Frontier Indiana

Teacher's Guide

INDIANA HISTORICAL SOCIETY

Indiana Historical Society
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Frontier Indiana

Introduction

Frontier Indiana is a DVD program designed primarily for students in grades four and eight engaged in the study of Indiana history. The thirty-minute program focuses on the frontier period of Indiana history (1700 to 1800). It is designed to explore encounters among the indigenous tribes (in particular the Miami and Potawatomi), the French, the English, and the Americans and to examine the relationship of these groups to the natural environment, its resources, and to one another. A fifty-one-page teacher's guide accompanies the DVD.

Curriculum Connection

The program focuses on the Wabash River as the center of life in eighteeth-century Indiana. The river provides thematic and visual unity for the program. Three locations—the area around present-day Fort Wayne, Lafayette, and Vincennes—serve as jumping-off points for investigating Indiana's frontier history, with the greater attention being given to Vincennes. The program complements and enriches the treatment of Indiana history found in the classroom.

The video ties to such themes as historical thinking and inquiry, historical knowledge, and history and citizenship found in Indiana Department of Education social studies standards and the national curriculum standards for social studies and history.

Objectives

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

1. describe the importance of the area that became the state of Indiana
2. characterize the nature of the fur trade, both locally and internationally
3. depict the multicultural character of the settlements along the Wabash
4. explain the emergence of the Americans as the most dominant presence in the region by the late eighteenth and early nineteenth centuries[1]

Program Summary

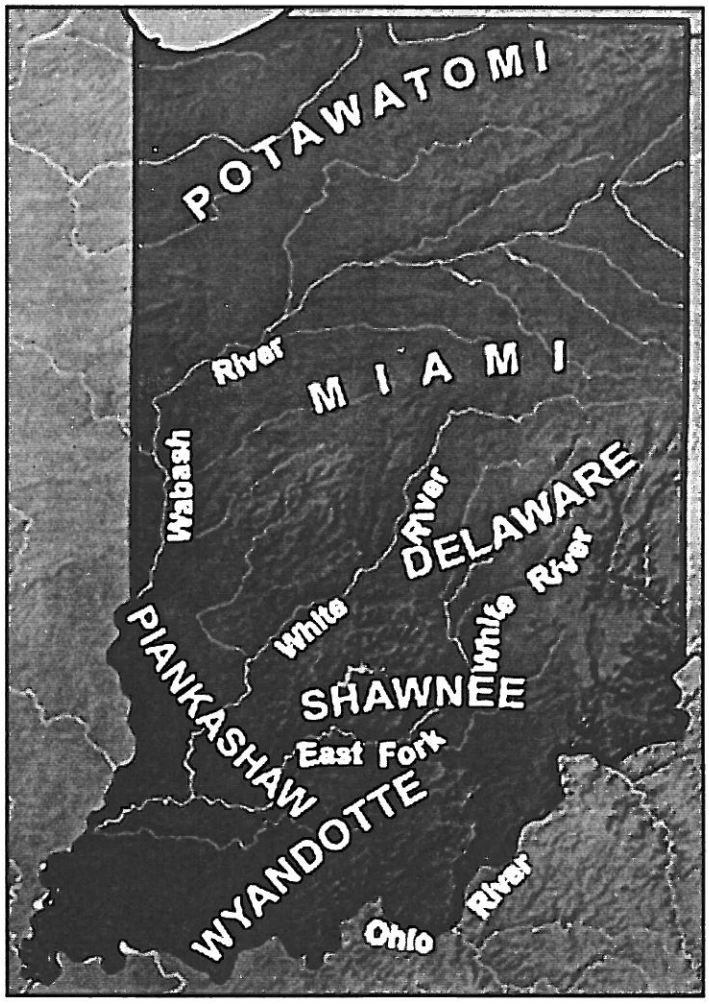
The program opens in a canoe on the Wabash River. Viewers meet the two young hosts for the program—Renee Bickle, who is a Potawatomi, and Jake Van Astin.

Viewers are then transported to modern-day Vincennes. The hosts suggest that while Vincennes seems to be an average American town, it might have been an Indian, a French, or a British community, because all those people lived there at one time. The video program is intended to help viewers understand why it ultimately did become an American town.

The Native Americans: Before 1700

The program begins with the story of Indiana about three hundred years ago, when Indians were the only residents of the area. Viewers see what life was like at that time.

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 also have 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.



The French Era: 1700 to 1754

Next, the program examines the role of the French in opening the interior of the continent, including the area that became Indiana, to European influence. Viewers are introduced to René-Robert Cavelier de La Salle, who may have been the first European to travel through what is now Indiana. They then examine the fur trade that in the eighteenth century connected Indiana to the markets of Europe.

Indians and fur traders

In 1722 the French built a fort near the Miami village of Kekionga at the site of the great portage between the Maumee and Wabash Rivers near present-day Fort Wayne. Their purpose was to protect fur traders and explorers and to prevent the English from moving into the territory. For the same reasons they also built a fort along the Wabash close to the Indian village of Ouiatenon, which is near the present-day site of Lafayette. The Native Americans got along reasonably well with the French because they depended on each other for the goods they wanted. In addition, some French traders lived with the Indians and married Indian women so they could learn their language and customs. This helped create social and economic bonds between the two peoples. In 1732 the French built another fort at Vincennes. Again, the purpose was to protect the fur traders and guard against English movements into the interior.

The French and Indian War: 1754 to 1763

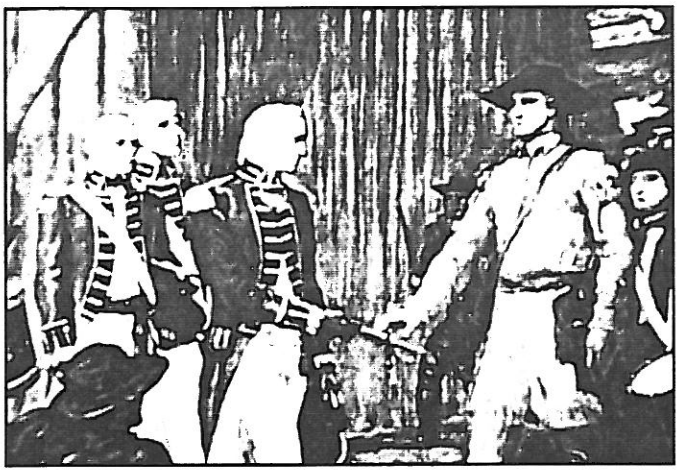
By the mid-1700s the French held the west, while the British had thirteen colonies in the east. Soon the British began moving farther west to explore and trade, just as the French had feared. The British were very different from the French. They were less interested in living with the Indians or learning their languages. Eventually some Indians began to trade with the English. The struggle over the fur trade and other issues led to the French and Indian War, in which the British fought against the French and their Indian allies. Most of the battles occurred in the east. The British outnumbered the French and Indians. The war ended in 1763. The British won. The French gave up their claims to North America.

The British Era: 1763 to 1775

After the French and Indian War, the British were faced with the problem of controlling colonists who wanted to move west from the original thirteen colonies. With the Proclamation of 1763, the British served notice that the colonists were not to move west of the Appalachian Mountains. The proclamation angered the colonists. Many of them were eager to go west to explore, to live, and to escape the possibility of high British taxes. Conflicts with the British, prompted by actions such as the Proclamation of 1763, intensified and led ultimately to the American Revolution.

The British and the Americans: 1775 to 1783

In 1776 the colonists signed the Declaration of Independence, and war between the Americans and the British began. Most of the fighting occurred in the east. A decisive battle, however, was fought in what became Indiana. The man commanding the British troops was Henry Hamilton. He told the Indians that if the Americans won, they would take all the Indian land west of the Appalachians. As a result, many Indians agreed to fight for the British against the Americans.



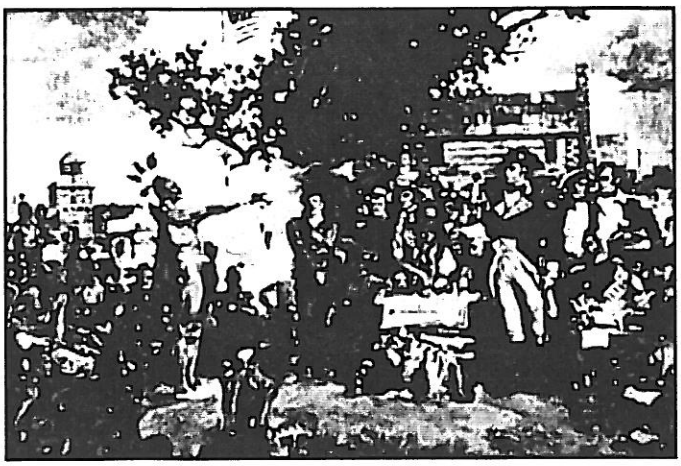
Hamilton's surrender at Fort Sackville

The program provides an in-depth view of the recapture of Fort Sackville (Vincennes) by George Rogers Clark and his men in 1779. Ultimately, the Americans won the Revolutionary War, and in 1783 Britain gave up its lands south of the Great Lakes. Clark and his men helped win the territory north of the Ohio River and east of the Mississippi River.

The American Frontier: 1783 to 1800

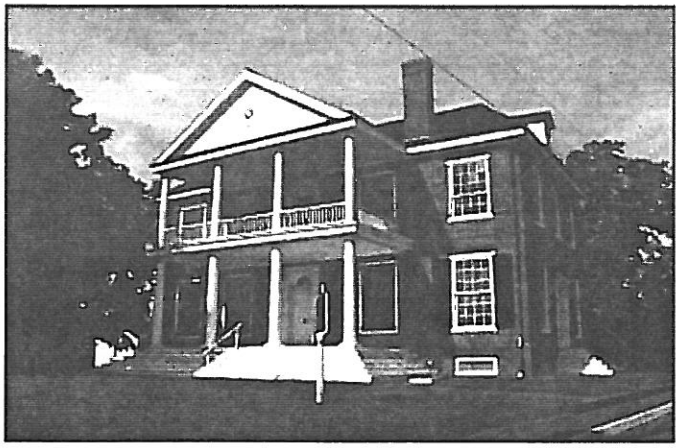
One of the areas the United States controlled became known as the Northwest Territory, which included the future state of Indiana. The U.S. government passed two new laws intended to encourage people to settle in the territory. The Land Ordinance of 1785 provided a way for people to buy and sell land. The Northwest Ordinance of 1787 spelled out the rights of people living in the new territory, outlawed slavery in the territory, outlined a procedure by which states could be established, and indicated how government officials would be appointed.

The ordinances encouraged American settlement and, as a result, alienated Indians living in the Northwest Territory. Soon, Americans from other parts of the country began moving into the new territory. They were not like the French or British before them. The Americans came to build homes and villages and to farm and raise families. They came to make the land their own. The Native Americans believed that they would lose their land. Under Miami chief Little Turtle they won several battles against the American army. When Anthony Wayne took over command of the American troops, everything changed. Little Turtle studied Wayne's tactics. He recognized that Wayne was unstoppable and urged peace, but other Indians ignored him. They met defeat at the Battle of Fallen Timbers. A year later, in 1795, Little Turtle and many other Indian chiefs signed the Treaty of Greenville. The Native Americans gave up all the land that became southern Ohio and part of eastern Indiana. In return, they were promised money and new lands in the western part of the Northwest Territory.



The Treaty of Greenville

In 1800 the Indiana Territory was separated from the Northwest Territory. William Henry Harrison became the first governor and Vincennes became the capital. Harrison and his wife, Anna, built a brick mansion there—called Grouseland—that reflected eastern tastes and refinement. To many, the house symbolized the fact that the Americans were here to stay.



