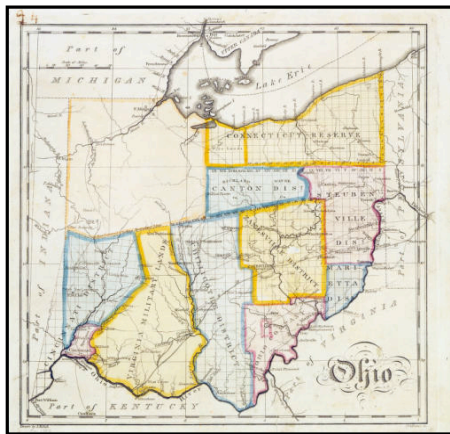


Stark County Teaching American History Grant

Stark County Educational Service Center
2100 38th Street NW
Canton, Ohio 44709



Map Courtesy of the Ohio Historical Society

Three Viewpoints Regarding the War of 1812 and the Siege of Fort Meigs in Ohio

Grade Level:

Fourth Grade
Created by Cathy Blitz
Minerva Elementary
Minerva, Ohio

Duration: 5-6 Days

Overview

The purpose and focus of this lesson is not only to gain more knowledge about the causes and details surrounding the War of 1812, but more importantly to look at the various viewpoints of war from the people who were effected by it. When teaching history, it is my belief that elementary age students use the primary and seconding sources as non-fiction reading passages utilizing the same techniques from Language Arts lessons to understand and explain events based upon the supporting details and big ideas within the text. This lesson uses a graphic organizer similar to one used in most Language Arts classes to map out the “story”. In this case, the “story” is the primary documents from three different groups of Ohioans with very different viewpoints of the War of 1812.

The Primary Source Documents utilized within the lesson are excerpts from the original documents. They have been shortened to include material necessary to obtain an understanding of the focused question(s). Spelling, grammar, and format have also been changed to help create a more readable document for fourth grade students.

The students have already had experience with primary document reading. The two graphic organizers and exit slip assessments have all been previously utilized within other Social Studies or Language Arts lessons giving the students familiarity with these formats.

This lesson follows the study of the Ohio Territory and the Native Americans who inhabited it during the period of European exploration and settlement. The unresolved conflicts from the French and Indian War as well as the American War for Independence had been previously discussed.

The lesson allows for projection of several of the student documents by the use of either transparency or scanned digital image from a computer projection system. Projecting these images ahead of time helps the students to stay focused on the task and understand better how to record their ideas.

Ohio's New Learning Standards

History

- **Content Statements 2:** Primary and secondary sources can be used to create historical narratives.
- **Content Statements 6:** The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war.

Common Core State Standards

English Language Arts

- **W4.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **RI 4.3:** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Historical Background

Following the Battle of Fallen Timbers on August 20, 1794 in which General Anthony Wayne defeated the American Indian confederacy led by Blue Jacket, the Treaty of Greenville brought an end to first round of efforts by the new United States government to bring the Ohio Country under control. Present at Greenville in Darke County in 1795 along with Anthony Wayne were the Indian leaders Little Turtle of the Miamis, Tarhe of the Wyandots, as well as Blue Jacket and Black Hoof of the Shawnees. Land north and west of the Greenville Treaty Line was set aside for Indian use while the area south and east of the line was allocated for American settlement forcing the Indians off their land. The hope of Wayne and others was that this peace treaty would end fighting and hold “as long as the woods grow and waters run.”

But neither the Treaty of Greenville nor Ohio statehood in 1803 brought an end to the conflict between American Indians and American settlers. The Shawnee chief Tecumseh did not sign the Treaty of Greenville and, along with other allies, refused to leave their land south of the Greenville Treaty Line. A confederation of other Indians was united to work together to stop western settlement. Moreover, the British remained a threat to the United States, refusing to abandon forts in Ohio and other areas and continuing to work with Native peoples who were in conflict with the Americans.

During Ohio’s early statehood period, Great Britain was fighting a long conflict with the French and Napoleon Bonaparte. The United States shipping ports were blockaded by the British in an attempt to cut off supplies from reaching the French. The British also escalated their practice of impressment, a kind of kidnapping, which forced U.S. seamen into serving with the British Navy. Congress and President James Madison acted to block trade with both the French and the British between 1809-1810. Congress continued to put pressure upon President Madison due to the British violations of maritime rights and also their encouragement of Native American Indian hostility against the American settlers. Many of these Indians, under the leadership of Tecumseh and his brother, The Prophet, battled U.S. forces under the command of William Henry Harrison at the Battle of Tippecanoe in 1811. And while the Indians were defeated, many remained determined to join the British in an attempt to keep Americans from continuing to push them off of their land. Finally, President Madison signed a declaration of war against Britain on June 18, 1812.

Initially, the United States was not successful in keeping the British out of the Northwest Territory having lost Fort Mackinac and Fort Detroit in the Michigan Territory and Fort Dearborn in the Illinois Territory between the onset of war in June 1812 and February 1813. A new fort, built by Major-General William Henry Harrison on the south side of the Maumee River on February 2, 1813, was established for the purpose of a temporary supply depot and staging area for an invasion of British controlled Canada. Home to more than 2,000 regular and militia soldiers from Ohio, Kentucky, Pennsylvania, and Virginia, it was named for the current Governor of Ohio, Return Jonathan Meigs, Jr. The British and Indians laid siege to the fort on May 1, 1813 but were unsuccessful and retreated to Canada on May 9th. A second attempt in July 1813 also failed. In September 1813, Commodore Oliver Hazard Perry defeated a British naval force in Lake Erie and Harrison’s victory at the Battle of the Thames in October secured an end to the conflict. Peace formally came with the Treaty of Ghent, signed in December 1814.

Enduring Understandings/ Essential Questions

Enduring Understandings

- Unresolved conflicts lead to war
- Interaction between groups with differences can lead to conflict









Essential Questions

- What unresolved conflicts lead to war?
- When two groups with differences interact, what conflicts can occur?

Instructional Strategies

Day 1: Build Background Knowledge: “The Treaty of Greenville and the War of 1812”

Advanced Preparation:

- Project for viewing the **John Melish Map** of Ohio (Appendix A).
- Download, print and copy         “Native Wars and the Treaty of Greenville” from <http://www.auditor.state.oh.us/studentcenter/default.htm> (Appendix B).
- Make enough copies of “Native Wars and the Treaty of Greenville” to give to each student.
- Download, print, and copy “Fort Meigs-History” www.fortmeigs.org/history (Appendix B).
- Make enough copies of “Fort Meigs-History” to give to each student.
- Download, print, and copy pages 1-2 of “War of 1812” from www.history.com/topics/print/war-of-1812 (Appendix B).
- Make enough copies of “War of 1812” to give to each student.
- Prepare vocabulary cards or chart for instruction with terminology needed (Appendix C).
- Make enough copies of the **Exit Slip** (Appendix D) for each student.

Lesson:

Introduce the Essential Questions for the Day: “**What conflict is still unresolved with the Treaty of Greenville?**” and “**What is the conflict between the British and the Americans leading to the declaration of war?**”. Remind students to use pencils and/or highlighters as they read to look for evidence to support their answers.

Preview vocabulary terms used in today’s lesson by use of a pre-made chart or word cards prior to reading the selections.

Read “**Along the Ohio Trail**” pages 53-55 (Appendix B) and show the **John Melish Map of Ohio** (Appendix A) to define the area laid out in the Treaty of Greenville. Reading at this grade should be done together in order to maintain optimum understanding and facilitate discussion amongst the students throughout the lesson. (This method has been successful for struggling readers and students with disabilities.)

Continue in the same format for the next reading, “**Fort Meigs-History**” and the article from **History.com** “**The War of 1812**” (Appendix B). (Causes of the War of 1812 and The War of 1812 Breaks Out are the only necessary sections to be read).

Assessment:

Pass out the Exit Slip with today’s Essential Questions and have students answer these questions independently as a comprehension check of today’s lesson.

Opportunities for Differentiation:

Students with disabilities in reading and writing may need to work with the Intervention Specialist together in order to complete the Exit Slip assignment. Vocabulary lists may also be printed out and kept out during the reading to assist with understanding of these terms.

