

- GUIDED TOUR:** Fort Meigs Grounds and Museum
- LOCATION:** Fort Meigs, Perrysburg (Wood), Ohio
- AVAILABILITY:** Fort & Museum (September, October, April, and May only)
Museum only (November through March)
Wednesday, Thursday, and Friday, by appointment
- TIME ALLOWANCE:** Two hours on site
- COST:** \$3.00 admission per student and chaperon
- GRADES:** 3rd, 4th, 5th, and 8th, but adaptable to all

**DESCRIPTION:**

During the *fall and spring*, the students will tour the fort, grounds, blockhouses, and museum. They will learn how geography and the physical environment of the fort influenced the military strategy of the conflict and course of settlement in the area. They will walk on the actual site of historical events that dramatically affected the history of Ohio and the United States. Students will be asked to examine the events of Fort Meigs through the perspectives of the Americans, the English, and the American Indians. The grounds include the fort and blockhouses. During the *winter*, students will tour the museum only.

By participating in this tour, students will learn and appreciate: The historic events in northwestern Ohio greatly contributed to forming of the present state of Ohio. Pressure to control the use of land led to years of conflict between American settlers and the American Indians; The American victories at Fort Meigs, Fort Stephenson, and on Lake Erie led to the creation of Ohio's present boundaries; The War of 1812 secured Ohio and the western territories by eliminating the English and Indian military threat; and, The events during the War of 1812 were part of a larger global conflict during the Napoleonic era. America's involvement in a world economy played a significant role in the War of 1812.

At the end of the tour, the interpreters will ask several basic questions to determine if learning objectives were accomplished.

OHIO ACADEMIC CONTENT STANDARD ADDRESSED:

History. Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns, and themes in the history of Ohio, the United States, and the world.

Benchmark A (Chronology). Construct timelines to demonstrate an understanding of units of time and chronological order.

Grade 3

Indicator 2. Place local historical events in sequential order on a timeline.



Grade 5

Indicator 1. Create timelines and identify possible relationships between events.

Benchmark A (Chronology). Interpret relationships between events shown on multiple-tier timelines.

Grade 8

Indicator 1. Select events and construct a multiple-tier timeline to show relationships among events.

Benchmark B (Settlement). Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.

Grade 4

Indicator 2. Describe the earliest settlements in Ohio

Indicator 3. Explain the causes and effects of the frontier wars of the 1790s, including the Battle of Fallen Timbers, on Indians in Ohio and the United States.

Grade 5

Indicator 3. Explain why European countries explored and colonized North America.

Indicator 4. Describe the lasting effects of Spanish, French, and English colonization in North America including cultural patterns evident today such as language, food, traditions, and architecture.

Indicator 5. Explain how the United States became independent from Great Britain.

Benchmark C Growth). Explain how new developments led to the growth of the United States.

Grade 4

Indicator 4. Explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance.

Grade 5

Indicator 6. Explain the impact of settlement, industrialization, and transportation on the expansion of the United States.

Benchmark D. (First Global Age). Describe the effects of interactions among civilizations during the 14th through the 18th centuries.

Grade 8

Indicator 2. Describe the political, religious, and economic aspects of North American colonization including: a. Key differences among the Spanish, French, and British colonies; c. Interactions between American Indians and European settlers, including the agricultural and cultural exchanges, alliances, and conflict; f. Conflicts among colonial powers for control of North America.

Benchmark F (A New Nation). Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption in the U.S. Constitution.



Grade 8

Indicator 5. Explain the challenges in writing and ratifying the U.S. Constitution including: a. Maintaining national security.

Benchmark G (Civil War and Reconstruction). Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution.

Grade 8

Indicator 8. Describe and analyze the territorial expansion of the United States including: a. Northwest Ordinance.

People in Societies. Students use knowledge of perspectives, practices, and products of cultural, ethnic, and social groups to analyze the impact of their commonality and diversity within local, national, regional, global settings.

Benchmark A (Cultures). Compare practices and products of North American cultural groups.

Grade 3

Indicator 2. Compare cultural practices and products of the local community with those of other communities in Ohio, the United States, and countries of the world.

Grade 4

Indicator 1. Describe the cultural practices and products of various groups who have settled in Ohio over time: b. Historic Indians of Ohio; c. European immigrants.

Grade 5

Indicator 1. Compare the cultural practices and products of diverse groups in North America.

Benchmark B (Interaction). Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.

Grade 3

Indicator 3. Describe settlement patterns of various cultural groups within the local community.

Grade 4

Indicator 2. Describe the impact of the expansion of European settlements on American Indians in Ohio.

Benchmark B (Interaction). Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.

Grade 8

Indicator 3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition, and Indian removal.

Indicator 5. Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.



Geography. Students use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Benchmark A (Location). Identify on a map the location of major physical and human features of each continent.

Grade 3

Indicator 1. Use political maps, physical maps, and aerial photographs to ask and answer questions about the local community.

Grade 4

Indicator 4. Use maps to identify the location of major physical and human features of Ohio including: a. Lake Erie; Rivers; e. Bordering states;

Grade 5

Indicator 1. Use coordinates of latitude and longitude to determine the absolute location of points in North America.

Indicator 2. Use maps to identify the location of: a. The three largest countries of North America; e. The Great Lakes.

Benchmark B (Places and Regions). Identify the physical and human characteristics of places and regions in North America.

Grade 5

Indicator 7. Analyze reasons for conflict and cooperation among regions of North America including: a. Trade; b. Environmental issues; c. Immigration.

