

Exploring Our Heritage

FORT MEIGS AND THE WAR OF 1812



Learning Objectives

Students will learn about Ohio's role in the War of 1812, often cited as the Second War for Independence. Students will also be able to describe how this conflict had roots in a pre-existing struggle between European powers, American colonists, and Native Americans.

Lesson Overview

Students will

- ❖ Watch video on Fort Meigs
- ❖ Analyze a primary source: a soldier's letter
- ❖ Create a multi-tiered timeline 1783-1818
- ❖ Write "Letters to the Editor" from three perspectives

Teacher Background

In the years leading up to the American Revolution, the colonial powers—France and Great Britain—struggled for control of the Ohio country and its rich natural resources. The European powers formed alliances with the American Indians living in the region and later engaged in a series of battles known as the French and Indian Wars (1754-1763) pitting the British against the French. This conflict raged in Europe as well where it was known as the Seven Years War. France was eventually defeated and the British took control of the territory. In attempts to improve relationships with the American Indians residing in the Ohio Country, the English prohibited settlers from moving into the region. This upset the American colonists and eventually became one of the reasons for the American Revolution.

The 1783 Treaty of Paris brought the Revolutionary War to a close. The victorious American colonists were now able to migrate westward into the Ohio country unopposed by the British. Though the war with the colonists was over, the English continued to supply the Native Americans with guns and other trade goods in exchange for furs. Conflicts arose between the Natives and settlers who continued to encroach upon their land. A series of negotiations and treaties between the two sides did little to stop the conflict.

Eventually, the American army was sent into the territory to establish various forts in attempts to drive out the American Indians and to protect settlers. After a series of campaigns beginning in 1790, the American army fought against Indian forces and for control over the Ohio Indian territory. Tensions continued to escalate and the Indian resistance was ultimately defeated at the Battle of Fallen Timbers. American Indians eventually signed the Treaty of Greenville in

1795 which forced them to relinquish their lands and move to the northwestern section of the territory. Not all of the Indians adhered to the terms of the Treaty and bloodshed continued into the early 1800s. In an attempt to regain their land, an Indian confederacy was formed under the leadership of the Shawnee Chief Tecumseh and his brother the Prophet who also established a settlement on the Wabash River known as Prophetstown.

Meanwhile, the Americans grew increasingly concerned that the Indian confederacy was secretly allied with the British. The Americans attacked the settlement under the leadership of General William Henry Harrison, destroyed the village and crushed the confederacy. Harrison was able to confirm that the British provided supplies for the Indians. In the meantime, the British had been seizing American ships and impressing American sailors into service, disrupting American trade. In addition, British soldiers continued to occupy some American territory despite stipulations in the Treaty of Paris. For these reasons the Americans declared war on the British in June of 1812. Tecumseh took this as an opportunity to revive his confederacy and ally Indian forces with the British in hopes of regaining their land.

Harrison was assigned to lead the American army in Ohio after the British took control of several American forts in the Great Lakes area. Harrison ordered Fort Meigs built in February of 1813 along the banks of the Maumee River to act as a supply depot and point of invasion into Canada. The fort was attacked in April of 1813, but the Americans were victorious. The battle at Fort Meigs was an important victory for the Americans and shortly after the English and Indian allies were defeated at the 1813 Battle of Thames in Canada. Tecumseh's death during the battle forever ended any hopes of an Indian confederacy or restoration of lost land.

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Ohio Academic Content Standards

GRADE

4

History

1. Construct timelines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.
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.

Social Studies Skills and Methods

3. Use primary and secondary sources to answer questions about Ohio history.

People in Societies

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

GRADE

5

History

1. Create timelines and identify possible relationships between events.

GRADE

8

History

1. Select events and construct a multiple-tier timeline to show relationships among events.

People in Societies

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

Geography

3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.

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MATERIALS

8th grade American History textbook
4th grade Ohio History textbook
5th grade history textbook
Computer and Internet Access
Class set of "History: Frontier Wars of the 1790s" (download .pdf file from the Ohiohistoryteachers.org Web site at <http://www.ohiohistoryteachers.org/06/fw1790.pdf>)

11x17 white drawing or construction paper for timeline
Rulers
Newspaper for examples of Letters to the Editor
Notebook paper

SUGGESTED WEB SITES AND RESOURCES

Ohio History Teachers

<http://www.ohiohistoryteachers.org>

This Web site includes a collection of history resources for teachers created by the Ohio Historical Society.

