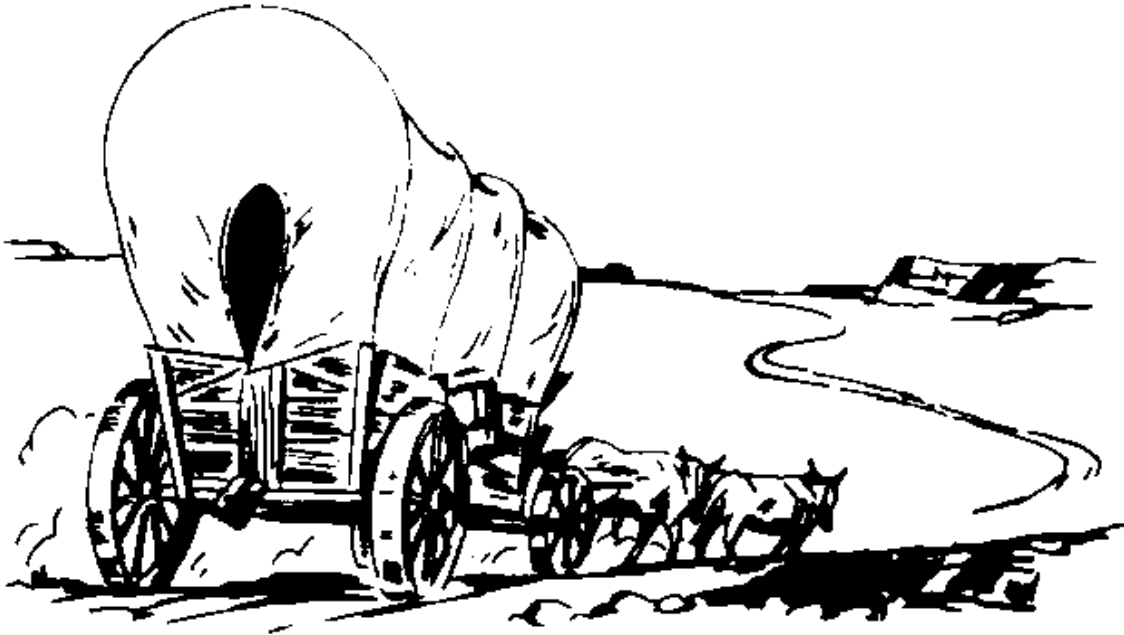


OREGON: The Uncomfortable Road to Statehood



High School Focus Question: To what degree did Oregonians pay attention to national politics in the 1850s?

Introduction:

When learning about the Oregon Trail, history tends to paint the picture of united groups crossing the nation in covered wagons. However, the reality was quite different. In the 1850s the Oregon Territory was far more divided than one would think. Settlers from non-slave and slave states moved to this area, became neighbors, and tried to live in peace.

Voices of 1850s Oregon:

Portland: When we reached Portland in the fall of 1847, there was a group of log cabins near the river bank and one frame house, which was owned by Captain Crosbie. The boards for this frame house were brought from Maine. I was born in Neosho, Missouri, May 20, 1837. I, Elivna Apperson Fellows, was one of ten children. My brother, Jacob Apperson, who lives near Dayton on a farm, and myself are the only two of the ten children still alive. I used to go to school, in 1848, in the schoolhouse in the woods on Clay Street. Virginia McNamee was my chum. Her father, Job McNamee, was a dairyman. My brother, who went with my sister to California, got a rich claim in the gold diggings, but, while he was sick, a man jumped it and made a fortune from it. When I was about 20 I married a fine man: Edward

Fellows. He was a steamboat engineer. Maybe you have heard of him? He worked for the People's Transportation Company.

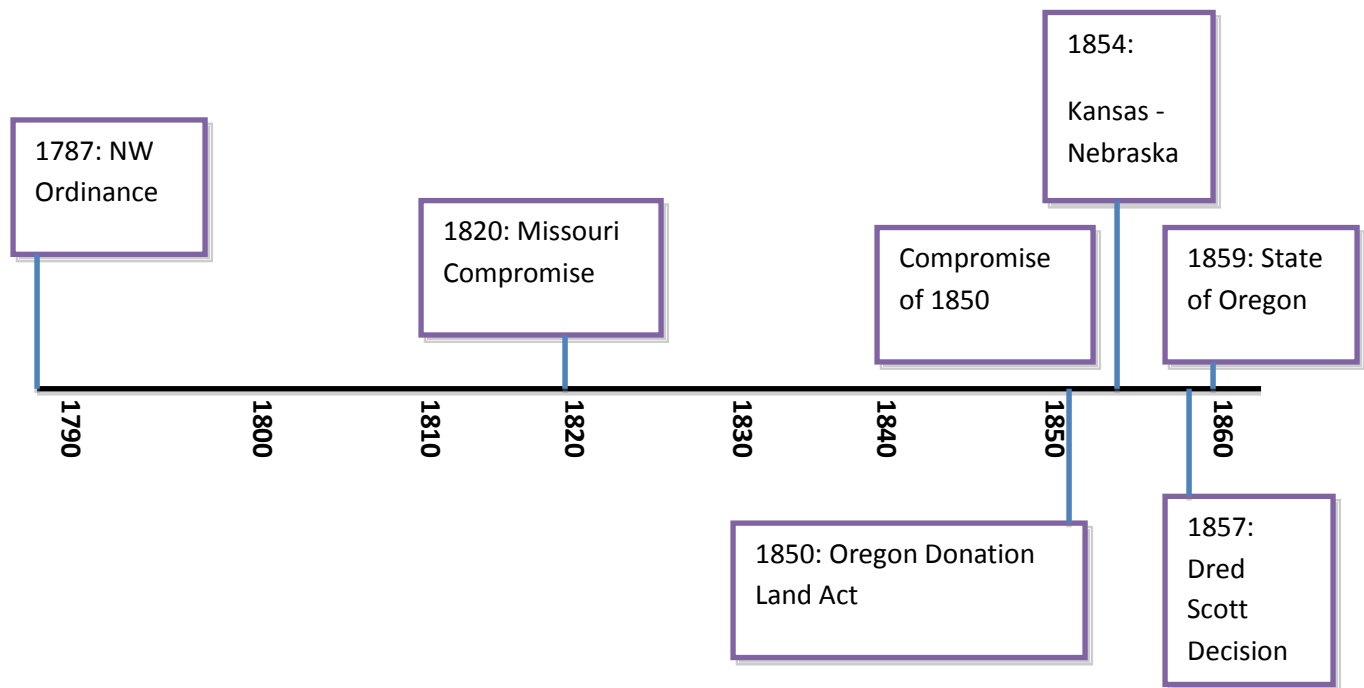
The Dalles: These goddamn miners are more trouble than they're worth. My cavalry troop has been obliged time and time again to protect them even in their most reckless exploits. When we first entered the John Day country, my Indian scouts managed to create an accord with the local natives, but as soon as the miners arrived things went to hell. They have no respect for Indian land nor do they care when they directly violate the fragile peace. Yet now I must lead a punitive expedition against the natives, who have taken to thieving from the miners who have invaded their lands. One thing is now certain: men will die. It is my secret wish that the land would swallow these troublesome interlopers so that I can return to Ft. Dalles with all the men who departed with me. To hell with the miners- let the devil chase them back south.

Linn County: The bumpy wagon ride is finally over and we are settling into our new home. It took the help of all our new neighbors to build the house and barn. I helped plant the fields this last spring and now they are full of barley and wheat. With so much to do, we need more help! Dad has hired a man from Illinois to assist in chores and Mom is due any day with another brother or sister. All my parents talk about is crops and politics. I'd rather play with my friend down the road, but cows need milking and we only get to Oregon City once a month. Soon, we will have the most productive farm in the Valley; at least that's what Dad says. I wonder what my grandparents back in Missouri think.

Southern Oregon: As a young man looking for work, I arrived in the Rogue River Valley and was immediately put to work in the mines. I was looking to get-rich-quick! The isolated area, though, left much to be desired. The Indians in the area were accepting at first; however, with more and more settlers arriving looking for land, I see the potential for conflict and possible fights erupting. I just hope these conflicts don't affect my work.

Based on the four narratives above, one can see that a variety of individuals lived in Oregon. Have you ever wondered how where you live, your age, and occupation influence your decisions in life?

Creeping towards Statehood (things happening across the nation):



Northwest Ordinance of 1787: The Northwest Ordinance of 1787 divided the land won during the Revolution into several territories. Congress appointed a governor, secretary, and three judges to govern each of these territories. They also said that when a territory's population (of adult white males) reached 5,000, the territory could hold elections to form a legislature and send a representative to Congress. When a territory's population reached 60,000, the territory could apply for statehood and write a constitution. The Ordinance also prohibited slavery in all territories north of the Ohio River and gave blacks basic rights.

Missouri Compromise of 1820: Northern states and southern states continued to have differing views regarding their beliefs about slavery. At this time, the United States Senate was evenly split between slave and non-slave states, with 22 Senators from each. The territory of Missouri was on its way to declaring statehood. The Missouri Compromise of 1820 decided that Missouri would enter the Union as a slave state, but that Maine would enter as a free state. Further, land in the Louisiana territory would be considered a slave state if they were below the 36°30' parallel and all states north of the parallel, would ban slavery (except for Missouri). With the addition of these states to the Union, the quantity of slave and non-slave states remained even.

Compromise of 1850: Gold in California began to strain the decision finalized in the Missouri Compromise of 1820. By 1850 California had been transferred to the United States control after the Mexican War. The desire for gold enraptured more than 80,000 fortune seekers to rush to California. As more men and women hurried to California, a common question arose: Would California be admitted as a free state or slave state? According to the Missouri Compromise, California should be free, but many in politics didn't believe that slavery should be allowed based upon a territory's location on a map. One US Senator offered a new proposal: a new territory, as it wrote its own constitution, could decide for itself whether to be a slave or free state. The result of this suggestion was the Compromise of 1850.

California decided to admit itself as a free state, but other territories such as Utah, New Mexico, and Oregon had yet to make a decision.

Kansas-Nebraska Act of 1854: The Compromise of 1850 was not supported by all within the United States. In 1854 the territories of Kansas and Nebraska split over their decision about slavery. Congress repealed the Missouri Compromise so that these territories could decide whether or not to support slavery. Nebraska voted to be free, while Kansas struggled with their decision. Neighboring states began flooding Kansas with propaganda and opinions. The violence that resulted led to the nickname, “Bleeding Kansas.” Kansas eventually entered the Union as a free state.

Dred Scott Decision of 1857: In 1857 a fugitive slave, Dred Scott, went to the Supreme Court to ask for freedom. Scott claimed that, although he was a slave, his place of residence was now considered a “free state,” therefore, he had gained legal freedom. The Dred-Scott Decision of 1857, made by the Supreme Court stated that people of African descent could not become citizens and were not entitled to constitutional protections, and could not sue in court! Abolitionists were furious! The Dred Scott Decision also stated that Congress didn’t have the right to prohibit slavery in federal territories.

