

**“THE TRUTH OF THE MATTER” . . . FRONTIER WARS OF THE 1790s
(DISTANCE LEARNING)**

Description and Resource Materials

POST PROGRAM LESSON: AN OVERVIEW OF THE FRONTIER WARS OF THE 1790s

(A lesson plan for Grades 4 and 5. Can be adapted for Grade 8)

LESSON SUMMARY:

In this lesson students will learn about the frontier wars of the 1790s. They will gain an understanding about the causes and effects of these wars through individual or group research, create informational or editorial broadsides, and share their research and the broadsides they have made with the rest of the class.

ESTIMATED DURATION:

Two hours

COMMENTARY:

In this lesson students will participate in activities, which will help them to structure their research and to distinguish between fact and opinion. The content of this lesson is directed more toward Grade 4.

OHIO SOCIAL STUDIES 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. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.

Grade 4

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

Benchmark C. 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. Describe the effects of interactions among civilizations during the 14th through the 18th centuries.

Grade 8

Indicator 2. Describe the political, religions, and economic aspects of North American colonization including: c. Interactions between American Indians and European settlers, including the agricultural and cultural exchanges, alliances, and conflicts.

Benchmark E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives.

Grade 8

Indicator 4. Explain the results of important developments of the American Revolution including: d. Impacts on American Indians.

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.



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Benchmark B. 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. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperative conflict.

Grade 8

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

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. Explain why people institute governments, how they influence governments, and how governments interact with each other.

Grade 6

Indicator 3. Explain the ways that countries interact with each other including: a. Diplomacy; b. Treaties; c. International meetings and exchanges; d. Military conflict.

PRE-ASSESSMENT:

Before you get started the whole class will construct a K-W-L (What we *Know*, What we *Want* to know, and What we *Learned*) chart. The K and W sections will be completed at the beginning of the assignment; the L section will be filled in after the broadsides have been completed.

POST-ASSESSMENT:

When you started the lesson, the whole class constructed a K-W-L (What we Know, What we Want to know, and What we Learned) chart. The K and W sections were completed at the beginning of the assignment; the L section will be filled in at the end of the lesson after the broadsides have been completed.

INSTRUCTIONAL PROCEDURES:

Materials and Resources:

Background Page: Frontier Wars of the 1790s and their Aftermath
Worksheet 1: KWL Chart
Worksheet 2: Research a Battle
Worksheet 3. Create a Broadside
Broadside: Columbian Tragedy

Procedures:

- € Before beginning the lesson, distribute Worksheet 1 and ask the students to complete the K and W columns of the KWL chart to assess their knowledge of the topic.
- € Give students an overview of the lesson.
- € Distribute the Background Page, Frontier Wars of the 1790s and their Aftermath, or present the information to the students at their level.

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- € Explain to the students that they will research one of the battles of the frontier period then prepare a report. Distribute Worksheet 2. Ask students to select one of the listed battles for their report. Point out the table below that will assist them with organizing their research.
- € This might be a good opportunity to have your class visit the school library or public library to learn about some of the tools they can use for research: atlases, encyclopedias, dictionaries, newspapers, multimedia, and books on the topic. Show the students the index and glossary in these resources.
- € Singly, in pairs, or teams, have the students research their choice of battle, complete the worksheet, then write their report for turn in or oral delivery.
- € Distribute copies of the Columbian Tragedy broadside (poster). Explain that broadsides were printed and posted on/in public buildings or fences to announce events. Point out that these were printed using only black ink and they had no illustrations or crude illustrations. Ask students to examine the example of the broadside telling of the Columbian Tragedy. Look at the illustrations. How are they the same or different than those we use today? Discuss the language and vocabulary used in describing the event. How is it the same or different than that we use today?
- € Distribute Worksheet 3. Tell students to create a “broadside” to tell citizens of the 1800s about the battle that they researched.
- € At the end of the lesson complete the remaining section of the KWL chart on Worksheet 1.