Day 2-3: Primary Source Documents in Small Groups

Advance Preparation:

- Make enough copies for the entire class and project for viewing Appendix E
“Thought Bubbles”
- Make enough copies for the entire class and project for viewing Appendix F
History Frame Graphic Organizer
- Make enough copies of Appendix G “**Tecumseh 1810 Excerpt**” for the group [] [] [] [] [] []
- Make enough copies of Appendix H “**Tecumseh 1813 Excerpt**” for the group [] [] [] [] [] []
- Make enough copies of Appendix I “**Thomas Rotch Letter**” for the group assigned [] [] [] [] [] []
- Make enough copies of Appendix J “**Militia Bill Address**” for the group assigned [] [] [] [] [] []
- Make enough copies of Appendix K “**Quaker Committee Report**” for the group [] [] [] [] [] []
- Make enough copies of Appendix L “**William Johnson Letter**” for the group [] [] [] [] [] []
- Make enough copies of Appendix M “**David Trimble Letter**” for the group assigned [] [] [] [] [] []
- Make enough copies of Appendix N “**Daniel Cushing Letter**” for the group assigned [] [] [] [] [] []
- Divide the class into three separate groups representing the three viewpoints:
Indians, Neutral Quakers, and Military.
- Organize envelopes containing primary source documents, Thought Bubbles, History Frames, and Exit Slips for each group representing Indians, Neutral Quakers, and Military.
- Prepare vocabulary cards or chart for instruction with terminology needed (Appendix O).
- Download and project the Image of the “Attack on Fort Meigs” (Appendix P).
- Make enough copies of Appendix Q “**Exit Slip Day 2 Three Different Viewpoints**” for the entire class

Lesson:

Introduce the Essential Questions for the Day: **“Does your group support the War of 1812? and How do these documents provide evidence of this?”** and **“What does your group hope to gain?”**. Remind students to use pencils and/or highlighters as they read and discuss to look for evidence to support their answers to these important questions.

Preview vocabulary terms used in today’s lesson by use of a pre-made chart or word cards prior to reading the selections. **The Vocabulary Day 2** sheet (Appendix O) for today’s lesson is divided into three sections: Indians, Neutral, and Military document vocabulary words. It is the teacher’s discretion to introduce and discuss all of these words to the entire class or only the words necessary to each individual group.

Preview the **Thought Bubbles** and **History Frame Graphic Organizer** (Appendix E, Appendix F) with the projection system for the entire class to see. Review the three different sections of the Thought Bubbles: “I wonder...”, “Ah-Ha!”, and “If I was here, I would...” and discuss expectations for the contents of each. Review the usage and recording of the History Frame Graphic Organizer in which students summarize their findings with the title, participants, problem, setting, events, resolution, and overall theme. It is possible to complete one History Frame for each document or complete one for the group of documents as a whole. This would be at the discretion of the teacher based upon the student’s abilities, time allotment, and final outcome for the lesson.

Using the **Exit Slip** (Appendix Q) writing assessment from Day 1, review the Treaty of Greenville and discuss the unresolved conflict. Have students share their answers to the British and American conflict leading up to the War of 1812.

View image of the **Attack on Fort Meigs** (Appendix P). Have students identify the different groups pictured in the drawing. Three groups are present: American Military personnel, Native American Indians, and British Soldiers. Students should make predictions regarding the outcome of this attack.

Introduce the primary source activity in which the class will divide up into three various groups with different viewpoints of the War of 1812 and its potential outcome:

1. Native American Indians

- Excerpt of Speech from Tecumseh to William Henry Harrison, August 1810
- Excerpt of Speech from Tecumseh to the British at Amherstburg, September 1813

2. Neutral Quakers of Ohio

- Excerpt of Thomas Rotch Letter Concerning Treatment of Quakers During the War of 1812
- Excerpt of Militia Bill Address
- Excerpt of Quaker Committee on Indian Affairs Report

3. American Military/Militia

- Excerpt of William Johnson Letter
- Excerpt of David Trimble Letter
- Excerpt of Daniel Cushing Letter

Each group will be given an envelope containing 2 or 3 different primary source documents written by these people. The groups will be required to:

1. Read together as a group each of the documents using the vocabulary chart/cards for assistance when necessary.
2. Discuss and record their findings as a group on the **Thought Bubbles** and **History Frame Graphic Organizer**.
3. Upon completion of this task, a reflection **Exit Slip** writing activity is required to assess each individual student's understanding of today's Essential Questions. The Exit Slip writing is to be completed independently, not as a group.

This reading, discussing, recording, and interpretation will take at least 2 class periods depending upon the length of each lesson.

Opportunities for Differentiation:

Groups containing students with disabilities will need extensive assistance with recording their results as well as being a participant within the groups. For this reason students may need to be grouped accordingly so that teachers and intervention specialist may easily be a part of assisting these groups. (i.e. Students may only be dispersed within 2 groups, not 4 or 5 groups.)

Assessment:

Pass out the Exit Slip with today's Essential Questions and have students answer these questions independently as a comprehension check of today's lesson.

Opportunities for Differentiation:

Students with disabilities in reading and writing may need to work with the Intervention Specialist together in order to complete the assignment. Their Exit Slip writing could be scribed for them upon verbalizing their ideas.

Day 4: Summarize/Share “Three Different Viewpoints”

Advance Preparation:

- Make four separate charts for each group (Indians, Neutral Quakers, and Military) to record the findings from the **Thought Bubbles**: **1.** “I Wonder Questions”, **2.** “Ah-Ha!” and **3.** “If I Was Here”. The last chart for each group could include the heading from the **History Frame**: **4.** “Theme.”
- Have markers available and space for groups to summarize their readings.
- Previous language arts lesson/background on writing opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Make enough copies for the entire class and project for viewing Appendix R “Letter to the Editor Rubric.”

Lesson:

Review with students the task of coming together in groups and recording their Thought Bubble and History Frame findings on a chart. By writing down each groups’ results, sharing for the entire class can occur.

Students are grouped together at a recording station containing markers and chart papers: Indians, Neutral Quakers, and Military. Each group takes turns recording on the four charts, rotating around to save time.

When the chart recording is finished, the teacher hangs the charts in a visible place in the classroom for all to see. The charts are shared by one or more students representing the 3 groups (Indians, Neutral Quakers, and Military).

Using the **Exit Slip** writing assessment from Day 2-3, review The Three Different Viewpoints. Ask students to share their responses: Does your group support the War of 1812? What evidence is their to support this? Have students share their answers to the question: What does your group hope to gain? How do you know?

Assessment:

Introduce the final culminating activity: Writing a letter to the editor of an Ohio newspaper during this time period of 1812-1814 giving or denying support for the War. Show a copy of the **Letter to the Editor Rubric** (Appendix R) used to score/grade their final letter writing project so that students know clearly the expectations of this assignment.

Discuss the **focus of the activity** which is to provide an opinion piece of writing stating a point of view with support from the primary source documents. Discuss the time period given and due date for the assignment allowing sufficient time for all students (including those with disabilities working with an intervention specialist) to complete.

This assignment could also be completed within the context of the Language Arts class/time period with the assistance of that instructor if different from the Social Studies instructor.

Opportunities for Differentiation:

Students with disabilities in reading and writing may need to work with the Intervention Specialist together in order to read and summarize orally their outcomes from the Exit Slip writing. They will also need additional time and assistance in completing their letter writing activity. Their letter writing could be scribed for them as they verbalize their ideas.

