



HISTORIC FORT WAYNE

Fort Patrol ✦ Curriculum Guide



Dear Conference Participant,

Thank you for your interest in museum education resources. This sample curriculum guide is representative of the content you can expect from AMRD. Since it was produced for this workshop, it doesn't represent our high production values. Both high production values and high content values are signatures of our work. The curriculum guides we provide to our clients are printed on quality paper and inserted in custom presentation folders with die-cuts for CD-ROMS, DVDS, and business cards. We take great pride in producing products that forward the goals of your organization.

We're happy to talk with you about meeting your needs.

Yours truly,
Henry Amick

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To the Teacher,

For over 100 years, Detroit's Historic Fort Wayne served as a portal to America's wars. The staff of the Detroit Building and Recreation Departments, with the generous support of the Friends of Fort Wayne, takes great pride in telling that story – **The Soldier's Experience**. You'll find this personal, compelling story featured in Fort Wayne's main tour, ***Fort Patrol***.

Fort Patrol provides a stimulating overview of the history of Fort Wayne, and the role it played as **induction center** and **training ground** for soldiers, from the 1840's to the 1960's.

In their role as ancillary support to regional educational institutions, the consultants at Amick Museum Resource Development prepared this guide for us, which, like all of their materials designed for Michigan audiences, correlates closely with the Michigan Educational Assessment Program (MEAP). During Amick's involvement in museum curriculum production, MEAP scores have risen in the social studies.

We highly recommend completing the pre-visit activities before visiting the Fort. It will enhance your students' learning experience. To maximize the learning potential, each tour guide receives training to align Detroit's history to the MEAP objectives. This is discussed at more length in the teacher's section titled "About Your Visit."

Our curriculum guide has been prepared by Henry Amick and his associates. Amick is a state-certified history teacher who has worked in various areas of education and museum science since the 1980's. It's his hope that this guide will encourage the involvement of teachers to convey the importance of our local history, regionally and nationally. Our hope for the Fort Patrol Pre-Visit Packet is that it will serve as a mutually beneficial bridge between the museum and the classroom, bringing Detroit's history alive in the lives of students. Crossing this bridge, you and your students can explore the life of the soldier in Detroit from the Civil War to Vietnam.

On a personal note, as a U.S. Army veteran, I appreciate the story of the soldier's experience and covet our tour guides' opportunity to share that story with you.

Sincerely,
Jim Conway
Historic Fort Wayne

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HISTORIC FORT WAYNE

Fort Patrol ✦ Curriculum Guide



Contents

CHAPTER	PAGE
1 Goal & Objective	6
Print and post our Bulletin Board Illustration, to build anticipation for the museum visit.	
Go on-line to www.historicfortwayne.org	
2 Introduction to Pre-Visit Classroom Activities.....	7
2A The Word Game	
Teacher's Directions.....	8
Copy for Students.....	9
2B Singing American Wars	
Teacher's Directions.....	11
Copy for Students.....	12
2C Who Is Uncle Sam?	
Teacher's Directions.....	17
Copy for Students.....	18
2D The Soldier's Experience Story – Remembering Fort Wayne	
Teacher's Directions.....	20
Copy for Students.....	21
For primary sources Go on-line to www.historicfortwayne.org	
3 Introduction to Post-Visit Lesson Plans.....	23
3A Mapping History	
Teacher's Directions.....	24
Copy for Students.....	25
3B What Do You Think?	
Teacher's Directions.....	28
Copy for Students.....	29
4 Teacher's Evaluation of Curriculum Guide.....	30

NOTE: Options in blue are designed for students with a heightened interest, seeking more challenging activities.

HISTORIC FORT WAYNE

Fort Patrol ✦ Curriculum Guide



1

Goal & Objectives

To help insure that a visit to Historic Fort Wayne is both enjoyable and memorable, it is important that the teacher and students understand the educational elements of the visit. This can best be done by establishing a specific learning *goal* and learning *objectives* that support that goal.

For the purpose of this Pre-Visit Packet, the Fort defines *goal* as: *the thing the students will be able to do after the visit that they were not able to do before the visit*. It is a statement of the overall end result of the visit. The *objectives* are specific experiences that *enable* the students to accomplish the goal.

As part of our commitment to supporting the role of the classroom teacher, AMRD goals and objectives are direct translations of the Standards and Benchmarks of the Michigan Educational Assessment Program or **MEAP**.