DIFFERENTIATED INSTRUCTIONAL SUPPORT:

Instruction is differentiated according to each learner's needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s). Students with reading difficulties may need partners to read the information aloud. Be sure the partner is able to assist without enabling. Students who have difficulty in writing could create a newscast of the event.

EXTENSION:

The Frontier Wars of Ohio case history, a traveling trunk, will be available fall 2006. The trunk contains primary and secondary source objects and documents and a curriculum guide with lots of suggested activities, and is available for rent at www.ohiohistoryteachers.org/02/01/index.shtml

HOMEWORK OPTIONS AND HOME CONNECTIONS:

Have students find current informational or editorial stories in newspapers or magazines about events that happen during a war or about communication today and bring them to school to share with the other students.

INTERDISCIPLINARY CONNECTIONS:

KEY VOCABULARY:

acculturation – Cultural modification of an individual, group, or people by adapting to or borrowing traits from another culture; also: a merging of cultures as a result of prolonged contact.

aftermath – The consequences and results, especially of a disaster or misfortune.

alliance – A union formed by agreement; a joining of interests.



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- ally** – Combine for some special purpose or agreement for mutual interests and protection.
- ambush** – A surprise attack by people who are hidden.
- artillery** – Mounted guns or cannons.
- attack** -- To begin to fight against.
- barrier** – Something that blocks the way.
- bayonet** – A blade attached to a rifle for piercing or stabbing.
- Black Swamp** – A lowland area in northwest Ohio where a swamp forest once stretch from Paulding and Van Wert Counties to the Lake Erie shores in Lucas and Ottawa Counties until the mid 1800s.
- block print** – A form of printing first developed in China. Artists carve the original painted, drawn, or written image into the block of wood. The block is covered with ink and used in a press to create copies of the original image.
- bombardment** – An attack with bombs and big guns
- boundary** – A line that marks the edge of an area of land.
- bribe** – Money or gifts given to someone to get him to do something wrong or something he does not want to do.
- broadside** – A one-page bulletin of information that was posted or passed around among Americans in the 1800s. A poster.
- campaign** – A specific state or area of war
- casualty** – A soldier or sailor who has been wounded.
- colonist** – A person who helps to form a colony, for example, the American colonies.
- confederation** – A union or joining together in a league or alliance.
- conflict** – A fight, struggle, disagreement.
- depot** – A place where military supplies are stored.
- desertion** – To go away, abandon, leave, or forsake.
- detachment** – A group of soldiers or ships sent on some special duty.
- encampment** – A place where one camps for the night.
- fleet** – A group of warships under one command or navy.
- force** – A group of people who work together for a common cause.
- fort** – A strong or fortified structure occupied by troops, often surrounded by a ditch, moat, rampart, or parapet; a permanent army post.
- garrison** – A permanent military post or installation. A place where soldiers are stationed.
- homestead** – A piece of land that was given by the government to a settler for farming.
- impressment** – The act of forcing one into naval service.
- Indian agent** – A person who has the authority to represent another. A person who acts and communicates between the American Indians and the U.S. government.
- intrusion** – The act of coming unwanted.
- invasion** – A large-scale assault to take over enemy territory.
- migrate** – To move from one place to settle in another.
- militia** – Military troops liable for call-up only during an emergency – usually civilians on non-active duty. A group of citizens who are trained to fight and/or help in emergencies.
- missionary** – A person sent on a religious mission.
- nation** – A group of people bound together by a strong sense of shared values and cultural characteristics, including language, religion, and common history.

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- negotiate** – The act of discussing with another so as to arrive at an agreement.
- reservation** – Land set aside by the government for Indian tribes to live on.
- retreat** – A forced withdrawal of troops in the face of an enemy attack.
- siege** – A blockade of an enemy city or fort to force depletion of resources and ultimate surrender.
- terms** – The conditions under which something is done. All accepted the terms of the peace treaty.
- territory** – An area of land; the land and waters under the jurisdiction of a state, nation, or sovereign.
- theater** – A place of military action, for example, military battles. The geographical area of warfare.
- treaty** – An agreement negotiated between two or more countries or rulers. An agreement, especially one between nations, signed and approved by each nation. Any agreement between nations relating to peace or land.
- warrior** – A fighting man. An experienced soldier.