Classroom Materials

1. Computer Projection or Transparency with Overhead Projector
2. Student Copies of Along the Ohio Trail p. 53-55 (Appendix B).
3. Student Copies of “Fort Meigs-History” (Appendix B).
4. Student Copies of “War of 1812” (Appendix B).
5. Student Copies of Appendix C
6. Group Copies of Appendix E
7. Group Copies of Appendix F
8. Group Copies of Appendix G
9. Group Copies of Appendix H
10. Group Copies of Appendix I
11. Group Copies of Appendix J
12. Group Copies of Appendix K
13. Group Copies of Appendix L
14. Group Copies of Appendix M
15. Group Copies of Appendix N
16. Group Copies of Appendix O
17. Student Copies of Appendix Q
18. Student Copies of Appendix R
19. Large Envelopes (9 1/2 X 12 1/2 or larger)
20. Projection Image of Appendix E
21. Projection Image of Appendix F
22. Projection Image of Appendix P
23. Projection Image of Appendix R
24. Markers
25. Chart Paper

Resources

- “John Melish Map of Ohio,” (1812) Ohio Historical Society, Ohio Memory, <http://www.ohiomemory.org/cdm/singleitem/collection/p267401coll32/id/2662/rec/1> (accessed April 8, 2013).
- “Native Wars and the Treaty of Greenville” Along the Ohio Trail, The Auditor of State, Columbus, 2002, p. 53-55 <http://www.auditor.state.oh.us/studentcenter/default.htm> (accessed April 8, 2013).
- “Fort Meigs-History,” Ohio Historical Society. Fort Meigs, www.fortmeigs.org/history (accessed April 8, 2013).
- “War of 1812,” <http://www.history.com/topics/war-of-1812> (accessed Feb 24, 2013).
- Tecumseh to William Henry Harrison, August 20th, 1810; Postscript August 21st, 1810. From: Library of Congress, The James Madison Papers
- B.B. Thatcher. “Indian Biography.” 237-239. New York: A.L. Fowle, 1900. http://books.google.com/books?id=sA0TAAAYAAJ&dq=benjamin+bussey+thatcher&source=gbs_navlinks_s (accessed Feb. 23, 2013).
- Thomas Rotch, Thomas Rotch Letter Concerning Treatment of Quakers During the War of 1812, Massillon Public Library, Ohio Memory Collection, <http://www.ohiomemory.org/cdm/compoundobject/collection/p267401coll36/id/21474/rec/1> (accessed April 8, 2013).
- Thomas Rotch, Militia Bill Address and list of Senators, 1813 Massillon, Massillon Public Library, Ohio Memory Collection, <http://www.ohiomemory.org/cdm/compoundobject/collection/p15005coll39/id/4570/rec/1> (accessed April 8, 2013).
- Thomas Rotch, Quaker Committee on Indian Affairs Report, Massillon Public Library, Ohio Memory Collection, <http://www.ohiomemory.org/cdm/compoundobject/collection/p267401coll36/id/18298/rec/2> (accessed April 8, 2013).
- William Johnson, William Johnson War of 1812 correspondence, 1813. Ohio Historical Society, Ohio Memory Collection, OHS CCP Collection, <http://www.ohiomemory.org/cdm/compoundobject/collection/p133201ccp2/id/899/rec/5> (accessed April 8, 2013).

- David Trimble, David Trimble Letter to Micajah Harrison, Ohio Historical Society, Ohio Memory Collection,
<http://www.ohiomemory.org/cdm/compoundobject/collection/p267401coll36/id/5329/rec/1>
(accessed April 8, 2013).

- Cushing, Daniel Lewis, “Transcript of Daniel Cushing Letter,” Ohio Historical Society, Daniel Lewis Cushing Papers. 1813 JUN 8 [VFN 2018].

"The attack on Fort Meigs, May 5, 1813"  (1841). Ohio Historical Society
<http://www.ohiomemory.org/cdm/singleitem/collection/p267401coll32/id/11223/rec/13>
(accessed April 8, 2013).

Summative Assessment (or Question)

The final culminating activity: Writing a letter to the editor of an Ohio newspaper during this time period of 1812-1814 giving or denying support for the War.

Show a copy of the **Letter to the Editor Rubric** (Appendix R) used to score/grade their final letter writing project so that students know clearly the expectations of this assignment. Discuss the focus of the activity which is to provide an opinion piece of writing stating a point of view with support from the primary source documents.

This activity is dependent upon the students being able to:

1. explain the events and ideas of their group of Ohio people based upon the details within their group’s historical primary source documents including what is happening and why (CCSS ELARI 4.3) (History Content Statement 2), and
2. write their own opinion piece on the topic of the unresolved conflicts between the British and Native American Indians supporting their view with reasons and information gathered (CCSSELA W4.1) (History Content Statement 6).

It is expected that the point of view support including details regarding the unresolved conflicts leading up to the War of 1812 between the various groups of people in Ohio as well as clear understandings of the conflicts occurring between these groups with differences of opinions. This expectation centers around the **Enduring Understandings and Essential Questions**.

This assessment gives the students the opportunity to “show what they know” by giving support for their viewpoint through the use of historical empathy and the Native American Experience.

The sharing taking place in Day 4 of the lesson will help to spread multiple perspectives throughout the class even though each student focuses on only one group for their letter writing activity.

Assessment Rubric

Criteria	4	3	2	1
Opening Statement Topic Sentence 20 %	Strongly and clearly states a personal opinion. Clearly identifies the issue. $0.20 \times 4 = 0.8$ point	Adequate choice of words that are clear and descriptive. Demonstrates persuasive tone in parts of the letter. $0.10 \times 3 = 0.3$ point	Personal opinion is not clearly stated. Little or no references to the issue. $0.20 \times 2 = 0.4$ point	Personal opinion is not easily understood. Has no reference to the issue. $0.20 \times 1 = 0.2$ point
Supporting Details Support 30 %	Clearly states a personal opinion. Some/few references to the issue. $0.20 \times 3 = 0.6$ point	Summarizes personal opinion in a strong concluding statement. $0.20 \times 4 = 0.8$ point	Provides at least 1 detail, reason and/or example in support of the opinion. $0.30 \times 2 = 0.6$ point	Provides little or no support of the opinion. $0.30 \times 1 = 0.3$ point
Word Choice Tone 10%	Three or more excellent points are made with good support for the opinion. Provides evidence from the primary source documents. $0.30 \times 4 = 1.2$ point	Summarizes personal opinion in a concluding statement. $0.20 \times 3 = 0.6$ point	Chooses some words that are clear and descriptive. Lacks consistent persuasive tone. $0.10 \times 2 = 0.2$ point	Language and tone of letter is unclear and lacks description. $0.10 \times 1 = 0.1$ point
Conclusion 20%	Provides two points with details of support for the opinion from the primary source documents. $0.30 \times 3 = 0.9$ point	Sentences and paragraphs are complete, well written, and varied. $0.10 \times 4 = 0.4$ point	Concluding statement is a weak summary of personal opinion. $0.20 \times 2 = 0.4$ point	Concluding statement makes no reference to personal opinion. $0.20 \times 1 = 0.2$ point
Organization Format 10%	Chooses words that are clear, descriptive, and accurate. Maintains consistent persuasive tone throughout letter. $0.10 \times 4 = 0.4$ point	Sentence and paragraph structure is generally correct. $0.10 \times 3 = 0.3$ point	Sentence and paragraph structure is inconsistent. $0.10 \times 2 = 0.2$ point	Little or no evidence of sentence or paragraph structure. $0.10 \times 1 = 0.1$ point
Writing Conventions (Mechanics/ Grammar) 10%	Contains few, if any punctuation, spelling or grammatical errors. $0.10 \times 4 = 0.4$ point	Contains several errors in punctuation, spelling, or grammar that do not interfere with meaning. $0.10 \times 3 = 0.3$ point	Contains several errors in punctuation, spelling, or grammar that interfere with meaning. $0.10 \times 2 = 0.2$ point	Contains many punctuation, spelling, and/or grammatical errors that make the piece illegible. $0.10 \times 1 = 0.1$ point

Appendices

- Appendix A: John Melish Map of Ohio
- Appendix B: Online Resource List for Day 1
- Appendix C: Vocabulary Day 1
- Appendix D: Exit Slip Day, The Treaty of Greenville and the War of 1812
- Appendix E: Thought Bubbles for Primary Source Docs
- Appendix F: History Frame
- Appendix G: Tecumseh to William Henry Harrison, August 1810 Excerpt
- Appendix H: Tecumseh to the British at Amherstburg, September 1813 Excerpt
- Appendix I: Thomas Rotch Letter Concerning Treatment of Quakers
- Appendix J: Militia Bill Address
- Appendix K: Quaker Committee on Indian Affairs Report
- Appendix L: William Johnson Letter
- Appendix M: David Trimble Letter
- Appendix N: Daniel Cushing Letter
- Appendix O: Vocabulary Day 2
- Appendix P: Attack on Fort Meigs Image
- Appendix Q: Exit Slip Day 2 Three Different Viewpoints
- Appendix R: Letter to the Editor Rubric

