live in cities and towns (urban residence) or outside of the cities and towns (rural residence)?

4. Would you describe Indiana's population in 1850 as "young" or "old"? Why?

**Snapshot Three:**
**Place of Birth of Indiana Population for White and Free Colored, 1850***

| | Born in the state | Born outside the state and in the U.S. | Born in foreign countries | Unknown | Total |
|---|---|---|---|---|---|
| **Whites** | 520,583 | 398,695 | 55,537 | 2,339 | 977,154 |
| **Free colored** | 5,149 | 6,031 | 35 | 47 | 11,262 |
| **Total** | 525,732 | 404,726 | 55,572 | 2,386 | 988,416 |

* Information from *The Seventh Census of the United States: 1850, An Appendix*, Washington, D. C.: Robert Armstrong, Public Printer, 1853, Tables XVI and XVII.

5. In 1850, were there many foreign-born people living in Indiana as compared to those born in the United States? What makes you say so?

6. In 1850, where were most whites born? How about African Americans (free colored)?

**Snapshot Four: Number of Churches in Indiana, Ten Most Numerous, 1850***

| Religious Group | Number of Churces |
|---|---|
| Baptist | 428 |
| Christian | 187 |
| Episcopal | 24 |
| Friends (Quakers) | 89 |
| Lutheran | 63 |
| Methodist | 778 |
| Moravian | 57 |
| Presbyterian | 282 |
| Roman Catholic | 63 |
| Universalist | 15 |

* Information from *The Seventh Census of the United States: 1850, An Appendix*, Washington, D. C.: Robert Armstrong, Public Printer, 1853, Table XXXVIII.

7. Which three religious groups had the most churches in Indiana?

## Snapshot Five: Colleges, Academies (Private Schools), and Public Schools in Indiana, 1850*

| | Number | Teachers | Pupils |
|---|---|---|---|
| **Colleges** | 11 | 61 | 1,069 |
| **Public schools** | 4,822 | 4,860 | 161,500 |
| **Academies and other schools** | 131 | 233 | 6,185 |

* Information from *The Seventh Census of the United States: 1850, An Appendix*, Washington, D. C.: Robert Armstrong, Public Printer, 1853, Table XLII.

8. Compare the number of public schools to the number of public school teachers in 1850. Would this lead you to conclude that in 1850 most public schools were one-room schools? What makes you say so?

9. Where did most students go to school in 1850, public schools or academies and other schools?

## Snapshot Six: Adults in Indiana Over Twenty Years of Age Who Cannot Read and Write, 1850*

| | White males | White females | White total | Free colored males | Free colored females | Free colored total |
|---|---|---|---|---|---|---|
| **Number** | 26,132 | 44,408 | 70,540 | 1,024 | 1,146 | 2,170 |
| **Percentage of all adults over 20 years of age** | 12 | 23 | 17 | 42 | 49 | 45 |

* Information from *The Seventh Census of the United States: 1850, An Appendix*, Washington, D. C.: Robert Armstrong, Public Printer, 1853, Tables XXI and XLIII.

10. In 1850, were there more men or more women who were not able to read and write?

11. Why do you think the percentage of "free colored" males and females who could not read and write was so much higher than whites?

## Snapshot Seven: Employment of the Free Male Population of Indiana Over Fifteen Years of Age, 1850*

| Occupational Group | Number |
|---|---|
| Commerce, trade, manufacturing, mechanic arts, mining | 45,318 |
| Agriculture | 163,229 |
| Labor, not agriculture | 29,854 |
| Sea and river navigation | 1,725 |
| Law, medicine, and divinity | 4,229 |
| Other occupations requiring education | 3,031 |
| Government, civil service | 677 |
| Domestic service | 184 |
| Total | 248,247 |

* Information from *The Seventh Census of the United States: 1850, An Appendix*, Washington, D. C.: Robert Armstrong, Public Printer, 1853, Table LI.

12. According to the above table, which occupational group employed the most free males?

13. Were there many jobs available off the farms in 1850? What makes you say so?

## Snapshot Eight: Selected Crops Grown in Indiana for the Year Ending June 1, 1850, in Bushels*

| Wheat | Rye | Indian corn | Oats | Peas, beans | Irish potatoes | Sweet potatoes | Barley | Buckwheat |
|---|---|---|---|---|---|---|---|---|
| 6,214,458 | 78,792 | 52,964,363 | 5,655,014 | 35,773 | 2,083,337 | 201,711 | 45,483 | 149,740 |

* Information from *The Seventh Census of the United States: 1850, An Appendix*, Washington, D. C.: Robert Armstrong, Public Printer, 1853, Table LV.