Grouseland

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

1. The Indians got along well with the French and put up with the British. But they fought the Americans. Why?
2. What changes did the Americans make in the region as Indiana became a territory?
3. Why and how did the Americans come to control Indiana?

Vocabulary Words

bales—Because goods and furs were transported in canoes or on the backs of men, pieces or bales were prepared in manageable sizes. The standard bale of goods or furs weighed ninety pounds. One man usually carried two of these bales at a time.

barter—To trade goods without using money but using a shared set of rules.

fur—A thick coat of soft hair covering the skin of a mammal. Furs or pelts were used to make coats, hats, mittens, and muffs. Their use in clothing was very popular in Europe. Furs were used as a form of currency during the fur trade era and were exchanged for goods and services.

fur trader—A person who trades or deals in furs. The term usually refers to the person in charge of a trading post where bartering took place. Native Americans brought their furs to this man and traded them for goods they could not make such as metal axes and knives, brass kettles, and guns. The fur trader also traded blankets, beads, cloth, and gunpowder.

lifestyle—The way of life of an individual as seen in manner, attitudes, cultural traditions, and possessions.

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.

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, and Wisconsin, and part of Minnesota.

ordinance—A rule established by a government.

portage—The area between two bodies of water over which boats (usually canoes) and supplies are carried.

portaging—The process of removing supplies from a canoe and carrying the canoe and supplies on land between bodies of water, around rapids, or past a rough section of water to calmer water or another body of water.

proclamation—An official public announcement.

territory—Land owned by a country but not yet a state or province of that country.

trade—To exchange goods, following established rules for bartering.

trade goods—European goods, such as kettles, iron axes, blankets, and jewelry, offered as items of trade with Native Americans.

ultimatum—A final offer or demand.

voyageur—A person who transported goods and men by canoe to trading posts for the fur companies.

waterway—A navigable body of water such as a river, canal, or lake. Waterways, such as the Wabash River, served as the highways of the eighteenth century.

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. Divide the class into groups of three or four.

Blackline Master
KWL Chart—page 22

2. Distribute a copy of the KWL chart to each group. A blackline master of the chart appears on page 22. (The KWL strategy helps students approach a complex topic in a systematic manner. The K column is used to show what students already know about a topic, the W column is used to show what students want to learn about the topic, and the L column shows what they learned from an investigation of the topic.) Explain to students that a KWL chart is used to help organize the information that they gather from various sources.

3. Indicate to students that they are going to see a video program about the frontier period of Indiana history from 1700 to 1800.

4. Have the members of each group work together to establish what they already know about frontier Indiana. Ask them to enter what they already know in the K (know) column of their KWL charts.

5. Finally, have the group members write at least five historical questions that they would like to ask about frontier Indiana. For example, they might ask questions such as: Where did the first Europeans in Indiana come from? Did the British ever control any of the French forts in Indiana? What role did Indiana play in the American Revolution? Have them record their questions in the W (want to know) column of their KWL charts.

Showing the Program

The *Frontier Indiana* video program is about a half an hour long. It is recommended that you show the entire program to give students a sense of the whole. Then you can conduct postviewing 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 the screen fades to black. These breaks occur just before the French and Indian War, just before George Rogers Clark is introduced, and just before the establishment of the Indiana Territory. 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 screen fades to black (see above). Then select activities to enhance each part of the program.

Ask students to look for answers to the questions they posed in their KWL charts as they watch the video.

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.

1. Who lived in the area that became Indiana before the Europeans came? Describe how they lived.

2. Why were the French interested in the area that became Indiana?

3. What role did rivers and portages play in the frontier period of Indiana history?

4. How did European fashions affect life in Indiana?
5. How did the French get furs from Indiana to Europe?
6. Why did the French and the Indians get along with each other?
7. How did the results of the French and Indian War affect Indiana and the rest of North America?
8. How were the British different from the French in their relation to the Native Americans?
9. What if Vincennes and the other parts of Indiana had remained French? How would your life be different today?
10. What role did George Rogers Clark play in the establishment of the Northwest Territory?
11. How do you think the Native Americans living in the area that became Ohio and Indiana felt about the Land Ordinance of 1785 and the Northwest Ordinance of 1787? Why?
12. Chief Little Turtle defeated the Americans when they attacked Kekionga. However, he recommended that the Indians seek peace when Anthony Wayne took command of the American troops. Why do you think Little Turtle did that? Did his warriors follow his advice? What was the result?
13. William Henry Harrison and his wife Anna built a mansion called Grouseland in Vincennes when he became governor of the Indiana Territory. In the video the host says that the house "was a symbol with one clear, unmistakable message: The Americans were here to stay." Do you think that is true? Why or why not?

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

1. The Indians got along well with the French and put up with the British. But they fought the Americans. Why?
2. What changes did the Americans make in the region as Indiana became a territory?
3. Why and how did the Americans come to control Indiana?

To conclude this portion of the lesson, ask the students to determine whether the questions they identified in their KWL charts were answered by the video. Have them take a few minutes to record their answers in the L column. Then ask what further questions were raised in their minds about frontier Indiana. Have them add those questions to the W column on their KWL charts. Indicate that they might be able to find answers to these questions in the follow-up activities.

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. Teachers of fourth-grade students might want to focus on activities 1, 2, 3, 5, and 8. The other three activities are more complicated.

1. Time Line Activity

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

1. Indicate to students that they are going to create a time line of the events that were portrayed in the video program *Frontier Indiana*. A time line is a graph that is used to arrange events in the order in which they happened. Show students examples of time lines 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 ten-year period of Indiana history beginning with 1700 at the left end and 1800 at the right end of the time line. Have them label the parts "1710," "1720," "1730," and so on.
4. Show the video program again. Have students select specific dates and events from the video program for inclusion on their time lines.
5. Have students create a symbol—using the computer, markers, or pictures from magazines—to represent each event that will be placed on their time lines (for example, a stockade to represent the establishment of Vincennes in 1732).
6. Ask students to arrange each date, event, and associated symbol in the appropriate time period on their time lines.
7. Have students display their time lines 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 time lines. 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 time line for George Rogers Clark's capture of Fort Sackville, depicted in the video. They could begin with Patrick Henry's secret orders and end with the capture of the fort.

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

2. The Fur Trade

The fur trade in North America began with early contacts between Native Americans and Europeans. Fur traders offered goods including iron axes, tomahawks, knives, fishhooks, cloth of various colors, woolen blankets, linen shirts, brass kettles, silver jewelry, assorted glass beads, guns, and gunpowder.

The Indians were eager to have these goods. They paid for them in furs, which the Europeans wanted for making clothing. The beaver pelt was always important. The Europeans also traded for otter, mink, fox, bear, and deer pelts.

In time the Indians began to depend on traders so much that they gave up more and more of their own culture. The trade goods from Europe replaced the things the Indians had formerly made for themselves using the resources available in their natural environment.

In this activity students will engage in a role-playing activity to get a sense of what it was like to be involved in trading furs for manufactured goods from Europe. This direct trading of goods without the use of money is called barter.

Blackline Masters

Trade Goods—page 23

Pelts—page 24

Note: You will need to make multiple copies of the trade goods and the pelts for students to use in the simulation. Blackline masters appear on pages 23 and 24. The pages will need to be cut up so that individual items can be traded. Each student will get a chance to play the role of the fur trader and the Indian. Each student should receive a complete set of trade goods and at least twenty pelts. An alternative is to have the students color the trade goods and furs and cut them out.

1. Begin by creating a context for the activity. Indicate that the fur trade began in the area that became Indiana in the early 1700s when French fur traders came to the region that René-Robert Cavelier de La Salle had claimed. Until that time Native Americans used animals only for food, tools, and clothing.

   The fur traders gathered large numbers of furs and sent them back to France to be sold to make hats and other articles of clothing. The fur of beaver, raccoon, and fox was valuable and could bring a good price in France. The most sought-after fur was beaver. The beaver felt hat was a symbol of high fashion in France.

   The Native Americans wanted to exchange furs for what were called trade goods offered by the French. Trade goods included knives, guns, hoes, blankets, needles, thread, ribbons, glass beads, and other manufactured goods. These goods began to replace the tools and other goods that Indians had made for themselves.

   Sometimes fur traders went to Indian villages to exchange trade goods for furs. Other times the Indians traded furs at a trading post.

2. Indicate that the French and the Native Americans both felt that they gained from the direct exchange of furs for trade goods. The French obtained the highly prized beaver pelts, and the Indians acquired goods that quickly

replaced those that they had made for themselves. This direct trading of goods without the use of money is called barter.

3. Tell students that in this activity they are going to do some bartering, just like the fur traders and Native Americans did back in the early eighteenth century. They will get to play the roles of fur traders and Native Americans.

4. Divide the students into pairs. Distribute a fur trader role card to one member of each pair and a Miami role card to the other member of each pair. A blackline master appears on page 25. Have the fur trader place his or her trade goods on a desk or table and invite the Miami to trade.

Blackline Master
Role Descriptions—page 25

5. Give the students ten minutes to trade furs for trade goods. You might circulate around the class to monitor the activity. Students should be haggling about how much the trade goods are worth in terms of furs. They should complete some exchanges.

6. Have the students reverse roles and barter for another ten minutes.

7. When both members of each pair have had a chance to play both roles have the class reflect on their experience. Ask questions such as these:
   - How did it feel to barter?
   - What did you receive in the trade?
   - Were you happy with what you received by trading? Why?
   - Would it be harder to trade if you both spoke different languages, as the French and Indians did, at least at the beginning? How might you overcome that problem?
   - Why do you think that the fur trade was important in the eighteenth century?

8. Have students brainstorm as a class about the problems that barter creates.

9. To end the activity, distribute copies of the exchange rates handout to each student. A blackline master of the handout appears on page 26. Have students examine the information contained on the handout. Then ask them how the existence of this exchange system would have affected the trade they conducted in class.

Blackline Master
Exchange Rates—page 26

3. Code Noir

During the French era (1700–1754), the area that became the Indiana Territory was inhabited primarily by Native Americans, French fur traders, settlers, and missionaries. As early as 1746, however, a report on the French settlements in Louisiana mentioned that five African Americans lived in Vincennes. This group, as well as other African Americans brought later to Vincennes and to the larger settlements of Kaskaskia and Cahokia in the Illinois country, were slaves of the

French settlers. As slaves they were subject to the Code Noir (Black Code) developed by the French to control slaves in their colonies of the West Indies and then applied to other colonies. Some historians have argued that the Code Noir was less harsh than other codes for slaves. But no one can describe slavery as a positive experience.[2]

1. Begin this activity by stating that students are going to get a sense of what it was like to be African American when the French controlled the region that became Indiana. There were African American residents within a few years of the arrival of the first Europeans. As early as 1746 it was reported that there were forty white men and five African Americans in Vincennes. The African Americans were slaves of the French settlers. Most slaves in Indiana were acquired as the result of trade with posts on the lower Mississippi River. Some may have come from Jamaica. Others were traded to the French by Indians.
2. Indicate that slaves in French colonies, including what became Indiana, were subject to the Code Noir (Black Code) developed by the French to control slaves in their colonies.
3. Have students work in pairs.

Blackline Master
Code Noir—page 27

4. Distribute copies of the Code Noir handout to each student. A blackline master of the handout appears on page 27.
5. Have student pairs examine each article of the code and discuss its implications for the people affected.
6. As a class, discuss the implications of each article for people's lives. When the class discussion has been completed, have each student reflect in writing on what life would be like as a slave in frontier Indiana.
7. When students have had a chance to record their reflections, ask for volunteers to share their work with the class. Encourage other students to comment and expand on what they hear.