Frontier Wars of the 1790s

<http://www.ohiohistoryteachers.org/06/fw1790.pdf>

From Ohio History Teachers site, this .pdf document provides background information on the Frontier Wars of the 1790s in Ohio.

TEACHER VOCABULARY

Battle of Fallen Timbers
War of 1812
Fort Meigs
General William Henry Harrison

Letters to the Editor
Treaty of Greenville
Treaty of Paris



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Instructional Procedure

What I Learned

1. Start by reviewing the American Revolution. Discuss some of the reasons the Americans sought independence from the British.
2. Next, discuss the conflicts over trade and territory that led to the French and Indian Wars that preceded the American Revolution. Describe how many of the same tensions remained even after the wars were over. Use the information in the **Teacher Background** to guide this discussion.
3. Next, explain why the War of 1812 is sometimes referred to as the “Second War for Independence.” Refer to the information in the **Teacher Background** section. Explain that Ohio was central to this war and that many battles were fought here in the state.
4. Finally, let students know they will be watching a short video about Fort Meigs, an important battle site during the War of 1812 located near Perrysburg, Ohio. Point out the location on an Ohio map for students to see. Distribute the **What I Learned** worksheets and have students complete while watching the video.

From a Soldier’s Pen

1. Review primary sources with students and write examples of different types of primary sources on the board.
2. Let students know that they will be conducting a primary source analysis by examining excerpts taken from a letter written by an American soldier stationed at Fort Meigs who fought against the British and their Native American allies in Ohio during the War of 1812.
3. Distribute the **From a Soldier’s Pen** worksheet and have students complete the questions that follow. For **Grades 4 and 5** complete this activity as a class.



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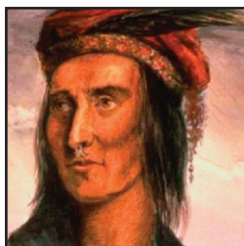


Multi-tiered Timeline

1. Students should have viewed the *Our Ohio: Fort Meigs and the War of 1812* video.
2. Lead the class in a discussion on the many factors that eventually led to the construction of Fort Meigs. (Read “History: Frontier Wars of the 1790s” used in the Letters to the Editor Activity if more background information is needed.)
3. Assign students into groups of four.
4. Distribute **Multi-tiered Timeline** assignment and rubric.
5. Allow students 2-3, 40-minute class periods to complete the assignment.

Letters to the Editor: Who Will Control Ohio?

1. As a class, read “History: Frontier Wars of the 1790s” and fill out the Perspective Chart. Lead the class in a discussion on Ohio as the Western Frontier, including Ohio settlers vs. Native Americans; England vs. the new United States and Ohio; and England and Native American cooperation against Ohio settlers.
2. Discuss what a Letter to the Editor is, who writes the letters and why the letters are written.
3. Assign **Letters to the Editors: Who Will Control Ohio?**
4. Allow students 2-3 40-minute class periods to complete the assignment.



Answer Key

What I Learned

1. One reason is because the British were capturing American sailors.
2. The Maumee River
3. Tecumseh was a Shawnee War Chief.
4. He fought with the British against the Americans.
5. The Fort was swampy and cold, the men and women lived in tents and the conditions were often difficult.
6. The Native Americans lost their land when the British lost the war.

From a Soldier's Pen

1. The letter was written at Fort Meigs on June 7th, 1813.
2. The letter is addressed to Capt. Harrison signed by "D. Trimble".
3. This is a primary source.
4. He says in the letter that General Proctor is a fool for not being able to take the fort.
5. He thinks the fort is constructed well and doubts that the fort could easily be taken.
6. Tecumseh was angry and said if it wasn't for his warriors that the British would have been defeated and driven out completely.