The Goal of the Fort Patrol Tour

After their visit to Historic Fort Wayne, the students will be able to discuss the significant geographic, economic, social, and cultural development of the City of Detroit.

The Objectives that support the Goal

Objective 1 After their visit to Historic Fort Wayne, the students will be able to place events in chronological order. (MEAP Soc.I.1)

Objective 2 After their visit to Historic Fort Wayne, the students will have a sense of conflicting views of history. (MEAP Soc.I.3)

Objective 3 After their visit to Historic Fort Wayne, the students will be able to articulate one or more American involvement in world affairs. (MEAP Soc.III.5)

Having these objectives in mind will make your students' learning more productive – and your own experience that much more enjoyable!

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2

Introduction to Pre-Visit Classroom Activities

Prior to their visit to the Fort, the pre-visit activities provide familiarity with the terms, concepts, and methods of discovery students will use.

Choose one of four pre-visit activities.

- | | | |
|----------|------------------------------|--|
| A | The Word Game | a fun way to learn vocabulary |
| B | Singing American Wars | learn Civil War History, while singing the Battle Hymn of the Republic |
| C | Who is Uncle Sam? | interpret the diversity of history while making a poster |
| D | Investigating Sources | find and understand secondary and primary sources |

NOTE: Options in blue are designed for students with a heightened interest, seeking more challenging activities.

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2A

Pre-visit Classroom Activity *The Word Game* **Teacher's Directions**

1. Begin by dividing students into groups of three or four.
2. Provide each group with three words or terms chosen at random from the Vocabulary List.
3. Before distributing the Vocabulary List, each group works to define the three words or terms without using a dictionary. The groups should also provide an example of how each word or terms is used.
4. Distribute copies of the Vocabulary List.
5. Discuss the students' definitions and those on the vocabulary list.

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The Word Game

Familiarity with at least the terms in this vocabulary list is necessary to understand the significance of the exhibits seen on the *Fort Patrol* tour at the Detroit Historical Fort.

Arsenal

A governmental establishment for the development, manufacturing, testing, storing, or repairing of arms, ammunition, and other war material.

Arsenal of Democracy

A nickname, from President Franklin D. Roosevelt (FDR) for Detroit and Fort Wayne during World War Two.

Assembly Line

An assembly line is a manufacturing process in which interchangeable parts are added to a product in a sequential manner to create an end product. A modern assembly line moves the product past a series of workstations where a single process is performed.

Civil War

A civil war is a war dividing a nation. The United States Civil War lasted from 1861 to 1865. The Union or northern states of the United States fought the Confederacy or southern states to stop them from becoming an independent country. The major issue that caused the Civil War was whether federal law (favored by the Union) or states' rights (favored by the Confederacy) had precedence. The issue of the legality of slavery, the economic backbone of the southern economy, was a central point of disagreement.

Commissioned Officer

A military officer who has been granted certain authority by the government, i.e., given a commission. All officers above the rank of second lieutenant in the Army, Marines, and Air Force are commissioned officers.

Draft

A form of compulsory military service. Also called conscription. During World War II, and many other wars, the United States government supplied the need for soldiers by drafting young men. In most cases, the men, who had previously registered, were sent a notice in the mail ordering them to report to places like Fort Wayne to begin their service. The draft only applied to men, not women.

Enlistee

Any person who becomes a soldier by his or her own choice, but not those who set out to be an officer via an officer training programs.

Fort

An enclosure built to protect the people and buildings inside it. Early forts in the Great Lakes region were built of logs placed on end into the ground to form a high wall. These forts were also called stockades. The original Fort Pontchartrain at Detroit was a stockade.

Frontier

A frontier is territory that lies along the edge of the settled part of a country. When the United States became a nation, most of the land west of the Allegheny Mountains was the frontier.

Great Lakes Region

The Great Lakes region encompasses the lands touching the five Great Lakes: Erie, Huron, Michigan, Ontario, and Superior. This region includes all of Michigan and parts of Illinois, Indiana, Minnesota, New York, Ohio, Pennsylvania, Wisconsin and Ontario.

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Infantry

An Army unit consisting of soldiers who fight on foot.

Induction

The formal process of becoming part of the military. It includes an examination of the person's health, physical attributes, and mental health. Individuals who were drafted into the military were assigned to one of the branches of the military, and induction involved assigning a soldier to one of the branches.