14. Which three of the crops mentioned in the table above produced the most bushels of produce?

15. Why do you think that corn is referred to as "Indian corn" in the table?

# *The Indentured Servant*

## Introduction

In 1787 the Continental Congress adopted an ordinance for the governance of the Northwest Territory. In Article VI the ordinance provided that "There shall be neither Slavery nor involuntary Servitude in the said territory, otherwise than in punishment of crimes, whereof the Party shall have been duly convicted."

In spite of these words both slavery and involuntary servitude (service or labor for someone without any choice) continued for many years in the Indiana Territory. This activity examines one example, what is called "indentured servitude." An indentured servant is one who is placed under contract to work for another for a period of years.

Following the organization of the Indiana Territory in 1800, the population increased rapidly. Many of the new settlers came from the South. While some came to get away from slavery, others wished to bring their slaves with them. Those supporting slavery were powerful in Knox County, where Vincennes is located.

At first the proslavery group tried to have Congress change the Northwest Ordinance so as to permit slavery for a limited number of years (ten). These efforts failed.

In 1804, Indiana became a territory of the "second stage" according to the Northwest Ordinance. This meant that a territorial legislature could be elected. That body passed a law in 1805 called "An Act concerning the introduction of Negroes and Mulattoes into This Territory." Under this act any person owning or purchasing slaves outside the territory might bring them into the territory and bind them to service. If the slaves were over fifteen years of age, the owner could make a contract for service with them for any number of years. The indenture was to be recorded with the county clerk. If the slave refused the terms of the contract, the owner could take that slave out of the territory, where he or she could be sold.

The following contract was recorded in Knox County, Indiana Territory, before the Clerk of Common Pleas in 1805. It will give you a clear idea of what was involved in indentured servitude.

### Contract

Be it remembered that on the twenty-eighth day of November, one thousand eight hundred and five before me, Robert Bentlin, Clerk of the Court of Common Pleas of the County of Knox in the Indiana Territory, personally came Eli Hawkins of the said county and a negro lad of the age of sixteen years being a slave named Jacob belonging to the said Eli Hawkins and by him brought into this territory from the state of South Carolina, which said Hawkins and the said Jacob in pursuance of a law of the Territory in that case made and provided—Determined and agree among themselves in my presence in manner of following, that is to say, that the said Jacob shall and will serve the said Eli Hawkins and his assigns for the term of Ninety years from the day of the date hereof, he, the said Eli Hawkins and his assigns providing the said Jacob with necessary and sufficient provisions and clothing, washing and lodging, according to his degree and station. From and after the expiration of said term the said Jacob shall be free to all intents and purposes—and the said Jacob shall not after the expiration of his time become a county charge.—Signed and acknowledged in my presence the day and year first above written.—

R. Bentlin, Clerk
C. C. P. K.C.

Jacob his
Mark X (Seal)
Eli Hawkins (Seal)

# *Dissecting History*

## WRITTEN DOCUMENTS[7]

1. Type of document (use the original document to answer this question):

| | |
|---|---|
| ____ Newspaper | ____ Census report |
| ____ Patent | ____ Diary |
| ____ Church record | ____ Government document |
| ____ Business record | ____ Memorandum |
| ____ Letter | ____ Other: _____ |
| ____ Telegram | |

2. What is the date of the document?

3. Who is the author (or creator) of the document?

4. For what audience was the document written?

5. Why was this document written?

6. List three things that the author writes that you think are important.

[7] This document is partially based on materials developed by the National Archives and Records Administration. Numerous document analysis work sheets are available at the NARA's web site at http://www.nara.gov/education.teaching/analysis/analysis.html.

7. List two items in the document pertaining to family, the local community, the state, the nation, or the world.

8. List three things this document tells you about life during the time period it was written.

9. What events were happening in the community, state, nation, or world at the time this document was written?

10. Does the information in this document support or contradict information that you have read about the time period or subject? Explain.

11. What questions were left unanswered? Where might you look to answer these questions?

# *Follow-Up Questions*

Use evidence from the contract and comments to respond to the questions that follow.

1. In what county was the contract registered?

2. How old is Jacob? From where does he come?

3. How old will Jacob be when he will be "free to all intents and purposes"?

4. What choices were available to Jacob in this situation?

5. Put yourself in Jacob's place. How would you feel about coming to the Indiana Territory in 1805?

# *What Is for Sale?*

Everyone has wants. Wants are things we would like to have for ourselves, for our families, for our schools, for our towns, for our country, and for the world. Wants can be satisfied by consuming a good or service. Goods refer to items that people want that are grown or made. Food, clothing, farm tools, frying pans, and rifles are a few examples of goods. Things that people do for us that satisfy our wants are called services. Teaching students, fixing teeth, and protecting the public are some examples of services. There are usually a number of different goods and services that can satisfy a given want.