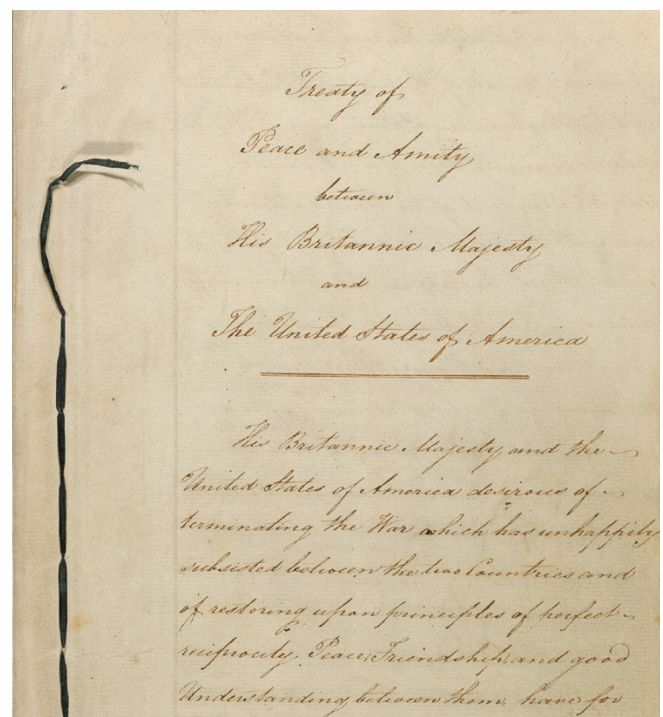
Multi-tiered Timeline

Use the rubric and instructions to identify lesson requirements and to guide grading.

Letters to the Editor:

Who Will Control Ohio?

Use the rubric and instructions to identify lesson requirements and to guide grading.



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What I Learned

NAME: _____

DATE: _____

Instructions: Read all of the questions in the **Find Out** column below. Fill in the correct answers in the **What I Learned** column while watching the video *Fort Meigs and the War of 1812*.

FIND OUT	WHAT I LEARNED
What was one reason that we went to war with the British in 1812?	
On what river was the fort located?	
Who was Tecumseh?	
On whose side did Tecumseh decide to fight?	
What was life at the fort like?	
What happened to the Native Americans after the war was over?	

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From a Soldier's Pen

Instructions: Read the document below carefully to answer the questions that follow.

Fort Meigs June 7th, 1813

Capt Harrison

Sir,

I have sent you perhaps two letters, besides some to my other acquaintances in town__ which you have seen... Fort Meigs is situate on a bank about 10 feet higher than the opposite side of the river. But the highest part of the ridge which leads Eastward from the Indian rifle Battery... is quite as elevated as the ground on which the fort stands__ and is only from 100 to 300 hundred yards from the East angle of the Fort. And this fact leads me to say, that Genl Proctor is a fool, as he could have taken this place. He might have reduced the Fort in two days... So much for Genl Proctor and his combined army of 3,000 british and Indians: Let us attend to ourselves. The day will never come, when this Fort will be easily taken__ You would be astonished to see what work has been done by Genl Harrison__ to secure the place & his troops. You may judge of the work by this fact, the Picketing is mostly of split logs, planted perpendicularly; and there is scarcely an instance of a cannonball knocking them down... Whatever the British may say about the battle of the 5th and the siege of this place, you may rely upon it that they are greatly injured and embarressed, by the affair__ Proctor told Genl Tecumsee that he would drive Harrison out of the Fort in two days__ When the battle of the 5th was over,__ Tecumsee,__ (angry at the loss of his young men,) went to Genl Proctor, & said "Sir, you asked us to come up here and see you drive Genl Harrison out of Fort Meigs, Insead of which, we have seen him drive you away from your Big-guns; and if it had not been for my Warriors, you would have been driven home__"...

p.s. This letter is for yourself and Capt. S.L. Williams, Dr. Mills, and James Crawford...

D Trimble



See the original document at: www.ohiomemory.org
and perform search for "David Trimble"

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From a Soldier's Pen

NAME: _____

DATE: _____

Instructions: After reading the accompanying worksheet, use complete sentences to answer the questions below.

1. When and where was this letter written?

2. Who wrote the letter and to whom is it addressed?

3. Is this a primary or secondary source?

4. What does Mr. Trimble have to say about General Proctor?

5. What does Mr. Trimble think about Fort Meigs?

6. How did Tecumseh react to General Proctor after the battle of the 5th?

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Multi-tiered Timeline

NAME: _____

DATE: _____

Instructions: Create a multi-tiered, evenly spaced timeline with Ohio events and Nation/World events covering the years 1783-1818.

Research

Working in groups of four, two students will research important 1783-1818 Ohio events and two students will research important 1783-1818 Nation/World events. Research should be conducted using a textbook (including an Ohio history textbook if available), books from the school library and the Internet.

Collect

Students must collect at least **ten Ohio events** and **ten Nation/World events**, including the end of the **American Revolution**, the **Battle of Fallen Timbers**, the **War of 1812** and the construction of **Fort Meigs**.

Describe

For each event, students must include on the timeline a very brief description of the event.

Illustrate

Six related visuals must also be included on the timeline. The visuals can be illustrations or computer-generated pictures from the research. Each picture must include a caption.