TECHNOLOGY CONNECTIONS:

Ohio Historical Society’s online encyclopedia www.ohiohistorycentral.org
Ohio Historical Society’s picture website www.ohiohistory.org/ohiopix
A history of the frontier wars of the 1790s as known as the Ohio Indian Wars can be found on Ohio History Central at [Ohio Indian Wars](http://www.ohiohistorycentral.org/entry.php?rec=527) (<http://www.ohiohistorycentral.org/entry.php?rec=527>), or you can use this adapted version included in these materials.

RESEARCH CONNECTIONS:

Marzano, R. et al. *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development, 2001. Nonlinguistic representations help students think about and recall knowledge.

GENERAL TIPS:

Period broadsides were printed in black ink and used block print illustrations. If they wish to recreate period broadsides, students may want to avoid colored illustrations. A period broadside from St. Clair’s defeat entitled “The Columbian Tragedy” is included with these materials as an illustration.

ATTACHMENTS:

Activity 5: Background Page: Frontier Wars of the 1790s and their Aftermath
Worksheet 1: KWL Chart
Worksheet 2: Research a Battle
Worksheet 3: Create a Broadside
Broadside: Columbian Tragedy

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ACTIVITY 5: BACKGROUND PAGE: FRONTIER WARS OF THE 1790s (1)

The Beginning

From the time the Europeans set foot on the North American continent, westward expansion and resulting repercussions were inevitable. During the first part of the 18th century, French and English immigrants began to explore and **migrate** west of the Allegheny Mountains into the Ohio valley. Each culture sought to form **alliances** with the American Indians in the region. Differences over who had rights to the **territory** resulted in the French and Indian War (1754-1763). In the French and Indian War, the French and their Indian **allies** fought with the English and their Indian **allies**. France was defeated and England acquired this **territory**.

The English government attempted to improve relations with the residing Indians by prohibiting further settlement in the Ohio Country. This action greatly upset English **colonists** and became one of the reasons for the **American Revolution**. In 1783, the **Treaty of Paris** formally brought the Revolution to a close. England recognized the United States' independence and the United States secured all land east of the Mississippi River except for English possessions in Canada and Spanish territory in Florida.

The English and the **Colonists** did not invite the Indians of the Ohio Country to take a formal part in the Treaty of Paris **negotiations**. In fact, under the treaty's **terms**, England made no effort to protect their Indian Revolutionary War **allies**. Despite this, the English did not abandon the Indians for they continued to trade guns and other European manufactured goods for native furs. The English hoped that the Indians, with English weapons, could stop the further westward **migration** of **homesteaders** from the newly independent American states. Unfortunately for the Indians, **settlers** now faced no legal obstacles in **migrating** westward to populate the Ohio Country. Their only concerns were the Indians, who reacted to this **intrusion** into their hunting grounds and settlement areas. Conflicts arose that eventually escalated into the events now known as the Ohio Indian Wars.

Treaty of Fort Harmar

The United States government lacked the funds to equip an army to deal with the Indian threat. Nonetheless, Henry Knox, the Secretary of War, demanded that Northwest Territory Governor Arthur St. Clair establish a peaceful relationship between the settlers and the Indians. St. Clair summoned the Indian chiefs and representatives of the Wyandot, Delaware, Ottawa, Chippewa, Potawatomi, and Sauk tribes. The meeting to negotiate an agreement took place at Fort Harmar [Marietta] and began on December 13, 1788. The Indians hoped that St. Clair would agree to establish an Indian reservation incorporating the land west of the Muskingum River and north of the Ohio River. St. Clair refused and demanded that they agree to the reservation boundary established in the Treaty of Fort McIntosh in 1785.