Industry

A corporation that produces something that it intends to sell. The term also means all the companies in a particular kind of commercial enterprise. *"Ford, General Motors, and DaimlerChrysler are among the biggest companies in the auto industry."*

Natural Resources

Natural resources are those things that occur naturally and can be used to make or build items for people. The most important natural resources found in Michigan were stone, water, and timber.

NCO (Non-Commissioned Officer)

Anyone in the military who has authority to command but has not risen to the rank of a commissioned officer. Usually refers to sergeants of various levels.

New Deal

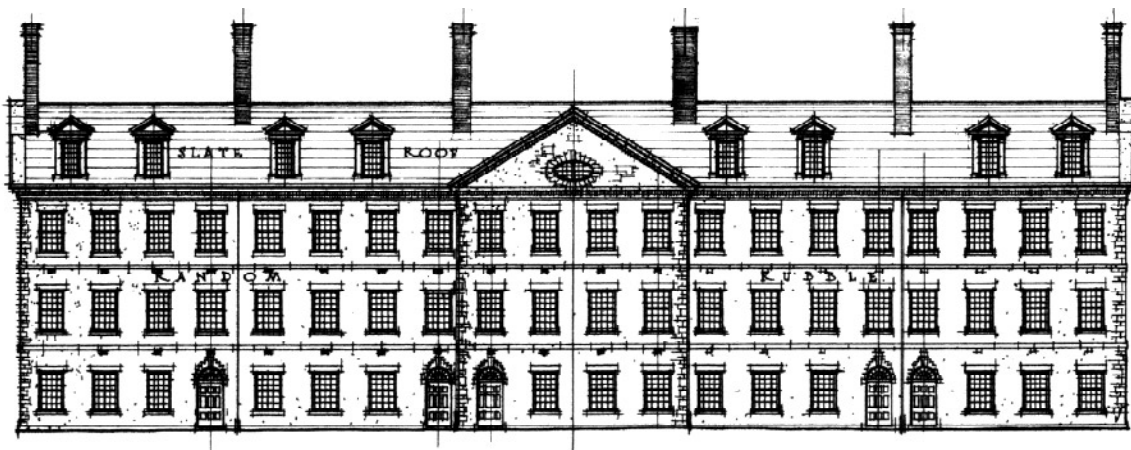
The economic policy of President Franklin Roosevelt (FDR) during the 1930's and 40's. The New Deal offered opportunities for recovery during a very large economical downturn called the Great Depression. The New Deal included a program called the Works Progress Administration. The WPA carried out construction work across the United States. Some of their work survives at Historic Fort Wayne.

Product

A product is anything resulting from a manufacturing process. This can include food, clothing, building materials, and automobiles. *"The Sport Utility Vehicle is a product of the auto industry."*

Raw Materials

The basic materials that are needed to build or produce something useful. Raw materials occur naturally but usually must be found, gathered, and reworked in order to be useful. The most important raw materials found in Michigan are iron ore and copper.



1851 Barracks at Fort Wayne

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2B

Pre-visit Classroom Activity *Singing American Wars* Teacher's Directions



1. Distribute copies of *The Battle Hymn of the Republic*.
2. Students read through the song silently and look up words they may not know or whose context they may not understand.
3. The class reads through the song aloud and the teacher asks students to define new words.

Using the *Fort Patrol CD*, the class sings the song together, and repeats at the same time each day until the day of the class trip to Historic Fort Wayne.