APPENDIX A:
John Melish Map of Ohio
(Border created by the Treaty of Greenville, 1795)

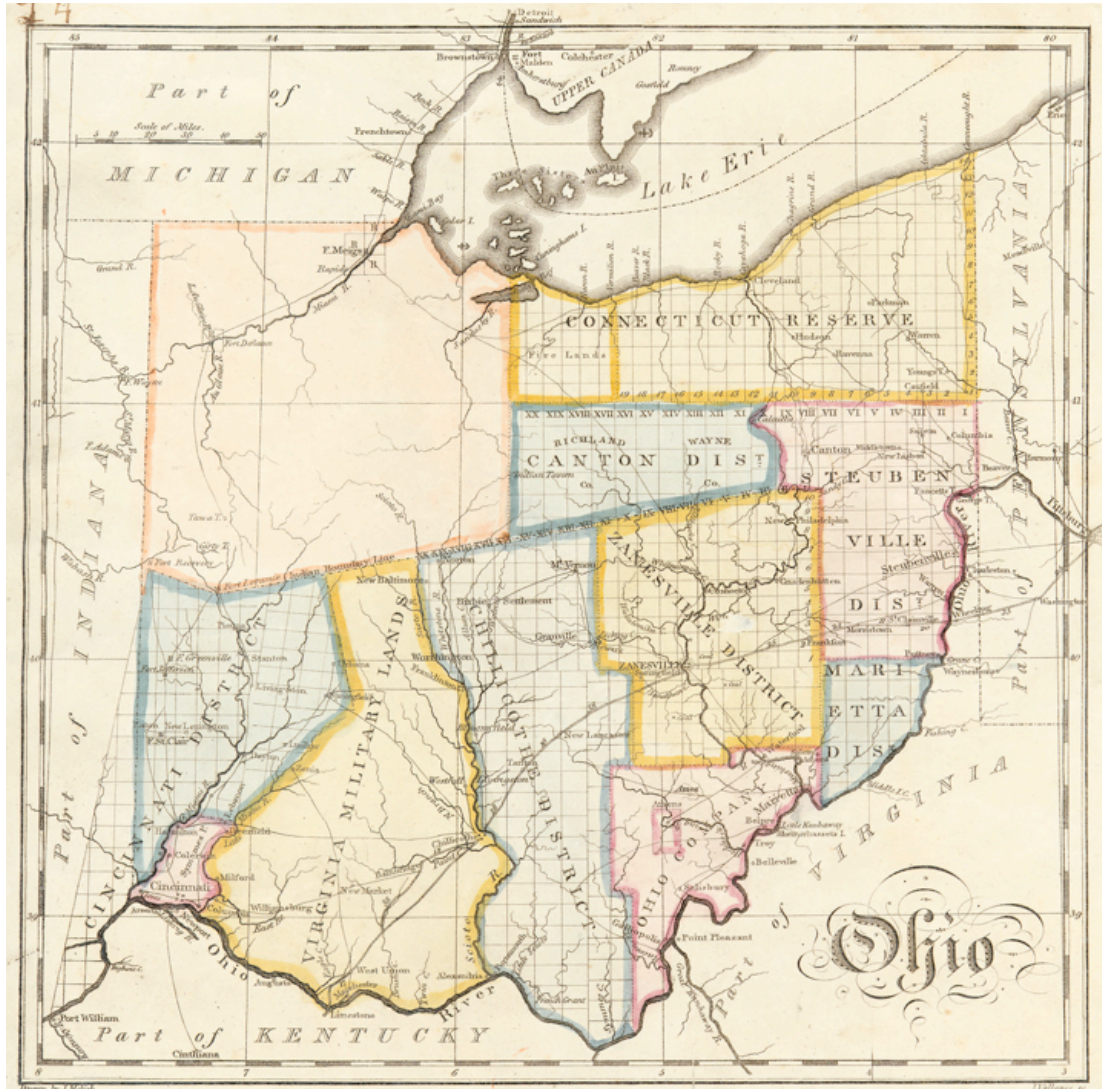


Image Courtesy of the Ohio Historical Society

APPENDIX B

Online Resource List for Day 1

1) Dean, Tanya West and W. David Speas, "Native Wars and the Treaty of Greenville" [PDF](#), George W. Knepper, Ed, 4th Ed. The Auditor of State, Columbus, p. 53-55. Available at: <http://www.auditor.state.oh.us/studentcenter/default.htm> (accessed April 17, 2013).

[PDF](#) is a product of the Ohio Auditor of State's Office. It gives a brief overview of Ohio's natural, political, and social history beginning with the Paleoindians and ending with the modern state. The publication deals heavily with early European settlement in the region. The selected reading describes the conflicts between Native and American peoples after Revolutionary War through the signing of the Treaty of Greenville. The material also covers the effects of the treaty on both groups of people.

2) "Fort Meigs-History," Fort Meigs, www.fortmeigs.org/history (accessed April 17, 2013).

Located in Perrysburg, Ohio, Fort Meigs is one of the historic sites within the Ohio Historical Society. The site contains the reconstructed War of 1812 fort and a museum. The article, which is located on the Fort Meigs's official website, includes a brief description of the causes of the War of 1812, the construction of the fort, the two sieges that occurred at the fort, the conclusion of the war, and the fort's history following the war's conclusion.

3) "War of 1812," [PDF](#), <http://www.history.com/topics/war-of-1812> (accessed Feb 24, 2013).

The above article gives a general overview of the War of 1812 through an American perspective. The selection covers the war's causes, the major battles and events of the war, the end of the war, and the effects of the war.

APPENDIX C
Vocabulary Day 1

Word	Meaning
defiance	Act of resisting or showing opposition
bayonet	A spear-like weapon
impressing (impressments)	Kidnapping
militia	A military service called upon in an emergency
siege	The action of surrounding a fort in order to capture it
garrison	The military force that is permanently placed in a fort
neutral	Not supporting either side
hostility	A very deep-seated hatred or opposition; war

APPENDIX D
Exit Slip Day 2

Name: _____

The Treaty of Greenville
and
The War of 1812

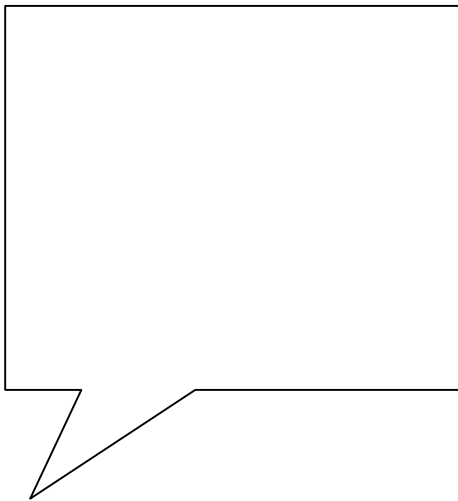
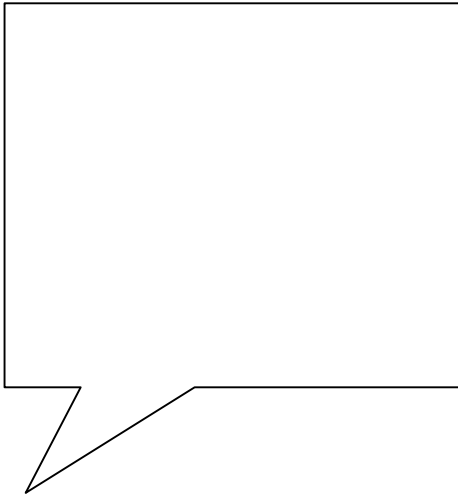
Write Your Response in complete sentences.