What kinds of goods and services were available to satisfy people's wants in the 1830s in Indiana? One good way to find out is to examine newspaper advertisements from that time period. Just like today, people offering goods and services advertised in the newspaper, hoping that they had something to offer that would meet people's wants.

Look at the copy of part of a page from the *Logansport Herald* for September 6, 1838. Examine ten advertisements and record your observations on the Goods and Services form below. You should identify the ad on the form (for example, "Fashionable Hats"), decide whether the ad offers a good or service, and give a brief description of the good or service offered.

**Goods and Services**

| Advertisement | Good or Service | Description |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

*A CARD.*

## Millinery and Dress Making.

MISS SARAH KINNEAR respectfully informs the citizens of Logansport and its vicinity, that she has removed to the room immediately over Drs. Little and Jerolaman's drug store, where all orders in her line will be thankfully received.

June 21st, 1838. 43

## Land Sale!

I WILL sell on favorable terms from one hundred to three hundred acres of LAND lying on the north west side of the Wabash river, and from two to three miles below Logansport.

The land is well timbered, has a good Sawmill on each side adjoining it, abounds in excellent building stone, etc.

The subscriber will be ready at any time to show the premises to purchasers.

H. B. McKEEN.

Logansport, July 18, 1838. 47-tf

## Cheap Frock and Dress Coats.

H. A. SMEAD & Co. have on hand an assortment of Bombazine and Crape Camlet Frock and Dress Coats, which they will sell at very reduced prices. Call and see.

june 14. 42

## Dried Fruit.

60 BUSHELS of first quality Dried Apples just received and for sale by

july 19 SPENCER, RICE & HOPKINS.

*DRS. LITTLE & JEROLAMAN,*

AT THEIR

## Apothecary and Drug Store,

*On Market between Bridge and Fourth Streets,*

HAVE on hand an extensive and general assortment of genuine DRUGS and MEDICINES, selected with much care in the east, and they intend constantly to keep a full supply of PAINTS, OILS and DYE-STUFFS, with an assortment of all popular *Patent* and *Botanic Medicines*, and every other article usually to be found in Drug Stores.

As Little and Jerolaman design making this establishment a permanent one, and such as the necessities of the country demand, they respectfully invite the patronage of physicians, country merchants and families, with an assurance that their terms will be found as reasonable as at any other establishment in the state.

Logansport, April 26, 1838.

## Silette Caps.

JUST rec'd a superior article of Silette Caps suitable for travelling. For sale by

H. A. SMEAD and Co.

*LOGANSPORT*

**WHOLESALE GROCERY AND PRODUCE STORE.**

**SPENCER, RICE AND HOPKINS**

B. O. SPENCER & Co. having taken into partnership Mr. E. P. HOPKINS, the business will hereafter be conducted under the above firm, and they would respectfully inform the publick that they are receiving large additions to their usual assortments of GROCERIES, which they offer very low for cash or produce in exchange.

Produce of all kinds will be kept constantly on hand, such as sup. Flour, Pork, Bacon, Lard Butter, Cheese, Dried Apples and Peaches, etc.

Canal contractors and country merchants who purchase articles in our line, are requested to give us a call.

☞Cash paid for all kinds of Produce.

Logansport, July 19, 1838. 47tf

## Brooms.

60 DOZ. first quality Corn Brooms,
6 doz. pealed splint do. for sale by

SPENCER, RICE & HOPKINS.

## Storage, Forwarding, and *COMMISSION.*

SPENCER, RICE & HOPKINS are prepared to receive and forward Merchandise, Produce and Goods of every description up and down the Canal, or to any part of the country; and whatever business may be entrusted to their care will meet with prompt attention.

July 19. 47

## Lumber.

4000 ft. white poplar inch flooring,
1000 do. do. plank,
1000 do. ½ inch siding,

well seasoned, just received and for sale by

july 12 SPENCER, RICE & HOPKINS.

## Salt.

25 BBLS. first quality Kanhawa Salt,
125 boxes refined do.
150 lbs. double refined blown do.

just rec'd and for sale by

july 17 SPENCER, RICE & HOPKINS.

