



The Path to Statehood

A lesson plan provided by the office of the Indiana Secretary of State
IndianaCivics.com

The Path to Statehood

In this lesson, students will be exploring four primary documents as well as secondary sources that led to Indiana becoming a state on December 11, 1816. Students will also be exposed to several key historical figures that played a role in the path to statehood. Once the sources have been reviewed, students will be asked to synthesize the information into a summary and place it on a timeline.

Objectives:

For students to gain an understanding of the people and events that led to Indiana's transition from a territory to statehood by reviewing both primary and secondary sources.

Standards (Indiana Academic Standards 2014):

Fourth Grade History

- 4.1.4 – Summarize and explain the significance of key documents in Indiana's development from a United States territory to statehood.
- 4.1.6 – Explain how key individuals and events influenced the early growth and development of Indiana
- 4.1.15 – Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.
- 4.1.17 – Construct a brief narrative about an event in Indiana history using primary and secondary sources.

Fourth Grade English/Language Arts

- 4.RN.2.1 – Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
- 4.RN.2.2 – Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 4.RN.2.3 – Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.
- 4.RN.3.2 – Describe the organizational structure of events, ideas, concepts, or information in a text or part of a text.
- 4.SL.2.1 – Engage effectively in a range of collaborative discussions on grade appropriate topics and texts, building on other's ideas and expressing personal ideas clearly
- 4.SL.2.2 – Explore ideas under discussion by drawing on reading and other information.

- 4.SL.3.1 – Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Time Required:

Approximately 1 hour

Recommended Grade Level:

The learning objectives are aligned with 4th grade standards but the lesson could also be adapted to other grades levels and standards.

Materials Needed:

- White board and marker in order to draw a timeline for the students to see
- Handouts provided with lesson plan. One timeline for each student and one copy of the assigned readings.
- Writing utensils for all students

Directives:

Explain to students that during today’s class they will be learning about 4 primary documents that led to Indiana becoming a state in 1816. If you have not done so, you may wish to provide students with a brief history of the settlement of the lands west of the Appalachian Mountains. You may also wish to read and explain to the students the meaning of an “ordinance” as it is described on the next page.

Once you have completed the initial introduction to the lesson, including reading the brief summary entitled “What is an Ordinance”, break the students up into four groups and assign each group one of the four following documents. Each student will then be given a copy of the appropriate handout, which contains a summary of the document and its importance, an excerpt from the primary source, and a set of guiding questions. Each student will also be given a copy of the included timeline found on the last page of this document. Have the students read the brief description and analyze the primary source. As a group, they should discuss the guiding questions. Individually, or as a group, the students will then decide which important points to include in the section of the timeline that corresponds to their assigned document. While the students are working, sketch a timeline on the chalkboard/dry erase board in front of the class.

Once each group has had enough time to complete their review of the documents and fill out their timelines, bring the class back together. Have each group individually send up a representative who will add their event (in chronological order) and other information as to why the event was important to Indiana becoming a state to the timeline in front of the class. Then have each group explain to the rest of the class why their document was important to Indiana becoming the nineteenth state. Students should take notes in the remaining portions of their timeline while other groups are presenting.

Bring the class together and debrief. You should make sure the following points have been covered for each document:

Land Ordinance of 1784

- Convinced eastern states to give up claims to the Northwest Territory
- Link founding fathers George Washington and Thomas Jefferson to Indiana becoming a state
- Guaranteed eventual statehood and admittance to the United States for those living in the Northwest Territory. Settlers would be governed by the law and authority of the United States
- Slavery was already a contentious issue and Jefferson successfully fought for a prohibition on slavery to be added into the ordinance.
- Never went into effect because much of the land was still owned by Native Americans
- Laid the groundwork for the Ordinance of 1787

Land Ordinance of 1787

- One of the most important acts in the development and expansion of the U.S.
 - Eventually 26 additional states would join the union using a similar plan
- Borrowed heavily from the Ordinance of 1784
- No more than 5 and no less than 3 states would be created from the Northwest Territory
- 5 states that would eventually be created are: Indiana, Ohio, Michigan, Wisconsin, and Illinois
- 3 step plan to statehood based on population
- Forbid slavery from existing in the states that would be created from the Northwest Territory.
 - First time the government had taken a stance on the issue

1816 Enabling Act

- The official approval from congress for Indiana to formally begin the process of becoming a state
- The war of 1812 was a major interruption to life in the U.S. and the expansion of the county
- Knowledge of Johnathan Jennings and his role in Indiana becoming a state and Indiana history more broadly
- Territorial capitol was in Corydon
- Stipulated Indiana has to first have a constitution and staff a working government before it could formally become a state

1816 Indiana Constitution

- 43 delegates met in Corydon, IN for the constitutional convention
- Jonathan Jennings is elected President of the convention
- Constitution set up basic government structure: A General Assembly that makes laws, a State Governor who makes sure laws are followed, and a Supreme Court which decides if laws are fair and just
- Indiana became the 19th state on December 11, 1816.
- In concurrence with the Land Ordinance of 1787, slavery was outlawed in Indiana
- Delegates made education a priority by setting up the first state-funded public school system and setting aside land for a public university

Debrief Questions:

1. How are the two land ordinances similar? How are they different?
2. Why was Jonathan Jennings important to Indiana state history?
3. Why do you think the U.S. government wanted states to follow a specific path to statehood instead of just dividing up the territory into states randomly?
4. What important social issues shaped Indiana's path to statehood?

