APTER 3 on 4, 100-106

eography Skills

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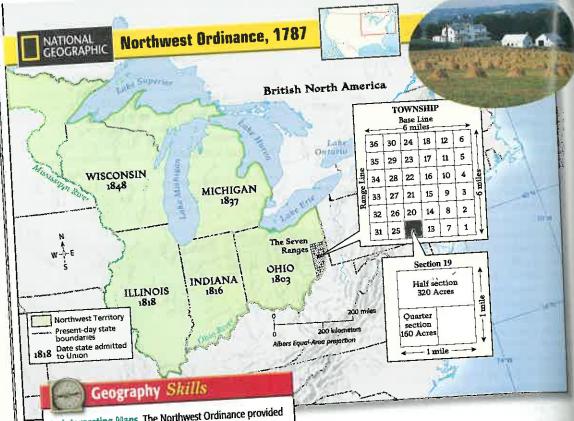
ating slave-free territories, inued the division of slaveg and non-slave-holding in the South and North.

hy Skills Practice mine the order the states the Union. What geoleatures may have influe order? (Students should t proximity to the original and access to the states by River played a part in getugh people to move to the apply for statehood.)

ig an Advertising

ign Have students the part titled Western s. Have students assume ey are working for the nor of the territory to help ing people to move to the ry. Tell students to design vertising campaign using available in the late 1700s. students display the camplans and media pieces nave created. L3

eat squared-off patterns of farms seen in much of the Midwest dates system of land survey adopted in and Ordinance of 1785.



- Interpreting Maps The Northwest Ordinance provided that the territory be divided into areas of 36 square miles. What were these areas called?
- Applying Geography Skills Why was the prohibition of slavery in this territory significant?

The Articles of Confederation The Articles of Confederation established a very weak central government. The states had spent several years fighting for independence from Britain. They did not want to give up that independence to a new central government that might become tyrannical.

Under the Articles, each state would select a delegation once per year to send to the Confederation Congress. The Congress was the entire government. It had the right to declare war and raise armies. It also could negotiate with other nations and sign treaties, including trade treaties. It could not, however, regulate trade, nor could it impose taxes.

GEOGRAPHY

Western Policies Lacking the power to tax or regulate trade, the only way for the Confederation Congress to raise money to pay its debts and finance its

operations was to sell the land it controlled west of the Appalachian Mountains. To attract buyers, the Congress had to establish systems for dividing up and selling the land and for governing the new settlements

The Land Ordinance of 1785 set up a scheme for dividing the land into square townships, which were then subdivided into smaller sections and sold at auc tion. The Northwest Ordinance of 1787 provided 🕾 basis for governing western lands and developing them into states. The law created a single territor bounded roughly by Pennsylvania on the east, Ohio River on the south, the Mississippi River the west, and the Great Lakes on the north. Initial the Congress would choose a governor, a secreta and three judges for the territory. When 5,000 ac male citizens had settled in a district, they could elean assembly. When the population reached 60,000, line district could apply to become a state "on an equal footing with the original states." Between three five states could be formed from the territory.

The Northwest Ordinance also guaranteed ca rights to people living in the territory. These incit freedom of religion, property rights, and the right

CHAPTER 3 The American Revolution

CRITICAL THINKING ACTIVITY

Analyzing Ask students to make inferences about where state leaders got their ideas about rights to incorporate in their state's bill of rights. (Students' answers should reflect their knowledge) of what rights were denied colonists under Britain's rule. They might also mention the English of Rights. It is important that they understand that the U.S. Constitution and Bill of Rights have yet been formulated.) L2

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