

- WORKSHOP:** A Call to Arms
- LOCATION:** Fort Meigs State Memorial, Perrysburg (Wood), Ohio
- AVAILABILITY:** September through March
Wednesday, Thursday, or Friday, by appointment
- TIME ALLOWANCE:** Two hours on site
- COST:** \$6.00 admission per student and chaperon
- GRADES:** 3rd, 4th, 5th, and 8th, adaptable to all
- RESERVATION:** www.ohiohistoryteachers.org/03/01/nw05t.shtml
419-874-4121 or 800-283-8916

**DESCRIPTION:**

Students will gain a greater understanding of early Ohio military service by active participation. They will be enlisted in Ohio's 1812 militia and marched to the aid of Fort Meigs. Once in the fort, they will learn the manual of arms and the military step. This activity is designed to illustrate how the military was limited by the technology of its time. Students will debate the needs of their families against the needs of defending Fort Meigs. The critical thinking exercise is used to explain the situation at Fort Meigs prior to the sieges and the limitations of the militia as a military force. The student militia will do laundry by hand and participates in a court martial. These activities provide the opportunity to talk with students about medical care, daily life and army discipline. Students work an artillery piece and debate accepting terms of surrender for the fort. Students gain a greater understanding of the struggle for democracy and the development of Ohio through an examination of soldiers' lives and the events at Fort Meigs during the War of 1812.

By participating in this program, students will learn: That pressure to control the use of the land led to 60 years of frontier warfare between Europeans, American settlers, and American Indians; Geography greatly influenced the events in Northwest Ohio during the War of 1812; American victories during the War of 1812 at Ft. Meigs, Ft. Stephenson, and Put in Bay led to the creation of Ohio's present boundaries and secured the western territories by eliminating the English and Indian military threat; The War of 1812 created a sense of nationalism in both the United States and Canada by pulling regional factions together; It takes a great deal of study and work to develop an understanding of past events; Refine critical thinking skills and questioning techniques; and, Develop an appreciation for the sacrifices made by individuals that served in the armed forces, the difficulties that American Indians were forced to confront, the significant role Ohio played in the development of the United States, and the significant role Fort Meigs played in the Northwest theatre of war during 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 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.

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 4

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

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.



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;

Government. Students use knowledge of the purposes, structures, and the 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;

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.

CALL TO ARMS GLOSSARY:

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.

blockhouses – 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.

court martial – A trial for military crimes presided over by military personnel.

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.

garrison – A place where soldiers are stationed.

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

military – The entire armed forces, the personnel, and resources.

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 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.