Under the terms of the Treaty of Fort McIntosh, the Indians relinquished their lands in southern and eastern Ohio and were confined to the western edge of the Ohio territory with a border consisting roughly of the Cuyahoga River on the east [future Akron]; a southern border extending westward to the Tuscarawas River, southward to Fort Laurens, then



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westward to Pickawillany on the Miami River; a western border running north from Pickawillany to the St. Mary's River [future Ft. Wayne]; and a northern border from Fort Wayne to Lake Erie, eastward to the Cuyahoga River.

St. Clair threatened the Indians with attack if they refused to abide by the Treaty of Fort McIntosh and then proceeded to **bribe** them with \$3,000 in presents. Fearing an attack from the American army, the chiefs signed the **Treaty of Fort Harmar** on January 9, 1789. It reiterated the terms of the Treaty of Fort McIntosh.

Harmar's Defeat

The Treaty of Fort Harmar did nothing to stop the bloodshed between the Americans and the Indians. Many tribes refused to honor the treaty. The Shawnee and others claimed that the tribes represented at the treaty **negotiations** did not speak for them. During the **American Revolution**, most of the Indians were driven from the eastern portion of the state, although many tribes continued to hunt in that area. Battles increased, especially in the western portions of the Ohio territory.

In 1790, Josiah Harmar, commander of the American army in the Northwest Territory, was stationed at Fort Washington [Cincinnati, OH]. His army included 320 regular soldiers and roughly 1,100 poorly trained **militiamen** – primarily from Pennsylvania and Kentucky. Henry Knox, the U.S. Secretary of War, ordered Harmar to end the threat of Indian **attacks** in western Ohio. He was to destroy the Indian villages near the site of [future] Fort Wayne.

Harmar marched from Fort Washington. He intended to **attack** the Miami, Shawnee, Delaware, and other Indian tribes located along western Ohio. The Indians fled their villages as Harmar's army approached. His army burned several villages, but the Indians regrouped. On October 20, Little Turtle led a **confederation** of Indians in an **ambush** against a **detachment** led by Col. John Hardin. That **force** consisted of several hundred **militiamen** and a few regular soldiers. Most of the **militiamen** fled the battle without even firing a shot. The regular soldiers put up a brief resistance, but the Indians killed most of them. Some of the retreating **militiamen** did not stop until they crossed the Ohio River into Kentucky.

Harmar sent out another **detachment** after Little Turtle's warriors two days later. Once again, the Indians inflicted heavy **casualties**. Harmar immediately **retreated** to the safety of Fort Washington. His force had 183 men killed or missing in this campaign. This episode became known as Harmar's Defeat. Harmar's actions in western Ohio only heightened tensions between the settlers and the Indians and the **attacks** against settlers increased. After 1790, the American Indians, in defiance of the treaties of Fort McIntosh and Fort Harmar, insisted on the Ohio River being the boundary between the Americans and themselves. The United States government was just as determined that the Northwest Territory would be settled.



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St. Clair’s Defeat

In 1791, Arthur St. Clair, hoping to succeed where Harmar had failed, led a campaign against the Indians in western Ohio. To protect **settlers** and to force the Indians to abide by the Treaty of Fort Harmar, St. Clair constructed a series of **forts** during his campaign. St. Clair’s plan was to move against the Indians living near [future] Ft. Wayne. His men left Fort Washington [Cincinnati, OH] on September 17, 1791 marched 20 miles in two days and then built Fort Hamilton. His army then advanced 45 miles northward, where his men built Fort Jefferson. Leading primarily untrained **militiamen**, St. Clair faced problems with **desertion** from the beginning of his **campaign**. As the campaign continued, severe weather and food and supply shortages also demoralized the troops.