Who’s An Oregonian?

Oregon. A land untouched by pioneers. A land waiting to be explored and utilized. Open spaces filled with opportunities for a new life, a feature that Europe and the East coast were quickly realizing they were without. How does one get people to come across a country to develop this untamed land? Hall J Kelley, an eccentric schoolteacher, dedicated his life to writing a book on the Oregon country in 1830, “using every glowing adjective in the dictionary to depict Oregon as a ‘New Eden’”.

Missionaries were some of the first to settle in Oregon, but other settlers weren’t far behind. One of the largest migrations occurred in 1843 when Marcus Whitman, a missionary, led over 200 families west to settle in “paradise.”

As more people settled in Oregon, citizenship became extremely important. The Oregon provisional government of 1843 defined citizenship in terms of the right to claim and own land. Citizens were considered to be white males, if their fathers were white. That meant that even white males who had Indian mothers were considered citizens.

The “citizenship rules” still applied in 1850 when Congress offered free land in the Oregon Territory. The Donation Land Claim Act (as it was called) granted 320 acres free of charge to white males. If a man had a wife, she would get an additional 320 acres- that’s 640 total acres of land! The law granted the right “to every white settler or occupant of public lands, American half-breed Indians included, above the age of 18 years, being a citizen of the United States, or having made a declaration according to the law, of his intention to become a citizen.”

By 1857, enough settlers had claimed their land so that Oregon could now vote on statehood and a constitution. This was a critical time to enter the Union as a state due to the balanced number of slave and non slave states. After many long debates Oregonians voted in the Constitutional Convention about three main questions: Do you vote for a constitution? Do you vote for slavery? Do you vote for free Negroes in Oregon?

Two newspapers of the time, *The Statesman*, published in Oregon City, and *The Oregonian*, published in Portland, reflected and shared with its readers about the politics of the time. A deep rivalry between the editors of these papers, Asahel Bush (*Statesman*) and Thomas Dyer (*Oregonian*) helped to fuel the readers' opinions on a variety of topics of the day: political appointments, location of the state capital, statehood, and slavery. Both editors used their papers as their personal platform to distribute their strong opinions. Since *The Oregonian* was a Whig/Republican paper and *The Statesman* was a Democratic paper, the opposing views were expressed with aggression and hostility. Thus, the political tensions rose among the neighboring regions in Oregon.

Divided Oregon

The idea of free, fertile land was too appealing to keep people away. The attraction of free land drew men, women, and families from all across the United States. Some newcomers were Yankees from New England, New York, and New Jersey. However, the majority of settlers were from the southern states in the central Mississippi Valley.

The Yankees were merchants, missionaries, lawyers, and newspapermen, who were not afraid to let their opinions known. Towns like Portland, Albany, Salem, Dayton and Lebanon were named by the Yankees. And other towns' names connected to the Puritan values of the time: Independence and Sublimity.

Settlers from the slave states of Kentucky, Missouri or Southern Illinois were farmers who were interested in the rich, fertile land. Farmers from those states primarily settled in the Willamette Valley.

Groups of people with common belief systems came to the Oregon Territory bringing their personal opinions about slavery. Since people who settled in Oregon came from non-slave and slave states, their differing opinions about slavery impacted where they settled within the state. With these feelings already in place, the decision to enter the Union supporting slavery or not, became a hot topic.

Annotated Bibliography of Narrative

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“While many emigrants who took to the Oregon Trail were from slave-holding or border states, the great majority of them did not own slaves nor were they of the slave-holding class. That said, however, most of them carried cultural baggage that included deeply held prejudices against African Americans, and a small number even traveled to Oregon with their human chattel.”

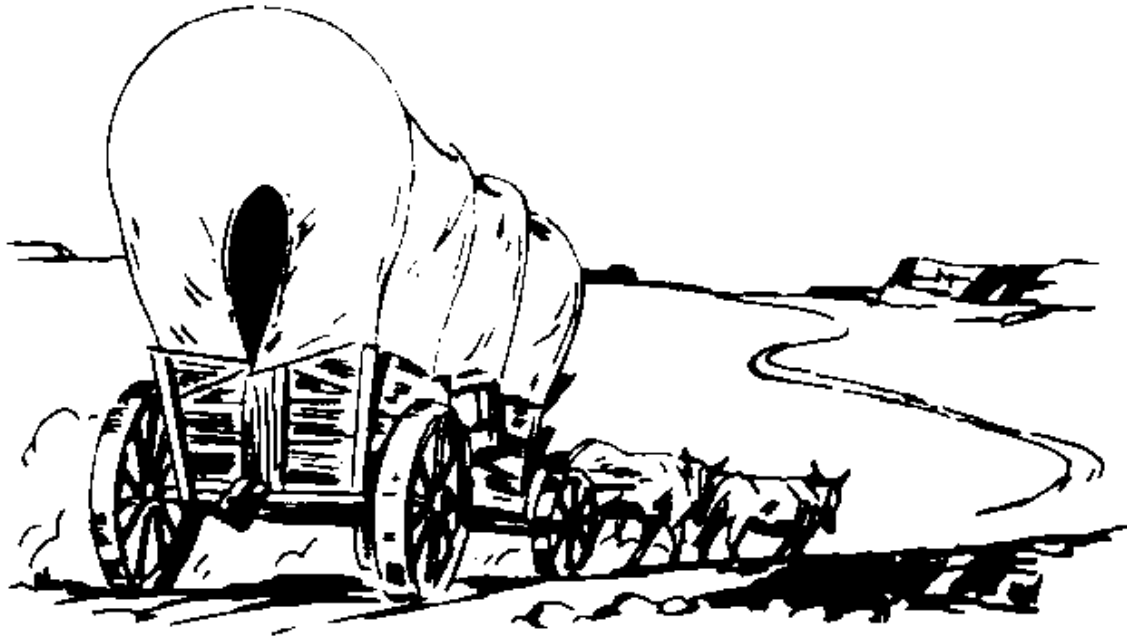
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A very readable history about Oregon, which focuses on the environmental aspect of Oregon as well as how it affected settlers and towns of the time period.

OREGON: The Uncomfortable Road to Statehood



Middle School Focus Question: Did Oregonians pay attention to national politics in the 1850s?

Introduction

Hitch up your wagon and load up your supplies, pard'ner! We are headed west to the Oregon Territory to claim our land, make a living, and create a new state. It will be a rough road to travel and once we get there, there will be harder obstacles to overcome! For one thing, we won't necessarily get along with our neighbors due to cultural beliefs based on where we came from and where we settle. Additionally, our political beliefs will be different since we are coming from different areas of America-think about the slavery issue! Oh my gosh, that is going to get people riled up and cantankerous! This "Oregon" of the 1850s is quite exciting-so hurry up, let's get there!

Voices of 1850s Oregon

Portland: When we reached Portland in the fall of 1847, there was a group of log cabins near the river bank and one frame house, which was owned by Captain Crosbie. The boards for this frame house were brought from Maine. I was born in Neosho, Missouri, May 20, 1837. I, Elivna Apperson Fellows, was one of ten children. My brother, Jacob Apperson, who lives near Dayton on a farm, and myself are the only two of the ten children still alive. I used to go to school, in 1848, in the schoolhouse in the woods on Clay Street. Virginia McNamee was my chum. Her father, Job McNamee, was a dairyman. My brother, who went with my sister to California, got a rich claim in the gold diggings, but, while he was

sick, a man jumped it and made a fortune from it. When I was about 20 I married a fine man: Edward Fellows. He was a steamboat engineer. Maybe you have heard of him? He worked for the People's Transportation Company.

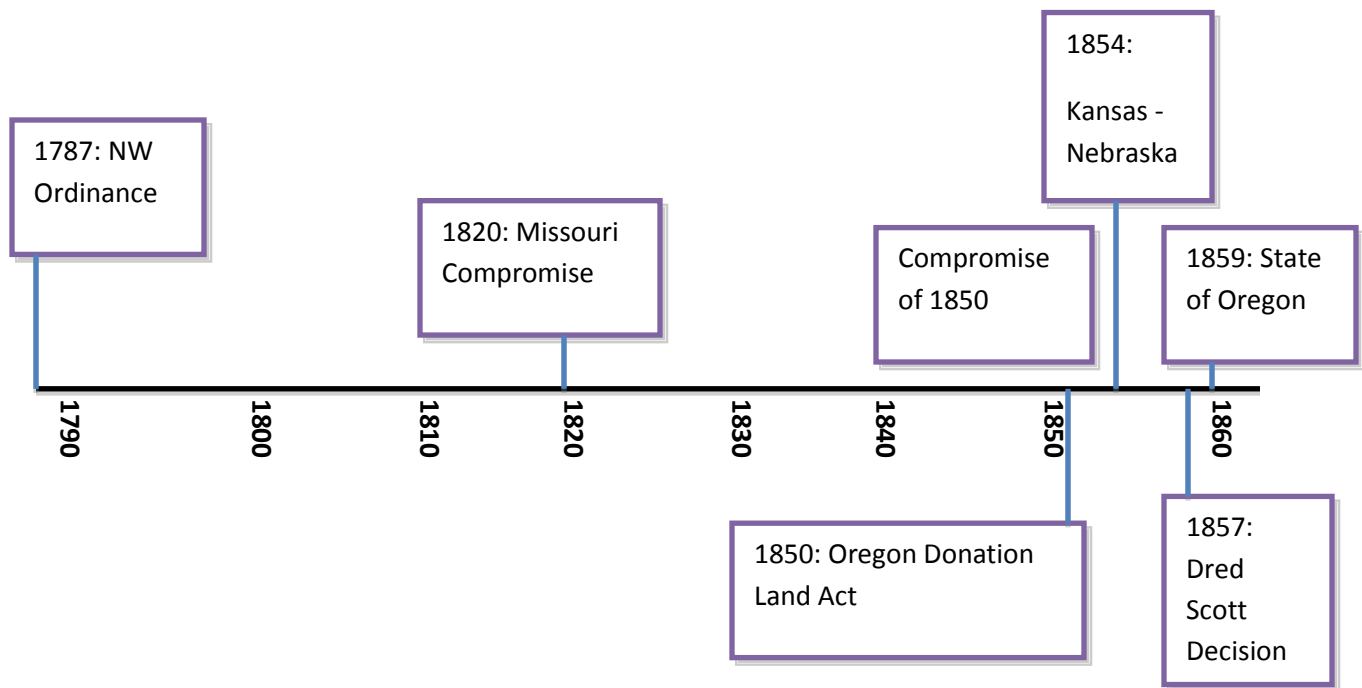
The Dalles: These darn miners are more trouble than they're worth. My cavalry troop has been obliged time and time again to protect them even in their most reckless actions. When we first entered the John Day country, my Indian scouts managed to create a relationship with the local natives, but as soon as the miners arrived things went to hell. They have no respect for Indian land nor do they care when they directly violate the fragile peace. Yet, now I must lead a disciplinary expedition against the natives, who have taken to thieving from the miners who have invaded their lands. One thing is now certain: men will die. It is my secret wish that the land would swallow these troublesome invaders so that I can return to Ft. Dalles with all the men who departed with me. To hell with the miners- let the devil chase them back south.