Create Timeline

After the events and visuals have been collected and each group has determined what events will be placed on its timeline, students will use a ruler to create a multi-tiered timeline spaced in intervals of five years. Students should fill in their timeline using their research and descriptive events and visuals.

It is recommended that students type the description of their events for the timeline to help create a uniform and legible timeline.

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Multi-Tiered Timeline Rubric

Category	4	3	2	1
Nation/World Events	10 Nation and/or World events are included on the timeline with appropriate event descriptions.	8 Nation and/or World events are included on the timeline with appropriate event descriptions.	6 Nation and/or World events are included on the timeline with appropriate event descriptions.	4 Nation and/or World events are included on the timeline with appropriate event descriptions.
Ohio Events	10 Ohio events are included on the timeline with appropriate event descriptions.	8 Ohio events are included on the timeline with appropriate event descriptions.	6 Ohio events are included on the timeline with appropriate event descriptions.	4 Ohio events are included on the timeline with appropriate event descriptions.
Visuals	6 content-related visuals with captions are included on the timeline.	4 content-related visuals with captions are included on the timeline.	2 content-related visuals with captions are included on the timeline.	1 content-related visual with caption is included on the timeline.
Spacing	Timeline has evenly spaced five-year intervals clearly marked.	Timeline has evenly spaced five-year intervals.	Timeline is evenly spaced in non-five-year intervals.	Timeline is not evenly spaced.
Attractiveness and Neatness	Timeline is neatly constructed, organized and pleasing to the eye, and descriptions are typed.	Timeline is constructed and organized, and descriptions are typed.	Timeline is neatly constructed and organized, and descriptions are handwritten.	Timeline is unorganized and descriptions are handwritten.



Letters to the Editor: Who Will Control Ohio?

NAME: _____

DATE: _____

Perspectives Chart

As we read "History: Frontier Wars of the 1790s," we will fill in the perspectives of Ohio settlers/ U.S. Government, English Government and Shawnee Indians about Ohio between 1783-1818. We are looking for information that explains how and why these different groups wanted to control Ohio. You may add more information to your chart in addition to what we complete in class. This chart will later help you complete your Letters to the Editor assignment.

Shawnee Indians	Ohio Settlers/ U.S. Government	English Government

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Letters to the Editor: Who Will Control Ohio?

NAME: _____

DATE: _____

After completing your Perspective Chart, you will create three “Letters to the Editor”, each from a different perspective about who will control Ohio in the late 18th and early 19th century. Please review the requirements for each letter.

Requirements

1. Each letter must be appropriately dated, and the phrase “Dear Editor,” must begin each letter.
2. Each letter must answer the question, “Who will control Ohio?”
3. One letter must be from the Shawnee perspective.
4. One letter must be from an Ohio settler perspective.
5. One letter must be from an English government official perspective.
6. Each letter must be between 100 and 150 words.



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Multi-Tiered Timeline Rubric

Category	4	3	2	1
Shawnee Letter	The letter clearly and concisely answers "Who will control Ohio?" from a Shawnee perspective.	The letter clearly answers "Who will control Ohio?" from a Shawnee perspective.	The letter partially answers "Who will control Ohio?" from a Shawnee perspective.	The letter does not answer "Who will control Ohio?" from a Shawnee perspective.
Ohio Settler Letter	The letter clearly and concisely answers "Who will control Ohio?" from an Ohio settler perspective.	The letter clearly answers "Who will control Ohio?" from an Ohio settler perspective.	The letter partially answers "Who will control Ohio?" from an Ohio settler perspective.	The letter does not answer "Who will control Ohio?" from an Ohio settler perspective.
English Government Letter	The letter clearly and concisely answers "Who will control Ohio?" from an English government perspective.	The letter clearly answers "Who will control Ohio?" from an English government perspective.	The letter partially answers "Who will control Ohio?" from an English government perspective.	The letter does not answer "Who will control Ohio?" from an English government perspective.
Organization, appearance, word count	All letters have clearly stated viewpoints, are typed and are between 100 and 150 words.	All letters have a viewpoint, are typed and are between 100 and 150 words.	All letters are typed and are less than 100 words.	All letters are handwritten and are less than 100 words.
Attractiveness and Neatness	Timeline is neatly constructed, organized and pleasing to the eye, and descriptions are typed.	Timeline is constructed and organized, and descriptions are typed.	Timeline is neatly constructed and organized, and descriptions are handwritten.	Timeline is unorganized and descriptions are handwritten.