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## Book Reviews

*Lessons on the Northwest Ordinance of 1787: Learning Materials for Secondary School Courses in American History, Government, and Civics.* By John J. Patrick. (Indianapolis: Indiana Committee for the Humanities; Indiana Historical Bureau; Social Studies Development Center, 1987. Pp. vii, 84. Maps, notes, illustrations, figures, tables, appendix, select bibliography. Paperbound, \$10.00.)

Leading American historians and statesmen (including Daniel Webster, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, Ray Allen Billington, and Daniel J. Boorstin) have considered the Northwest Ordinance of 1787 one of the foremost state papers of the United States. John J. Patrick describes it as “a brilliant policy for governing a vast area north and west of the Ohio River—a liberal and innovative plan for colonial administration and national development” (p. 1). He further states, “The Northwest Ordinance is indisputably at the core of the American civic heritage, one of the most important political legacies we have” (p. 2).

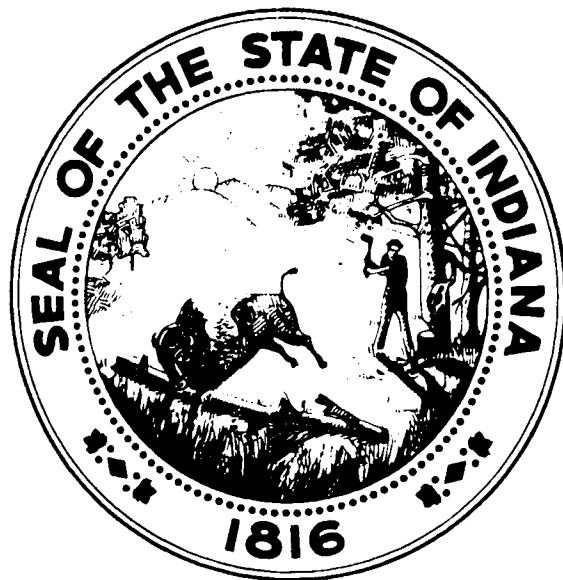
Granted, the Northwest Ordinance is one of this country’s basic documents, often grouped in company with the Declaration of Independence, the Constitution, and a few other very select state papers of the United States. Sadly, this select company has not assured the inclusion of its study in American history, government, and civics courses in secondary schools. When it appears in textbooks and curriculum guides, the coverage is often meager. It is not surprising that, although the nation was celebrating the bicentennial of the Northwest Ordinance in 1987, most citizens seemed to know very little about the ordinance. The bicentennial was an opportune time for students to acquire greater knowledge and understanding of the important ideas of this basic document. The need for learning materials on the Northwest Ordinance has been successfully met in the fine set of lessons under review here.

The teaching plans and learning materials in this volume have been designed to supplement standard secondary school courses in American history, government, and civics. By adapting the length of the reading assignments and providing more extensive directions in completing the lessons, the material can also be made appropriate for middle school/junior high students. The main goals of the lessons are to help students to: (1) know the origins and purposes of the Northwest Ordinance; (2) comprehend civic principles and values of the Northwest Ordinance; (3) know how and



SEAL OF THE TERRITORY OF THE UNITED STATES NORTHWEST OF THE RIVER OHIO

Courtesy Indiana Historical Society, Indianapolis.



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Courtesy Indiana Historical Bureau, Indianapolis.

when Americans used principles and values of the Northwest Ordinance in statemaking and national development; (4) understand the significance of the Northwest Ordinance in the history and civic culture of the United States; (5) analyze and appraise ideas in the Northwest Ordinance and other primary sources associated with it; (6) develop skill in using evidence in primary sources to support propositions about people and events in United States history; and (7) develop reasons for commitment to civic values embedded in the Northwest Ordinance (p. 3).

The material selected and prepared by Patrick has many strengths. The lessons are compatible with the curriculum and general objectives of secondary schools. Teachers are provided with ideas and materials that can be used to extend and enrich the usually brief treatment of the Northwest Ordinance in secondary textbooks. The lessons, each of which can be completed in one or two class meetings, are concise, with a clear statement of purposes and well-organized subject matter. Accountability is inherently a part of the lessons since the learning activities require that students demonstrate achievement of the objectives around which the content is structured. Skill-oriented, the lessons involve the students in a wide range of cognitive operations, moving from recall and comprehension to the higher levels of interpretation, analysis, synthesis, and evaluation. The lessons utilize both oral and written experiences, often calling upon students to provide evidence and reasons to support a position that they have taken.

Teachers should consider these nine lessons on the Northwest Ordinance as a pool of resources. They may select one or several of the lessons to go with the content of a textbook, or they may decide to use all of the nine as part of a special unit on the Northwest Ordinance. Although each lesson can be used alone, it is also possible to teach two or more in combination. All of the necessary materials and a teaching plan for each lesson are included, but the intent is to present suggestions rather than to be prescriptive. Teachers are encouraged to adapt the lessons to fit their own classroom situations and teaching styles.