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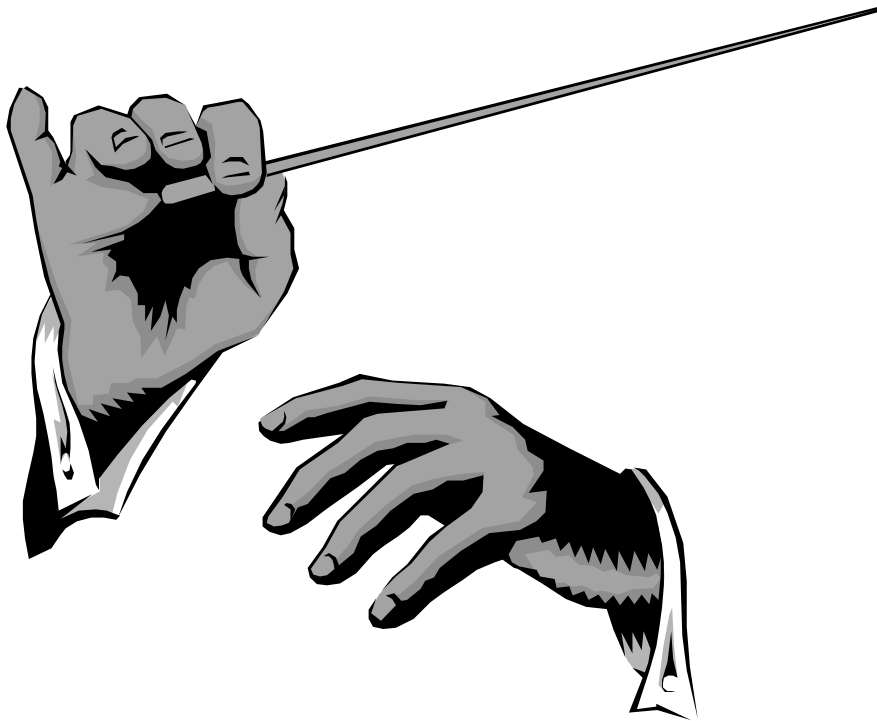
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The Battle Hymn of the Republic

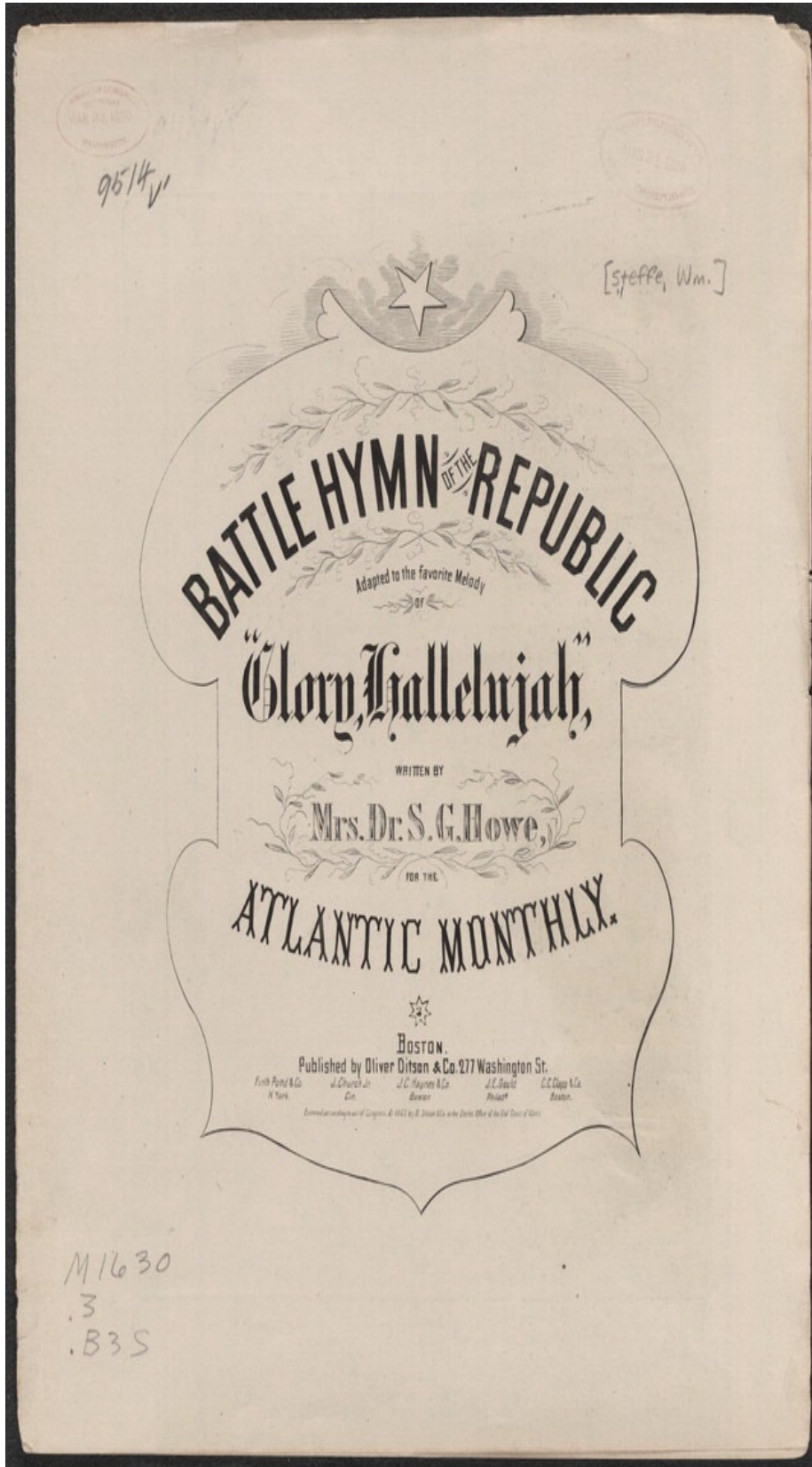
The tune was originally a camp-meeting hymn “Oh brothers, will you meet us on Canaan’s happy shore?” It evolved into *John Brown’s Body*. Then, in 1861, Julia Ward Howe, wife of a government official, wrote a poem for *Atlantic Monthly* for five dollars. The magazine called it *Battle Hymn of the Republic*. The music was arranged by William Steffe.

