

- WORKSHOP:** Hands on the Past
- LOCATION:** Fort Meigs, Perrysburg (Wood), Ohio
- AVAILABILITY:** September through March
Wednesday, Thursday, or Friday, by appointment
- TIME ALLOWANCE:** One hour for workshop
- COST:** \$6.00 admission fee per student and chaperon
- GRADES:** 3rd, 4th, 5th, and 8th, adaptable to all
Large groups may be divided
- RESERVATION:** www.ohiohistoryteachers.org/03/01/nw05t.shtml
419-874-4121 or 800-283-8916



DESCRIPTION:

Students will better understand the by past using hands-on reproductions of artifacts and documents from the collection of the Ohio History Society. This program uses period images to gain a greater understanding of early Ohio and the events and individuals that changed it. Students will examine images of the massacre at Frenchtown and of American Indians from multiple viewpoints. These exercises are to provide experience in the critical examination of period sources and attitudes. Students will learn how historians and archeologists work together to understand the past by examining reproductions such as the Tansel powder horn created at Fort Meigs in 1813, the Greene Ville Treaty wampum belt which ended the 1790s Indian wars in Ohio, and the George Washington peace medals given to Indian allies.

By participating in this tour students will learn: The historic events in Northwestern Ohio greatly contributed to creating the present state of Ohio; Pressure to control the use of land led to years of conflict between American settlers and American Indians; That American victory 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; The events during the War of 1812 were part of a larger global conflict during the Napoleonic era; and, America's involvement in a world economy played a significant role in the War of 1812.

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

OHIO ACADEMIC CONTENT STANDARDS 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 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.

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

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: c. Interactions between American Indians and European settlers, including the agricultural and cultural exchanges.

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 of the U.S. Constitution.

Grade 8

Indicator 5. Explain major domestic problems faced by leaders of the new republic under the Articles of Confederation including: a. Maintaining national security.

Benchmark G (Civil War and Reconstruction). Analyze the causes and consequences of the American Civil War.

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, and global settings.

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

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 4

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

Benchmark B (Interaction). Analyze example 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.

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

Grade 4

Indicator 10. Answer questions about patterns of settlement, economic activity and movement.

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. 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.

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 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 1. Obtain information from a variety of print and electronic sources and analyze its reliability including: a. Accuracy of facts; b. Credentials of the source.

Indicator 3. Differentiate between primary and secondary sources.

Benchmark A (Obtaining Information). Analyze different perspectives on a topic obtained from a variety of sources.

Grade 8

Indicator 4. Compare accuracy and point of view of fiction and non-fiction sources about a particular event.

Benchmark B. (Thinking and Organizing). Use a variety of sources to organize information and draw inferences.

Grade 5

Indicator 5. Compare points of agreement and disagreement among sources.

GLOSSARY:

Fort Meigs – A log and earth fortification constructed along the Maumee River in 1813.

fortification – A thing used in fortifying, a fort, wall, ditch, etc.

frontier – A region that forms the border of a settled or developed territory.

garrison – A place where soldiers are stationed.

massacre – The act or an instance of killing a number of usually helpless or unresisting human beings under circumstances of atrocity or cruelty.

militia – A group of citizens who are trained to fight and help in emergencies.

primary source – An account of an event by someone who was present at the event. An object from the time period of the event.

settlement – A group of settlers living in close contact.

soldier – A person who is a member of an army.

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.

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 is 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.