## Trunks and Carpet Bags.

A SUPERIOR article of Leather Travelling Trunks and Brussels Carpet Bags. Also a first rate article of Seal skin Trunks just received and for sale cheap, by

42 H. A. SMEAD & Co.

## Removal.

THE subscribers have removed their Produce Store to the room formerly occupied by Brier and Hudson, on Market street, two doors west of Little & Jerolaman's drug store.

aug 9 SPENCER, RICE & HOPKINS.

## Fashionable Hats.

BLACK and white Brush Hats of the latest fashion. Also, black and white silk do. which will be sold low by

42 H. A. SMEAD & Co.

## Boys Clothing, Hats, Shoes, &c.

AN Assortment of Boys ready made Clothing; black and white fur Hats, and fine and coarse Shoes, which will be sold very low.

42 H. A. SMEAD & Co.

LADIES' French kid and prunella Slippers, a superior article just received by

42 H. A. SMEAD & Co.

**A CARD.**

DRS. BRACKETT and BUCHANAN, Co-partners in the practice of Medicine and Surgery. Office on Market Street, opposite Hanna, McCleery & Dart's store.

Logansport, April 1, 1838. 356m

## Valuable Land for Sale.

THE undersigned will sell one hundred acres of first rate LAND, lying 1½ miles below Logansport. The aoove-mentioned land borders on the Wabash, and has a first rate sugar orchard. For terms apply to

july 2, 1838. 45 JOS. BARRON.

## Great Bargains.

H. A. SMEAD & Co. have just received a general assortment of Boots and Shoes, which they will sell very low cash.

## Ploughs.

JUST received and for sale low for CASH,
1 doz. Peacock Ploughs, from No. 2 to 7.
1 doz. Wood's patent do. " 1 to 4.

mar 1 HANNA, McCLEERY & DART.

## To Rent.

A HOUSE and LOT on High St., (immediately on the bank of Eel river) between Bridge and 4th Streets. The house is a good one story brick, and has been occupied as a Bakery, having attached to it an excellent oven. There is also an excellent garden on the premises, full of vegetables. Enquire of JAMES McCONELL, or CHAUNCEY CARTER.

July 25, 1838. 48

## Salt.

50 BBLS. SALT just received and receiving by the subscriber, which will be sold on good terms. B. GANSON,

june 28. Bridge street.

## For Sale.

A TRACT of land, lying within three miles of Huntington, Huntington co. In. near the Canal, and situate in the fork formed by the junction of the Wabash and Little river, and within a few rods of the former.

The land contains near 161 acres of good land —high and dry, and is well timbered. There is a small branch running through it, watering it well, besides a number of springs. No improvements.

The land will be sold very cheap, and on very reasonable terms.

Enquire at this Office.

August 30th, 1838.

## Pay Up! Pay Up!

PERSONS knowing themselves indebted to the subscribers are particularly requested to call and settle their accounts. They want money, and must have it from those whom they have credited. H. A. SMEAD & Co.

August 23.

## Take Notice.

THE undersigned will call upon the owners of property on Bridge street, on SATURDAY, 25th inst. for the amount assessed upon their property—*being 20 cents for every foot lying on said street.* S. S. TIPTON,

Aug. 16. Street Com'r.

## 'Logansport Circulating Library.'

JUST opened at C. Carter's Store, composed of Family Library, Dick's works, Irvidg's, Scott's, Cooper's Sherwood's, Bulwer's Edgeworth's, Boys' and Girls' Library, &c.

Logansport, June 7. 14

# *Little Turtle*

In the early 1800s, Native American leaders developed different ways to deal with the United States. Little Turtle's strategy was to accept American culture. Here is his story.

Little Turtle was born near Fort Wayne, Indiana, in 1752. His father, a Miami chief, moved the family to Ohio. As a young man, Little Turtle earned respect as a warrior for being brave in battle.

In the 1780s, Little Turtle added to his reputation by leading several successful raids against American settlements in Kentucky and along the Ohio River. He believed that the Miami had to hold the Americans at the Ohio River. The Miami were willing to take up arms to preserve and protect their land as well as their customs and practices.

In 1790, Little Turtle fought Gen. Josiah Harmar's troops. Little Turtle pulled off a stunning victory. In late 1790, Gen. Arthur St. Clair started north from Fort Washington (Cincinnati). His destination was the Wabash valley. But Little Turtle knew all about St. Clair's army and its weaknesses. The American soldiers panicked, and Little Turtle won again.

In 1792, Gen. Anthony Wayne took over command of the American troops in the region. Little Turtle learned everything he could about the new American general, including how hard and how long he trained his troops. Little Turtle also realized that the British would be of no help in a fight against Wayne. The Miami chief concluded that it made more sense to talk to the Americans than to fight them. No one would listen. On an August day in 1794 Wayne and his men defeated the Indians at the Battle of Fallen Timbers.

