

The Causes of the War of 1812 (Fort Meigs Case History)

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.

Grades 3 – 5

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

Settlement

Grade 4

Indicator 2. 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.

Grades 3 –5

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

Growth

Grade 5

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

Grades 6 – 8

Benchmark D. Describe the effects of interaction among civilizations during the 14th through the 18th centuries.

First Global Age

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, alliances, and conflicts.

Grades 6 – 8

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

Revolution

Grade 8

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

Grades 6 – 8

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

Civil War and Reconstruction

Grade 8

Indicator 8. Describe and analyze the territorial

expansion of the United States.

People in Societies. Students use knowledge in 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.

Grades 3 – 5

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

Cultures

Grade 4

Indicator 1. Describe cultural practices and products of various groups who have settled in Ohio over time: b. Historic Indians of Ohio (Ottawa, Wyandot, Mingo, Miami, Shawnee, and Delaware); c. European immigrants.

Grade 5

Indicator 1. Compare the cultural practices and products of diverse groups in North America including: a. Artistic expression; b. Religion; c. Language; d. Food; e. Clothing; f. Shelter.

Grades 3 – 5

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

Interaction

Grade 4

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

Indicator 3. Explain the reasons people came to Ohio including: a. Opportunities in agriculture, mining, and manufacturing; b. Family ties; c. Freedom from political and religious oppression.

Grades 6 – 8

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

Interaction

Grade 6

Indicator 3. Explain factors that foster conflict or cooperation among countries: a. Language; c. Types of government; d. Historic relationships; e. Economic interests.

Grade 8

Indicator 2. Describe and explain the social, economic, and political effects of stereotyping, prejudice, racism, and discrimination.

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.

Grades 3 – 5

Benchmark B. Identify the physical and human characteristics of places and regions in North America.

Places and Regions

Grade 5

Indicator 7. Analyze reasons for conflict and cooperation among regions of North America.

Grades 6 – 8

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

Movement

Grade 6

Indicator 8. Explain push and pull factors that cause people to migrate from place to place.

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.

Grades 6 – 8

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

Role of Government

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.

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.

Grades 3 – 5

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

Obtaining Information

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.

Grades 3 – 5

Benchmark B. Use a variety of sources to organize information and draw inferences.

Thinking and Organizing

Grade 4

Indicator 6. Distinguish between fact and opinion.

Grade 5

Indicator 4. Read information critically in order to identify: a. The author; b. The author's perspective; c. The purpose.

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

Grades 6 – 8

Benchmark B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions.

Thinking and Organizing

Grade 6

Indicator 2. Analyze information from primary and secondary sources in order to summarize, make generalizations, and draw conclusions.

Grade 7

Indicator 1. Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.

Grades 6 – 8

Benchmark C. Present a position and support it with evidence and citation of sources.

Communicating Information

Grade 7

Indicator 2. Compare multiple viewpoints and frames of reference related to important events in world history.

Grades 6 –8

Benchmark D. Work effectively in a group.

Problem Solving

Grade 8

Indicator 5. Identify ways to manage conflict within a group.