You may choose to collect the timelines and assign points for completion.

Key Words and Terms:

Ordinance = An ordinance is a type of law that is passed by a legislature which is dependent on a higher authority. For example, today all laws that are passed in Indiana's legislature must comply with the higher authority of the U.S. Constitution. In the 1780's, however, the nation was governed by the Articles of Confederation which received its power from the governments of the original 13 states.

Legislature = A lawmaking body composed of elected representatives, such as the Congress of the United States or the Indiana General Assembly.

Innovative = A new or original way to do something.

Delegate = A person who represents others on their behalf, such as residents of Indiana sending representatives for the constitutional convention to speak and vote on their behalf.

Inhabitants = A person or group of people who live in a specific place or region.

The Land Ordinance of 1784

In March 1784, politicians Thomas Jefferson and George Washington convinced the State of Virginia to give up its claim to the Western Territories, a large area of land that is now the states of Indiana, Ohio, Illinois, Wisconsin, and Michigan. At the time, this region was mostly dense forest with few settlers. Several of the original 13 states argued over who controlled this vast wilderness; however, when Virginia gave up its claim to the territory, the other states did as well. This allowed Thomas Jefferson to propose a plan to Congress that described what to do with the territory on March 1, 1784.

On April 23, 1784, Congress passed Jefferson's plan, which became known as the Ordinance of 1784. The Ordinance was a three-step plan allowing the Western Territories to be divided into distinct states once they met certain requirements. The settlers were very happy because the promise of statehood meant they would be guaranteed to be ruled by the United States under the same laws and be able to develop their own state governments. The original Ordinance drafted by Jefferson would have outlawed slavery in the territory, however, Congress narrowly voted down this clause.

While the Ordinance of 1784 was passed by Congress, it never went into effect because much of the land in the Western Territories had not yet been purchased from the many Native American tribes that lived there.

The Ordinance of 1784 was an important step forward that laid the foundation for the Ordinance of 1787.

Excerpt from the Land Ordinance of 1784:

“Resolved that the territory ceded or to be ceded by Individual States to the United States whensoever the same shall have been purchased of the Indian Inhabitants & offered for sale by the U. S. shall be formed into distinct States bounded in the following manner... That the settlers within the territory so to be purchased & offered for sale shall, either on their own petition, or on the order of Congress, receive authority from them, with appointments of time and place for their free males of full age to meet together for the purpose of establishing a temporary government, to adopt the constitution & laws of any one of these states, so that such laws nevertheless shall be subject to alteration by their ordinary legislature, and to erect, subject to a like alteration counties or townships for the election of members for their legislature.”

Land Ordinance of 1784 Guiding Questions:

1. Who proposed the Land Ordinance of 1784 and why?
2. Under the Land Ordinance of 1784, what were the requirements for a territory to become a state?
3. Why do you think Thomas Jefferson wanted to outlaw slavery in the newly created territories?
4. Why did the Land Ordinance of 1784 never go into effect?

The Ordinance of 1787

On July, 13 1787, Congress passed the Northwest Ordinance of 1787, one of the most important acts in the development and expansion of the United States.

The Northwest Ordinance was written by politicians Nathan Dane and James Monroe, who borrowed many of their ideas Thomas Jefferson's Land Ordinance of 1784. The plan stated that no more than five and no less than three states would be created from the Northwest Territory. Each territory had to reach a certain number of settlers before it could qualify to become a state. Eventually five states were created using the 3-step plan included in the Northwest Ordinance. The 5 states are: Indiana, Ohio, Michigan, Wisconsin, and Illinois. As America continued to grow and expand to the west, 26 other states joined the Union following the plan the Northwest Ordinance provided.

Unlike the Land Ordinance of 1784, the Northwest Ordinance prevented the states created from the Northwest Territory from having slavery. This is important because it was the first time the U.S. government had taken a stand against the spread of slavery.

The Northwest Ordinance was important to the continued growth and development of United States.

An Excerpt from The Ordinance of 1787:

“There shall be formed in the said territory, not less than three nor more than five States, and the boundaries of the States, as soon as Virginia shall alter her act of cession and consent to the same, shall become fixed and established... any of the said States shall have sixty thousand free inhabitants therein, such State shall be admitted by its Delegates into the Congress of the United States, on an

equal footing with the original States, in all respects whatever; and shall be at liberty to form a permanent constitution and State government, provided the constitution and government so to be formed, shall be republican, and in conformity to the principles contained in these Articles; and so far as it can be consistent with the general interest of the Confederacy, such admission shall be allowed at an earlier period, and when there may be a less number of free Inhabitants in the State than sixty thousand.”



Ordinance of 1787 Guiding Questions

1. Which states were created under this Ordinance
2. What steps did a territory have to take in order to become a state under the Ordinance of 1787?
3. Why was the Ordinance of 1787 so important to the development of the United States as a nation?
4. Why was it significant that the ordinance of 1787 outlawed slavery?