In early July 1795, Little Turtle, along with more than one thousand other Native Americans, went to Greenville to meet with Wayne and make peace with the Americans. Little Turtle was among the most outspoken of the Indian chiefs. At first he rejected the idea that the Indians should give up what is now south-central Ohio. He stated that "the lands of the Wabash" and those in Ohio "belong to me and my people," that they have been "disposed of without our consent or knowledge," and that "the prints of (our) ancestors are every where." Eventually, however, the Indians, including Little Turtle, signed the treaty.

As Little Turtle left Greenville, he thanked General Wayne for his hospitality and told him that he was "fully convinced" that the treaty was intended to "promote the mutual interest, and to insure the permanent happiness of the Indians" and the Americans. He pledged to follow all of the terms of the treaty.

After making peace with white settlers, Little Turtle lived in northern Indiana on annual payments from the government. Over time Little Turtle adopted some American customs. After devoting much of his life to fighting the Americans, Little Turtle tried to live peacefully with settlers. Little Turtle died in Fort Wayne, Indiana, in 1812.

# *Tecumseh*

In the early 1800s, Native American leaders developed different ways to deal with the United States. Tecumseh's strategy was to take military action. Here is his story.

Tecumseh was born in 1768 in the Shawnee village of Piqua in what is now Ohio. He fought against the United States in the 1780s and 1790s. He was present at the Battle of Fallen Timbers and became known as a talented war chief. In 1795, at Greenville, Ohio, the chiefs of twelve tribes signed a peace treaty, agreeing to give up huge areas of rich land to the Americans, although most of present-day Indiana remained Indian land. Tecumseh did not sign the Treaty of Greenville.

Tecumseh and his brother, Tenskwatawa, known as The Prophet, moved to what is now Indiana and built a large village called Prophetstown on the Wabash River. In 1809, while Tecumseh was away, William Henry Harrison, the governor of the Indiana Territory, called a great meeting of Indian chiefs in Fort Wayne. The chiefs signed a treaty giving away three million acres for very little money. When Tecumseh learned of the treaty, he went to Vincennes in August 1810 to meet with Governor Harrison to protest. Tecumseh warned that if the government continued to purchase lands, "it will produce war among the different tribes and at last I do not know what will be the consequence to the white people."

Governor Harrison took the warning and moved first. Harrison marched on Prophetstown while Tecumseh was away spreading the message that the tribes needed to stand together against the Americans. Against Tecumseh's wishes, Tenskwatawa sent one hundred Indian warriors to attack Harrison's troops on November 7, 1811, in what became known as the Battle of Tippecanoe. Neither side won the battle, but many warriors died, Native-American confidence collapsed, and Harrison, in turn, destroyed Prophetstown.

Native-American military resistance, however, was not over. During the War of 1812 between Britain and the United States, Tecumseh believed that if the Indians fought for the British, Indian lands might be saved. So he joined forces with the British. He stated: "Our lives are in the hands of the Great Spirit. We are determined to defend our lands, and if it be his will, we wish to leave our bones upon them."

On October 5, 1813, Tecumseh fought the Americans at the Battle of the Thames in Ontario, Canada. He died that day. So did his dreams for his people.

# *Tenskwatawa (The Prophet)*

In the early 1800s, Native American leaders developed different ways to deal with the United States. The Prophet's strategy was to return to Indian traditions. Here is his story.

Tenskwatawa, also know simply as The Prophet, was born in 1778 at Old Piqua near present-day Springfield, Ohio. He was given the name Lauliwasikau.

In 1805, he claimed to have a vision and visited the spirit world. There he was told that he should reject all the white ways and return to the pure ways of the Indian. Following the vision, he became known as The Prophet, or Tenskwatawa.

Tenskwatawa's message was that while the Americans were evil and could not be trusted, the main reason for the decline in Indian power lay within Indian societies themselves. He called for a return to traditional Native-American ways and a total rejection of European values. He told Indians to return to the old ways: to eat, dress, and work in the manner of their ancestors. They were to avoid the food (bread and hogs for example), the tools (guns for example), and clothes of the Europeans. More specifically, they were to stay away from Americans. The British, French, and the Spanish were their friends, but not the Americans.

According to Tenskwatawa, the Great Master of Life said, "The Americans I did not make. They are not my children, but the children of the Evil Spirit. They have taken away your lands, which were not made for them." The only way to deal with Americans was to avoid all contact with them.