The sheet music below is courtesy the Library of Congress, Music Division.



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3

BATTLE HYMN OF THE REPUBLIC.

Mine eyes have seen the glo-ry of the coming of the Lord; He is

trampling out the vintage where the grapes of wrath are stored; He hath loosed the fateful lightning of His

ter - ri - ble swift sword: His truth is march - ing on.

Copyright 1862 by O. Ditson & Co. Copyright 1860 by John C. Hayes. 21454

The image shows a page of sheet music for the hymn "Battle Hymn of the Republic." The page is numbered "3" in the top right corner. The title "BATTLE HYMN OF THE REPUBLIC." is centered at the top. The music is written in a key signature of one flat (B-flat) and common time (C). It consists of a vocal line and a piano accompaniment. The lyrics are: "Mine eyes have seen the glo-ry of the coming of the Lord; He is trampling out the vintage where the grapes of wrath are stored; He hath loosed the fateful lightning of His ter - ri - ble swift sword: His truth is march - ing on." At the bottom of the page, there are two copyright notices: "Copyright 1862 by O. Ditson & Co." and "Copyright 1860 by John C. Hayes." followed by the number "21454".

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CHORUS.

Glo - ry! Glo - ry! Hal - le - lu - jah! Glo - ry! Glo - ry! Glo - ry! Hal - le - lu - jah!

Glo - ry! Glo - ry! Hal - le - lu - jah! Glo - ry! Glo - ry! Glo - ry! Hal - le - lu - jah!

Glo - ry! Glo - ry! Hal - le - lu - jah! Glo - ry! Glo - ry! Glo - ry! Hal - le - lu - jah!

Glo - ry! Glo - ry! Hal - le - lu - jah! His truth is marching on.

Glo - ry! Glo - ry! Hal - le - lu - jah! His truth is marching on.

Glo - ry! Glo - ry! Hal - le - lu - jah! His truth is marching on.

21454

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5

2. I have seen Him in the watchfires of a hundred circling camps, They have
 3. I have read a fiery gospel writ in burnished rows of steel: "As ye
 4. He has sounded forth the trumpet that shall never call retreat; He is
 5. In the beauty of the lilies Christ was born across the sea, With a

built Him an altar in the evening dews and damps; I can read His righteous sentence by the
 deal with my contemners, so with you my grace shall deal; Let the He-roborn of wo-man crush the
 sift-ing out the hearts of men be-fore His judgment seat: Oh, be swift, my soul, to answer Him! be
 glo-ry in his bo-son that trans-figures you and me: As he died to make men ho-ly, let us

Chorus.

dim and flaring lamps: His day is march-ing on.
 ser-pent with his heel, Since God is march-ing on.
 ju-bi-lant, my feet! Our God is march-ing on.
 die to make men free, While God is march-ing on.

Chorus.

21454

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2C

Pre-Visit Classroom Activity ***Who's Uncle Sam*** **Teacher's Directions**

1. Print the Uncle Sam Activity page found on the *Fort Patrol CD-ROM*. (You may wish to enlarge the printout on a photocopier, increasing its size to 11x17.)
2. Distribute one copy to each student.
3. Students are invited to work in self-selected teams, reading the page about the origin of the Uncle Sam character, and discussing the ethnicity and socio-economic class of Uncle Sam. For example, does the group know anyone who is a soldier? Does Uncle Sam represent that person? Does Uncle Sam represent the students in this group or their fathers or grandfathers? Why was he characterized like this?
4. Individually, the student draws their representations of Uncle Sam on the back of the page, creating a poster.
5. Posters are hung in the classroom or a public area.