On October 24th, St. Clair and his soldiers began their advance against the Miami Indians. On November 3, the army encamped near some Miami villages near present day Fort Recovery. The next morning, Little Turtle And Blue Jacket led their warriors against the American army. St. Clair’s **militiamen** immediately fled. St. Clair and his officers led the regular soldiers in a series of bayonet charges. But, they proved to be ineffective. During the battle, St. Clair had two horses shot out from under him; several bullets passed through his clothing; and one bullet took off a lock of his hair. The Indians surrounded the few soldiers who were still resisting. After three hours of fighting, the American regulars fought through the Indian lines and joined the retreating **militiamen**. The survivors reached Fort Jefferson late that afternoon and evening. Because of limited quantities of food and supplies at Fort Jefferson, St. Clair ordered his forces on to Fort Washington. The Indians had soundly defeated St. Clair’s army. St. Clair’s defeat at the hands of American Indians was one of the worst defeats in history for the United States army. President George Washington demanded that St. Clair resign from the army and St. Clair did so on April 7, 1792. He remained governor of the Northwest Territory where he continued to face problems with the Indians.

In 1792, President George Washington appointed Anthony Wayne as the Commander of the United States Army of the Northwest. Washington hoped that Wayne would prove more successful than Harmar and St. Clair. The major purpose of this army was to defend the **settlers** from Indian **attack**

Treaty Attempts Fail

In May 1793, Wayne arrived with reinforcements and positioned his **force** at Fort Washington [Cincinnati] where he received orders to engage in no hostile action until all diplomatic avenues were exhausted. This delayed his advance against the Indians. After each defeat, the United States government attempted to **negotiate** with the Indians but the **negotiations** were unable to bring about a lasting peace. The Indians were filled with distrust because of the United States’ constant war preparations, and the mutual **conflict** between **settlers** and the Indians.



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Battle of Fort Recovery

Finally in October, Wayne left Fort Washington for Fort Jefferson, proceeded six miles to the north, and ordered the construction of a fort at Greene Ville. There, his army remained for the winter of 1793-1794. His men also built Fort Recovery on the site of St. Clair's Defeat.

During the summer of 1794, with the presence of the new forts and the American army, tensions escalated among the Americans and the Indians. On June 30, Little Turtle led an **alliance** of 1,500 Shawnee, Miami, Delaware, Ottawa, Ojibwa warriors, and Canadian **militia** dressed as Indians, and attacked a supply train leaving Fort Recovery for Greene Ville. The outcome was unsuccessful because of the lack of cooperation among the various Indian leaders and the breakdown of the Indian **alliance**. In late July, Wayne had located in the heart of Ohio Indian territory. In early August, his men constructed Fort Defiance to protect his army and serve as a supply **depot**. During this period, Wayne's men destroyed Indian villages and crops. Little Turtle believed that the Indians needed to pursue peace, refused to lead the tribes into battle, and stepped down. Blue Jacket assumed leadership of the Indian **confederacy**.

Battle of Fallen Timbers

As Wayne moved along the Maumee River, the Indians prepared an **attack** in an area known as Fallen Timbers (so named because a tornado had knocked down many of the trees). The Indians expected Wayne to arrive on August 19, but the army did not get there until the next day. By that time, the Indians had reduced their **forces** because many of them had returned to their **encampment** in search of food. Although the remaining Indians used the fallen trees for cover, Wayne's men steadily drove them from the battlefield. Thirty-three Americans were killed and roughly one hundred wounded; while the Indians lost approximately twice that number. This engagement became known as the Battle of Fallen Timbers. Blue Jacket's followers **retreated** past the English held Fort Miamis [Maumee] because the English shut them out. The next day Wayne approached the **fort** and ordered the English to evacuate the Northwest Territory. The English commander refused, and Wayne decided to withdraw to Greene Ville.

Treaty of Greenville

For the next year, Wayne stayed at Greene Ville, and negotiated a treaty with the Ohio Indians. The Indians realized that they were at a serious disadvantage with the Americans, especially because of England's refusal to support the Indians at the Battle of Fallen Timbers. On August 3, 1795, the Greene Ville Treaty was finally signed. Representatives from the Chippewa, Delaware, Eel River, Kaskaskia, Kickapoo, Miami, Ottawa, Piankashaw, Potawatomi, Shawnee, Wea, Wyandot, and several other tribes agreed to move to the northwestern section of the Ohio Territory forsaking their lands south and east of the agreed-upon boundary.



