

Edge of the Northwest (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 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. Impact on American Indians.

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 the 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. Describe 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 6 – 8

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

Interaction

Grade 8

Indicator 2. Describe and explain the social, economic, and political effects of: a. Stereotyping and prejudice; b. Racism and discrimination.

Grade 8

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.

Grades 3 – 5

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

Places and Regions

Grade 5

Indicator 5. Explain, by identifying patterns on thematic maps, how physical and human characteristics can be used to define regions in North America.

Grades 3 – 5

Benchmark C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.

Human Environmental Interaction

Grade 4

Indicator 9. Identify ways that people have affected the physical environment of Ohio.

Grades 6 – 8

Benchmark B. Define and identify regions, using human and physical characteristics.

Places and Regions

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.

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.

Grades 3 – 5

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

Participation:

Grade 4

Indicator 2. Describe the ways in which citizens can promote the common good and influence their government.

Grades 3 – 5

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

Rights and Responsibilities

Grade 5

Indicator 2. Explain the obligations of upholding the U.S. Constitution including: d. Registering for selective 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.

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 A. Identify historical origins that influenced the rights U.S. citizens have today.

Rights and Responsibilities

Grade 8

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

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.