The 1816 Enabling Act

On April 19, 1816, the Enabling Act of 1816 was signed into law by President James Madison.

Once the Territory of Indiana had reached a determined number of settlers, it was eligible to become a state. Statehood was not granted automatically, Indiana first had to have the approval of Congress. While the Indiana territory had enough inhabitants to qualify for statehood prior to 1816, the war of 1812 prevented Congress from taking up the issue sooner.

Indiana's delegate to the U.S. Congress at the time was Jonathan Jennings. Jennings fought for the passage of The Enabling Act of 1816, which provided Indiana the legal right to become a state. Jennings, like many others, had immigrated to Indiana seeking brighter future. Jonathan Jennings would later become the first governor of the State of Indiana. The Enabling Act of 1816 called for a constitutional convention to be held in the Territorial capitol of Corydon. Indiana was not allowed to officially become a state until a constitution had been written and elections had been held to fill the vacancies in the newly created state government.

The Enabling Act of 1816 allowed Indiana to take the necessary steps to become a State.

Excerpt from the 1816 Enabling Act

“An act to enable the people of the Indiana Territory to form a constitution and state government, and for the admission of such state into the Union on an equal footing with the original states.

Be it enacted by the senate and house of representatives of the United States of America, in congress assembled, That the inhabitants of the territory of Indiana be, and they are hereby authorized to form for themselves a constitution and state government, and to assume such name as they shall deem proper; and the said state, when formed, shall be admitted into the union upon the same footing with the original states, in all respects whatever...And be it further enacted, That the members of the convention, thus duly elected be, and they are hereby authorized to meet at the seat of the government of the said territory, on the second Monday of June next, which convention, when met, shall first determine, by a majority of the whole number elected, whether it be, or be not expedient, at that time, to form a constitution and state government....”

1816 Enabling Act Guiding Questions

1. What power did the 1816 enabling act give to the Indiana Territory?
2. Why was the process of Indiana becoming a state delayed until 1816?
3. Who was Indiana's delegate to Congress in 1816 and why was he important?
4. According to the text, what things had to happen at the Constitutional Convention in Corydon in order for Indiana to become a state?

The 1816 Indiana Constitution

During the summer of 1816, 43 delegates from across the territory met in the capitol of Corydon, Indiana for the Constitutional Convention. Jonathan Jennings, one of the politicians responsible for the passage of The 1816 Enabling Act, was chosen as president of the Constitutional Convention. Under his leadership a strong constitution was drafted.

The constitution created the three different parts of state government we have today: A General Assembly that makes laws, a State Governor who makes sure laws are followed, and a Supreme Court which decides if laws are fair and just. One of the major issues the delegates tackled was whether or not slavery would be allowed. After heated debate, the delegates decided slavery would be illegal in Indiana. The constitution also allowed Indiana to set up the first state-funded public school system and set aside land for a public university. Indiana University (IU) would later be established on land the constitution provided.

Once Indiana had a constitution and working government, it was admitted into the United States as the nineteenth state on December 11, 1816.

The 1816 Indiana Constitution set up the structure of our state's government and laid the foundation for the future success of the Indiana.

The Preamble of the 1816 Indiana Constitution:

"We the Representatives of the people of the Territory of Indiana, in Convention met, at Corydon, on Monday the tenth day of June in the year of our Lord eighteen hundred and sixteen, and of the Independence of the United States, the fortieth, having the right of admission into the General Government, as a member of the union, consistent with the constitution of the United States, the ordinance of Congress of one thousand seven hundred and eighty seven, and the law of Congress, entitled "An act to enable the people of the Indiana Territory to form a Constitution and State Government, and for the admission of such state into the union, on an equal footing with the original States" in order to establish Justice, promote the welfare, and secure the blessings of liberty to ourselves and our posterity; do ordain and establish the following constitution or form of Government, and do mutually agree with each other to form ourselves into a free and Independent state, by the name of the State of Indiana."

Indiana Constitution Guiding Questions

1. Who was involved in the creation of the Indiana Constitution?
2. What 3 parts of government were established by the Constitution? Why do you think it is important to have 3 separate parts of government?

3. Why do you think the delegates chose to outlaw slavery in Indiana?
4. What important education systems were established by the Constitution? Why are they important?



The former Indiana State Capitol in Corydon, IN. Corydon was the capitol from 1813-1825.

Disclaimer:

Portions of the contents of this lesson plan are borrowed, with permission, from Lessons on the Northwest Ordinance of 1787: Learning Materials for Secondary School Courses in American History, Government, and Civics published by John J. Patrick, 1987.

The Path to Statehood

Directions: The class will be split up into 4 groups. Each group will receive a passage detailing a document that led to statehood. Each group will then read the passage and write the main points of the passage in the appropriate box below. The class will then come together and each group will be responsible for placing their event on a timeline in front of the class and explaining its significance.

Land Ordinance of 1784	The Ordinance of 1787	The 1816 Enabling Act	The 1816 Constitution
			