

## Life under Arms (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 cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.

#### Settlement

##### Grade 4

**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.

#### Grades 3 – 5

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

#### Growth

##### Grade 4

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

##### 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 14<sup>th</sup> through the 18<sup>th</sup> 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.

#### Grade 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.

**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.

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

**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.

**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 the 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.

**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 6 – 8**

**Benchmark A.** Show the relationship between civic participation and attainment of civic and public goals.

#### **Participation**

### **Grade 8**

**Indicator 1.** Show the relationship between participating in civic and political life and the attainment of individual and public goals.

**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 3.** Identify possible cause and effect relationships.

**Indicator 5.** Identify possible cause and effect relationships.

**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 3 – 5**

**Benchmark D.** Use problem-solving skills to make decisions individually and in groups

**Problem Solving**

**Grade 4**

**Indicator 10.** Use a problem solving and decision-making process which includes: a. Identifying a problem; b. Gathering information; c. Listing and considering options; d. Considering advantages and disadvantages of options; e. Choosing and implementing a solution; f. Developing criteria for judging its effectiveness.

**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.