Teachers will appreciate the time-saving ease with which they can prepare for using the lessons. They simply need to read the teaching plan and learning materials, make copies of the materials and distribute them to the students, and follow or modify the teaching suggestions. The same clear format is used throughout the lessons. The teaching plan identifies the main points of the lesson, the connections of the lesson to secondary/junior high/middle school social studies, the objectives of the lesson, and suggestions for opening, developing, and concluding the lesson. The learning materials provide for a discussion of the main ideas of the topic, have excerpts from primary sources, and conclude with activities that require students to use the main ideas and evidence found in

the primary sources. (The full text of fifteen documents related to the Northwest Ordinance is found in the Appendix, readily available for handy reference or for use as additional reading assignments.)

An overview of the nine lessons reveals a fine developmental plan for learning. The first lesson basically describes the Northwest Territory, its location and its boundaries, and traces its origins as part of the United States. Thus, the context is set for examining the land distribution policies and the governance of the Northwest Territory prior to the Ordinance of 1787. Lesson 2 emphasizes ideas that led to the enactment of the 1787 Northwest Ordinance as students study the Ordinances of 1784 and 1785. In Lesson 3 students learn how the Northwest Ordinance was introduced into Congress, and of the deliberation that took place there, and how the proposal was finally enacted. The fourth lesson has students defining key terms and discussing and clarifying the main ideas of the document as they address the question: what is the 1787 Northwest Ordinance? With Lesson 5 students continue to learn about the ordinance by centering on the particular parts that relate to territorial government and attainment of statehood. Lesson 6 focuses on the parts of the Northwest Ordinance that pertain to civil liberties and rights. Students get involved in a study of state making in Lesson 7 as they study the Northwest Ordinance and the time period 1803–1848. A collection of documents is used in Lesson 8 to study Indiana's road from territory to statehood and to serve as an illustration of the fundamental importance of the Northwest Ordinance. Lesson 9, "Timetable of Main Events Associated with the Enactment and Application of the Northwest Ordinance," helps students gain a historical perspective of major events relevant to the Northwest Ordinance.

The lessons are enhanced by the excellent selection of illustrations, maps, and primary sources. Among the illustrations are "The Seal of the Territory of the United States Northwest of the River Ohio"; portraits of George Rogers Clark, Nathan Dane, William Henry Harrison, and others; and photographs of early buildings that have historical significance. The historical maps have obviously been carefully chosen with specific purposes in mind. They are always text-related and properly placed for optimum learning. The primary sources are an integral part of the lessons. In "The Northwest Territory, 1776–1783," for example, students identify and summarize the main ideas of four documents ("Patrick Henry's Letter to George Rogers Clark," "Resolution of Congress on Public Lands," "Treaty of Paris," and "Virginia Act of Cession") in order to explain how each was related to the acquisition of the Northwest Territory by the United States.

The concluding part of each lesson, "Reviewing and Reflecting on Facts and Ideas," is also praiseworthy. Students are involved in

identifying and summarizing ideas, describing roles taken by specific individuals and comparing and contrasting their views, analyzing and making judgments about information in a primary source, arranging major events in chronological order, interpreting facts in a timetable to see relationships, and on and on. Students not only define terms, they also give examples that fit the definitions, and they explain how the terms are related to the Northwest Ordinance. There is no room here for sheer regurgitation of facts. Higher-level thinking skills are being developed.

Patrick's contribution to the study of the Northwest Ordinance is a superb one. With this excellent "classroom ready" set of lessons, teachers will have everything they need to teach a knowledge and understanding of this basic document in America's heritage.

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*The Life and Times of Little Turtle: First Sagamore of the Wabash.*

By Harvey Lewis Carter. (Urbana: University of Illinois Press, 1987. Pp. xvii, 275. Illustrations, notes, maps, appendixes, bibliography, index. \$24.95.)

Harvey Lewis Carter has written a much-needed biography of Little Turtle—one of the greatest yet least known Indian leaders in American history. The author ably recounts the main episodes in the life of this extraordinary Miami war chief. He explains how Little Turtle's leadership enabled the Miamis to turn back General Josiah Harmar's army as it advanced into the Old Northwest in 1790. He details Little Turtle's role in an even more important battle in 1791, when General Arthur St. Clair led yet another army into Indian country. Although outnumbered, warriors from various tribes of the region, following Little Turtle's strategy, were able to rout St. Clair's forces, killing 634 in the process—the single greatest defeat American troops ever suffered at the hands of Indians. (To put it into perspective, Custer and approximately 200 other soldiers died at the Battle of the Little Big Horn).

Following St. Clair's defeat, Little Turtle steered a path toward reconciliation with whites. He played a reluctant role in opposing General Anthony Wayne's army as it advanced into Indian country in 1793–1794 and then helped bring about a peace settlement at the Treaty of Greenville. From that point on Little Turtle, with the help of his white son-in-law, advocated a gradual policy of civilization and assimilation for the Indians. This moderate stance brought him into conflict with more militant Indians such as Tecumseh as well as with single-minded white expansionists like William Henry Harrison, Indiana's territorial governor.

Carter argues convincingly that had the Jeffersonians in charge of the federal government lived up to their rhetoric and ideals, the