4. The Secret Orders

Historians use a wide variety of sources to answer questions about the past. In their research, historians use both primary and secondary sources.[3]

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

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.

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's also important for researchers to look at many different sources from many different perspectives in order to properly interpret a historical account.

In this activity students analyze a primary source that was mentioned in the video, George Rogers Clark's letter of instruction from Patrick Henry.

1. Indicate to students that in this activity they will be examining a primary source that was mentioned in the video: the secret orders sent to George Rogers Clark in 1778 by the governor of Virginia, Patrick Henry. The purpose of examining the document is for students to gain further understanding of Clark's activities in the west during the American Revolution.

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

3. Give each group a copy of Clark's secret orders. A blackline master appears on pages 28–30. The blackline contains part of the original handwritten document, a typed version of the entire document, and a map of Clark's route.

Blackline Master
Clark's Secret Orders—pages 28–30

Blackline Master

Dissecting History—pages 31–32

4. Have the groups examine the original document and answer the first two questions on the Dissecting History form. A blackline master of the form appears on pages 31–32.
5. Have the groups read the typed document, paragraph by paragraph (you may want to read each paragraph to them). Have the students discuss the meaning of each paragraph, as a class.
6. When the discussion of the document has been completed, ask each group to analyze the document by answering the remaining questions on the Dissecting History form.
7. Next, ask for volunteers to present their group's answers to the class.

Blackline Master

Follow-up Questions—page 33

8. After all volunteers have shared with the class, conclude this activity by having the groups answer the follow-up questions about the document. A blackline master of the follow-up questions appears on page 33.
9. Ask for volunteers to share their answers with the class. Encourage students to comment on one another's answers.

5. On to Kaskaskia

In this activity students play the role of spies for George Rogers Clark. The time is 1778. Clark has his orders to go west and capture Kaskaskia. The spies are asked to provide him with accurate intelligence about the people and places of the Wabash-Illinois country. To do this, they use information from an eyewitness account to create an annotated map of the area and to answer important questions for Clark. The eyewitness account is based on Paul Des Ruisseaux's *Mémoire* of the Wabash-Illinois country written in 1777.[4]

Please Note: Two versions of Ruisseaux's eyewitness account are available in this activity. The first is a primary source—the actual translation of his account as it appeared in the *Indiana Magazine of History.* The second is an adaptation of that account. Please examine both versions. They appear on pages 35–36 and 37–38, respectively. Choose the one that better meets your instructional needs.

1. Indicate to students that in this activity they will be playing the role of spies working for George Rogers Clark. Their task is to help Clark carry out Patrick Henry's orders to journey west and capture Kaskaskia. They will be asked to create a detailed map for Clark's use and to answer important questions for him. They will be using an eyewitness account of the Wabash-Illinois country written in 1777 as the basis for their work.

Blackline Masters

On to Kaskaskia—page 34

An Account of the Wabash-Illinois Country in 1777 (Copy A)—pages 35–36

An Account of the Wabash-Illinois Country in 1777 (Copy B)—pages 37–38

2. Divide students into groups of three or four.
3. Choose the version of Ruisseaux's account that you will use. Then give each student a copy of the following material: the On to Kaskaskia form, which includes instructions and a base map (a blackline master of this form appears on page 34); and the appropriate eyewitness account (blackline masters of the two versions of the Ruisseaux accounts appear on pages 35–38).

4. Have students, working in their groups, complete the assignment specified on the form.

5. Ask for volunteers to share their group's annotated map with the class. Give students the opportunity to compare their maps.

6. Finally, have the groups share their answers to the three questions with the class. When they finish, you might share with students that as Clark was traveling down the Ohio River in June 1778, a few weeks before reaching Kaskaskia, he met a party of hunters led by John Duff. Having just come from Kaskaskia, the hunters were able to supply Clark with valuable intelligence. Duff and his men may well have been among the fifteen hunters who were in the Illinois country when the eyewitness account was written the year before.

6. Northwest Ordinance Activity[5]

This activity explores the Northwest Ordinance. The main ideas of the document are clarified and discussed. The ideas on governance and civil rights are highlighted.

Opening the Activity

1. Begin by indicating to students that this activity focuses on the Northwest Ordinance, which was mentioned in the video.

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

3. Distribute copies of the Northwest Ordinance handout to each student. A blackline master of the handout appears on pages 39–41.

Blackline Master

What Is the 1787 Northwest Ordinance?—pages 39–41

4. Ask students to read the introduction. Then ask them what they know about the ordinance and its significance to American history.

5. Use this discussion to establish the main purposes of the activity:

   A. Define key terms in the Northwest Ordinance.

   B. Describe the main characteristics of the process by which a territory could move to statehood under the ordinance.

   C. Identify civil liberties and rights guaranteed by the ordinance.

Developing the Activity

6. Have students read the rest of the handout.

7. Ask group members to work together to answer the questions listed at the end of the handout.

8. Ask for volunteers to share their group's answers with the class. Encourage students to comment on and discuss one another's answers. Use the table in the lesson to focus the students' attention on main provisions of the governance procedures in the Northwest Ordinance.

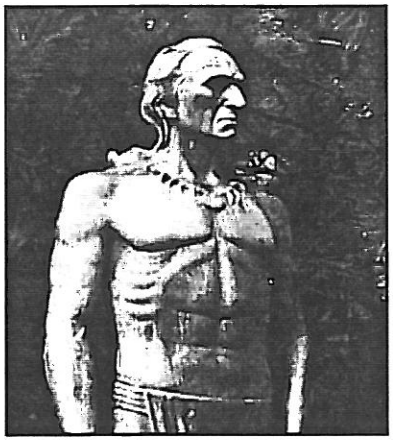
Concluding the Activity

9. Have students work in their groups to answer the following questions: Is it important for Americans today to know about the Northwest Ordinance? Why or why not?

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

7. Little Turtle's Decision

In this activity students have an opportunity to analyze a complex decision, specifically Little Turtle's decision to go to Greenville in 1795 to sign a peace treaty with the Americans. By examining this scenario adapted from the work of Andrew R. L. Cayton,[6] students can begin to understand some of the factors that affected the lives of Native Americans living in the Wabash valley in the late eighteenth century.



Blackline Master

Little Turtle's Decision—pages 42–44

1. Distribute a copy of the Little Turtle's Decision form to each student. A blackline master of the document appears on pages 42–44.

2. Students can work individually, in pairs, or as a class.

3. Have students follow the directions for reading the case study. Remind students that they are being asked to analyze Little Turtle's decision from *his* point of view.

4. Call on individual students to recount the basic aspects of the story.

5. Ask for volunteers to share their answers to the questions that appear at the beginning of the handout. Encourage other students to comment and elaborate on the answers.

6. Once the students have analyzed Little Turtle's decision from his point of view, you might extend the activity by asking: What would you (the student) have done in Little Turtle's place in the summer of 1795? Why?

7. Provide students with an opportunity to share their thinking with the class.

8. Making Sense of the Census: 1800

In this activity students get to analyze a primary source—a census record for 1800. (For a complete description of primary and secondary sources and their uses, see pages 12–13 in this guide.) The purpose of the activity is to help students develop a picture of life in the United States in 1800, the year the Indiana Territory was established.

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 Northwest Territory was not included in the 1790 census, but information on the Indiana Territory did appear in the 1800 census.

1. Indicate to students that in this activity they will be examining a primary source—a census record from 1800. 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 form, Making Sense of the Census: 1800. A blackline master of the document appears on pages 45–48.
4. Have students examine the census record and then analyze it using the Dissecting History form. A blackline master of the analysis form appears on pages 31–32.
5. Next ask for volunteers to present their group's summary and analysis of the document to the class.
6. After all the volunteers have shared with the class, conclude this activity by having the groups answer the follow-up questions about the document. A blackline master of the follow-up questions appears on pages 49–50.
7. Ask for volunteers to share their answers with the class. Encourage students to comment on one another's answers.

Blackline Master

Making Sense of the Census: 1800—pages 45–48.

Blackline Master

Dissecting History—pages 31–32

Blackline Master

Census Follow-up Questions—pages 49–50

Rubric

Several of the follow-up activities use primary or secondary sources. To aid in your assessment of student performance on these activities, a rubic appears below. You might want to modify it to meet the needs of your teaching situation.

Analyzing a Document[7]

	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 main points.

Further Resources

General

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.

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 supports scholarly research. The IHS fosters excellence and leadership, historical inquiry, and informal exchanges, believing that an understanding of the past illuminates the present and gives 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.

Specific Resources

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

Carter, Harvey Lewis. *The Life and Times of Little Turtle: First Sagamore of the Wabash.* Urbana: Univerisy of Illinois Press, 1987.

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

Cayton, Andrew R. L., and Frederika Teute, eds. *Contact Points: American Frontiers from the Mohawk Valley to the Mississippi, 1750–1830.* Chapel Hill: University of North Carolina Press, 1998.

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

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

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

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

Websites

The Ohio Historical Society's Ohio History Central

This website, geared toward children, contains a variety of materials related to the frontier era.

http://www.ohiokids.com/ohc/index.html

Potawatomi Web

This website offers materials about the Potawatomi people—language, culture, literature, and arts and crafts.

http://www.kansasheritage.org/pbp/people/home.html

Vincennes State Historic Site

This website describes some of the historic buildings associated with the capital of the Indiana Territory.

http://www.spiritofvincennes.org/rendezvous/historic/

Virtual Museum of New France

This website presents a wide range of interactive activities for children dealing with daily life in New France.

http://www.civilization.ca/vmnf/vmnfe.asp

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 Miami.

Edmonds, Walter D. *The Matchlock Gun.* New York: Putman's, 1989.

In 1756, during the French and Indian War in upper New York State, Edward is determined to protect his family with the ancient, and much too heavy, gun his father gave him.

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.

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.

Keehn, Sally M. *I Am Regina.* New York: Philomel Books, 1991.

In 1755 Regina is kidnapped by Indians in western Pennsylvania. She must struggle to hold on to memories of her earlier life as she adapts to her new surroundings.

Kozlak, Chet. *A Great Lakes Fur Trade Coloring Book.* St. Paul: Minnesota Historical Society Press, 1981.

This coloring book, showing all aspects of the fur trade, is based on extensive research.

Major, Charles. *The Bears of Blue River.* 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 North American Beaver Trade." *Cobblestone,* 3,6 (June 1982).

This issue deals with all aspects of the beaver trade including business, art, and fashion.

"The Northwest Ordinance of 1787." *Cobblestone,* 19,7 (October 1998).

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

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.

"Sieur de La Salle: French Explorer to the New World." *Cobblestone,* 20,7 (October 1999).