Linn County: The bumpy wagon ride is finally over and we are settling into our new home. It took the help of all our new neighbors to build the house and barn. I helped plant the fields this last spring and now they are full of barley and wheat. With so much to do, we need more help! Dad has hired a man from Illinois to assist in chores and Mom is due any day with another brother or sister. All my parents talk about is crops and politics. I'd rather play with my friend down the road, but cows need milking and we only get to Oregon City every few months. Soon we will have the most productive farm in the Valley; at least that's what Dad says. I wonder what my grandparents back in Missouri think.

Southern Oregon: As a young man looking for work, I arrived in the Rogue River Valley and was immediately put to work in the mines. I was looking to get-rich-quick! The isolated area, though, left much to be desired. The Indians in the area were accepting at first; however, with more and more settlers arriving looking for land, I see the potential for conflict and possible fights erupting. I just hope these conflicts don't affect my work.

Based on the four narratives above, one can see that a variety of individuals lived in Oregon. Have you ever wondered how where you live, your age, and occupation influences your decisions in life?

Creeping towards Statehood (things happening across the nation):



Northwest Ordinance of 1787: The Northwest Ordinance of 1787 divided the land won during the Revolution into several territories. Congress appointed a governor, secretary, and three judges to govern each of these territories. When a territory's population (adult white males) reached 60,000, the territory could apply for statehood and write a constitution. The Ordinance also prohibited slavery in all the territories north of the Ohio River and gave blacks basic rights.

Missouri Compromise of 1820: Northern states and southern states continued to have differing views regarding their beliefs about slavery. At this time, the United States Senate was evenly split between slave and non-slave states. The territory of Missouri was on its way to declaring statehood. The Missouri Compromise of 1820 decided that Missouri would enter the Union as a slave state, but that Maine would enter as a free state. Also, land in the Louisiana territory would be considered a slave state if they were below the 36°30' parallel and all states north of the parallel would ban slavery (except for Missouri). This decision didn't change anything politically. The U.S. was still evenly split between slave and non-slave states.

Compromise of 1850: In 1850, the desire for gold attracted more than 80,000 fortune seekers to rush to California. As more men and women hurried to California, a common question arose: Would California be admitted as a free state or slave state? According to the Missouri Compromise, California should be a free state. One US Senator offered a new proposal: a new territory, such as California, as it wrote its own constitution, could decide whether to be a free or slave state. The result of this suggestion was the Compromise of 1850. California decided to admit itself as a free state, but other territories such as Utah, New Mexico, and Oregon had yet to make a decision.

Kansas-Nebraska Act of 1854: The Compromise of 1850 was not supported by everyone in the United States. In 1854 the territories of Kansas and Nebraska split over their decision about slavery. Congress

canceled the Missouri Compromise so that Kansas and Nebraska could decide whether or not to support slavery. Nebraska voted to be a free state, while Kansas struggled with their decision. Neighboring states began flooding Kansas with half truths and opinions. The violence that broke out led to the nickname, "Bleeding Kansas." Kansas eventually entered the Union as a free state.

Dred Scott Decision of 1857: In 1857, a runaway slave, Dred Scott, went to the Supreme Court to ask for freedom. Scott claimed that, since he moved to a "free state," he deserved his freedom. The Dred Scott decision by the Supreme Court stated that people of African descent could not become citizens. Therefore, they were not entitled to constitutional protections and could not sue in court. People who wanted slavery to end were furious! The Dred Scott decision also stated that Congress didn't have the right to prohibit slavery in federal territories.

Who's An Oregonian?

Oregon. A land untouched by pioneers. A land waiting to be explored and developed. Open spaces filled with opportunities for a new life. How does one get people to come across a country to develop this untamed land?

Missionaries were some of the first to settle in Oregon, but other settlers weren't far behind. One of the largest migrations occurred in 1843 when Marcus Whitman, a missionary, led over 200 families west to settle in "paradise."

As more people settled in Oregon, citizenship became extremely important. The Oregon government of 1843 defined citizenship in terms of the right to claim and own land. Citizens were considered to be white males, if their fathers were white.

These "citizenship rules" still applied in 1850 when Congress offered free land in the Oregon Territory. The Donation Land Claim Act (as it was called) granted 320 acres free of charge to white males. Oh and if he was married, then his wife would get an additional 320 acres- that's 640 acres of free land!

By 1857 enough settlers had claimed their land so that Oregon could now vote on statehood and a constitution. This was a critical time to enter the Union as a state, due to the balanced number of slave and non slave states. After many long debates, Oregonians voted in the Constitutional Convention about three main questions: Do you vote for a constitution? Do you vote for slavery? Do you vote for free Negroes in Oregon?

Two newspapers of the time, *The Oregon Statesman*, published in Oregon City and *The Oregonian*, published in Portland, reflected and shared with its readers about the politics of the time. A deep rivalry between the editors of these papers, Asahel Bush (*Statesman*) and Thomas Dyer (*Oregonian*) helped to fuel the readers opinions on a variety of topics of the day: political appointments, location of the state capital, statehood, and slavery. Both editors used their paper as their personal stage to clearly state their strong opinions. Since *The Oregonian* was a Whig/Republican paper and *The Statesman* was a Democratic paper, the opposing views were expressed with aggression and hostility. Due to each papers' one-sided coverage of national and local events, political tensions rose among the neighboring regions in Oregon.

Divided Oregon

The idea of free, fertile land was too appealing to keep people away. The attraction of free land drew men, women, and families from all across the United States. Some newcomers were Yankees from New England, New York, and New Jersey. However, the majority of settlers were from the southern states in the central Mississippi Valley.

The Yankees were merchants, missionaries, lawyers, and newspapermen, who were not afraid to let their opinions known. Towns like Portland, Albany, Salem, Dayton and Lebanon were named by the Yankees. And other towns' names connected to the Puritan values of the time: Independence and Sublimity.

Settlers from the slave states of Kentucky, Missouri or Southern Illinois were farmers who were interested in the rich, fertile land. Farmers from those states primarily settled in the Willamette Valley.

Groups of people with common belief systems came to the Oregon Territory bringing their personal opinions about slavery. Since people who settled in Oregon came from non-slave and slave states, their differing opinions about slavery impacted where they settled within the state. With these feelings already in place, the decision to enter the Union supporting slavery or not, became a hot topic.

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Oregon Statehood Lesson: Steps to State Laws

Subject: US History

Appropriate Grade Levels: 5-12th grade, modified based on academic readiness

Oregon Standards Benchmarks:

Civics & Government: SS.03.CG.02; SS.05.CG.04; SS.08.CG.04; SS.03.CG.03; SS.08.CG.05; SS.05.CG.06; SS.08.CG.06; SS, CM.CG.06, SS.HS.CG.01, SS.HS.CG.02

Time Needed: 30-60 minutes

Topic: With Oregon on the track to becoming a state, new questions would arise for the residents. Who would make the laws and how much of an impact would they have? Today the legacy of these questions remains.

Goal: Students will understand the importance of why laws and government are vital.

Lesson Objective: Students will be able to understand the process of collaboration and cooperation when making laws that will benefit a community. Students will also be able to distinguish between what makes a city, county, state and federal law.

Vocabulary:

Concurrent powers: Duties shared by both the national government and state governments, such as collecting taxes, building roads, and making/enforcing laws

Materials Needed:

- White Board/Paper
- Pen
- Quotation Handout
- Handout of State/Federal Governments
- Oregon Statehood Narrative

Lesson Directions:

Adaptation for 5-8th grades

Have students make a list of five things that they think the government does to influence their lives. These can be laws or rules. An example might be that school is mandatory until age 16. When the list is made have students try to determine if the law is a City, County, State or Federal Law. If there is a debate about where the law comes from, have students use the Internet to look it up.

Show the following quote:

Fredrick Holman said, “As the government of the United States had given them no laws, they made laws for themselves.” *Oregon Historical Quarterly* vol. 13, No. 2, June 1913.

Discuss the challenges/issues involved when creating a political structure for a new state.

Adaptation for 9-12th grades

Show the following quote:

Fredrick Holman said, “As the government of the United States had given them no laws, they made laws for themselves.” *Oregon Historical Quarterly* vol. 13, No. 2, June 1913.

Separate students into groups of four to six. Have them use the quote above to create a set of laws based on laws that they already know. They should create 10 laws that they believe will cover the majority of issues one might face in a new land. After they have had time to create their ten laws, have them present them to their classmates. Are any of them the same? Why or why not? Were there any common themes? Why or why not?

TAG Adaptation for 9th-12th grades

Break the class up into six groups. Each group gets a card with a quote on it (see quote document on the following page). Have the group study the card and discuss for five minutes. At the end of the five minutes have the groups debate their view of the quote. Do they agree with the quote or disagree? Why or why not? At the end of the debate, brainstorm and write the answers on the board about why statehood is a good idea or not.

Evaluation:

(5th-8th grade) Exit Slip for each child: What three criteria would you use to determine what laws would be necessary for a new state?

(9th-12th grade) Application to real world experience: Each student must be responsible for the creation of at least three laws that would be beneficial for them in the classroom or school.

This lesson was created as an extension to the curricular unit called, OREGON: The Uncomfortable Road to Statehood.