1. What conflict is still unresolved with the Treat of Greenville? Support your answer with details from the selections.

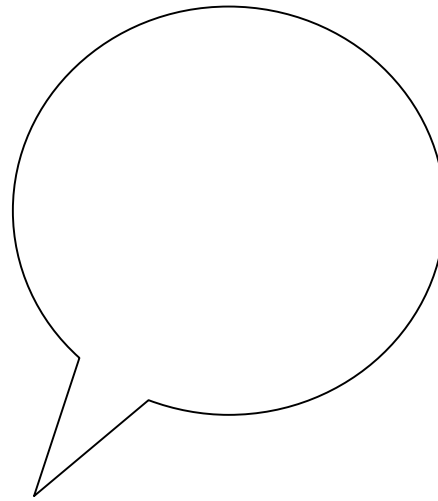
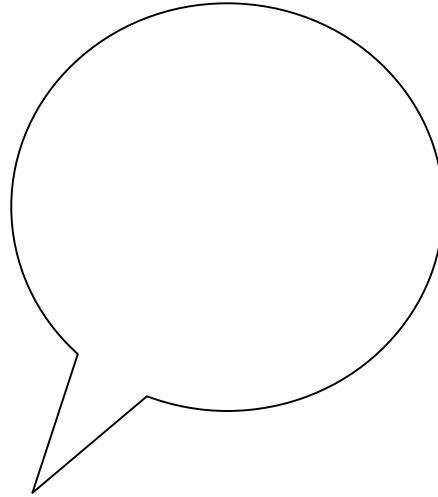
2. What is the conflict between the British and Americans leading to the declaration of war? Support your answer with details from the selections.

APPENDIX E
Thought Bubbles For Primary Source Documents

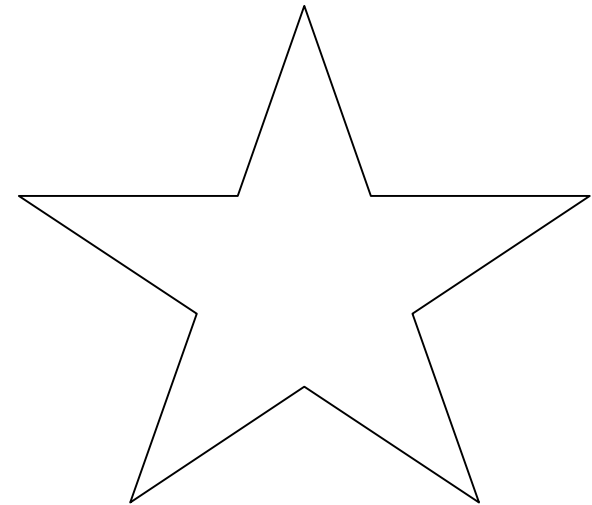
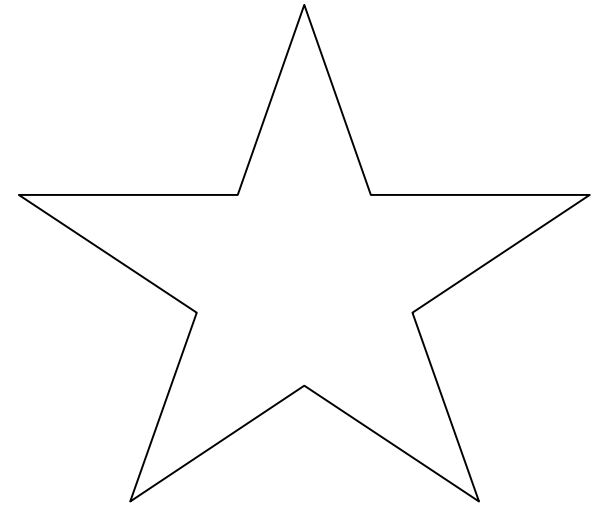
I Wonder...



Ah...Ha!



If I was here, I would



APPENDIX F

History Frame

Formatted **History Frame** sheet available for educational purposes online at ReadingQuest.org:
<http://www.readingquest.org/strat/> See: **History Frames/Story Maps**

History Frame Questions:

- 1) Title of Event
- 2) Participants/ Key Players
- 3) Where and When
- 4) Key Episodes or Events
- 5) Resolution or Outcome
- 6) Theme/Lesson/So What?

APPENDIX G

Primary Source Excerpt

Indian Support

“Tecumseh to William Henry Harrison, August 1810”

Speech of Tecumseh

Brother I wish you to listen to me well- I wish to reply to you more explicitly, as I think you do not clearly understand what I before said to you I shall explain again. When we were first discover'd it was by the French who told us that they would adopt us as their children and gave us presents without asking anything in return but our considering them as our fathers. Since we have changed our fathers we find it different.

...The next father we found was the British who told us that they would now be our fathers and treat us in the same manner as our former fathers the French- they would occupy the same land they did and not trouble us on ours; but would look on us as their children.

...Brother. Now we began to discover the treachery of the British they never troubled us for our lands but they have done worse by inducing us to go to war.

...You ought to know that after we agreed to bury the Tomhawk at Greenville we then found their new fathers in Americans who told us they would treat us well, not like the British who gave us but a small piece of pork a day.

...Brother. Since the peace was made you have kill'd some of the Shawanese, Winebagoes, Delawares and Miamies and you have taken our lands from us and I do not see how we can remain in peace with you if you continue to do so. You have given goods to the Kickapoos for the sale of their lands to you which has been cause of many deaths amongst them. You have promised us assistance but I do not see that you have given us any.

...You try to force the red people to do some injury. It is you that is pushing them on to do mischief.

...Brother. Do not believe that I came here to get presents from you if you offer us anything we will not take it. By taking goods from you you will hereafter say that with them you purchased another piece of land from us. If we want anything we are able to buy it, from your traders.

...Brother. I wish you would take pity on all the red people and do what I have requested. If you will not give up the land and do cross the boundary of your present settlement it will be very hard and produce great troubles among us...

...Brother, they want us to save that piece of land, we do not wish you to take it. It is small enough for our purposes. If you do take it you must blame yourself as the cause of trouble between us and the Tribes who sold it to you. I want the present boundary line to continue, should you cross it. I assure you it will be productive of bad consequences.

APPENDIX H:
Primary Source Excerpt
Indian Support

“Tecumseh to the British at Amherstburg, September 1813”

Speech of Tecumseh

In the Name of the Indian Chiefs, and Warriors, to
Maj. Gen. PROCTOR, and Representatives of the Great
FATHER THE KING

...*LISTEN*. When war was declared, our father stood up, and gave us a tomahawk, and told us he was ready to strike the Americans; that he wanted our assistance; and that certainly he would get us our lands back, which the Americans have taken from us.

...*LISTEN*. You told us at that time to bring forward our families to this place; we did so; and you promised to take care of them, and that they should want for nothing, while the men would go and fight the enemy...

You always told us to remain here and take care of the lands. It made our hearts glad to hear that was your wish; our great father is the head, and you represent him. You always told us that you would never draw your foot off the British ground; but now, father, we see you drawing back, and we are sorry to see our father doing so without seeing the enemy. We must compare our father's conduct to a fat animal, that carries its tail upon its back; but when affrighted, it drops between its legs and runs off.

...For us, our lives are in the hands of the Great Spirit; we are determined to defend our lands; and if it is his will we wish to leave our bones upon them.

AMHERSTBURG, Sept. 1813

APPENDIX I
Primary Source Excerpt
Neutral Support

“Thomas Rotch Letter Concerning Treatment of Quakers During the War of 1812”

Kendal Stark Co, Ohio 2nd

Dear Brother & Sister Kendal Stark Co Ohio 2nd 1813

Knowing [t]hat the present situation of our once highly [favored] favoured Country must... concern you, and as this letter will be confined to your selves, and such of your friends as have your confidence, I shall the more freely express [occurrences] occurrences as they arise without fear of an improper use being made of it. Having for a considerable time felt my mind impressed with a concern on account of the probable suffering of friends in this State in the prosecution of the present war, without seeing any other way for relief than a journey to the Seat of Government which I communicated to my CR who as [unusual] usual seemed willing to submit to an absence of several weeks for the purpose, but as our Quarterly meeting was at hand I thought I would attend that previous to any conclusion feeling a degree of confidence that if it was right some way would open for it, on getting in the [neighborhood] neighbourhood of Salem I fell in with Our [friend] friened Wm Wood of Short Creek Quarter of whom I made some enquiries that led him to impart that a concern had arisen in their Quarter to address the Legislator...

