

Geography Skills

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

Why Skills Practice
mine the order the states
the Union. What geo-
features may have influ-
ie order? (Students should
t proximity to the original
and access to the states by
River played a part in get-
ugh people to move to the
apply for statehood.)

ign an Advertising
ign Have students
the part titled Western
s. Have students assume
ey are working for the
ior of the territory to help
ing people to move to the
ry. Tell students to design
vertising campaign using
t available in the late 1700s.
students display the cam-
plans and media pieces
have created. **L3**

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



- 1. Interpreting Maps** The Northwest Ordinance provided that the territory be divided into areas of 36 square miles. What were these areas called?
- 2. 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 auction. The **Northwest Ordinance** of 1787 provided the basis for governing western lands and developing them into states. The law created a single territory bounded roughly by Pennsylvania on the east, the Ohio River on the south, the Mississippi River on the west, and the Great Lakes on the north. Initially the Congress would choose a governor, a secretary, and three judges for the territory. When 5,000 adult male citizens had settled in a district, they could elect an assembly. When the population reached 60,000, the district could apply to become a state "on an equal footing with the original states." Between three and five states could be formed from the territory.

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

CRITICAL THINKING ACTIVITY

Analyzing Ask students to make inferences about where state leaders got their ideas about which 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 Bill of Rights. It is important that they understand that the U.S. Constitution and Bill of Rights had not yet been formulated.) **L2**