Lesson adapted from The Mission Mill Organization
<http://www.missionmill.org/FScurriculum.pdf>

Exclusive Powers of the National Government and State Governments

National Government	State Governments
<ul style="list-style-type: none"> • Print money • Regulate interstate (between states) and international trade • Make treaties and conduct foreign policy • Declare war • Provide an army and navy • Establish post offices • Make laws necessary and proper to carry out the these powers 	<ul style="list-style-type: none"> • Issue licenses • Regulate intrastate (within the state) businesses • Conduct elections • Establish local governments • Ratify amendments to the Constitution • Take measures for public health and safety • May exert powers the Constitution does not delegate to the national government or prohibit the states from using

In addition to their exclusive powers, both the national government and state governments share powers. Shared powers between the national government and state governments are called concurrent powers. Current powers of the national government and state governments include the ability to:

- Collect taxes
- Build roads
- Borrow money
- Establish courts
- Make and enforce laws
- Charter banks and corporations
- Spend money for the general welfare
- Take private property for public purposes, with just compensation

<http://bensguide.gpo.gov/9-12/government/federalism2.html>

QUOTATIONS

<p>“In a new country, the more men employed and paid by the public, the less remains for industry.” -Source Unknown</p>	<p>“The establishment of a Provisional government and militia would be a ‘danger of bad suspicion to the Indians’.” -Source Unknown</p>
<p>“They yet all lived in the bush, and let all do right, there was no necessity for laws, lawyers, or magistrates (Judges).” -Charles Wilkes</p>	<p>“We have no capital, no public buildings, no library, and no visible means to support or sustain a State Government, yet we must do it, and for what? Why, that Jo Lane and Delazone Smith can occupy seats in the U.S. Senate, and Mr. L. Grover in the House of Representatives of the Congress, and draw from the National treasury \$10,000 a year each.” –<i>The Weekly Oregonian</i>, Feb. 14, 1859.</p>
<p>“The majority of the people of Oregon have become the charmed victims of party conjurations and political drugs and have been duped into its support...” –<i>The Weekly Oregonian</i>, Feb. 14, 1859.</p>	<p>“The country will be settled, and that speedily, from some quarter, and it depends very much on the speedy action of Congress what that population shall be...It may be thought that Oregon is of little importance; rely upon it there is the germ of a great state.” –Jason Lee</p>

Oregon Statehood Geography Lessons One and Two

Unit Title: Oregon Country and Statehood

Target Grade Level: Eighth Grade (Middle School)

Approximate Time Needed: Two 60-minute class periods

Prerequisite Knowledge: Students should have an understanding of “Manifest Destiny” and the reasons that people migrated westward in the early to mid 19th century. Students will know about the push and pull factors that caused mass migration in the 19th century. Specifically, students should have a basic understanding of the Oregon Trail and the early settlements of the Oregon Territory. A sample overview of the prerequisite knowledge needed is provided below.

“The overland emigrations in the United States of the mid-nineteenth century were one of the great events of human history. Seldom had so many people traveled so far by land to seek a new beginning. It revealed dreams, persuaded men and women to give up all that was familiar, risk their lives and fortunes, and set out for the far shores of the Pacific.

The pull factors attracting emigration to Oregon were land, timber, salmon, a climate favorable for agriculture, sites for water power, and a peaceful environment. Relations with natives had remained positive and relatively stable throughout the fur-trade era.

On the other end, several push factors motivated frontier residents to consider relocating. The late 1830s and early 1840s were a period of calamitous flooding along the Missouri, Mississippi, and Ohio Rivers. Many who had foolishly built on the floodplains watched their cabins, barns, and split-rail fences wash away and waited anxiously for weeks as floodwaters drowned their fields and ruined their crops. The Panic of 1837 plunged the country toward economic depression. Bank failures, currency problems, poor credit, and the inability to pay off loans beset millions. Many hungered for a chance to walk away from their losses and heartaches for a new beginning. Recurrent fevers, particularly malaria, beset many who lived on the frontier. Oregon had a good reputation for health; though thousands of Indians perished in the 1830s, most Euro-Americans remained well.

So the stage was set: Oregon's allure was strong, and the pressure to move out pushed many. No one had ever seen anything like it before. The waves of emigrants grew. More than 3,000 traveled overland to Oregon in 1845; by 1850 an estimated 9,000 had crossed the trail to the Pacific Northwest via the Oregon Trail.

The Oregon Trail pioneers were creatures of habit. They carried their attitudes, prejudices, and ideas as part of their baggage. They were imitators rather than innovators. They attempted, as best they could remember, to recreate the governmental and social institutions they had left behind. They founded schools and academies and erected buildings to house them--just like at home. Although they saw themselves as stalwart, brave, and independent, they were actually a highly dependent people, demanding that the federal government give them land, survey their claims, guard them from Indians, erect lighthouses, establish postal routes, and construct wagon roads.” (Oregon History: Overland to Oregon, <http://bluebook.state.or.us/cultural/history/history09.htm>, June 4, 2011)

Geography Standards:

Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.

Standard 3: How to analyze the spatial organization of people, places, and environments on Earth's surface.

Standard 5: That people create regions to interpret Earth's complexity.

Standard 9: The characteristics, distribution, and migration of human populations on the Earth's surface.

Standard 11: The patterns and networks of economic interdependence on Earth's surface.

Standard 12: The processes, patterns and functions of human settlement.

Standard 17: How to apply geography to interpret the past.

Standard 18: How to apply geography to interpret the present and plan for the future.

Lesson Sequence:

1. Oregon Settlement: An examination of the people who initially settled Oregon.
2. Oregon Statehood: An examination of the regional differences that shaped Oregon's path to statehood.

Unit Goals:

1. Using maps and Google Earth resources, students will understand emigration patterns to Oregon.
2. Students will evaluate how national political attitudes shaped early Oregon statehood.
3. Students will identify similarities and differences of Oregon Constitutional Convention delegates.
4. Students will hypothesize how perspective and bias lead to early Oregonians excluding African-Americans from the state.

Lesson One: Oregon Settlement and Immigration Patterns from Slave and Non-Slave States

Subject: US History

Appropriate Grade Level(s): 7 – 8, 9 -12 for students who need additional scaffolding

Oregon Geography Standards:

Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.

Standard 3: How to analyze the spatial organization of people, places, and environments on Earth's surface.

Standard 9: The characteristics, distribution, and migration of human populations on the Earth's surface.

Standard 12: The processes, patterns and functions of human settlement.

Standard 17: How to apply geography to interpret the past.

Topic: Oregon Settlement and Immigration Patterns from Slave and Non-Slave States.

Goal: This lesson asks students to examine maps that show slave and non-slave states and the numbers of people who emigrated from these states. Then, students will be asked to process this information by making generalizations about how these patterns of emigration could have impacted the decision for Oregon to become a state.

Lesson Objective: Students will view a variety of maps and answer questions based on the information from the maps. These questions will require students to analytically examine the maps and to make inferences based on the available information. Then, students will synthesize the information making generalizations about how these patterns of immigration could have impacted the decision for Oregon to become a state.

Activities:

1. Closed reading worksheet regarding settlement facts about Oregon.
2. “Oregon Settlement Worksheet” for students to answer Google Earth questions.
3. Short answer essay. A short essay that allows students to synthesize information from Google Earth by making generalizations about how these patterns of immigration could have impacted the decision for Oregon to become a state.

Scaffolding:

SIOP & ELL:

Vocabulary may be introduced prior to the lesson.

Students complete a closed reading that provides background information and the essential question.

Students will be placed in flexible groupings to answer Google Earth questions.

ELL students may be given a paragraph frame in which to write their short answer essay.

TAG:

Students will be placed in flexible groupings to answer Google Earth questions.

Students may be provided with an alternative prompt for their short answer essays.

Evaluation: Students will be assessed throughout the lesson. Students will be asked to answer a series of questions for each of the maps on Google Earth. Teachers may base discussions on these questions in an attempt to determine student understanding of each map verbally. Or, students may turn in their worksheets at the end and teachers can review the worksheet to determine student understanding. At the end of the lesson, students will write a short answer essay answering the essential question that was introduced at the beginning of the lesson. Teachers will assess this short answer essay.

Larger Curricular Unit: There was nothing natural or preordained about the “Oregon” that Congress admitted as the nation’s 33rd state in 1859. The decision to draw a particular set of boundaries along the vast northwestern coast of North America was the result of a complex interaction of geography, economics, technology, and international politics. The transitions from settlement frontier to a state with a particular set of political arrangements was conditioned by the interplay of national politics, partisan conflict, and the values that different Oregonians had carried westward from Massachusetts and Missouri. Overall, Oregonians in the 1850s were a far more divided people than the image of the Oregon Trail pioneers might suggest - divided by regional origins, by the cultural values associated with those origins, and by local and national politics. This unit is focused on enabling students to answer the guiding question: To what degree did early Oregonians pay attention to national politics in the 1850s?

Lesson Sequence:

1. Anticipatory set
2. Introduction to settlement patterns of Oregon
3. Google maps and questions
4. Processing paragraph

Time Needed: One 60-minute class period

Materials and Resources Needed:

1. Access to Google Earth through a computer lab or through an overhead projector. “Oregon Statehood” layers are available from the TAHPDX website at: <http://www.upa.pdx.edu/IMS/currentprojects/TAHv3/Curricula.html> Select the “Oregon Statehood” file and open with Google Earth.
2. Worksheets for closed reading, “Oregon Settlement Worksheet” for students to answer questions, and Short Answer Essay.

Procedures:

Quick write. Ask students to write silently and continuously for three minutes about this topic:

Where are you or your family from? What customs do you and your family have from there?

How do you think where your family is from influences your life?

Example: My family is from the coast so we often say “crick” instead of creek, we have fish for big family meals, and we often shoot guns on Thanksgiving.

After three minutes, have students share out. Then explain that today we will be learning about Euro-American immigration to Oregon, and how this impacted state politics.

Closed reading. Hand out the worksheets to students and have them fill in the blanks as you read it aloud.

- In 1850, the total population of the eight counties in Oregon was 12,093.

- The majority of Oregonians lived in the northern portion of the Willamette Valley.
- The population of Oregon was mostly young and male.
- According to the 1850 census, only 18.8 percent of Oregon residents were actually born in Oregon.
- Census data shows only whites, and excludes minorities.
- Guiding question: Where did the majority of Oregon residents come from?

Ask students to speculate about the guiding question (where did the majority of Oregon residents come from?). Have students share out and discuss their ideas.

Google Earth Slave and Free States. Hand out the accompanying worksheet and open Google Earth. Turn on the “Slave States 1860” and “Free States 1860” layers. Turn off the sublayer “labels” for both. Discuss the following questions and have students answer them on their worksheet.

What do you think the two colors on the map represent?

Turn on the sub layer “labels” for both. Discuss the following questions and have students answer them on their worksheet.

Which states are slave states?

Which states are non-slave states?

Google Earth Place of Birth of Oregon Settlers. Turn on the “Place of Birth OR Settlers” layer, keeping the “Slave States 1860” and “Free States 1860” layers on. Keep all sublayers on. Discuss the following questions and have students answer them on their worksheet.

What does this map show?

What do the different size of dots represent?

Turn off all sublayers. Turn on sub layer “1-14”

Which state had the smallest number of immigrants to Oregon?

Turn off all sublayers. Turn on sub layer “40+”

Which state had the largest number of immigrants to Oregon?

In general, were there more immigrants from northern/non-slave states, or southern/slave states?

Google Earth Trails and Major Trail Cities 1850. Turn on the “Overland Trails” and “Major Cities 1850” layers. Keep “Slave States 1860” and “Free States 1860” layers on, but turn off “Place of Birth OR Settlers” (simply because it overcrowds the trails and is difficult to see where the trails begin). Point out that we already know that more people were from Missouri.

Where do most of the trails originate?

Infer. Why do you think that more people were from Missouri than any other state?

Infer. Do you think the majority of people from Missouri represent adults or children from families that were traveling west? Why or why not?