In 1808, Tenskwatawa established Prophetstown on the Wabash River (near present-day Lafayette, Indiana). There, Tenskwatawa offered his followers a sense of dignity and the promise of a stable life together. He also adopted an increasingly warlike attitude toward the United States. In this he was aided by his older brother, Tecumseh.

On November 7, 1811, after a day of negotiations, Tenskwatawa sent his warriors to attack Harrison and his men, who had marched on Prophetstown. The Battle of Tippecanoe that followed lasted about two hours. Neither side won, but the battle shattered Native-American confidence in themselves and in Tenskwatawa.

After his defeat, Tenskwatawa moved to Canada for several years. He returned to Ohio in 1826 and was soon forced to relocate with other Shawnee west of the Mississippi River. He died in Kansas in 1837.

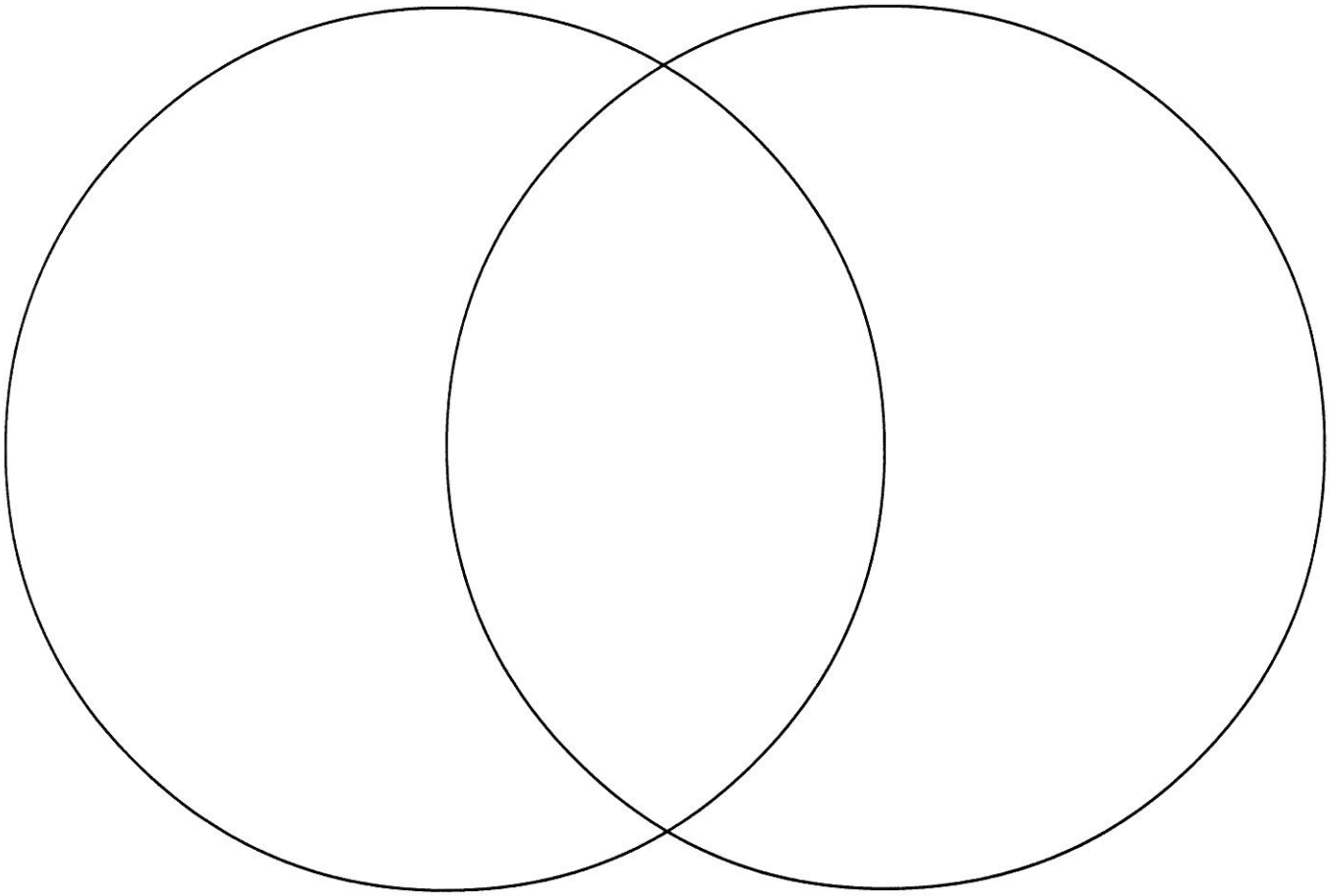
# *Similarities and Differences*

## Instructions

1. Write the names of the two Native-American leaders that you are comparing on the lines below.

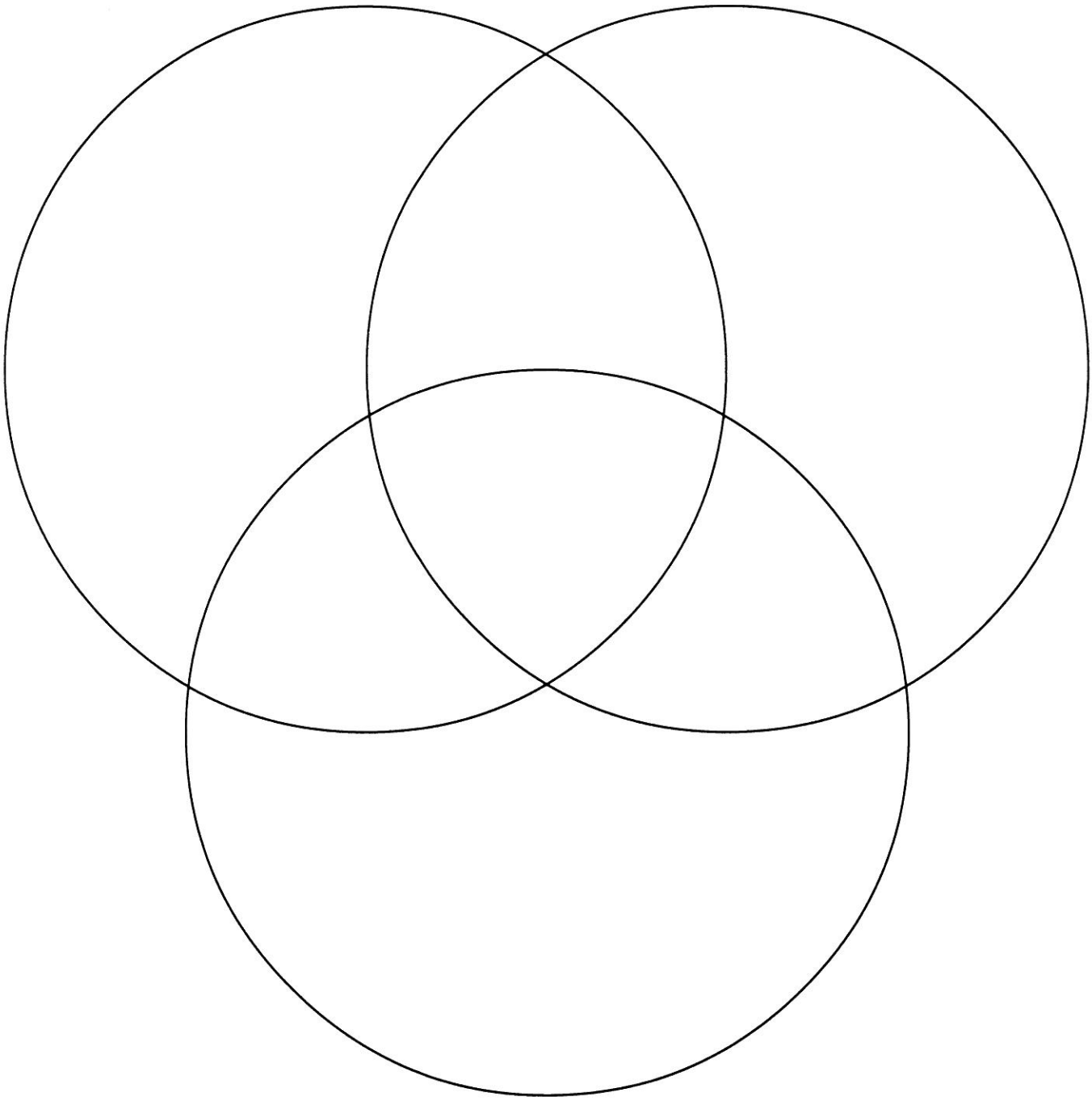
2. Write in the ways in which the two leaders are alike where the circles overlap. Write in the ways in which they are different in the parts of the circles that don't overlap.

_____ _____



## Instructions

1. Write in the ways in which the three leaders are different in the parts of the circles that don't overlap.
2. Write in the ways in which any two of the leaders are alike where their circles overlap.
3. Write in the ways in which all three leaders are the same where all three circles overlap.