...William Heald & myself and on the tenth of first month after Our Meeting on first day I left home and at Short Creek we were united with by Our Friends Joseph Steen & W Wood and here our spirits were effected by reading the Governors speech to the Senate & House of representatives- wherein he says something like this, that however amiable conscientious scruples are in time of peace it is a subject worthy your consideration here for they ought to be tolerated in time of war.

...Perviance was the principal speaker in the committee, he had just before submitted to the press a pamphlet which came out the next morning vindicating war, as [consistant] consistant with the Gospel dispensation...

...after more than a weeks labour we were deeply discouraged under the very trying prospect of the larger proportion of famiies of Friends being broken up, and many reduced to [extreme] extream suffering- and imprisonment, without any means provided to their release after all that had been done.

...that when the bill was taken to the House of Representatives and Our memorial was read, a select committee was appointed to consider it, and they appointed the following evening at that Chamber to hear as, the Committee were George Light, Josiah Dillon & Lewis Summers divers of the members attended in order to gain a knowledge of the grounds of our refusing to comply with the requisition of [Military] Military law. George Light being a Zealous advocate for war the better enabled us to explain to the satisfaction of the spectators Our conscientious scruples, which we were enabled to do with a good degree of satisfaction to our selves...

APPENDIX I
Primary Source Excerpt
Neutral Support

“Thomas Rotch Letter Concerning Treatment of Quakers During the War of 1812” Continued

...a question proposed by one of the number where the Speaker of the Senate and diverse of the influential members were present which was, whether this principle would be sufficient to support us at a time when we had reason fully to believe that Indians were approaching our dwellings..

... it was as [favorable] favourable as could be expected. But when read there a few Military characters violently opposed it and one of he influential members declared he had rather loose the whole bill and abide by the old imperfect law than adapt this,

...It now having passed in... was committed to a select committee of both houses with whom we attended, and they accepted of Our room to meet in the next morning, giving us the bill to take there

APPENDIX J
Primary Source Excerpt
Neutral Support

“Militia Bill Address”

To the Senate and House of Representatives of the State of Ohio in General Assembly

The address from that part of the society of friends...is to request you to take into consideration not only the severe sufferings but the entire ruin which is impending to so many families by the operation of the Militia Laws-

As our principles respecting War have been so long known to the world, & our conformity to them has been so uniform, & the sincerity of Our belief has been so repeatedly tested by Suffering both in Great Britain and America, therefore apprehend it may not be necessary at this time to say much respecting our principles, or to show that our adherence to them arises, not from contempt of legal authority, but from a conviction that war is inconsistent with the Gospel Dispensation.

...we are subject to fine exceeding the whole property of many industrious families & as property taken to satisfy such demands is often sold for less than one half its value to the original owner, a great number of families may thus be stripped of all they possess. But be that consequences what they may, for conscience sake we cannot, we dare not, comply---Being persuaded that the spirit of the Gospel breaths peace on earth, & good will to men & that to unite in war like measures, either offensive or defensive, would be repugnant to the peaceful reign of the Messiah.

...we desire that the legislative Body of an enlightened Republic will grant such relief as may appear to them in wisdom just and right.

Copy of an address from
Friends of Salem
Quarterly Meeting
To the Legislature of the State of Ohio
1813
represented to the same
by two of a Committee- at Chillicothe.

APPENDIX K

Primary Source Excerpt

Neutral Support

“Quaker Committee on Indian Affairs Report”

A List of property belonging to the Delaware Indians and left at Green Town and other places in September 1812 which was destroyed and never returned again Vitz.

To standing Corn on the Indian Lands 50 Acres averaging 30 bushels pr Acre 1500 bushels @ 75/ -----
-----1127

30 bush Wheat(burnt by the Troops @\$1 -----30-

22 Houses burnt by Carl Bays Troops etc @\$40}-----880

with many Bark Houses & Huts etc-----

5 Head of Horses & 1 of Cattle-----185

9 Head of young Cattle @ \$7-----63

1 Large Steer \$15-----15

11 head of other Cattle----- 55

100 head of good Hogs @\$6-----600

2 Ploughs 2 Chains & 2 setts of Geers-----40

13 Iron Kettles @\$2..50-----32.50

2 Large Brass Kettles 10 Gal each @ \$7-----21

1 Large 10 Kettle & 1..14 Gal pot & 1 stew Kettle----- 9

2 Kettles@\$1..2\$,6 steel traps@\$3 is\$18 7 Cornhoes@\$150.10.50 -----30.50

1.. 3 Gal Brass Kettle-\$3..1 Iron Pot \$1..4Axes @\$3.\$12 -----19

1 Bush Sugar \$15. 2 Setts double trees 1 Churn.1 tin pan.4 large W bowls27.50

APPENDIX K
Primary Source Excerpt
Neutral Support

“Quaker Committee on Indian Affairs Report” Continued

Additional list furnished by the Indians at Jerome Town, all of the

Delaware Tribe belonging to Green & Jerome Town

5 Weeding hoes @\$1.50..\$7.50 1 peck for Grindstone 75/ 2 Mattocks @\$2.\$4- 12.25

3 Augers \$2.50 2 Chisels @50/.\$1 5 Cevises & twisted Links \$7.50- 11-

5 falling Axes @\$2.50.\$12.50 1 large chain 4..5 setts hors geeses \$37.50 50-

2 Setts double trees & Blind Bridles-----6.50

2 bar shear plough Irons & broad Ax \$11..4 Sows & pigs \$20-----35

Received the above acct for Collection to take to the City of 3235.25

Washington June 21st 1815- Signed Samuel Krazer-----

Kendal Stark Co Ohio 10 mo 21 th 1816 to the Committee on the Indian concerns For the yearly Meetg
of Ohio

Dear Friends

We your sub Committee have visited the Indians of Jerome & Green Town found only one family at the former place... they appeared to be in a suffering condition...at the latter place there are two families and several young Men, who have a pretty good crop of Corn, some Horses plough Geers and a few tools to work with, and are endeavouring to make more comfortable Buildings, and do not appear likely to suffer...

...it appears that they had applied to government for compensation

APPENDIX L
Primary Source Excerpt
Military Support

“William Johnson Letter” [spelling corrected for clarity]

The following is an excerpt from a letter written by William Johnson to his wife, Mary in Delaware County, Ohio regarding his service during the War of 1812.

“April 12, 1813...I do expect that we will continue our march tomorrow the 13th. General Harrison is now at the rapids of the Maumee and does expect to be attacked every day. We have orders to march on till we reinforce him. I do think that we will be attacked before we reach Fort Harrison but if they don't more than double us in number, I think we can stand (up to) them for we have the flower of the State and they appear to be the most resolute men that I (have) ever seen in my life. I will inform you that I mean to persevere in this line until the expiration of six months and then I hope if I live... be more settled in mind more than what have been for I must acknowledge that I am a roving blade and in roving take great delight and wish that rambling was banished out of my sight. One thing, I still think that I am rendering my service in a good cause. I am defending this glorious country and free independent liberty that our forefathers gained by the spilling of their precious blood which was more precious than ours. I think because they were not as numerous as we are and the enemy it appears was more numerous than ours is at this time.”

Original text:

April 12th 1813...