*discuss that most of the people from Missouri were actually children from families that were traveling westward from back east.

Google Earth Oregon Settlement. Leave on “Overland Trails” but turn all other layers off. Turn on “State of Oregon 1859”, “OR Cities 1859”, “Oregon Population” layers. Discuss the following questions and have students answer them on their worksheet.

What does this map show?

Which county had the smallest number of immigrants?
Which county had the largest number of immigrants?
Why did people settle where they did?

Zoom in on the Willamette Valley.

What type of land is this?

Why do you think that people would have settled here?

Short answer essay. Discuss and review the questions and answers. Have students complete a short answer essay answering the following question:

Where did the majority of Oregon residents come from?

What political background did these states have?

Name _____ Date _____ Period _____

Oregon Settlement and Immigration Patterns from Slave and Non-Slave States

Part 1. Closed Reading. Please fill in the blanks below as I read over the information.

Facts about early _____ in _____.

In _____, the total _____ of the eight counties in Oregon was _____.

The majority of _____ lived in the northern portion of the _____.

The population of Oregon was mostly _____ and _____.

According to the 1850 _____, only _____ were born in Oregon.

Census data shows _____ whites, and _____ minorities.

Essential Question: Where did the _____ of Oregon _____ come from?

What _____ background did these states have?

Quick Write. On your own, answer the essential question, using complete sentences below.

Google Earth Mapping: For each map, answer the question below using complete sentences.

1. Google Earth Slave and Free States.

What do you think the two colors represent? _____

Which states are slave states? _____

Which states are non-slave states? _____

2. Google Earth Place of Birth of Oregon Settlers.

What does this map show? _____

What do the different size of dots show? _____

Which state had the smallest number of immigrants to Oregon? _____

Which state had the largest number of immigrants to Oregon? _____

In general, were there more immigrants from northern states, or southern states? _____

3. Google Earth Trails and Major Trail Cities 1850.

Where do most of the trails originate? _____

Infer. Why do you think that more people were from Missouri than any other state? _____

Infer. Do you think the majority of people from Missouri were adults or children from families that were traveling west? Why? _____

4. Google Earth Oregon Settlement.

What does this map show? _____

Which county had the smallest number of immigrants? _____

Which county had the largest number of immigrants? _____

Zoom in on the Willamette Valley. What type of land is this? _____

What are two reasons why people settled where they did? _____

Lesson Two: Oregon Constitutional Convention

Lesson Objectives: Students are asked to contemplate the similarities and differences of the various individuals who attended the Oregon Constitutional Convention of 1857. Maps of Oregon, along with biographical information on the convention delegates will help students examine the question of who created the state of Oregon and what were the main points of debate. Finally, students are asked to determine why the issue of slavery played such a major role in the creation of the original constitution of Oregon

Time Needed: One 60-minute class period

Materials/Resources Needed:

1. Outline map of Oregon showing rivers, landforms and early Oregon settlements - one copy for each student.
2. 11" x 17" Construction Paper - one copy for each student
3. Biographical information on 12 of the delegates to the Oregon Constitutional Convention
4. Colored pens and/or pencils

Procedures:

1. Begin with a short review of the original settlers of Oregon, what parts of the United States they came from. Remind students that Oregon received people from various parts of the United States and they often had conflicting points of view about many subjects including slavery, land ownership, religion and the role of government.
2. Provide students with the outline map of Oregon and then display a labeled map with Oregon towns, cities and counties on a projector.
3. Explain to the students that by 1850 the population of the Oregon Territory was around 13,000 and it was distributed in ten counties. Over the course of the next five years, many more people would come to Oregon because of the Donation Land Claim Act which set a system of landownership by incoming settlers from the eastern part of the United States. While many settlers in Oregon prior to 1850 came from the Midwest, after that point in time there was a growing diversity of where settlers originated from including the Old South and even foreign countries. This would lead to a composition of people that did not always see eye-to-eye on the important issues of the day.
4. Divide students into groups of 2 or 3.
5. Each group will transfer the topographic, county and settlement information from the **TEACHER**

HANDOUT 1

- a. (http://www.upa.pdx.edu/IMS/currentprojects/TAHv3/Content/Maps/OR_1859_BaseMap.pdf) to the 11" x 17" construction paper.
6. Explain to students that they need to label their maps with the following counties.

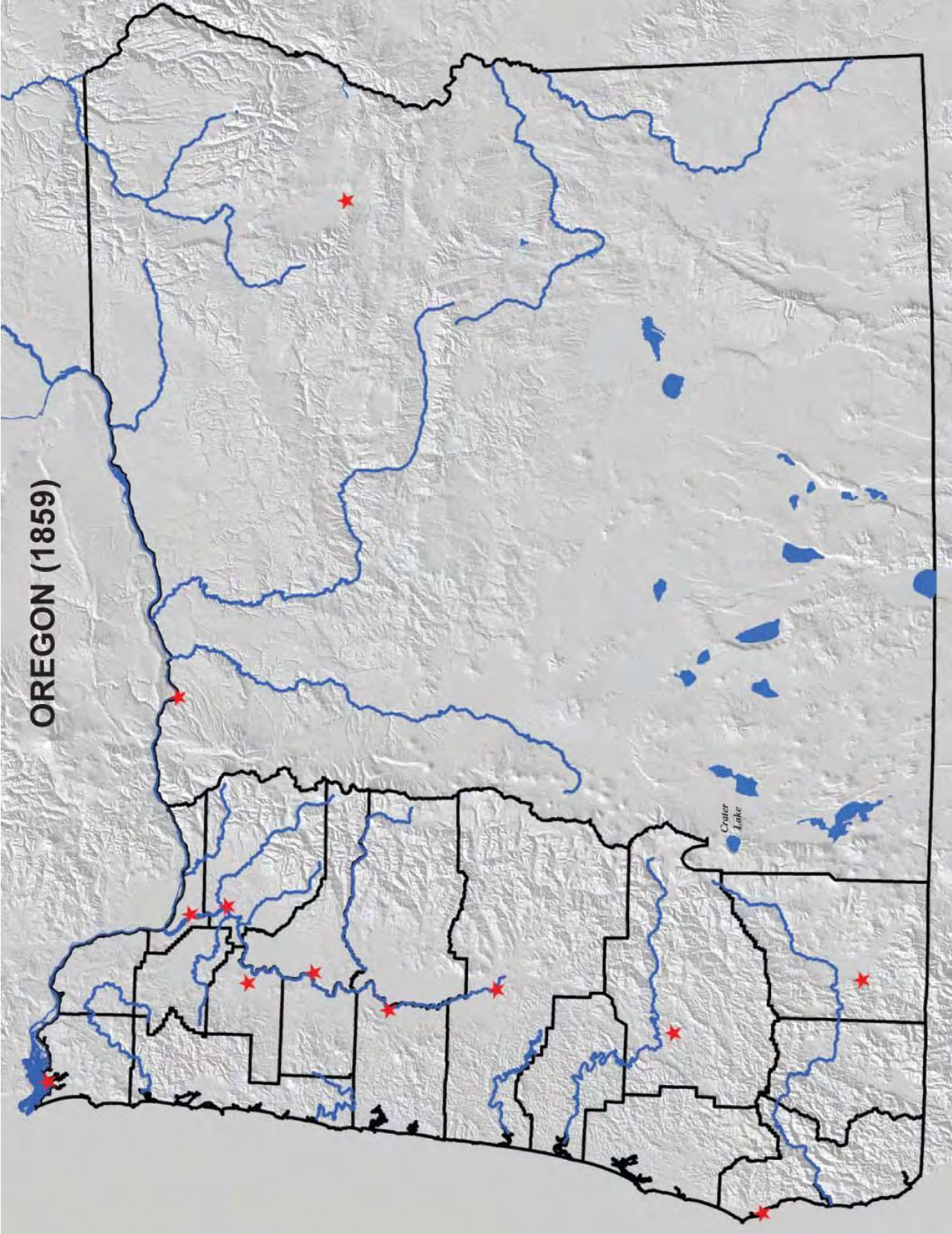
Clatsop	Linn
Columbia	Benton
Douglas	Polk
Coos	Clackamas
Curry	Tillamook
Jackson	Umpqua
Josephine	Multnomah
Yamhill	Wasco
Lane	

7. The students also need to include the following settlements:
- Portland
 - Oregon City
 - Salem
 - Corvallis
 - Astoria
 - Eugene
 - Lafayette
 - Jacksonville
 - Roseburg
 - The Dalles
 - Port Orford
 - Baker City
8. As an alternative to using 11" x 17" construction paper, steps #6 and #7 can also be completed using the following **TEACHER HANDOUT 2**, which is the Oregon 1859 map (**TEACHER HANDOUT 1**) without labels.
http://www.upa.pdx.edu/IMS/currentprojects/TAHv3/Content/Maps/OR_1859_BaseMap%20_nolabels.pdf
9. After labeling the maps, distribute the biographical information of the Constitutional Convention delegates provided in **TEACHER HANDOUT 3**. Explain to the students that they need to read the short biographies and transfer the name of the delegates to their newly created Oregon map, matching them to the county they represent.
10. For each delegate, the student will locate and write on the map where the individual was born, what their occupation was, and one fun fact.
11. After completing the map labeling procedures, the students will reflect on the following questions with teacher guidance:
- a. What similarities existed between the delegates?
 - b. How many of the delegates were part of the Democratic political party?
 - c. How many of the delegates were part of the Republican political party?
 - d. What generalizations can we make about the occupations and educational background of the delegates?
 - e. What are some potential areas of conflict or disagreement between delegates? Why?
12. The teacher will then explain to the students that in 1857, Oregonians voted on three propositions coming out of the constitutional convention. Explain that all free white settlers of Oregon were allowed to vote and that all nonresident military, "Chinamen" and "Negroes" were explicitly denied voting rights. The teacher will then provide the following information to the students in written form:

Propositions	Yes	No
Do you vote for the constitution?	7195	3194
Do you vote for slavery in Oregon?	2645	7727
Do you vote for free Negroes in Oregon?	1081	8640

After examining the information in the table above, students will be asked to provide a one paragraph written response to the following prompt: *What perspective and bias might have led to early Oregonians excluding African-Americans from the state?*

Teacher Handout 1
OREGON (1859)



Teacher Handout #3
Oregon Delegates Biographical Information

1. Benjamin Franklin Burch (May 2, 1825 – March 24, 1893) was an American farmer, soldier, and politician in what became the state of Oregon. A native of Missouri, he moved to the Oregon Country in 1845 and served in the Cayuse and Yakima wars. A Democrat, he represented Polk County at the Oregon Constitutional Convention, in the Oregon House of Representatives, and in the Oregon State Senate including one session as President of the Senate.