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Some American Indians Become Indian Allies

Following the Treaty of Greene Ville, a large segment of the Shawnee **nation** east of the Mississippi sought peaceful relations with the United States. Black Hoof, the leader of this group and a veteran of Ohio’s Indian Wars, signed the **treaty** at Wapakoneta. He encouraged the Shawnee to accept the United States’ acculturation program. **Missionaries** from various denominations quickly flocked into the area to teach European farming techniques and the principles of Christianity.

During the War of 1812, the Wapakoneta Shawnee professed their friendship with the United States. But American militia often burned their crops, stole their livestock, and robbed their homes; even Black Hoof himself was not safe. In January 1813, while at Fort McArthur [Kenton], Black Hoof delivered much-needed intelligence to the Americans there. While speaking to the post’s commander, Black Hoof was shot and wounded by an unknown American attacker. Indians like Black Hoof and his followers were not cowards, but they believed that they could no longer win a war against the American army. These Indians assimilated with American culture and hoped to live peacefully with their new neighbors.

Some American Indians Continue the Fight

Not all American Indians concurred with the **Treaty of Greene Ville**. Bloodshed continued to dominate the region for the next 20 years as Americans and Indians struggled for control. By 1808, the English worked tirelessly to keep tensions along the frontier at the boiling point. English **Indian agents** traveled throughout the region plotting with Indian leaders and supplying them with trade goods, gunpowder, and weapons. English Indian policy was designed to limit America’s ability to expand and to protect English trade.

Although the Indians within our area professed to be friendly, yet their friendship was unreliable; many young braves of the tribes, from their natural hate towards the Americans as well as from English bribes and influence, were covertly hostile; and their villages gave shelter and harbor to emissaries from other tribes openly hostile. Indians that had been peaceful in our villages as traders with their cranberries, pelts, and moccasin-work, became a terror to the settlers; and the massacre of the Copus family in this county and the Snows in Huron, and other depredations, added to the alarm.

Henry B. Curtis, Licking County, 1812

In an attempt to preserve their land and way of life, some Indians formed a **confederacy** under the leadership of Tenkwatawa and his brother Tecumseh. Tenkwatawa, a charismatic Shawnee visionary, was also known as the Prophet. This **confederacy** was both religious and political. Its proponents urged Indians to turn away from the material goods that the American and European traders offered and return to a life free of European goods, liquor, and Christianity. Those who joined the **confederacy** resisted the United States and fought to retain their traditional culture. Over time, Tecumseh took over the leadership and reshaped it into a political and military organization to stem the further loss of land to the



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American government. Tecumseh’s **confederacy** proved to be one of the most successful Indian forces ever to oppose the United States.

Battle of Tippecanoe

American officials’ concerns grew about the intentions of Tecumseh and his followers at Prophetstown on the Wabash River. Many westerners viewed the growing Indian settlement as a military threat and feared the formation of a new Indian **confederacy** that was secretly supplied by the English. In 1811, William Henry Harrison led the American army against Prophetstown. Tecumseh was away seeking allies in the southern part of the United States. Although Tecumseh ordered his brother not to attack the Americans in his absence, the Prophet attacked. He told his followers that the Master of Life would prevent the Americans’ bullets from hurting them. The battle became known as the Battle of Tippecanoe. After the battle, Harrison reported that the English had been supplying the American Indians at Prophetstown:

“The Indians had an ample supply of the best English glazed powder – some of their guns had been sent to them so short a time before the action that they were not divested of the covering [English broad arrow] in which they are imported.”

When Tecumseh returned, Prophetstown no longer existed for Harrison had destroyed it, and the Indians had abandoned it. Many of Tecumseh’s hungry and defeated followers returned to their former village sites. They were unwilling to assist Tecumseh in forming his **confederation**. Tecumseh, had only limited success at his try to recreate the **confederacy**.