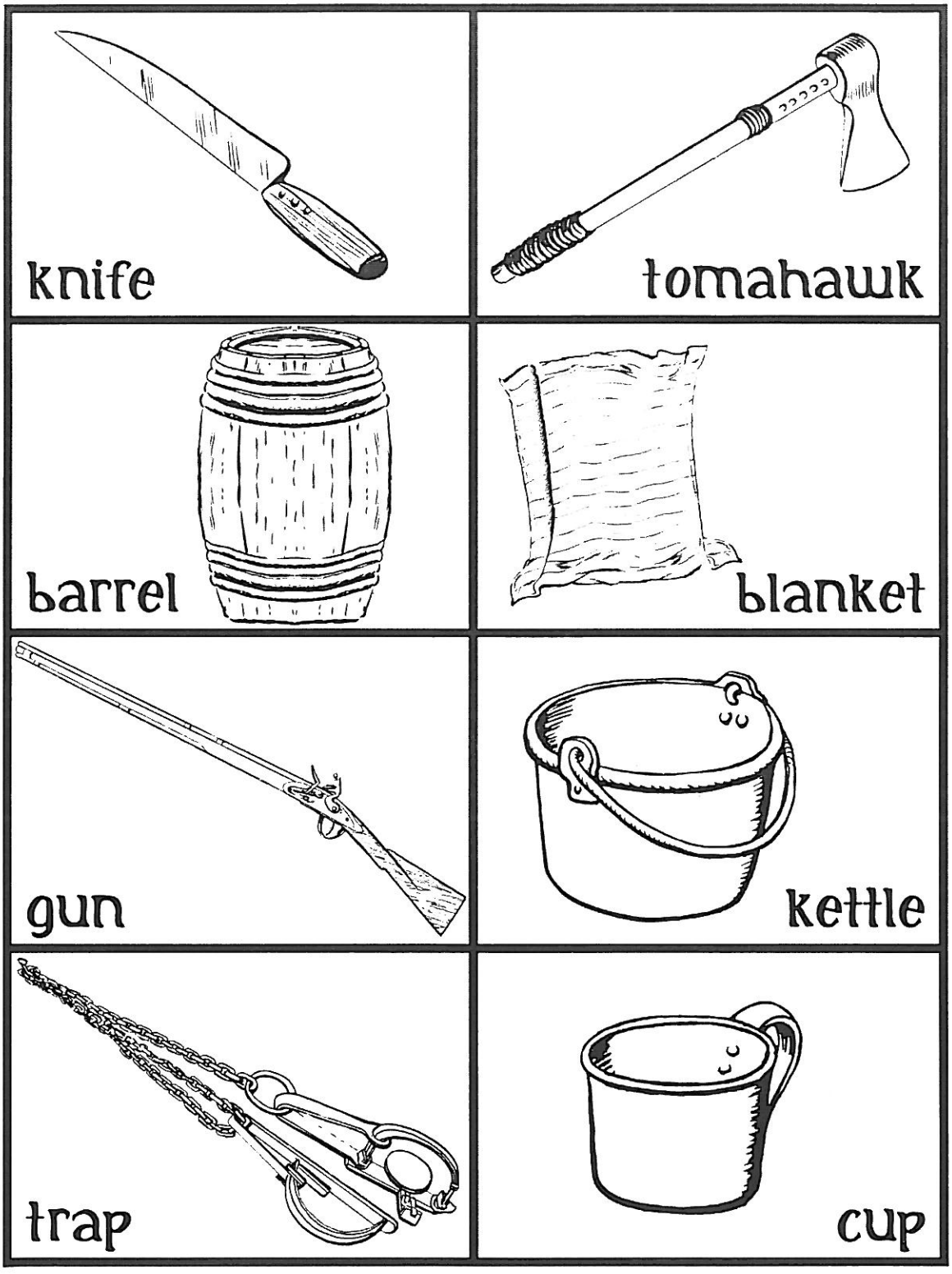
This issue tells the story of the first European to travel the length of the Mississippi River.

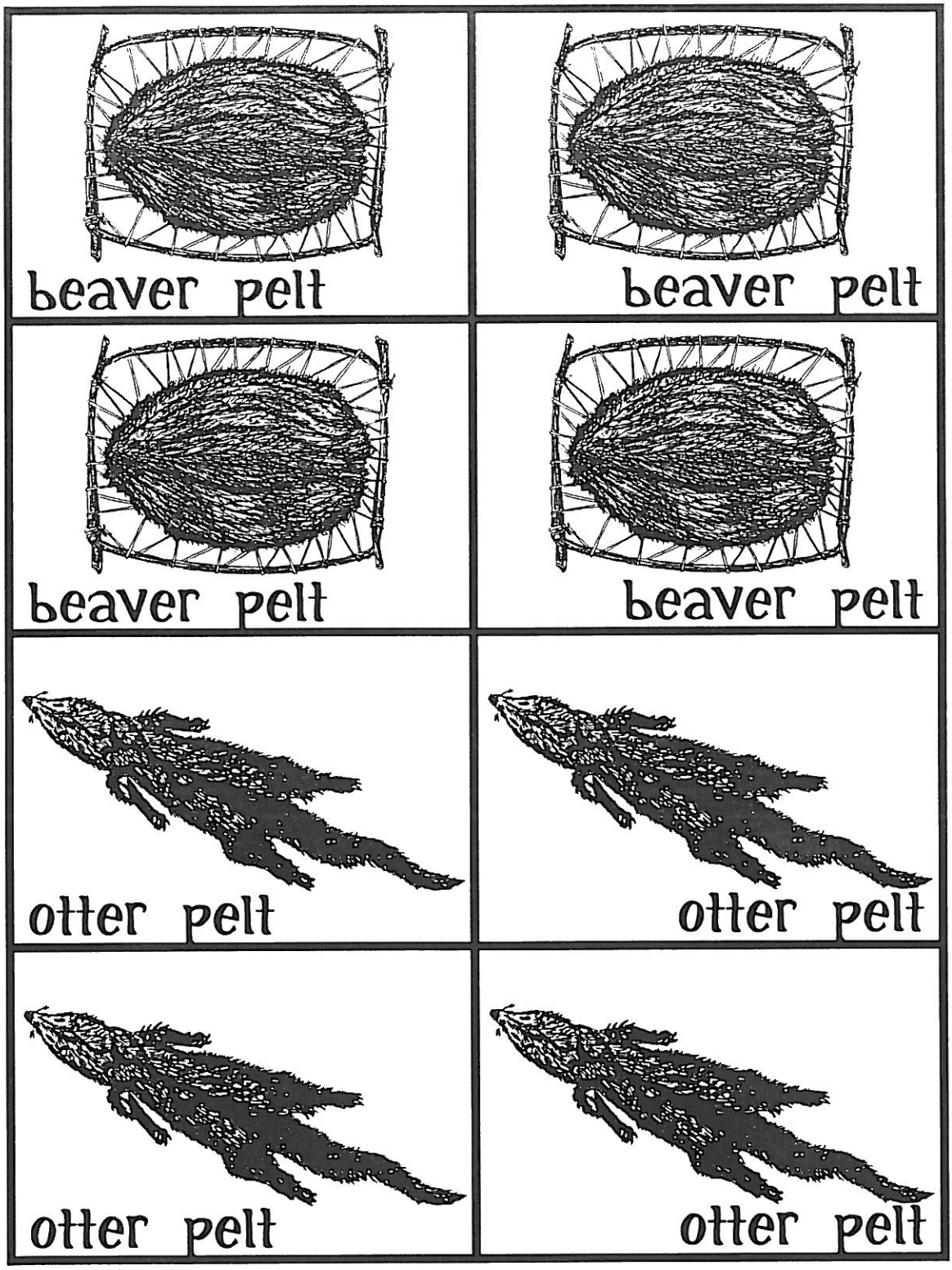
Blackline Masters

KWL Chart

NAME _____ CLASS _____

K	W	L


knife
tomahawk
barrel
blanket
gun
kettle
trap
cup


beaver pelt
beaver pelt
beaver pelt
beaver pelt
otter pelt
otter pelt
otter pelt
otter pelt

Role Descriptions

French Fur Trader

As a fur trader you are interested in getting as many furs as you can for the goods you have to offer. A trade good—for example, a knife—is worth the number of furs that would pay for making the knife, transporting it from France, any tax that you pay on the knife, and a little profit for yourself. You need to make that judgment.

When a Miami comes to trade, show off your goods and describe their qualities. The better you make the good sound, the more pelts you can demand for it.

Miami

As a hunter you are interested in getting as many trade goods as you can for the furs you have to offer. For you, animal pelts are worth as many trade goods as will make all the work involved in the hunting, curing, and transporting those pelts worthwhile. You need to make that judgment.

You need to take time to describe the quality of your furs to the trader. The better you make the furs sound, the more trade goods you can demand for them.

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You need to take time to describe the quality of your furs to the trader. The better you make the furs sound, the more trade goods you can demand for them.

Exchange Rates

Here is a listing of the value of various trade goods and pelts expressed in beaver pelts, according to records from eighteenth-century Missouri.[8]

1 gun	=	16 beaver pelts
1 kettle	=	1 beaver pelt
1 tomahawk	=	3 beaver pelts
1 blanket	=	6 beaver pelts
2 cub beaver pelts	=	1 beaver pelt
1 otter pelt	=	2 beaver pelts
3 fox pelts	=	1 beaver pelt
1 bear pelt	=	1 beaver pelt
2 wild cat pelts	=	1 beaver pelt
7 doe hides	=	1 beaver pelt
6 muskrat pelts	=	1 beaver pelt
1 black fox pelt	=	2 beaver pelts

Code Noir

If you were an African American living in the region that became Indiana during the French era (until 1763), you would probably be a slave. As a slave, you would be subject to the articles of the Code Noir (Black Code). The code was developed by the French to regulate the condition of slaves in areas under their control. Some historians have argued that the Code Noir was less harsh than other codes for slaves. For example, the members of a family could not be sold separately if they were under the power of only one master. But no one can describe slavery as a good experience. Slaves were viewed as *meubles*, or furniture, to be passed on from father to child.

Printed below are some of the rules set out in one version of the Code Noir. This version was put into effect in Louisiana in March 1724.[9] Examine the statements carefully. Then write about how life would be for you if you were a slave living in Indiana under the conditions of the Code Noir. How would you feel about yourself, about your family, about the future? Be prepared to share your work with the class.

Article V orders Sundays and holidays to be regularly observed and forbids all work by masters and slaves on those days.

Article VIII forbids clergy from marrying slaves without the consent of masters and forbids masters to force their slaves to marry against their will.

Article IX orders that children born from the marriages between slaves shall be slaves and belong to the master of the mother.

Article XII forbids slaves to carry offensive weapons or heavy sticks, under penalty of the whip and confiscation (removal) of the weapons in favor of the person seizing them. Slaves who are sent hunting by their masters and carry notes of permission are exempted.

Article XIII forbids slaves belonging to different masters to assemble in crowds, by day or by night, under penalty of punishment.

Article XVII orders seizure of goods that are offered for sale by slaves without permission.

Article XX permits slaves to give information against their masters if not properly fed or dressed or if treated inhumanely.

Article XXI orders that slaves who are disabled from working by old age or by illness be provided for by their masters or be sent to the nearest hospital.

Article XXII declares that slaves can have nothing that does not belong to their masters, in whatever way acquired.

Article XXV forbids slaves from being parties to civil suits or complainants in criminal cases. Their masters shall act for them in civil cases.

Article XXVI orders the prosecution of slaves in criminal cases in the same manner as for free persons, with some exceptions.

Article XXVII orders that any slave who shall have struck his master, his mistress, or the husband of his mistress, or their children, so as to produce a bruise or shedding of blood in the face shall be put to death.

Clark's Secret Orders

Historians use a wide variety of sources to answer questions about the past. They often use primary sources—the actual records that have survived, such as letters, photographs, and articles. In this activity you will analyze a primary source mentioned in the video: the secret orders sent to George Rogers Clark in 1778 by the governor of Virginia, Patrick Henry.