2. Matthew Paul Deady (May 12, 1824 – March 24, 1893) was a native of the state of Maryland; his first profession was as a blacksmith. He would also spend time as a teacher in both Ohio and Oregon. Deady read law in Ohio and practiced law for a time in that state before immigrating to the Oregon Territory via the Oregon Trail. In Oregon, he helped codify the laws of the state and assisted in the foundation of the Multnomah County Library in Portland. He also represented Douglas County at the Oregon Constitutional Convention

3. Thomas Jefferson Dryer (1808–1879) was a newspaper publisher, Freemason, mountain climber, and politician in the Western United States. He was born on January 10, 1808, in Ulster County, New York. Dryer founded the Weekly Oregonian, which has survived as the daily Oregonian. Dryer made the first documented ascent of Mount St. Helens on August 27, 1853, with three companions. In 1856, Dryer served in the Territorial Legislature representing Multnomah and Washington Counties as a Whig. The following year, he was elected and served at the Oregon Constitutional Convention.

4. Luther Elkins (May 26, 1809 – 1885) was an American politician and pioneer in the state of Oregon. Born in Cornville, Maine and married to Philotheta Williams, he immigrated to the Oregon Territory overland via the Oregon Trail in 1852. He served in the Oregon Territorial Legislature and was a delegate to the Oregon Constitutional Convention representing Linn County. In 1860, he was selected as the first President of the Oregon State Senate, serving one session in that role.

5. La Fayette Grover (November 29, 1823 – May 10, 1911) was a Democratic politician and lawyer from the U.S. state of Oregon. He was the fourth Governor of Oregon, serving from 1870 to 1877. A native of Maine, he previously was a member of the Oregon Territorial Legislature, represented Oregon in the United States House of Representatives, and was a member of the Oregon Constitutional Convention in 1857 representing Marion County. Grover later served one term in the United States Senate.

6. James Kerr Kelly (February 16, 1819 – September 15, 1903) was an American politician born in Pennsylvania. He was a United States Senator for Oregon from 1871 to 1877, and later Chief Justice of the Oregon Supreme Court. Prior to his election to the Senate he had been elected to both houses of the local legislature, serving in the Territorial House and State Senate. He was also a member of the Oregon Constitutional Convention in 1857 representing Clackamas County.

7. John Kelsay (October 23, 1819-January 19, 1899) was an American politician and judge in Oregon. He was the 18th Associate Justice of the Oregon Supreme Court, and fought in the Rogue River Wars. A Kentucky native, he represented Benton County at the Oregon Constitutional Convention as Oregon prepared for statehood. At the convention John was selected as chairman of the military committee. In 1868 Kelsay won the election for a seat on the Oregon Supreme Court. In Oregon he was one of the early leaders of the Republican Party.

8. John Rogers McBride (August 22, 1832 – July 20, 1904) was a Republican U.S. congressman from Oregon. McBride was born near St. Louis, Missouri in 1832, the son of James McBride. In 1851, he moved with his family to Lafayette, Oregon where he became the superintendent of schools at the age of 22. He studied law and after being admitted to the bar in 1855, he began a law practice in Lafayette. In 1857, he served in the Oregon Constitutional Convention representing Yamhill County. In 1860, he was elected to the Oregon Senate and to the United States House of Representatives as a Republican in 1862. He served one term, and after unsuccessfully seeking the Republican Party's nomination for a second term in 1864, he was appointed chief justice of Idaho Territory by President Lincoln.

9. Col. Isaac R. Moores (March 23, 1796– April 15, 1861) was an American soldier and politician in Illinois and Oregon. A native of Kentucky, he would serve in the Seminole War and the Black Hawk War before immigrating to the Oregon Territory. In Oregon, Moores served in the Territorial Legislature and at the Oregon Constitutional Convention representing Lane County. His son, Isaac R. Moores, Jr. would become Speaker of the Oregon House of Representatives.

10. William Henderson Packwood (1832 – 1917) was an American politician who served at the Oregon Constitutional Convention in 1857. A United States Army veteran from the state of Illinois, he was also a school superintendent and acquaintance of President Abraham Lincoln. In 1848 he enlisted in the U.S. Army with Company B of the U.S. Mounted Rifles. The following year Packwood and the company were sent to the newly created Oregon Territory and stationed at Fort Vancouver. Packwood went to California when gold was discovered there, returning to Oregon in 1851 where he was transferred to Port Orford, Oregon to fight Native American uprisings. In 1853 he was discharged from the Army and became a gold miner for several years. In 1855, Packwood served as captain of the Coquille Guards during the Rogue River Wars against Native Americans in Southern Oregon. In 1857, he represented Curry County in southwestern Oregon at the Oregon Constitutional Convention that met in Salem

11. Paine (Payne) Page Prim (May 2, 1822 – August 8, 1899) was an American attorney and judge in the state of Oregon. He was the 6th Chief Justice of the Oregon Supreme Court serving in that role from three times between 1864 and 1878. Prim was born in Wilson County, Tennessee. He grew up on his father's farm before enrolling at Cumberland College in Lebanon, Tennessee. At Cumberland Law School Prim received his legal education and was the school's first graduate. Then in 1851 he traveled to Oregon via the Oregon Trail. There he settled in Linn County where he set up a law practice. In 1857 he represented Jackson County at Oregon's constitutional convention.

12. Cyrus Olney (1815 – December 21, 1870) was born in the state of Ohio. In that state he was educated in the public schools and later law school in Cincinnati. After passing the bar he practiced law for a time in Ohio before moving to Iowa, where he was a judge for four years. Olney moved to Oregon and began law practice in Portland in 1851. He continued in this endeavor until 1853, when United States President Franklin Pierce appointed him to the Oregon Supreme Court. Olney remained on the court until 1858 when he resigned. During this time, he also served as a delegate to the Oregon Constitutional Convention in 1857 representing Clatsop County. Olney later served in the Oregon legislature and Olney, Oregon was named for him.

OREGON STATEHOOD DRAMA: THE OREGON CONSTITUTION CONVENTION (1857)

Characters: Representatives from four different areas of Oregon: Portland, Southern Oregon, The Dalles and Linn County.

When /Where: Summer 1857, during the time of the Oregon Constitution Convention in Salem.

Setting: In 1857, sixty delegates from all areas of Oregon met in Salem with the purpose of creating a state constitution. Foremost in their minds was whether Oregon would become a slave state or not, but other issues also weighed heavily on the convention. While some ideas for the constitution were held by an overwhelming majority of the candidates, the convention's attendees were far from being homogeneous. The characters in this drama represent the various ideas that shaped the development of the Oregon constitution.

Portland: Thomas Dryer, anti-Democrat

Born 1808, Died 1879

Multnomah and Washington County delegate

Thomas Jefferson Dryer, who is best known as the founder of the *Oregonian*, was born in Ulster County, New York. His business interests took him between New York and Ohio until 1848 when he went to California. He was editor of the San Francisco Courier in 1849 when he was convinced to move to Portland. Dryer served as the editor of the *Oregonian* from 1850 to 1860. His writing style was described as “aggressive and spirited though not scholarly or polished.” He and Asahel Bush of the *Oregon Statesman* carried on a politically charged and vitriolic exchange in their respective papers for most of the decade (1850-1860).

Jackson Co.: Daniel Newcomb, Democrat

Born 1800, Died 1867

Jackson County delegate

Daniel Newcomb was born in Berkeley County, Virginia in 1800. As a young man he moved to Illinois and in 1830 he married Eleanor Caroline Rice. Newcomb and his family came to Oregon in 1853 and registered a donation land claim in Jackson County. Besides farming, Newcomb acted as an Indian agent for the Siletz Reservation. He served as a private in Oregon Mounted Volunteers during the Rogue River War in 1855-56. Newcomb was elected as a delegate to the constitutional convention from Jackson County. He served as a member on the Committee on Boundaries. He served in the territorial legislature in 1858 as a member of the house of representatives.

Umpqua County: Jesse Applegate

Born 1811, Died 1888

Jesse Applegate was born on July 5, 1811, in Henry County, Kentucky. He then moved to and was schooled in St. Louis, Missouri, where he learned surveying. In 1831 he married and took up a land claim in St. Clair County, Missouri and farmed, surveyed, and kept a country store. In 1843, Jesse along with his wife and many children and accompanied by two brothers and their families moved to Oregon. He served as member of the legislative committee of the provisional government in 1845. In 1846 he was involved in establishing an important southern route to Oregon, which was later known as the Applegate Trail. He represented Umpqua County at the constitutional convention but withdrew when a resolution he proposed prohibiting the discussion of slavery was not adopted. “I have no doubt there is honesty and talent enough in this body to frame a constitution that will be approved by the people of Oregon without my assistance.” He served for a number of years both as justice of the peace and as

postmaster of Yoncalla. In 1856, he acted as a guide for Major Kearney in a campaign against the Rogue River Indians.

Linn County: Delazon Smith, Democrat

Born 1816, Died 1860

Linn County delegate

Delazon Smith was born in New Berlin, New York on October 4, 1816. He was educated in New York and at Oberlin College in Ohio. He studied law there and was admitted to the bar. In addition to the law, Smith was involved in journalism throughout his life. He owned and edited newspapers in New York and Ohio and founded the Albany Democrat after the Oregon convention. Smith came to Oregon in 1852, and settled in Linn County. A prominent Democrat he was a member of the "Salem Clique" which virtually ran the Democratic Party in Oregon. He served in the territorial legislature from 1854 to 1856. Smith represented Linn County at the constitutional convention. He served on the Committee on Legislation and was chairman of the Committee on Suffrage and Elections. A renowned orator, he spoke frequently and at length during the various debates at the convention.

The Dalles: Charles Meigs, Democrat

Born 1831, Died 1883

Wasco County delegate

Charles Meigs was born in 1831 in Connecticut. He lived in Ohio before coming to Oregon in 1855. He settled in Wasco County and began a law practice in The Dalles. Meigs was elected to represent Wasco County at the constitutional convention. He was chairman of the Committee on Corporations and Internal Improvements and was a member of the Committee on Boundaries. As the lone member from east of the Cascades, Meigs proposed to the convention that the eastern boundary of the state be fixed at the summit of the Cascade Mountains. He argued that the interests of the region east of the mountains differed significantly from those of the western portion of the territory. "It was entirely gratuitous to presume that the interest of the people east of the Cascades would be promoted by being attached to Oregon." Only one other delegate voted with him on the proposal. Meigs was absent when the final vote for approval of the constitution was taken.