The Battle of Frenchtown: The River Raisin

On June 18, 1812, the United States declared war on England (War of 1812) because of its interference with American trade, **impressments** (forced service) of American sailors, and English encouragement and support of Indian attacks on American settlements. Early on, the English seized several **forts** in the area of the Great Lakes including Fort Detroit. William Henry Harrison was named to reorganize the American army in Ohio. After driving the English and Indians from Fort Wayne, he announced plans for a winter **campaign** to take back Detroit and invade Canada. Troops in three wings were ordered to meet at the Maumee Rapids and move north together.

In January 1813, Gen. James Winchester, in charge of the left wing of Harrison’s army, advanced to Frenchtown on the River Raisin [Monroe, Michigan] where they easily defeated a small English force guarding supplies at the village. But Winchester became overconfident as a result of his victory. He refused to send out scouts or prepare defensive earthworks.

The English returned on January 22, captured Winchester, and destroyed the American force. When the English withdrew, they left wounded Americans on the battlefield and the next morning, the Indians killed nearly 60 of these Americans. Both sides committed atrocities



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during the war, but this incident focused Americans in the Northwest on one overriding goal: revenge. At the Battle of the Thames, the last decisive battle in the Northwest, American soldiers began the **engagement** by running onto the field yelling, “Remember the Raisin!”

Siege of Fort Meigs

After learning of Winchester’s defeat, Harrison consolidated his remaining force at the Maumee Rapids on February 2, 1813. Here, he fortified the site and named the new post Fort Meigs in honor of Return Jonathan Meigs, Ohio’s governor. By defending this point, Harrison could protect Ohio against English invasion and build up supplies needed to invade Canada. Fort Meigs served as more than just an advanced post along the frontier, Harrison knew that the invasion of Canada was merely postponed, and he planned to have his army ready when the time came. The site became a sprawling supply depot and staging area. Livestock and raw materials as well as finished goods were moved through the treacherous Black Swamp to support the army.

The English **attacked** the fort twice. The longest **siege** began April 28, 1813 and involved more than 500 English regulars, 400 Canadian militia, and 1,200 Indian warriors. Despite a week of heavy **bombardment**, the **garrison** was able to hold on until May 5 when a relief force reached the fort and effectively broke the **siege**. The English and Indians returned to besiege the **fort** again in July of 1813. Without the heavy **artillery** they had used during the first **siege**, they failed and the second attempt was short-lived. The **invasion** force moved on to Fort Stephenson [Fremont]. Here, the English undertook a reckless attack against the American post. During the battle, the English suffered heavy losses. Defeated, they retreated to Canada, weakening the alliance between the English and Indian **confederacy**.

Battle of the Thames

On September 10, 1813, an American naval **fleet**, led by Commodore Oliver Hazard Perry, defeated the English naval squadron patrolling Lake Erie. Perry’s victory destroyed England’s ability to move troops on the western frontier and cut the supply line to its western posts. Harrison immediately moved his army, including most of the men from Fort Meigs, to the shore of Lake Erie to link up with Perry to invade Canada. With the bulk of the army gone, Fort Meigs was transformed into a small supply **depot**. A small **detachment** of Ohio soldiers occupied this smaller fort until the end of the war. On October 5, 1813, Harrison’s army caught up with the English at Moraviantown on the Thames River in western Ontario. The battle was brief. After firing several volleys, the English troops surrendered to the larger American **force**. Shouting, “Remember the Raisin!” the Kentucky **militia** led the American **forces** in a running battle against Tecumseh’s Indians. While the War of 1812 would continue in the eastern and southern theaters, the American victory at the Thames ended all but minor skirmishes in the northwest. With Tecumseh’s death, the Indian confederacy collapsed and American Indian resistance in Ohio quickly ended. Indians in the state abided by the Greene Ville Treaty’s stipulations. Over time, the various tribes signed additional **treaties**, relinquishing even this **territory**. By 1843, the last tribe in Ohio had agreed to give up its land.