Clark's Letter of Instruction, 1778

Below, you can see what the original document looked like. On page 29 is a typed copy of the same document. (A map of Clark's route is also provided.) To help you analyze the document, here are definitions and explanations for some important words and phrases:

W^m^sburg—Williamsburg (the capital of Virginia at the time)

Jan^y^. 2^d^. 1778—January 2nd 1778

Lieu^t^. Colonel—Lieutenant Colonel

Kaskasky/Kaskaskia—a British fort located on the Illinois side of the Mississippi River, near the present-day location of St. Louis

Fort Pitt—a fort located where the Allegheny and Monongahela Rivers meet and form the Ohio River (in present-day Pittsburgh)

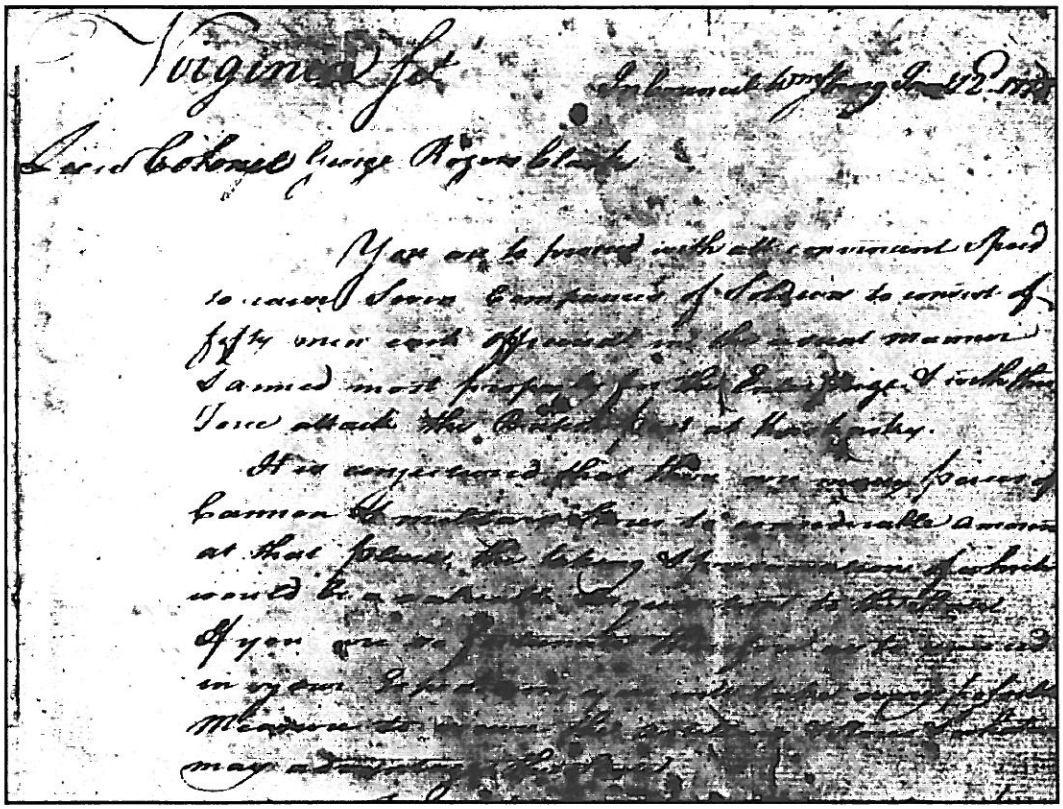
Test prescribed by Law—swearing an oath of allegiance to Virginia

Commonwealth of Virginia—included in 1778 much of what is now Virginia, but also claimed the area north of the Ohio River and south of the Great Lakes from western Ohio to the Mississippi River

Mouth of Ohio—where the Ohio River empties into the Mississippi River

bro^t^.—brought

your hble Ser^t^.—Your humble Servant



Virginia Sc^{t}.

In Council, W^{m}sburg Jany. 2d. 1778

Lieu^{t}. Colonel George Rogers Clark:

You are to proceed with all convenient Speed to raise Seven Companies of Soldiers to consist of fifty men each officered in the usual manner & armed most properly for the Enterprize & with this Force attack the British post at Kaskaskia

It is conjectured that there are many pieces of Cannon & military Stores to a considerable amount at that place, the taking & preservation of which would be a valuable acquisition to the State. If you are so fortunate therefore as to succeed in your Expedition, you will take every possible Measure to secure the artillery & Stores & whatever may advantage the State.

For the Transportation of the Troops provisions &c down the ohio, you are to apply to the Commanding officer at Fort pitt for Boats, & during the whole Transaction you are to Take especial Care to keep the true Destination of your Force secret. Its success depends upon this. Orders are therefore given to Capt^{n}. Smith to secure the two men from Kaskasky. Similar conduct will be proper in similar cases.

It is earnestly desired that you shew Humanity to such British subjects and other persons as fall in your hands. If the white Inhabitants at this post & the neighborhood will give undoubted Evidence of their attachment to this state (for it is certain they live within its Limits) by taking the Test prescribed by Law & by every other ways & means in their power, Let them be treated as fellow Citizens & their persons & property duly secured. Assistance & protection against all Enemies whatever Shall be afforded them & the Commonwealth of Virginia is pledged to accomplish it. But if these people will not accede to these reasonable Demands, they must feel the miseries of War, under the direction of that Humanity that has hitherto distinguished Americans, & which it is expected you will ever consider as the Rule of your Conduct & from which you are in no Instance to depart.

The Corps you are to command are to receive the pay & allowance of a Militia & to act under the Laws & Regulations of this State now in Force as Militia. The inhabitants at this Post will be informed by you that in Case they accede to the offer of becoming Citizens of this Commonwealth a proper garrison will be maintained among them & every Attention bestowed to render their Commerce beneficial, the fairest prospects being opened to the Dominions of both France & Spain.

It is in Contemplation to establish a post near the mouth of Ohio. Cannon will be wanted to fortify it. Part of those at Kaskasky will be easily brought thither or otherwise secured as circumstances will make necessary.—

You are to apply to General Hand for powder & Lead necessary for this Expedition. If he can't supply it the person who has that which Cap^{t}. Lynn bro^{t}. from Orleans can. Lead was sent to Hampshire by my orders & that may be deliver'd you. Wishing you Success I am

Sir

your hble Serv^{t}.
P. Henry

[Endorsed:]
In Council
Order To Lieut Clark
to raise 7 companies
and attack British
at Kaskaskia—
Jan 12th 1778

Clark's Route from Fort Pitt to Kaskaskia, 1778

Adapted from James Truslow Adams and Charles Garrett Vannest, *The Record of America* (New York: Charles Scribner's Sons, 1935), 123.

Dissecting History

WRITTEN DOCUMENTS[10]

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. Document characteristics (use the original document to answer this question):

   Letterhead:

   Handwritten or typed:

   If typed, computer or typewriter:

   Seal:

   Stamps:

   Notes:

   Bound or loose:

3. What is the date of the document?

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

5. What audience was the document written for?

6. Why was this document written?

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

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

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

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

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

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

Follow-up Questions

1. Why do you think this letter was sent to Clark by the governor of the Commonwealth of Virginia and not by someone in the federal government?

2. What actual support (such as troops, equipment, or money) is Henry able to give Clark? What does this suggest about the resources of the government of Virginia?

3. Why does Henry tell Clark to "keep the true Destination of your Force secret"?

4. Why is Henry so concerned about how the "British subjects and other persons as fall in your hands" are treated?

5. Why do you think Henry was interested in establishing a "post near the Mouth of Ohio," by which he means the mouth of the Ohio River, where it enters the Mississippi River?

6. In your opinion, how important to the future of Indiana were Henry's orders for Clark? Why?

On to Kaskaskia

The year is 1778. George Rogers Clark has just received his orders from Patrick Henry, the governor of Virginia. Henry has told Clark, "You are to proceed with all convenient Speed to raise Seven Companies of Soldiers to consist of fifty men each officered in the usual manner & armed most properly for the Enterprize & with this Force attack the British post at Kaskaskia."

Clark begins to prepare for his campaign in the Wabash-Illinois country. He has an urgent need for accurate information about the peoples and places of that area. You are spies on Clark's staff. Your job is to get him the information he needs quickly.

Fortunately, you captured a document written for the British governor of Quebec, Guy Carleton, by Paul Des Ruisseaux, a French Canadian from Illinois. It seems to be just what you are looking for. It is a detailed, eyewitness account of the Wabash-Illinois territory, written by someone who is familiar with the area. Best of all, it's up-to-date, having been written in 1777!

Your task is to use the captured document to develop a map showing distances between settlements in the region in miles. The base map you will use appears at right. You are also asked to note on the map (1) the number of people, including Indians, living in each settlement; (2) the Indian tribes observed; and (3) anything else that might be of interest to Clark as he prepares to move west.

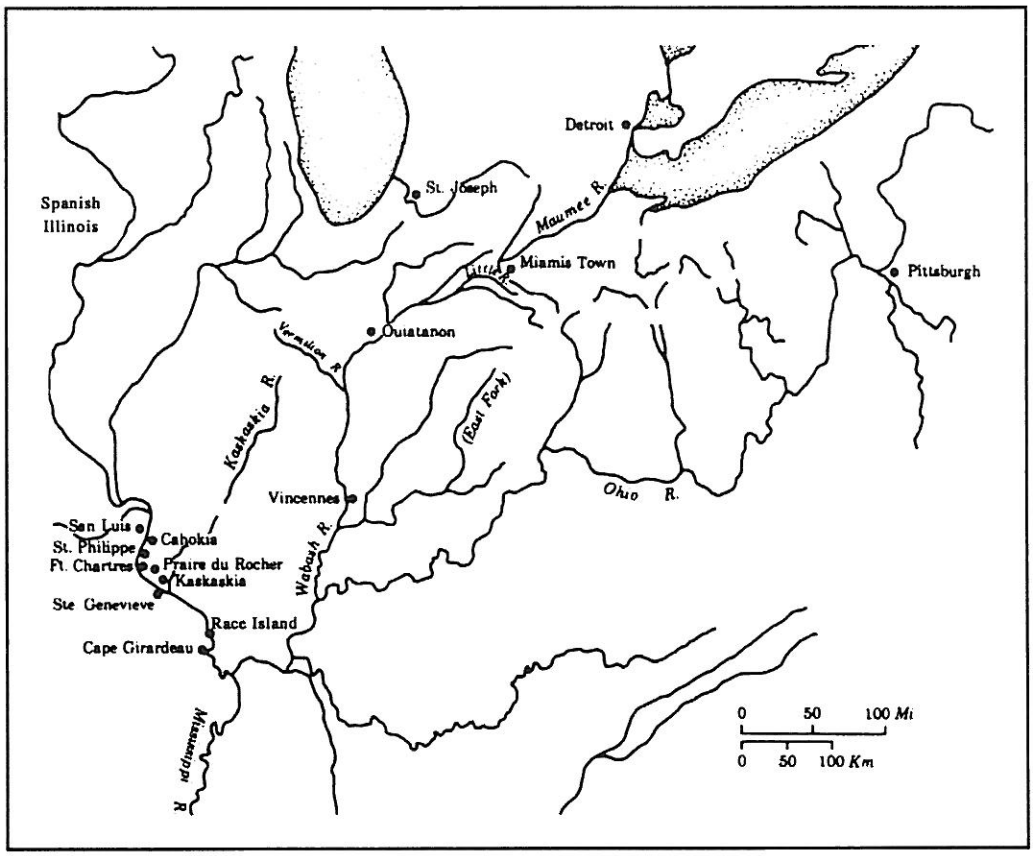
Clark also wants you to try to answer three important questions as you examine the eyewitness account:

1. Is Vincennes an important location for us? Why or why not?
2. Could the Spanish cause trouble in the area? What is the evidence?
3. Is anybody in the area likely to help us? Who and where are they?