I do expect that we will continue
our march tomorrow 13th General Harrison is now at the Rapids
of the Maumee and does expect to be attacked every day and we
have orders to march on till we reinforce him
I do think that we will be attacked before we reach Fort Harrison
but if they don't more than double us in number I think we can stand
them for we have the flower of the State and they appear to be the
most resolute men that I ever seen in my life. I will inform you that I mean to persevere in this line
till the expiration of
six months and then I hope if I live... be
more settled in mind more than what I have been for I must acknowledge that
I am a roving blade and in roving take great delight and wish that
rambling was banished out of my sight one thing I still think that
I am rendering my service in a good cause I am defending that glorious
Country and free independent liberty that our forefathers gained by the
spilling of their precious Blood which was more precious than
ours I think because they were not as numerous as we are and
and the enemy it appears was more numerous than
ours is at this time

APPENDIX M
Primary Source Excerpt
Military Support

“David Trimble Letter” [spelling and spacing altered for clarity]

Capt Harrison

Sir,

I have sent you perhaps two letters, besides some to my other acquaintances in town__ which you have seen__ I wish to promise that I have not heretofore, nor do I intend at any time to write one word which is to go the press__ Those who scribble for the press may do so, I write for my friends, and have no higher ambition,__ Besides I don't set myself up as the standard of military criticism and therefore don't wish any of my remarks upon the time past present _____ or to come, to see daylight thro' the medium of a Newspaper...

Several lesser Errors were Committed but these were unpardonable in a Genl__ 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.

If about 1,200 effective men defended this place against 3,000 How Long might Hull have defended a stronger place "Detroit" against 2,000_____ 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 embarrassed, 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,--- --- Instead 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__" If this ["fellow" crossed out, "Chief" inserted] could muster men enough, he would be our Hannibal ["if he" crossed] As to our own loss it is less than was at first supposed; and it is my opinion that we should have lost as many as we did in any event.

So much for matters of General & public concern, among which I had almost forgotten to say that your brother Clerk Mr T Allen Q.M. to Col Bozwell's regiment, killed an Indian as sure as the Holy Gospels__ Col Boswell discloses that he saw the Indian fall, and he stood by when Allen shot.__ By the way__ T Allen is as fine, and as brave a man as ever went on a Campaign__ And you may rely upon it that Col Bozwell is a Brave man, and highly meritorious as an officer.__ He was ["with the killed" crossed out] among the first to aid in forming that part of his command which went out to battle, and during the whole engagement he was as much, if not more exposed than any other man under his command.

APPENDIX M
Primary Source Excerpt
Military Support

“David Trimble Letter”

Original Text:

Capt Harrison

Sir,

I have sent you perhaps two letters,
besides some to my other acquaintances in town____
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not heretofore, nor do I intend at any time to write one
word which is to go the press____ Those who scribble
for the press may do so, I write for my friends, and
have no higher ambition,____ Besides I don't set myself
up as the standard of military criticism and therefore
don't wish any of my remarks upon the time past present
_____ or to come, to see daylight thro' the medium of a
Newspaper...

...Several lesser

Errors were Committed but these were unpardonable in a Genl____
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.

...If about

1,200 effective men defended this place against 3,000
How Long might Hull have defended a stronger
place "Detroit" against 2,000_____ ...

Whatever the British may say about the battle of the 5th
and the seige 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

APPENDIX M
Primary Source Excerpt
Military Support

“David Trimble Letter” Continued

Original Text:

been for my Warriors, you would have been driven home___ " If this ["fellow" crossed out, "Chief" inserted] could muster men enough, he would be our Hannibal ["if he" crossed]
As to our own loss it is less than was at first supposed; and it is my opinion that we should have lost as many as we did in any event. . . .

So much for matters of General & publick concern, among which I had almost forgotten to say that your brother Clerk Mr T Allen Q.M. to Col Bozwell's regiment, killed an Indian as sure as the Holy Gospels___ Col Boswell discloses that he saw the Indian fall, and he stood by when Allen shot. ___ By the way___ T Allen is as fine, and as brave a man as ever went on a Campaign___ And you may rely upon it that Col Bozwell is a Brave man, and highly meritorious as an officer. ___ He was ["with the killed" crossed out] among the first to aid in forming that part of his command which went out to battle, and during the whole engagement he was as much, if not more exposed than any other man under his command.

APPENDIX N
Primary Source Excerpt
Military Support

“Daniel Cushing Letter” [spelling and spacing altered for clarity]

The following is an excerpt from a letter written by Daniel Cushing at Fort Meigs to his family describing the fort and British and Indian attack on it during the War of 1812. He built and commanded the “Grand Battery” at Fort Meigs, consisting of four eighteen-pound guns.

Camp Meigs foot of the Miama Rapids
June 8 1813

Dear Brothers and Sisters,

With pleasure I write you from this camp in the wilderness. General Harrison arrived on the ground the 3rd of February last. I was left back in the rear with the Cannon... This camp is 120 miles in the wilderness from any settlements that belong to the United States.

The first thing after we arrived was to put ourselves in a position of defense.

...On the 25th of April we had about 1200 effective men in this garrison... At that time we had about 300 men sick and well on this ground, but a small reinforcement came to our relief. On the 27th, the Indians and British began to show themselves on the opposite side of the river... We discovered them about 2 ½ miles below appearing to be about 2000... and 4 or 5 vessels lay in the river with some men on board... We began to put ourselves in a still better state of defense and with a full determination never to surrender to the British and Indians. It was proposed to throw up a Travis through our camp of about 10 feet high... This body of earth was up in 3 days... in order to ___ the fire of the Indians on this side.

On the 28th our camp was surrounded with Indians and British who kept firing at our pickets with their musketry. On the morning of the 28th we discovered the enemies batteries on the other side of the river... We opened upon them with our 18 pounders from three of our batteries and kept them in play all day. But in the night they were very busy and on the first of May they had gotten there [their] batteries completed and their guns all mounted and ready to give us battle. They bombarded us for five days with shot and shells but all at no purpose. They could not drive us out. They tried in the 5 days with shot and shells. They killed within the fort 12 men and wounded about 20, 5 of which have since died.

On the 5th, General ___ arrived with about 1200 men from Kentucky. The Kentuckians rallied and made a charge on them, and with the help of a party that was sent out from the fort to their assistance drove them back with the help of about 25 men. They drove them from the battery and killed a large number of Indians and British.

APPENDIX N
Primary Source Excerpt
Military Support

“Daniel Cushing Letter” Continued

But as is the case too often with the Militia, they did not attend strictly to their orders. Instead of returning back as ordered they flushed a few Indians into the woods which brought them between the fires of the Indians in front and the British in the rear. Of course they had to surrender force. Out of 800 about 150 arrived safe to our camp. The rest were killed or taken prisoners.

I am 200 miles from my family. I have not seen them since the 10th of October. I read a letter from Mrs. Cushing last week, they were all well, I read a letter from Mr. Noal who informs me that they were all well and wrote me that my poor old Mother was yet alive but gone blind. Write me as soon as you get this, I want to hear from you all very much. I want to know who is alive and who is not.

With respect I am your Loving Brother,
Danl Cushing

APPENDIX N

Cushing Letter: Original Transcript Page 1 of 3

U P Y

WAR OF 1812 PERIOD

Camp Mies foot of the Miama Rappids--
June 8th 1813--

Dear Brother & Sisters

OH

With pleasure I wright you from this Camp in the wildernep, Genl Harrison arived on this ground the 3 of Febuary last, I was left back in the Rear, with the Cannon I had with me 18 pieces, and 150 men 33 Teams laden with ammunishon and public stores, I arived on the 6 of the above month Febuary--When the lines of this Camp was first drawn there was not a thicker forrest I never scene the Snow about one foot deep, This Camp is 120 miles in the wildernep that is from any Settlements that belongs to the United States--

the first thing after we arived hear was to put our Selves in a poston of defence, two Large and two Small battery was got under way, 8 Large black Horses two Large Horses for provision, these black horses are on Different angles of the Camp, at the same time we were Stockading our Camp, this Garrison Covers about 8 acers of ground, the work that has bin done here is beyond what any person would thought could be accomplished in the time it was. There is not a Stronger place of Defence in the States than this is at this time--it has bin well tried within a few weeks--on the 25 April we had but about 1200 effective men in this garrison, five Brigades of Militia were out and they had all gone home, 2 of the brigades came from Ohio, one from penceoveney, one from Virginia & one from Kentucky, The last left us about the 8 of Apl and at that time we had but about 300 men sick and well on this ground, but a Small Reinforcement soon come on to our relief, on the 27, the Indens and British begun to show them Selves on the opporsit side of the River on the 27, we discovered them about 2 1/2 miles below in hevey Colloms appearing to be about 2000 and several vessels in the River with covered with me, this began to make us Look about our Selves. A Capt Hamlington was detached with about men to goe down the River on this Side to discover if possible what there numbers were, he went down opporsit to them without being discovered by them, view them, marched back and reported that he judged there was about 1500 or 2000 and 4 or 5 vessels Laying in the River with Some men on board- on his Return we began to put our Selves in a Still better State of Defence, and with a full determination never to Serender to British and Indens, it was proposed in the first place to throw up a Travis threw our Camp of a bout 10 feet high, the breath was and all hands to work the length of our Camp is about 60 Rods, the base of the travis is 18 feet this bodey of earth was now up in 3 days which when you looked like a Long Ridge of mountains intercepted with Small hills for we have up short travises from the travis in different dircitions threw the Camp in order to the fire of the Indens on this Side,