# *Women's Rights and the 1851 Constitution*

## Introduction

In the first half of the nineteenth century, women, especially married women and widows, had few property rights. This was true of what is called "real" property, such as a house and land. It was also true of personal property, such as clothes and furniture. According to the historian Justin E. Walsh, "Indiana's earliest property laws were based upon English common law tradition that considered women as perpetual [everlasting] juveniles. Women forfeited [gave up] all personal interest in property upon marriage. They could not make wills or convey [pass on] property. They had extremely limited rights of inheritance and no right to an independent income."

Delegates to Indiana's 1850 Constitutional Convention debated several resolutions related to women's property rights. None of these resolutions were included in the 1851 constitution. Nevertheless, the debate that surrounded these resolutions can help you understand what people were thinking at the time.

## Distinguishing Between Fact and Opinion

Before examining some of the debate surrounding women's property rights at the 1850 Constitutional Convention it is important to learn to distinguish between fact and opinion. This is a skill that you can use when reading newspapers and magazines and when watching news broadcasts on television.

What is fact? What is opinion? How do you tell the difference?

Most dictionaries define a **fact** as something that is known with certainty. "The 1850 Constitutional Convention met in Indianapolis" is a statement of fact. So is the statement "Robert Dale Owen was the delegate to the 1850 Constitutional Convention from Posey County." How do we know that these statements are facts? There is evidence to show that these statements are true, beyond doubt. There are public records to show that the convention was held in Indianapolis and that Robert Dale Owen attended as the delegate from Posey County.

Dictionaries define **opinion** as a belief or conclusion held with confidence, but not supported by knowledge or proof. It is an opinion to state "The 1851 Indiana Constitution is the best state constitution ever developed." This statement is a judgment about the worth or value of the 1851 Indiana Constitution. It is reasonable for different people to disagree about this judgment.

Here is another opinion: "The main reason that Robert Dale Owen was unable to have any resolutions on women's rights included in the 1851 constitution was that the other delegates hated him." There may be some evidence to support the statement. However, there may be contrary evidence to support other explanations about the main reason for his lack of success. Thus, it is possible for people to have different opinions about this matter. There is a lack of solid evidence to settle the disagreement about this statement.

## The Debate on Women's Property Rights

Statements from the debate appear on the following chart. The statements were made by Robert Dale Owen, who was a leading supporter of increasing women's property rights, and by Othniel L. Clark, a delegate from Tippecanoe County, and William R. Haddon, the delegate from Sullivan, Clay, and Vigo Counties, who were opposed to the idea.

Read each of the statements carefully. Identify the main idea of the statement. Then decide whether each statement is a fact or opinion. Be prepared to support your decisions.

| Statement | Main Idea | Fact or Opinion? |
|---|---|---|
| Owen: "Women are not represented in our legislative halls. They have no voice in selecting those who make laws and Constitution for them." (462)[8] | | |
| Owen: "The old doctrine of the common law, that the legal existence of the woman is suspended during marriage—the same doctrine that has existed in England—still substantially regulates . . . the relations of husbands and wife as to property." (464) | | |
| Owen: "I read from the Constitution of California: All property, both real and personal, of the wife, owned or claimed before marriage, and that acquired afterwards by gift . . . shall be her separate property." (468) | | |
| Owen: "That a woman must be deprived of all her own, and made the merest dependent upon the husband's bounty, in order to secure her proper womanly character, is a slander upon the sex." (1189) | | |
| Haddon: "If we establish the principle that the pecuniary [financial] interest of women is separate and distinct from that of men, we should establish also their right of representation, and their right of suffrage [to vote]." (469) | | |
| Haddon: "The necessary degree of political knowledge cannot be presumed to exist in women, who, by their domestic duties, are led away from their consideration of the affairs of the nation." (469) | | |
| Haddon: "A wife with separate estate secured to her independent disposal and management, might rival her husband in trade, or become partner of his rival—adverse and opposing interests would be likely to grow out of such relations, controversies would arise, husbands and wives would become armed against each other, to the utter destruction of the sentiments which they should entertain towards each other, and to the utter destruction of true fidelity in married life. (470) | | |
| Clark: ". . . you could not give to her the power which a man has, and which he exercises in the affairs of State and of trade, for if you could, she would then cease to be a woman." (472–73) | | |

[8] Page numbers refer to the source for these quotations, *Report of the Debates and Proceedings of the Convention for the Revision of the Constitution of the State of Indiana, Volumes 1 and 2*. 1850. Indianapolis: Indiana Historical Bureau, reprint, 1935.