Please Note:

- One French league equals 2.5 miles.
- Sometimes the settlements are described in numbers of houses rather than in numbers of people. When numbers of Indians are mentioned, they refer only to men.

Wabash-Illinois Country, 1779



Adapted from map by Indiana University Audio Visual Center.

An Account of the Wabash-Illinois Country in 1777[11]*— Copy A*

(Translated from the Original)

From Detroit to the Miamis [Town] there are 73 French leagues [and] a great number of rapids, which render the river [one] of the most rapid. It is navigable at all times, but has a great deal more water in the spring.[12]

At Fort des Miamis, there are about 22 houses, French, occupied mainly by some merchants, workmen, and journeymen. Monsieur Barthe discharges the office of commandant there, and one named Beauben (very zealous in appearance for the service of the King) says that he handles the affairs of His Majesty there. There may be 100 Indian men native to the said country, and a much greater number of others dispersed all along the rivers bordering the said village. There are 4 leagues of portage in order to fall into a Petite Rivière in order to gain the Ouabache, which [Petite Rivière] has fifteen leagues inclusive of the portage; and from that Petite Rivière, which falls into the Ouabache, 45 leagues in order to go to the Fort des Ouyatanon, where Monsieur le Chevalier de St. Laurent functions as commandant, and where there are 18 to 19 houses occupied by some merchants, workers, et cetera. This fort is well situated, quite pretty, and its entrance well fortified. With regard to the Quiquapoux, Mascoutin, Ouyatanons, it is possible there are about 7 to 800 Indian men, bearing arms, of whom many [reside] along the neighboring rivers.

From the Fort des Ouyatanons to the Vermillion, there are 20 leagues. At the end of which is found a village called Pianquichias, in which there are possibly 100 Indians, not counting those who are along the rivers Ouabache, Vermillion, et cetera. From this latter place to the Poste Saint Vincennes there are 60 leagues.

The memorialist can assure his Excellency that the said St. Vincennes, and its surrounding area, is one of the most beautiful regions of the world, as much by its location as by the resources that one could find there, [enough] in order to establish there more than ten thousand families, without counting those who are there [now]. Of which, undoubtedly, Monsieur Abbot, Lieutenant Governor, has had care to inform your Excellency.

There may be at the said Poste de St. Vincennes 50 Pianquichias, more than 150 Loups, or Abenakis, very much obedient to Sieur Abbot, who like some other nations (sometimes to the number 3 to 400), in his capacity of first Lieutenant Governor, regard him as their father, and are a charge upon him. Among which there are also some Kicapoux, Mascoutins, Ouyatannons, Pianquichias, Outaiuois, Illinois, Peorias, Loups or Benakis, and Chaouanons. This place is a key of all the Indian nations, and the Spaniards, whom one would have reason to fear, if they were at war with England.

From St. Vincennes to the Belle Rivière, there are 60 leagues, and much frequented by different nations, of which there are always a large number who reside there. The only misfortune is that they have from time to time some small difficulties. This Belle Rivière has 40 leagues of length and loses itself in that of the Mississippi. From the end of the said Belle Rivière at the Mississippi, there are 35 leagues in order to get to the Rivière des Cas.

It is proper to observe to your Excellency that there is a village of six houses occupied by some Virginians with their families at Isle à la Course, which is nine leagues north of the Belle Rivière, who have been assisted by Monsieur de Rocheblave, as they did not wish to get entangled in the troubles of the Continent.

The 3rd June, there were in my sight, besides these settled Virginians, 15 scouts from the same country, who had pursued the said Paul Des Ruisseaux, because he conveyed by order of Monsieur De Rocheblave 4 cannons to Monsier Abbot, lieutenant governor of Vincennes, in order that he be able to hold fast on defense in case of need, there being 50 to 60 other scouts who go under the name of hunters.

In the village of Kaskias, it is possible there are 75 to 80 inhabitants. The Illinois and the Peorias may constitute 250 Indian men.

From Caskasias to the Prerie du Rocher, called St. Joseph, there are 4 leagues. This village may have about 24 houses or establishments.

From there to Fort des Chartres, there are 2 leagues. This fort has been abandoned by Major Hamilton (without doubt by superior orders). From this fort to the village [of] St. Philippe, there are only two leagues, and eight to 10 inhabited houses. From there to Kaokia 12 leagues, and 60 to 80 inhabitants.

On the Spanish side opposite Cas, or Kas, [at a place] called Ste. Gennevieve, it is possible there are 100 inhabitants, not counting the [Indian] nations which may be there, in the Missourie, which are numerous. From Ste. Gennevieve in order to go to St. Louis (of which Don Croisat is the Governor) there are 25 leagues and about 400 men without counting all the nations of the Missouris, the Rivière Des Moins and other rivers, which are numerous. From the side of Spanish Illinois, in order to gain the Nouvelle Orleans there are 500 leagues by way of the Mississipi, where possibly there are 7 to 8 thousand men, as much Canadiens, Europeans, Creoles, and Acadians. The Indians of the Rivière Rouge and of the Nonkitoches are numerous.

N.B. When the memorialist left Illinois, it was said there publicly that there had arrived at the Nouvelle Orleans 1000 troops as a reinforcement, 3 years of provisions, and munitions of war.

The said memorialist has been informed that Monsieur de Rocheblave the 4th June last having some notice that there were 15 men pursuing him, had them arrested by his militia, at about 25 leagues [from Kaskaskia.]

Set down [at]

23 August 1777 [signed] P. Des Ruisseaux

Quebec

An Account of the Wabash-Illinois Country in 1777[13]*— Copy B*

(Adapted from the Original Translation)

The distance from Detroit to Miamis Town is 73 French leagues. There are a great number of rapids, which make the Maumee River very fast. The river is navigable at all times, but has a great deal more water in the spring.

At Miamis Town, there are about 22 French houses, occupied mainly by merchants, workmen, and journeymen. Monsieur Barthe is the commandant there. Monsieur Beauben handles the affairs of the King of England. There may be 250 Miami men in the two villages near here, and a much greater number of others all along the rivers.

There are 4 leagues of portage to reach the Little River, which connects to the Wabash. From the Little River, one must travel 45 leagues in order to get to the Fort Ouiatanon, where Monsieur le Chevalier de St. Laurent acts as Commandant, and where there are 18 to 19 houses occupied by some merchants, workers, and others. This fort is well situated, quite pretty, and its entrance well fortified. With regard to the Kickapoo, Mascouten, and Wea Indians, it is possible there are about 700 to 800 men, bearing arms, of whom many live along the neighboring rivers.

From the Fort Ouiatanon to the mouth of the Vermillion River, the distance is 20 leagues. There is a village at that place in which there are possibly 100 Piankashaw Indian men, not counting those who are along the Wabash and the Vermillion. From this place to Vincennes there are 60 leagues.

Vincennes, and its surrounding area, is one of the most beautiful regions of the world, as much by its location as by the resources that one could find there, enough in order to establish there more than ten thousand families, without counting those who are there already.

There may be at Vincennes 50 Piankashaw Indians and more than 150 Delaware. They are very loyal to British Lieutenant Governor Abbott, who must give them gifts to keep that loyalty. This is also true of 300 to 400 men of some other Indian nations, including some Kickapoo, Mascouten, Wea, Piankashaw, Ottawa, Illinois, Peoria, Delaware, and Shawnee. This place is a key of all the Indian nations, and the Spaniards, whom one would have reason to fear, if they were at war with England.

From Vincennes to the Ohio River, there are 60 leagues. The area is inhabited by large numbers of different Indian nations. The only misfortune is that they often fight with the Indians living farther south. This makes the area dangerous to travelers and hunters.

There are 40 leagues from the mouth of the Wabash to the place where the Ohio River empties into the Mississippi River. From the mouth of the Ohio River at the Mississippi River, there are 35 leagues in order to get to the mouth of Kaskaskia River.

I must mention that there is a village of six houses occupied by some Virginians with their families at the Race Islands, located nine leagues north of the Ohio River, on the west side of the Mississippi. They seem to be refugees from the revolution on the Atlantic coast. Other Virginians, 15 in number, chased me when I was transporting four cannons to protect Monsieur Abbott, lieutenant governor of Vincennes. These men go under the name of hunters. I think they are rebel scouts.

In the village of Kaskaskia, it is possible there are 900 to 1,000 people (600 whites and 300 black slaves). There are about 250 Illinois and Peoria Indians living there, too.

From Kaskaskia to the Prairie du Rocher there are 4 leagues. This village may have about 24 houses or establishments.

From there to Fort Chartres, there are 2 leagues. This fort was abandoned by the British in 1772. From this

spot to the village of St. Philippe, there are only two leagues, and eight to 10 inhabited houses. From there to Cahokia is a distance of 12 leagues, and 60 to 80 houses.

On the Spanish side opposite Kaskaskia at a place called St. Genevieve. It was founded by French settlers who left British Illinois in 1750. It is possible that there are 100 families there, not counting the Indians who are numerous.

From St. Genevieve to St. Louis there are 25 leagues. Both places are in Spanish Illinois. In St. Louis there are about 400 men without counting all the Indian nations, which are numerous. From St. Louis to New Orleans there are 500 leagues by way of the Mississippi, where possibly there are 7 to 8 thousand men living. The Indians of Louisiana are numerous.

Important. When I left Illinois, it was said there publicly that there had arrived in New Orleans 1,000 Spanish troops as a reinforcement, with three years of provisions and munitions of war.

Set down in Quebec, 23 August 1777
[Signed] P. Des Ruisseaux

What Is the 1787 Northwest Ordinance?[14]

Introduction

In 1787 the Congress of the United States, acting under the Articles of Confederation, passed the Northwest Ordinance. Historians today rank the Northwest Ordinance as one of the most important documents in U.S. history—one that ranks in importance only behind the Declaration of Independence and the Constitution of 1787.

What is the Northwest Ordinance? Why is it so important in the American heritage? Why should Americans today know about it and value it?

The Northwest Ordinance: A Definition

An ordinance is a type of law passed by a legislature that depends on a higher governing body for all of its authority. In the 1780s the acts of Congress were called ordinances (not statutes) to indicate that the Congress, under the Articles of Confederation, answered to the thirteen state governments of the United States.

The Northwest Ordinance provided for the government of the territory north and west of the Ohio River. It promised eventual statehood, on equal terms with other states, to people in this region. It stated that not fewer than three nor more than five states were to be carved out of the area. It established a process for moving through stages of territorial government to petition for statehood. The Northwest Ordinance also reaffirmed a system for dividing land that was set forth in the Land Ordinance of 1785. Finally, the Northwest Ordinance contained six articles that guaranteed civil liberties and rights to the inhabitants of the territory. Following are brief discussions of two aspects of the Northwest Ordinance: (1) government and statehood and (2) civil liberties and rights.

Government and Statehood

The Northwest Ordinance included a plan by which a territory could advance gradually to statehood, on equal terms with all other states of the United States. The plan involved three stages described in the following table.