Benchmark B (Places and Regions). Define and identify regions using human and physical characteristics.

Grade 8

Indicator 1. Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social, and economic characteristics.

Benchmark C (Human Environmental Interaction). Explain how the environment influences the way people live in different places and the consequences of modifying the environment.

Grade 8

Indicator 2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 18th and 19th centuries.

Benchmark D (Movement). Analyze ways that transportation and communication relate to patterns of settlement and economic activity.

Grade 5

Indicator 10. Use or construct maps of colonization and exploration to explain European influence in North America.



Benchmark D (Movement). Explain reasons that people, products, and ideas move from place to place and the effects of that movement on geographic patterns.

Grade 8

Indicator 3. Explain how colonization, westward expansion, immigration, and advances in transportation and communication changed geographic patterns in the United States.

Economics. Students use economic reasoning skills and knowledge of major economic concepts, issues, and systems in order to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.

Benchmark B (Markets). Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.

Grade 8

Indicator 3. Explain why trade occurs when individuals, regions, and countries specialize in what they can produce at the lowest opportunity cost and how this causes both productions and consumption to increase.

Indicator 4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.

Government. Students use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability, and promote the general welfare.

Benchmark A (Role of Government). Identify the responsibilities of the branches of the U.S. government and explain why they are necessary.

Grade 3

Indicator 1. Explain the major functions of local government including: a. Promoting order and security; c. Settling disputes.

Benchmark B (Rules and Law). Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy.

Grade 8

Indicator 5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict, and establishes order and security.

Indicator 7. Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States.

Citizenship Rights and Responsibilities. Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Benchmark A (Participation). Explain how citizens take part in civic life in order to promote the common good.



Grade 4

Indicator 1. Describe the ways in which citizens can promote the common good and influence their government including: b. Communicating with officials; d. Performing voluntary service.

Benchmark B. (Rights and Responsibilities). Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.

Grade 4

Indicator 4. Explain why characteristics such as respect for the rights of others, fairness, reliability, honesty, wisdom, and courage are desirable qualities in the people citizens select as their leaders.

Social Studies Skills and Methods. Students collect, organize, evaluate, and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written, or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Benchmark A (Obtaining Information). Obtain information from a variety of primary and secondary sources using the component parts of the source.

Grade 3

Indicator 1. Obtain information about local issues from a variety of sources including: a. Maps; b. Photos; c. Oral histories; d. Newspapers; e. Letters; f. Artifacts; g. Documents.

Grade 4

Indicator 3. Use primary and secondary sources to answer questions about Ohio History.

Indicator 4. Describe how archaeologists and historians study and interpret the past.

Grade 5

Indicator 3. Differentiate between primary and secondary sources.

Benchmark A. Analyze different perspectives on a topic obtained from a variety of sources.

Grade 8

Indicator 1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.

GLOSSARY FOR FORT MEIGS:

artifact – A material object of a culture such as a tool, an article of clothing, or a prepared food.

backwoodsman – A single individual, such as a frontiersman or an explorer, living in the wilderness.

barter – The trade of goods and services for other goods and services without the use of money.

battery – In the military, a set of guns or other weapons such as mortars and artillery pieces for combined action in attack or defense.

blockhouse – A fort or building with side holes to shoot through.

bombardment – An attack with bombs and big guns.



- civilian** – A person who is not in the armed forces.
- deforestation** – The destruction and removal of forest and its undergrowth by natural or human forces.
- democracy** – A system of government in which political control is exercised by all the people, either directly or through their elected representatives.
- diffusion** – The spread of people, ideas, technology, and products among places.
- direct democracy** – A democratic system of government in which the people exercise political control and participate directly in decision making.
- division of labor** – The separation of the total work required to produce a good or service into individual interrelated tasks.
- Fort Meigs** – A log and earth fortification constructed along the Maumee River in 1813.
- fortification** – Thing used in fortifying, a fort, wall, ditch, etc. A place where soldiers are stationed.
- frontier** – A region that forms the border of settled or developed territory.
- garrison** – A place where soldiers are stationed.
- militia** – A group of citizens who are trained to fight and help in emergencies.
- natural resources** – A productive resource supplied by nature (e.g., ores, trees, arable land).
- primary source** – An account of an event by someone who was present at the event.
- ration** – A fixed allowance for food or provisions
- scarcity** – The lack of sufficient resources to produce all the goods and services that people require.
- settlement** – A group of settlers living in close contact.
- settler** – A person who moves to a new place to make a permanent home.
- siege** – The surrounding of a fortified place by an army trying to capture it.
- soldier** – A person who is a member of an army.
- standard of living** – A person's or group's level of material well-being, as measured by education, housing, health care, and nutrition.
- stockade** – An enclosure for defense against attack.
- surrender** – To give up.
- territory** – An area of land; the land and waters under the jurisdiction of a state, nation, or sovereign.
- trade off** – The sacrifice of one option for another when a decision is made.
- traverses** – Manmade earth mounds.
- uniform** – Special or official similar clothes that member of a particular group, such as a soldier wears.
- War of 1812** – A war between 1812 to 1815 declared by the United States upon England as a result of English attacks on American ships. Some call it the “Second War of Independence” or “Madison’s War”.
- wilderness** – An uncultivated, uninhabited region.

Fort Meigs operated by the Ohio Historical Society, a nonprofit organization that serves as the state's partner in preserving and interpreting Ohio's history, archaeology, and natural history.