Asahel Bush

Born: 1824, Died: 1883

Born in 1824 in Massachusetts, Bush apprenticed as a printer in Saratoga Springs, New York, at age 17. From there he moved back to Massachusetts and studied law. In 1850 Bush came to Oregon by boat after crossing the Isthmus of Panama by train and donkey. After arriving in Portland, Bush decided to move to Oregon City, then the largest city in the territory. At Oregon City Bush established the *Oregon Statesman* in 1851, after his printing press arrived from the East. He moved the paper to Salem when it became the territorial capital in 1853. As editor of the *Statesman* he gave voice to the Democratic Party. Bush was visibly racist and defended slavery, but he also condemned Southern secession and supported the Union during the Civil War. Bush was active in politics as a member of an influential group of Salem Democrats which favored the location of the territorial capital in Salem and favored the prohibition of slavery in Oregon. He was the official territorial printer, a member (and one time chair) of the Democratic state central committee, and delegate to the 1892 Democratic National Convention. Bush was also a regent of the University of Oregon and a trustee of Willamette University.

Scene One

Summer, 1857. Street in downtown Salem. Applegate and Newcombe enter, walking together they enter laughing, having just shared a private joke.

Applegate:

This town is a far cry from the southern hills.

Newcombe:

Yes. No Indians, either. Still, walking around without my pistol makes me nervous.

Applegate:

I can't shake it either. Remember that scrape at Evans Creek? That was a rare fight. Carried a gun with me ever since. Never thought then that I'd be politicking here in Salem. I prefer politicking at home. But you seem to like it, or at least it seems to fancy you.

Newcombe:

Perhaps, although I fear that I have a use for the ruling clique. They have appointed me to the committee for determining the new state borders. (*Chuckling*) Can you imagine anything more dry-as-dust? And they have me tethering some coot from The Dalles as if I were a schoolmarm. (*Pause*) Keep that under your cap, Jesse. Party secret. We can't have you Whigs having a looksee at our plans.

Applegate:

Well, don't that beat the Dutch! Newcombe the political cog! You ought to be your own man. Politics is just another master that makes slaves of us. Secrets! Hogwash! We're friends. Salem is just too much.

Newcombe:

Yet not too much to keep you from coming north and tangling horns with the Democrats. Not surprising, considering your abolitionist demeanor.

Applegate:

Abolitionist?! Bull hockey! I would not tamper with the institution of slavery, sir, but I would not countenance its export into this territory. The American flag should trail in the dust while shackles, chains and fetters are raised! Slavery is a weed, Newcombe, and its pestilent creep will escape the plantation to strangle the livelihood of the free holder!

Newcombe:

Always the diplomat. You should take care to temper your words, Jess. I know we're friends but others might not appreciate your mercurial wrath.

Applegate:

Temper...what...wagh! Newcombe, listen to me. We're southern boys. We both grew up with Negroes in the fields. But here it ain't right. Freedom and slavery cannot exist together in this territory. Now what? We have Mr. Bush's lackey, Matthew Deady, calling for Oregon to embrace slavery while reaching for statehood!

Newcombe:

Mr. Bush would never allow such a thing. He has written so in his newspaper. Honest to God, Jess, you hear only the controversy, but you never consider its impossibility! We will never allow slavery here. Why stir a hornet's nest?

Applegate:

Because you would disallow Negroes, Free State Negroes, from recourse to the law. A free man is a free man. Take away that and whataya got? You cannot justify such a thing and call yourself a defender of liberty.

Newcombe:

Well, your boss, Mr. Dryer, seems to think that is a good thing.

Applegate:

Get this through your thick buckskin noggin: Dryer ain't my boss. My boss is my conscience, and that in turn is governed by the good book. The only reason Dryer is in a place to bark orders at us Whigs is because his paper gives him a serious reckoning. The man would be a Democrat, if only Bush would leave the party.

Newcombe:

On that day, the devil himself would shiver for the cold. Bush is the Democratic Party here in Oregon. And as such, he will never allow a single Negro to enter this territory. No Negroes, no slavery.

Applegate:

Newcombe, you were a good soldier, but remind me to pray for your soul on Sunday.

Newcombe:

We can drink to that; there's a saloon just up the way.

Applegate:

(nods) After I see my boss.

Newcombe and Applegate exit. Meigs and Smith enter walking together, having a serious conversation.

Smith:

Deady has assured me that we will put your proposal to the vote, Meigs, but you must understand that the fine points of parliamentary procedure dictate how it must arise. I would give you my support, but your proposal shall hinge on what you shall give us, Meigs, and what you shall give us is your unerring support in the free-state question, without which there can be no evidence of your party loyalty, and without that, then there will be no proposal at all. Remember that you are part of something grander than the wishes of a few scrub farmers from the parched wastes of your county, all of whom I am sure are loyal Americans who would understand the necessity of compromise, but on the issue of negro settlement there can be no compromise with the—

Meigs:

I never met a man who could talk from sunup to sundown. Tell me straight, Smith— will Bush support my proposition for the state border?

Smith:

You forget his generous gift of a committee chair. You see, Meigs, from the heightened perspective of our party leaders, their support for you has already been justified before St. Peter himself. However, we are willing to entertain any of your propositions for a simple agreement that you should conform to the standards that we have laid forth.

Meigs:

You mean you want me snug in your pocket.

Smith:

Precisely.

Meigs:

I'd fit better if you had put me in charge of the Border Committee. What am I supposed to do on the Corporation Committee? I might as well be picking beans!

Smith:

You cannot have it both ways, Charles, and we need you in charge of the discussions regarding Corporations. Fret not, for you are still on the Border Committee as a sitting member. Honestly *Charles*...we have shown a great deal of faith in you. Try to be more grateful to your benefactors; you might find it more expedient.

Meigs:

Humph....tell me what to do, *De-la-zon*.

Smith:

(sighs) Mr. Bush simply asks that you contribute to the foundations of any future statehood by guaranteeing the purity of Oregon's electorate.

Meigs:

You mean you don't want no squareheads or Irish voters? You know I'm part Irish! You want me to tangle with my own people?

Smith:

Not precisely, although I cannot stand to hear the guttural ramblings of foreign tongues, no matter what they may be, although I would except the French from such judgment. No, Mr. Meigs, what we refer to are the *inferior* races. *(Pause)*

Meigs:

You mean celestials and niggers?

Smith:

We do. Can we count on you?

Meigs:

Well, I suppose. I figger it ought to be that way anyhow.

Smith:

Wonderful, Mr. Meigs, very good, indeed! Mr. Bush will be pleased. Please accept this *(hands him a dossier)*. It has everything you need.

Meigs:

I'll do my best.

Smith:

You'll do exactly what we tell you to do. To that end, Mr. Williams will assist you in your endeavor.

Meigs:

That English dandy?!

Smith:

Mr. Williams is very competent. You should trust in him.

Meigs:

Trust him to lead me like a dumb pack mule. I don't like it, but I won't complain no more. Tell the dandy I'll see him later tonight. *(both exit)*

Scene II

Offices of Bush and Dryer, which are in separate locales. Both men are sitting in desks facing each other. Both have quills in hand and paper in front of them.

Dryer:

(writing) If the braying jackasses of the Salem cabal would only open their eyes, they would behold the wondrous hypocrisy that has enshrouded their senses. Ill humors breed ill tempers, and it is thence a short jump to the breeding of jumped-up guttersnipes. These democrats are nothing without their bully pulpit, and they would allow the amalgamation of Negroes and whites if their wives did not have a hand on the bridle.

Bush:

(writing) Once again, the wine-sop from stump fields of the Willamette has squawked his rasping beak. Does he really think that the Democrats of Oregon would introduce Negroes—or even celestials—as free members of a decent, white society? We have uttered our position again and again: Slavery and Negroes have no place in Oregon. Perhaps we should choose simpler words for his consideration, for the most complex word in Dryer's lexicon is "rum". The *Oregonian* man is the most unvarying liar we have ever met with. He so seldom tells the truth, even by mistake, that we are inclined to make a special note of the fact when he does.

Dryer:

(writing) How now, King Ass-o-Hell. If there is any animal meaner than the slimy creeping reptile, it is the cowardly slanderer, paid libeller and miserable lick-spittle of the *Oregon Statesman*. It seems that a cracker has slipped under the fence and nursed that whelp, Matthew Deady. Why keep him close to the breast, unless there is intent to breed his tendencies? Bushy Bush and his puppy are Pharaohs looking to import a conquered race of undesirables!

Bush: *(writing)*

As a simple bearded clown from the north, Dryer misunderstands the position of the Democratic party, but that does not surprise given his tendency to corn his reason with intemperate substance. The public relishes the chance to see what absurdities will spill from his mouth this summer. Perhaps a minstrel's strummings might have better use for such gross rhetorical inadequacies.

Bush and Dyer seal their letters and hold up envelopes at the same time.

Dryer:

Dispatch!

Bush:

Dispatch!

Two dispatch boys enter from either side, take the envelopes and exit same. Enter Smith and Applegate from either side, as if walking into the office of their respective bosses. Applegate should enter Dryer's side, while Smith enters Bush's side.

Dryer:

Jesse, how gracious of you!

Bush:

Delazon. Please sit.

Dryer:

Jesse, I have always respected you. And I have always toiled to put forth the right course of action. But this is not the time for caution and cogitations.

Bush:

Is Meigs agreeable to our proposition? We need every vote, even if Dryer and his cronies are outmatched.

Applegate:

Get to the point, Dryer.

Smith:

He is, but you should hear his proposition! He would have the state end at the crest of the mountains! What would he possibly be thinking?! And his demeanor! He is as eloquent as the goats that roam his precious mountain crest.

Dryer:

Jesse, we must ensure that the slavery issue is settled. There can be no slavery in this state!

Bush:

(chuckles) Delazon, it is simple ambition. Meigs envisions another state with the Dalles as its capitol city and himself as its elder statesman. We must agree that such a thing must never come to be. We need that territory, or we will have as much consequence as Delaware.

Applegate:

Which is why we mustn't allow the debate to rear its head in the first place.

Smith:

Yet we promised him support, and I even shook his hand. I feel we may have a problem in our future.

Dryer:

But you miss the point, Jesse! We must allow the debate to occur! That way the issue will be settled permanently!

Bush:

Promising a bushel of oats and delivering said bushel are two different things, Delazon. Deady has assured me that the slavery issue will be debated before the border issue. We will have Meigs' support, and we will deal with his ridiculous proposition in subsequent motions. Newcombe is placed for just such a reason, and I'm sure our little Virginian will handle his charge. For now, your duty is to play the bootlick and convince Meigs that he will have his new state.

Applegate:

You underestimate the number of men in this state who would freely import Negroes if they had such a chance! No, Dryer, such a debate will not take place, and it is my intention to strangle this weed at its root.

Smith:

Surely. Consider it a *fait accompli*; Meigs will be placated in one instant and defeated the next.

Dryer:

Jesse, do not cross me. We cannot be adversaries, as you will not last without my friendship.

Bush:

That is very good, Delazon. And now let us have a toast. *(Bush pours two drinks)*

Bush (continued):

To victory!

Applegate:

You ain't my friend.

Smith:

To victory!