Stages of Government under the Northwest Ordinance

Territorial Status	Elected and Appointed Officials	Lawmaking Body
First Stage Total population includes fewer than 5,000 adult males.	Officials appointed by U.S. Congress: Territorial governor, Secretary, Three judges	Governor and judges make laws.
Second Stage Total population includes more than 5,000 adult males.	Officials appointed by U.S. Congress: Territorial governor, Secretary, Three judges Territorial delegate (nonvoting) to U.S. Congress; elected by territorial legislature.	Bicameral legislature: *Lower House:* Voters elect representatives; one representative for each 500 men. *Upper House:* Five members appointed by U.S. Congress.
Third Stage Total population is more than 60,000 inhabitants.	Voters elect delegates to write a state constitution. Submit petition for statehood to U.S. Congress. Receive approval of Congress to enter Union on equal terms with other states. Elect and appoint state government officials according to the state constitution.	Legislature set up in terms of state constitution.

The third stage of government under the Northwest Ordinance included a petition for statehood by the territory to the U.S. Congress. Congress was required to grant statehood if the petitioner satisfied all conditions for statehood outlined in the Northwest Ordinance. These conditions included a state constitution that provided for a "republican form of government" (government by representatives elected by the people). In 1803 Ohio became the first part of the Northwest Territory to achieve statehood. Indiana became a state in 1816, and Illinois entered the Union in 1818. Michigan (1837) and Wisconsin (1848) were the fourth and fifth states to be formed from the Northwest Territory. A small part of the original Northwest Territory was included within the boundaries of Minnesota, which became a state in 1858. The 1787 Northwest Ordinance was the model for thirty-one of the fifty American states as they advanced from territories of the United States to statehood.

Civil Liberties and Rights in the Articles of Compact

The 1787 Northwest Ordinance included six Articles of Compact. A compact is an agreement between two parties that may not be broken without the permission of both parties who made it. The Northwest Ordinance said that the six articles "shall be considered as articles of compact, between the original States and the people and States in the said territory, and forever remain unalterable, unless by common consent." The Articles of Compact provided civil liberties and rights to the people; government officials could not legally take away these rights or liberties.

Article I

Provided freedom of religion.

Article II

Guaranteed the privilege of the writ of habeas corpus. A writ of habeas corpus requires officials to bring a person whom they have arrested and held in custody before a judge in a court of law. Officials who are holding the prisoner must convince the judge that there are lawful reasons for holding the prisoner. If the judge finds that their reasons for holding the prisoner are unlawful, then the court frees the suspect. The writ of habeas corpus is a great protection for individuals against government officials who might want to jail them only because they belong to unpopular groups or criticize the government.

Several other rights were guaranteed to persons accused of crimes, such as trial by jury, protection against cruel and unusual punishment, and prevention of excessive bail as a condition of release from jail while awaiting a trail. Finally, Article II said that persons were protected against government acts that would deprive them of life, liberty, or property without due process (fair and proper legal procedures) and that would deprive them of property without fair compensation.

Article III

Stated the importance of schools and education for all people. This article also stated that Indian people of the Northwest Territory should be treated fairly.

Article IV

Indicated several responsibilities of territories and states, which included the obligation of paying a fair share of taxes, of respecting and abiding by the Articles of Confederation (later the U.S. Constitution), and of being a perpetual member in the Union.

Article V

Provided for admission into the Union of not fewer than three nor more than five states from the Northwest Territory. The article said that states "shall be admitted" into 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." Of course, people in the territory seeking statehood had the responsibility of following exactly all provisions of the Northwest Ordinance.

Article VI

Banned slavery or involuntary servitude (having to work for others against one's will).

Questions

1. Define the following terms. Give an example that fits each definition. Explain how each term fits into or is related to the 1787 Northwest Ordinance.

   ordinance

   compact

   civil liberties

   writ of habeas corpus

   republican form of government

2. What were the main differences in the first, second, and third stages of government described in the Northwest Ordinance? Identify at least three differences between stage one and stage two. Identify at least three differences between stage two and stage three.

3. What civil liberties and rights of the people were provided for by the Northwest Ordinance? Select three of these civil liberties and rights that you think were most important. Why, in your judgment, were they more important that the other liberties and rights?

Little Turtle's Decision

The following story explores a problem faced by Little Turtle, the chief of the Miamis. As you read it, put yourself in his place. Analyze the decision from *his* point of view. By examining his decision, you can begin to understand some of the factors that affected the lives of Native Americans living in the Wabash valley at the end of the eighteenth century.

To help you learn about Little Turtle's decision and the reasons he made it, find answers to the following questions as you read:

1. What happened that required Little Turtle to make a decision?
2. What alternatives did Little Turtle have?
3. What did Little Turtle think would happen as a result of choosing each alternative?
4. What alternative did he choose?
5. In your opinion, why did Little Turtle choose the alternative that he did?

A Time to Decide[15]

It is 1795. Little Turtle has a decision to make. As the war chief of the Miami tribe he can travel from his home in Turtletown on the Eel River to Greenville (in what will become Ohio). At Greenville he can, along with other chiefs, sign a peace treaty with the Americans. Or he can stay home and refuse to sign the treaty.

As he ponders his decision, Little Turtle thinks back on the relations over the last twenty-five years between the Indians of the Wabash valley and the Americans. It has been a period of great tension and violence in the region. The Indians and Americans have seen each other as enemies. Both sides have behaved in ways—raiding, scalping, burning, looting, killing—that do not make sense.

What do people do in such a crisis? They can hesitate, as many Indians did. They can boast and bluster, as many American officials did. They can act. This is what Little Turtle did.

The 1780s

It began with a Frenchman named Augustin Mottin de La Balme who was said to be working with the Americans. In late 1780 La Balme and his men invaded Kekionga and the surrounding villages. For twelve days his men wrecked stores, drank, and bothered local residents—Indians as well as French and British traders. Then he and his men moved to a place on the Eel River. Unfortunately for them, it was only three miles from Turtletown.

On the morning of November 5, 1780, Little Turtle attacked La Balme with the decisiveness that made him such a great leader. Little Turtle knew how to read a situation: he was realistic. He understood when to wait and when to take action. These characteristics would serve him well throughout his life.

He had left La Balme alone while the Frenchman was at Kekionga. But now Little Turtle had him on his own territory. Little Turtle sprang on La Balme's men just before dawn. The Frenchman's troops were overrun and their leader was killed. Little Turtle had his first major victory over invaders on the lands of his people.

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. He wanted to protect the lives and interests of his relatives and friends. As he saw it, he was simply defending the world in which he lived from an outside force that seemed determined to change it. The Miami were willing to take up arms to preserve and protect their land as well as their customs and practices.

The 1790s

In 1790 Little Turtle confronted General Josiah Harmar's troops near Turtletown. Again, Little Turtle knew his enemies far better than they knew him. He understood that the American soldiers were poorly trained. He knew that Harmar was a timid leader who had trouble making decisions. Little Turtle used this

knowledge to pull off a stunning victory. What was a horror for the Americans was a triumph for the Miami and their allies.

In late 1790 General 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. In the words of one observer, "The Indians were never in greater heart to meet their enemy, nor more sure of success—they were determined to drive them [the Americans] to the Ohio."

Little Turtle's plan was to kill the gunners in charge of St. Clair's cannons. His warriors were also ordered to kill American officers. The plan worked. The cannons could not be used against the Indians, and the American soldiers panicked at the sight of dead and wounded officers.

Little Turtle's victory was an awesome event. The Indians had once again humiliated the Americans. Eventually the Americans would bring more and more troops to the Wabash valley. Little Turtle understood that time and numbers, if not clever generals and well-trained soldiers, were on the side of the Americans. He also knew that the key to Indian resistance was the British. How far were the British willing to go in support of their Indian allies? With the British on their side, Little Turtle and other warriors could fight the Americans for a long time. Without them, the task was nearly impossible.

In 1792 Anthony Wayne took over command of the American troops in the region. Wayne was a much better leader than Harmar or St. Clair. He would not be surprised by Indian strategy as they had been. As always, 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. Here is what he said: "Think well of it. There is something whispers to me, it would be prudent to listen to his [Wayne's] offer of peace."

Little Turtle had always understood when to wait and when to take action. This time, he decided to wait.

Other Indians did not follow his advice. On an August day in 1794 they were defeated by Wayne and his men at the Battle of Fallen Timbers. The most important moment of the battle came late in the day when British troops at a nearby fort refused to aid the Indians.

The Choices

So here is Little Turtle on the eve of the meeting in Greenville. It is one year after the defeat at Fallen Timbers. Wayne has called the tribes together to discuss peace.

Little Turtle can sign the treaty. He knows that the treaty would mean that Americans would gain control of a vast area north of the Ohio River. He has fought to keep them out of this area. He also realizes that the treaty could mean the beginning of the end of traditional Indian customs and practices in the Wabash valley. Yet he is concerned about the safety of his people. A peace treaty would end the fighting that has gone on for twenty-five years. He can only hope that the Americans would treat the Indians as the British and especially the French had.

On the other hand, he can refuse to sign the treaty. After all, he has been very successful in fighting against the Americans. Perhaps other opportunities will arise to take action. He could fight on to defend his people, to preserve their way of life against the hostile forces of the Americans. But to do that he would need the help of the British. What are the chances of that, after what happened at Fallen Timbers?

As he thinks over his choices, Little Turtle is reminded of the warning that the American General Charles Scott gave the Indians of the Wabash valley a few years before. Scott said that if you refuse to live in peace,

> your warriors will be slaughtered, your wives and children will be carried into captivity, and you may be assured that those who escape the fury of our mighty chiefs, shall find no resting place on this side of the Great Lakes. The hatchet will never be buried until your country is desolated and your people humbled to the dust.

The Results

In early July 1795 Little Turtle, along with more than 1,000 other Native Americans, did go to Greenville to 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" and that they have been "disposed of without our consent or knowledge"; "the prints of (our) ancestors are every where." Eventually, however, the Indians, including Little Turtle, signed the treaty.

The Indians gave up south-central Ohio and a slice of Indiana. They allowed the Americans to take land for posts in the Wabash-Maumee region. In return, the Indians got peace, $20,000 in goods, an exchange of prisoners, and protection from white intruders. In addition each tribe was promised between $500 and $1,000 a year.

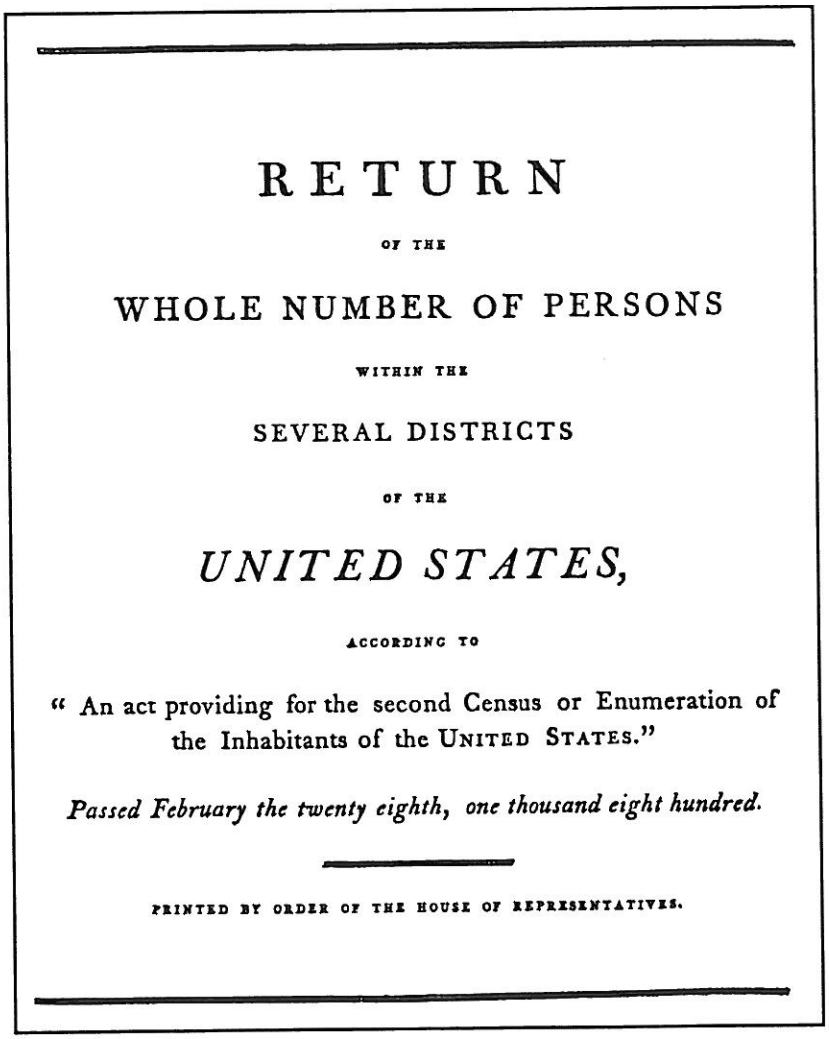
Making Sense of the Census: 1800

Historians use a wide variety of sources to answer questions about the past. They often use primary sources—the actual records that have survived, such as letters, photographs, and articles. In this activity you will analyze a primary source—census records—to help you develop a picture of life in the United States in 1800, the year that the Indiana Territory was established.