APPENDIX N

Cushing Letter: Original Transcript Page 2 of 3

On the 28 our Camp was surrounded with Indians and British keep up a _____ fire at our pickets with there musketry, on the morning of the 28 we discovered the enemys butterys on the other side of the River, they had _____ them in the night, we opened upon them with our 18 pounders from three of our butterys, Keep them in play all Day, but in the night they were very busy, and on the first of May they had got there butterys complete and there guns all mounted redy to give us battle, they gave us Several Shots from there gun boats about 2 oclock in the morning but without effect the Shot did not Reach our Fort at 8 oclock they histed the _____ flag and Saluted us with a 24 pounder very quick, they bombarded us five days with shot and Shells hot and cold but all to no purpose they could not drive us out they tried in the 5 Days _____ Shot and Shells they killed in the fort in that time 12 men and wounded about 20 Some five of the wounded since died,--

On the fifth Genl _____ arrived with a bout 1200 men from Kentucky Came by the way of Fort Defiance and by water, he landed on the other side 800 men under the Command of _____ with order from Genl Harrison to march Down to the enemys buttery and dismount there guns and immediately Retreat back to there boats under the Cover of our buttery the boats were 1 1/2 miles above the ballance of the troops floted down the River til within about 300 yards of our fort, and Landed, the Indians made a Sally on them from the woods that is they came to the wye of the woods and _____ a hevey fire on them, the Kentuckyns killed made a Charge on them, and with the help of a party that was Sent out from the fort to there assistance drove them back with the help of a bout 25 men a nether Sally was made from the wright wing of our Camp by land by Genl Miller and Maj Todd upon _____ that had a brestwork with three pieces of Cannon which they had just got in motion the day before, they Drove them from there buttery _____ killed a large number of Indians and British, the Sentry over the River under the Command of Genl _____ marched down to there buttery _____

But as is the Case too oftin with the Militia they did not attend Strictly to there _____ instated of Returning back as ordered they flushed a few Indians in to the woods _____

which brought them between the fires of the Indians in front the British in the Rear and on there wright flank and of Corse they had to Srender to a Superiour force out of 800 about 160 arrived safe to our Camp all the rest were killed or taken prisoners, however they got so much _____ that they were glad to _____ the Seige they even fired a gun after the _____ but made every effort to git a way they left us on the _____ we gave them a few _____ of shot _____

APPENDIX N

Cushing Letter: Original Transcript Page 3 of 3

an _____ arrived here yesterday from Genl _____ with intelligence that the Americans had taken fort George and that Col _____ had took 1500 hundred men across the Lake to _____ and was defeated by Genl Brown with the _____ of 300 killed--I am 200 Miles from my family I have not seen them since the 10 of October, I recd a letter from Mrs. Cushing last week, they were all well, I recd a letter from Mr Neal informs me that they were all well and wrote me that my poor old Mother was yet a live but gon bline wright me as soon as you get this, I want to hear from you all very much I want to know whoe is a live and who is not I shall take a good deal of pains to wright to them all as soon as I recve a letter from you

(Written across front of letter)

Direct your Letters to me, Capt of Artillery in the U. S. Army with Genl Harrison. Give my Love to Mother if a Live and all friends Should wright more but the pen is too small

With Respects I am your Loving brother

Dani Cushing

APPENDIX O
Vocabulary Day 2
Indians/Neutral/Military

Word	Meaning
treachery	Disloyalty; unreliability
Quaker	A religious group called the Society of Friends
amiable	Friendly and pleasant
conscientious	Honest, scrupulous, careful
scruples	A principle which governs one's actions
dispensation	An exemption from a rule, penalty or law
requisitions	A demand or request
mattock	A tool having a blade on one side and a pick on the other
endeavoring	To attempt to attain or do something
compensation	To make up for; to pay
meritorious	Deserving honor, praise or reward
campaign	An organized operation designed to bring about a particular political, social, or commercial gain
regiment	A military unit of ground troops which is composed of several battalions
garrison	A military force that is permanently placed in a fort or town; a military post.

APPENDIX P
Attack on Fort Meigs Image



Image Courtesy of the Ohio Historical Society

APPENDIX Q
Exit Slip Day 2 Three Different Viewpoints

Name: _____

The Treaty of Greenville
and
The War of 1812

Write Your Response in complete sentences.

1. Does your group support the War of 1812? How do your documents provide evidence for this?

2. What does your group hope to gain? Support your answer with details from the selection?

APPENDIX R

Letter to the Editor Rubric

Assessment Rubric

Criteria	4	3	2	1
Opening Statement Topic Sentence 20 %	Strongly and clearly states a personal opinion. Clearly identifies the issue. $0.20 \times 4 = 0.8$ point	Adequate choice of words that are clear and descriptive. Demonstrates persuasive tone in parts of the letter. $0.10 \times 3 = 0.3$ point	Personal opinion is not clearly stated. Little or no references to the issue. $0.20 \times 2 = 0.4$ point	Personal opinion is not easily understood. Has no reference to the issue. $0.20 \times 1 = 0.2$ point
Supporting Details Support 30 %	Clearly states a personal opinion. Some/few references to the issue. $0.20 \times 3 = 0.6$ point	Summarizes personal opinion in a strong concluding statement. $0.20 \times 4 = 0.8$ point	Provides at least 1 detail, reason and/ or example in support of the opinion. $0.30 \times 2 = 0.6$ point	Provides little or no support of the opinion. $0.30 \times 1 = 0.3$ point
Word Choice Tone 10%	Three or more excellent points are made with good support for the opinion. Provides evidence from the primary source documents. $0.30 \times 4 = 1.2$ point	Summarizes personal opinion in a concluding statement. $0.20 \times 3 = 0.6$ point	Chooses some words that are clear and descriptive. Lacks consistent persuasive tone. $0.10 \times 2 = 0.2$ point	Language and tone of letter is unclear and lacks description. $0.10 \times 1 = 0.1$ point
Conclusion 20%	Provides two points with details of support for the opinion from the primary source documents. $0.30 \times 3 = 0.9$ point	Sentences and paragraphs are complete, well written, and varied. $0.10 \times 4 = 0.4$ point	Concluding statement is a weak summary of personal opinion. $0.20 \times 2 = 0.4$ point	Concluding statement makes no reference to personal opinion. $0.20 \times 1 = 0.2$ point
Organization Format 10%	Chooses words that are clear, descriptive, and accurate. Maintains consistent persuasive tone throughout letter. $0.10 \times 4 = 0.4$ point	Sentence and paragraph structure is generally correct. $0.10 \times 3 = 0.3$ point	Sentence and paragraph structure is inconsistent. $0.10 \times 2 = 0.2$ point	Little or no evidence of sentence or paragraph structure. $0.10 \times 1 = 0.1$ point
Writing Conventions (Mechanics/ Grammar) 10%	Contains few, if any punctuation, spelling or grammatical errors. $0.10 \times 4 = 0.4$ point	Contains several errors in punctuation, spelling, or grammar that do not interfere with meaning. $0.10 \times 3 = 0.3$ Point	Contains several errors in punctuation, spelling, or grammar that interfere with meaning. $0.10 \times 2 = 0.2$ Point	Contains many punctuation, spelling, and/or grammatical errors that make the piece illegible. $0.10 \times 1 = 0.1$ point