**“THE TRUTH OF THE MATTER” . . . FRONTIER WARS OF THE 1790S
(DISTANCE LEARNING)**

Description and Resource Materials

Activity 5: BROADSIDE: COLUMBIAN TRAGEDY



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Transcription:

COLUMBIAN TRAGEDY:
CONTAINING A PARTICULAR AND OFFICIAL
ACCOUNT
OF THE BRAVE AND UNFORTUNATE *OFFICERS* AND *SOLDIERS*,
WHO WERE SLAIN AND WOUNDED IN [THE] EVER – MEMORIAL AND
BLOODY INDIAN BATTLE

Perhaps the most shocking that has happened in AMERICAN since its first Discovery; which continued *Six Hours*, with the most unremitted fury and unparalleled *Bravery* on both Sides, having lasted from day-break, until near ten o'clock on *Friday Morning, November 4, 1791*; between *Two Thousand* AMERICANS belonging to the UNITED ARMY, and near *Five Thousand Wild Indian Savages*, at *Miami-Village*, near *Fort-Washington*, in the *Ohio-Country* in which terrible and desperate *Battle* a most shocking Slaughter was made of *Thirty-nine gallant AMERICAN OFFICERS* and upwards of *Nine hundred* brave youthful *SOLDIERS*, who fell *gloriously fighting* for their *COUNTRY*.—The *Particulars* and *Elegy* are now published in this SHEET by the earnest Request of the *Friends* to the DEFEATED *WORTHIES*, who died in Defence of their *COUNTRY*, not only as a *Token of Gratitude* to the *DECEASED BRAVE* but our PERPETUAL MEMORIAL of the *important Event*, on which, perhaps may very effectually depend the future *FREEDOM* [and] *GRANDEUR* of *Fifteen* or *Twenty States* that might, at some Period, be annexed to the *AMERICAN UNION*.



**“THE TRUTH OF THE MATTER” . . . FRONTIER WARS OF THE 1790s
(DISTANCE LEARNING)**

Description and Resource Materials

ACTIVITY 5: WORKSHEET 1: KWL CHART

Think about the Frontier Wars that occurred during the exploration, trade, and settlement era of early Ohio’s history. Before beginning your lesson complete column 1 (What I know) and column 2 (What I want to know). When the lesson is finished, complete column 3 (What I learned).

<i>Topic: Frontier War’s of Ohio</i>		Name:
What I KNOW	What I WANT to know	What I LEARNED



**“THE TRUTH OF THE MATTER” . . . FRONTIER WARS OF THE 1790s
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Description and Resource Materials

ACTIVITY 5: WORKSHEET 2: RESEARCH A BATTLE

Choose one of the battles listed below to research. Use atlases, encyclopedias, dictionaries, multimedia, or the Activity 5: Background Page: Frontier Wars of the 1790s to research your project. Answer the questions below then write a report to hand in or give an oral report.

Battles of the 1790s	Subsequent Battles of the Indian Wars
Harmar’s Defeat St. Clair’s Defeat Battle of Fort Recovery Battle of Fallen Timbers	Battle of Tippecanoe Battle of Frenchtown (River Raisin Massacre) Siege of Fort Meigs Battle of the Thames

Name of battle:	
When did the battle occur?	
Where did the battle happen?	
Who was involved in the battle?	
What happened?	
Why did the battle occur?	
How did people react at the time?	



**“THE TRUTH OF THE MATTER” . . . FRONTIER WARS OF THE 1790S
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Description and Resource Materials

ACTIVITY 5: WORKSHEET 3: CREATE A BROADSIDE

A broadside (poster) was a one-page informational bulletin that was posted or passed around among Americans in the 1800s. Early broadsides were text only and were printed in black ink. Later, they sometimes included illustrations made with block prints.

In the space provided, or on poster board, design a broadside that would give a report of the battle you researched. If you wish to create a realistic broadside of the period, avoid using color and if using illustrations, they should be hand drawn.