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.

In 1800 enumerators (census takers) were to visit every household and gather information about the number of people living there who were free white males and females under 10 years of age; 10 and under 16; 16 and under 26; 26 and under 45; and 45 or older. They also counted other free persons, excluding "Indians not taxed" (which meant Indians not living in settled areas and paying taxes) and slaves.

The Northwest Territory was not included in the 1790 census, but information on the Indiana Territory did appear in the census of 1800.



RETURN

OF THE

WHOLE NUMBER OF PERSONS

WITHIN THE

SEVERAL DISTRICTS

OF THE

UNITED STATES,

ACCORDING TO

"An act providing for the second Census or Enumeration of the Inhabitants of the UNITED STATES."

Passed February the twenty eighth, one thousand eight hundred.

PRINTED BY ORDER OF THE HOUSE OF REPRESENTATIVES.

DEPARTMENT OF STATE,

8th December, 1801.

SIR,

I HAVE the honor to transmit, herewith, two copies of the second census (except for the state of Tennessee which is not yet received) and to notice the following deviations from the law under which it was taken, affecting the uniformity of some of the returns.

The return for the counties of Dutchess, Ulster and Orange, in the District of New-York, was not received at this office until the 21st of September last.

The return for a portion of Baltimore county, in the District of Maryland, was not received until the 19th ult. The return for the western District of Virginia was not received in its present form until the 20th of October last.

The Marshal for the District of South Carolina did not take the oath prescribed by law, until three days after the date of his return.

In the return for the Indiana Territory, the population of some of its settlements is grouped together, instead of being divided into classes.

It is proper that I should add, that I have no reason to suppose that the above irregularities have happened from culpable neglect in the Marshals themselves.

I have added to these copies an aggregatee Schedule of the returns from each District and Territory.

With perfect respect, I remain,

Your most obedient servant,

JAMES MADISON.

The President of the United States.

ENUMERATION of Persons in the several DISTRICTS of the UNITED STATES.

Names of Districts.	FREE WHITE MALES.					FREE WHITE FEMALES.					All other free persons except Indians not taxed.	SLAVES.	TOTAL.
	Under 10 years of age.	Of 10 and under 16.	Of 16 and under 26, including heads of families.	Of 26 and under 45, including heads of families.	Of 45 and upwards, including heads of families.	Under 10 years of age.	Of 10 and under 16.	Of 16 and under 26, including heads of families.	Of 26 and under 45, including heads of families.	Of 45 and upwards, including heads of families.			
New-Hampshire	30,694	14,881	16,379	17,589	11,715	29,871	14,193	17,153	18,381	12,142	852	8	183,858
Massachusetts	63,646	32,507	37,905	39,729	31,348	60,920	30,674	40,491	43,833	35,340	6,452	—	422,845
Maine	27,970	12,305	12,900	15,318	8,339	26,899	11,338	13,295	14,496	8,041	818	—	151,719
Connecticut	37,946	19,408	21,683	23,180	18,976	35,736	18,218	23,561	25.186	20,827	5,330	951	251,002
Vermont	29,420	12,046	13,242	16,544	8,076	28,272	11,366	12,606	15,287	7,049	557	—	154,465
Rhode-Island	9,945	5,352	5,889	5,785	4,887	9,524	5,026	6,463	6,919	5,648	3,304	380	69,122
New-York	33,161	36,953	40,045	52,454	25,497	79,154	32,822	39,086	47,710	23,161	8,573	15,602	484,065
Supplemental return for New-York state	16,936	7,320	9,230	9,140	6,358	16,319	6,649	9,030	8,701	5,490	1,801	5,011	101,985
New-Jersey	33,900	15,859	16,301	19.956	12,629	32,622	14,827	17,018	19,533	11,600	4,402	12,422	211,149
Eastern district of Pennsylvania	52,767	24,438	29,393	33,864	20,824	51,176	23,427	29,879	30,892	19,329	11,253	557	327,979
Western district of Pennsylvania	50,459	21,623	24,869	25,469	17,761	48,448	20,362	24,095	22,954	14,066	3,311	1,149	274,566
Delaware	8,250	4,437	5,121	5,012	2,213	7,628	4,277	5,543	4,981	2,390	8,268	6,153	64,273
Maryland, inclusive of Washington county, in Columbia	33,520	16,581	20,560	22,169	12,617	22,463	15,718	21,506	20,363	11,240	18,646	102,465	317,848
Additional return for Baltimore county	567	226	318	343	249	571	222	375	318	199	41	847	4,276
Eastern district of Virginia,	57,837	25,998	32,444	34,588	19,087	54,597	25,469	34,807	32,641	18,821	18,194	322,199	676,682
District of Columbia, in Virginia	889	320	83	557	221	670	313	479	473	189	383	1,172	5,949
Western District of Virginia	34,601	14,502	16,264	15,674	11,134	32,726	13,366	15,923	8,632	15,169	1,930	23,597	203,518
North-Carolina	63,118	27,073	31,560	31.209	18,688	59,074	25,874	32,989	30,665	17,514	7,043	133,296	478,103
South-Carolina	37,411	16,156	17,761	19,344	10,244	34,664	15,857	18,145	17,236	9,437	3,185	146,151	345,591
Georgia	19.841	8,469	9,787	10,914	4,957	18,407	7,914	9,243	8,835	3,894	1,919	59,699	162,686
Kentucky	37,274	14,045	15,705	17,699	9,238	34,949	13,433	15,524	14,934	7,075	741	40,343	220,959
Territory N. W. river Ohio	9,362	3,647	4,636	4,833	1,955	8,644	3,353	3,861	3,342	1,395	337	—	45,365
Indiana territory	854	347	466	645	262	791	280	424	393	115	163	135	*5,641
Mississippi territory	999	356	482	780	290	953	376	352	426	165	182	3,489	8,850
												875,626	5,172,312
†Tennessee	19,227	7,194	8,282	8,352	4,125	18,450	7,042	8,554	6,992	3,491	309	13,584	105,602
‡Maryland, *corrected*	36.751	17,743	21,929	23,553	13,712	34,703	16,787	22,915	21,725	12,180	19,987	107,707	349,692

* Persons 766 added to the particular items of this return.
† This return has been received since the communication of the above Aggregate to Congress.
‡ This return has also been since received, and is stated by the Marshal to be a more correct return than the first, (above.)

States and Territories, 1800

Census Follow-up Questions

1. Which five states have the most people living in them? Mark these states on your map. Is this what you expected to find? Why or why not?

2. Which five states have the most slaves? Mark them on your map. Is this surprising to you? Why or why not?

3. What percent of the entire population of these five states is made up of slaves? Mark these figures on your map. Is this surprising to you? Why or why not?

4. In 1800 did any northern states or territories hold slaves? If so, which? Mark them on your map. Is this surprising to you? Why or why not?

5. Examine the headings at the top of the census table. Which major group of people is not counted in the census of 1800? Why do you think this was so?

6. Why do you think the census collected detailed information about free whites only?

7. Examine the census information on free white males and females for the Indiana Territory. Then answer the following questions:

   A. What percentage of the free white population was made up of children under the age of 16? What do you think life was like for these children living in the Indiana Territory in 1800?

   B. What percentage of the free white population 16 years old and older was female? In older states (for example, Massachusetts) more than half of this group (52 percent) was female. Why do you think the percentage was so different between a frontier territory and an established state? What does the percentage of females 16 years of age and older tell us about what life was like, especially for women, on the frontier?

8. In general, what does the census table say about the United States in 1800?

End Notes

1. These historical understandings are consistent with the content standard identified for state history courses in the *National Standards for History,* published by the National Center for History in the Schools, University of California, Los Angeles in 1996, pages 29–31.

2. An excellent source of information about African Americans in frontier Indiana is found in Emma Lou Thornbrough, *The Negro in Indiana before 1900: A Study of a Minority.* Bloomington and Indianapolis: Indiana University Press, 1993.

3. 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.

4. Paul L. Stevens, "'One of the Most Beautiful Regions of the World': Paul Des Ruisseaux's *Mémoire* of the Wabash-Illinois Country in 1777," *Indiana Magazine of History,* 83, (December 1987): 360–379.

5. This activity is based on "What Is the 1787 Northwest Ordinance?" 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. Andrew R. L. Cayton, *Frontier Indiana* (Bloomington and Indianapolis: Indiana University Press, 1998), 138–166.

7. 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.*

8. This information comes from Anne Sewell, "Fur Trade on the Frontier" located on the SuccessLink web site at *http://www.successlink.org/gtreat/g194.html.*

9. This information comes from "The 'Black Code' of Louisiana: March, 1724" found on the AFRO-American Almanac web site at *http://www.toptags.com/aama/docs/lublcodes.htm.*

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

11. This account is taken from Paul Des Ruisseaux's memoir, which appears in Paul L. Stevens, "'One of the Most Beautiful Regions of the World': Paul Des Ruisseaux's *Mémoire* of the Wabash-Illinois Country in 1777," *Indiana Magazine of History,* 83 (December 1987): 360–379.

12. In an effort to retain Des Ruisseaux's straightforward language, the translation into English has been kept as literal as possible, although a few interpolations (enclosed in brackets) have been made to help clarify the English version. Additionally, Des Ruisseaux's random capitalization and punctuation have been modernized, and his symbols and abbreviations (such as "d"—for "dit" or "said") have been written out. The original paragraph structure has been retained, as has Des Ruisseaux's spelling of proper names. This version of the document is a translation of the original made by Paul L. Stevens. The author and the staff of the *Indiana Magazine of History* have made every effort in the transcription of the French to be faithful to Des Ruisseaux's intent. Original spelling and accenting have been retained.

13. This account is based on Paul Des Ruisseaux's memoir, which appears in Paul L. Stevens, "'One of the Most Beautiful Regions of the World': Paul Des Ruisseaux's *Mémoire* of the Wabash-Illinois Country in 1777," *Indiana Magazine of History,* 83 (December 1987): 360–379.

14. This activity is based on "What Is the 1787 Northwest Ordinance?" 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.

15. This story is based on information in Andrew R. L. Cayton, *Frontier Indiana* (Bloomington and Indianapolis: Indiana University Press, 1996), 138–166.