Scene III

Convention: Bush and Dryer desks fly out. Podium USC. Enter all players with seats. Extras will be needed to effect the shouts and murmurs throughout the debate. Players take seat and begin murmuring as if a controversial point has just been made. Bush takes a seat away from the convention members. Deady begins scene banging his gavel.

Deady:

Order, gentlemen, order! We will have order here! It is customary parliamentary procedure to address issues as they have been listed in the records, so the gentleman from the Umpqua shall take the floor! There will be no other debate superceding its order!

Applegate stands.

Applegate:

I thank you, Mr. Deady, for your consideration. Gentlemen, you need no introductions to the whys of my beliefs on the slavery issue. I would not attempt any sleight of hand to bring my vision to the realities of a new state. Yet I cannot abide by the existence of such a system of bondage that so clearly violates the principles of dignity set forth by our Creator. (Murmurs) It is for this reason, my unerring belief that well-ordered blacks have every right to exist peacefully amongst us (loud murmurs now), that I would take arms before I see one wagon of slaves imported into this state!

Deady banging loudly.

Deady:

Order! Order! You will let the gentleman finish!

Dryer:

(to himself) My god, Jesse, what are you doing?

Smith:

(looking over to Bush in the wings) We will have no such thing!

Applegate:

There are those that would support such a sentiment, even though we have taken different roads to get there. Yet there are snakes in the bush who would use debate as a means of settling this issue in the favor of slave owners.

Murmurs from the delegates.

I therefore propose that any debate of slavery shall be prorogued and quarantined as proof that God still walks amongst us!

Loud shouts and booing.

Meigs:

Sit down, you agitator!

Smith leaps to his feet.

Smith:

What you propose is madness! To stifle debate? What would that gain?! Nothing but that which we see in Kansas! Would you have bushwhackers coursing the streets of Salem? Ruffians streaming into our territory with bloody minds and even worse deeds? Think of our surety, if nothing else then think of the honor of your wives and daughters who would find their virtue assaulted by hordes of men both wicked and worse! Why would we avoid a debate that would prevent such a thing?

Applegate:

Less chance for you to run that fool mouth of yours.

Guffaws and laughs from delegates.

Smith:

You mock me, sir, yet your dribble matches that of a firebrand. No debate? Preposterous, even for you, Mr. Applegate! I would as soon sever my right hand as to vote for a constitution that would either inhibit or adopt slavery here. The necessities of our democracy demand the *viva voce* of the people. I should feign to put a padlock upon my lips or upon the lips of any other gentleman!

Shouts from delegates.

Meigs:

This ain't England! We have the right to be heard on this issue!

More shouts.

Dryer:

I request the floor! (*to Applegate*) You fool, Jesse. You force my hand and expect me to stand by you still?

Dryer rises. Bush glares at Dryer, who reciprocates.

Dryer:

I see that the slavery issue is now upon us, and who could guess that the timing is nothing short of the plotting of our dear friend, Mr. Bush. All puppetry aside, the time of reckoning is come, so let us have it out. Who is afraid to meet their constituency upon this question? Is the gentleman from Umpqua? Does he wish to shirk off the responsibility of defining his position upon the question of slavery? Then why do you want to choke down discussion? To save time? To save expense? Go home if you are not ready or willing to discuss it. There may be those whose cowardice would induce them to ignore the question altogether. I want the people of this territory to be educated by the discussion of this question of slavery in the newspapers of Oregon. The gentleman from Umpqua wants to put the collar and shackles upon the consciences of men. Is that freedom of speech? Is it freedom of thought? Is it manly? Is it bold? You who hunt bears and Indians in the wilds would shirk from a fight? I intend to discuss this question, we will discuss this question, and there will be no question of it!

Shouts of Yes! and Here! Here!

Applegate:

(*to Newcombe*) See, Newcombe! He's a goddamn Democrat! (*Shouts out*) Slavery has no place for shelter in our government. In a right and proper free state, the only servant is the government!

Dryer:

I would exclude all Negroes, Chinamen, Kanakas, and even Indians, for the miscegenation of races would corrupt even our slightest fiber and lead nowhere but to moral degradation for our white race. You would have them as your neighbor?

Applegate:

I would have any law-abiding man as my neighbor!

Dryer:

Then you are a fool, indeed. I move that we begin such a debate now!

Applegate:

Not while my motion is still proposed. Who is with me?

One or two indicate favor, all others protest.

Dryer:

Sit down, Jesse. You are through here.

Applegate:

I suppose I should just pack up. You seem to have everything you want.

Dryer:

Not while we are still meeting! Mr. Deady, I propose we begin the debate now!

Deady:

All in favor for opening debate now?

Shouts of Aye! and Yes!

Meigs:

Don't look so forlorn, Jess! There is always Kansas to convince!

Laughter. Meigs looks over to Bush, who nods his approval. All rise and begin to excitedly talk. Applegate slips out, unnoticed, taking time to look back and shake his head.

Applegate:

Lord, forgive them. They know not what they do. *(Applegate exits)*

Scene IV

Saloon: Applegate sits at a table with a bottle. Music and laughter in background. Extras act as patrons, laughing and playing cards. Enter Newcombe.

Applegate:

Hey there, Newcombe.

Newcombe:

Jess. I haven't seen you around since the other night. They asked me to come find you. You have no formal release to leave, they say.

Applegate:

Tell them they can come fetch me themselves.

Newcombe:

I told them you wouldn't return. They didn't listen. *(laughs)* You know, that's the first time I've seen Dryer and Bush agree on something.

Applegate:

I figure they are wise enough to determine the future of the state without my presence.

Newcombe:

Have it your way. I won't quibble. So what now? I cannot believe that the cantankerous Jesse Applegate will give up so easily.

Applegate:

I dunno...back to the farm, I suppose. One thing is for sure: the Whig party is done for in Oregon. You look terrible, Newcombe.

Newcombe:

I just had to play Brutus. If it means anything to you, Meigs got his in the end. He was a bit rough on you, so I reckon turnabout is fair play. I personally had to sink his proposal. Not sure if it sits right being a fellow democrat and all.

Applegate:

We all get our orders. Take for instance my wife. She has ordered me to return to Umpqua. She thinks I waste my ardor here in Salem. (Laughs) I figure I can't disappoint the lady of the castle.

Newcombe:

So that's it, then. Good for you, Jess. Take care of yourself. Sure you won't change your mind? Yeah...thought not. Keep your powder dry, Jesse. I'll look you up on my return.

Applegate nods. They shake hands. Newcombe exits. Enter Meigs looking upset.

Applegate:

Ah, damn. Come to howl at me some more, Charlie?

Meigs:

(remains standing) Applegate...I, uh...ah...damn it all.

Applegate:

(laughs) Rough day on the range, huh?

Meigs:

Don't be making light of me, now.

Applegate:

Or what? *(Pause)*

Meigs:

That bastard Smith and his two-bit boss bushwhacked me. Stuck Newcombe on me. That damn buckskin is a quick one. Humph! Betrayed by my own party!

Applegate:

No surprise there. They're politicians, Meigs. Figure they would treat you different 'cause you're one of them?

Meigs:

No, well...I didn't get my state, Jesse.

Applegate:

Neither did I. *(Pause)* Sit down, Charlie. Have one on me. Don't think poorly of Newcombe. Despite being a Democrat, he is a good man.

Meigs:

(collapsing into chair) Humph. I suppose we're sunk.

Applegate:

Not really. We just keep on.

Both men remain silent for a moment and take a drink.

Applegate:

What'll you do now that you're a lame horse?

Meigs:

Well, I suppose I might go back to educating young 'uns. *(Pause)*

Applegate:

You...you...you're a schoolmaster?

Meigs:

(smiles) Yep. A lawyer, too. I figger the new school in The Dalles could use some guidance. You know they got a bluebelly sergeant from the Ninth teaching letters right now?

Applegate:

Don't that beat the devil? *(loudly)* A is for *ambuscado*, B is for bombardment, C is for cannon, D is for...uh...

Meigs:

Defeat.

Applegate:

I was gonna say 'defense', but your word seems a right fit for now. Well, Charlie, I'm lighting out. The missus misses me. *(Applegate gets up.)* See you, Charlie. You can keep them corn squeezin's, but don't get too corned. You might get a reputation.

Meigs nods. Applegate exits. Meigs pours another drink. END.

Glossary of Terms

Amalgamation: A mixture.

Cabal: A faction, usually conspiratorial.

Celestial: An Asian person, usually Chinese.

Corned: Drunk.

Fait Accompli: Literally, "done deed". Something that is a foregone conclusion.

Miscegenation: To mix or blend, usually referring to race or ethnicity.

Mercurial: Lively and unpredictable.

Prorogue: To end a debate or a parliamentary session.

Reckoning: a calculation, but it was also used to denote importance.

Viva Voce: Literally, "living voice". The notion that votes must be given and counted orally.

Bibliography

Much of the dialogue was adapted from primary sources and newspaper archives of the era. These include:

Oregon Statesman

Oregonian

Oregon State Archives

Other secondary sources were used to develop the various scenes and characters.

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Oregon Statehood Lesson: “What would it have taken for Blacks to be allowed to settle in Oregon?”

Oregon Standards Benchmarks: SS.05.HS.06 SS.05.HS.06, SS.08.HS.07, SS.HS.HS.07, SS.05.HS.07, SS.08.HS.08, SS.HS.HS.08

Time Needed: Two-four class periods.

Materials Needed:

Teacher choice of excerpts from Beyond the Oregon Trail-Oregon’s untold history

Video- PBS *Local Color*

Historical transcripts or information on the discussion and vote on the following issues (use information in the narrative and the script).

Brief Overview: “What if” during the Oregon State Constitutional convention the delegates did vote to allow free slaves to settle here? What would it have taken to have the vote go the other way?

Lesson Directions:

Adaptation for 5-8th grades

After students have performed the skit about the convention, read the excerpts from Beyond the Oregon Trail-Oregon’s untold history, and watched the video clips, have students think of 2-3 reasons the vote should have gone the other way.

Write 1-2 paragraphs on what you think would have had to happen to allow Blacks to settle in Oregon. Create an advertisement inviting free Blacks to the state of Oregon. Be sure to give at least 3 reasons why they would want to come here.

Adaptation for 9-12th grades

After students have performed the skit about the convention, read the excerpts from Beyond the Oregon Trail-Oregon’s untold history, and watched the video clips, have students think of 5-10 reasons the vote should have gone the other way

Create a comic strip/small book on what you think would have had to happen to allow Blacks to settle in Oregon. Or write a 5 paragraph essay.

Create an advertisement inviting free Blacks to the state of Oregon. Be sure to give at least 3 reasons why they would want to come here.

TAG Adaptation for 9th-12th grades

Break the class up into groups. Have those groups create a short graphic novel about the effects of the alternative voting. Citing references or using an annotated bibliography.

Evaluation: Does the Comic Strip/Book/paragraph show a reasonable hypothesis for life in Oregon based on material? Use the state writing rubric.