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Who is Uncle Sam?

Have you ever heard of Uncle Sam? When people say ‘Uncle Sam’ they mean the United States federal government.

Uncle Sam is a cartoon character for grown ups who represents the authority of America. He’s not the kind of cartoon character who has his own comic strip or TV show. He’s the kind that is a folk symbol. No one owns the character. He often appears in the political cartoons on the Editorial Page of the newspaper. You might also find him in a comic strip that deals with current events, like Doonsbury.

Uncle Sam means many things to many people, so, in the cartoons, he represents many ideas. Sometimes Uncle Sam plays the role of the tax collector. Sometimes he is the founder of the United States. Other times he represents freedom. Sometimes he represents the military. When he does, he says “Uncle Sam Wants you!”



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Why does he look like a grandfather? Are you more likely to listen to a grandfather, grandmother, or uncle than a parent?

What does he mean to you? Does he look like somebody's grandfather? Today? Or a grandfather from some other time? Does he look like your grandfather? If not, what would he look like if he represented you? Do you know any soldiers? Maybe an older brother or sister of a friend, neighbor, or relative? Does the drawing of Uncle Sam look something like them, only older? If not, what would Uncle Sam look like if he looked like the grandfather or grandmother of the soldier you know? (If you don't know a soldier, substitute one you saw in a magazine, newspaper, or a book.)

There are several legends about Uncle Sam and who he really was. The most likely starts in Troy, New York, during the War of 1812 with a man named Samuel Wilson (1766-1854). As a butcher and meat packer during the war, he would sell meat to the US Army in barrels stamped "U.S." The barrels marked "U.S." may have started the joke about "Uncle Sam" Wilson. Uncle Sam became a nickname for the United States government.

Uncle Sam, usually portrayed as an older gentleman with a goatee, and wearing a star spangled suit and top hat, has not changed much over the years. Not original to Sam Wilson, this look was inspired by political cartoonists of the time. In 1916 and 1917 the most famous of these images, James Flagg's "I WANT YOU" Army Recruiting Poster came to life during World War I.

Over the years, Uncle Sam has played many roles, helping the Federal Government with recruiting soldiers and sailors, keeping up spirits on the home front in posters and Warner Brothers Cartoons, and even as a super-hero joining DC Comics Freedom Fighters.

NOW IT'S YOUR TURN

DIRECTIONS

Make your own Uncle Sam or Aunt Samantha Poster

Use the other side of this page, or a large sheet of paper, to draw, dress, color, and design your own concept of 'Uncle Sam.' (Or, your teacher might ask you to make a three dimensional object.)

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2D

Pre-Visit Classroom Investigating Sources Teacher's Directions

for students with a heightened interest, seeking more challenging activities



1. Distribute copies of the primary sources (Tabloid cover page and Diary Entry from website www.historicfortwayne.org) and the secondary source entitled *Remembering Fort Wayne, an essay* (in this packet).
2. Students choose an article that illustrates the soldier's experience and read it.
3. Students find more information about the subject on-line or in a book.
4. Students write a paragraph comparing the two accounts.

EXTENDED LESSON

For a more extensive activity, involving more MEAP objectives, students investigate the truth of the situation. Students will pose a social science question, conduct research on the topic, and write a one-page report about the topic.

Students will investigate a related government agency or a social action non-profit organization. Students will then and write a paragraph about the objectives of the organization and whether or not the student feels this agency or organization is appropriately meeting those objectives.

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Remembering Fort Wayne

By Patrick Keating

Ed Vitez, a local Civil War re-enactor, has helped re-create the atmosphere of the Civil War at Historic Fort Wayne; but at one time, he actually passed through the gates of the fort as a rookie member of the U.S. military during the Vietnam War.

In late 1969, Vitez drew number 121 in the draft lottery, which determined whether a person was likely to be drafted. Since he got a low number, Vitez knew he would definitely be going into the military. Rather than be drafted, he enlisted in the Air Force.

In January 1970 Vitez went through the induction process at the induction center at Fort Wayne. The center, long since torn down, stood at the present site of the Fort's parking lot.

Vitez remembers standing in several lines with reams of mimeographed papers four to five inches thick. He also remembers being cold as inductees and enlistees had to strip down to their shorts for the various physical exams.

"What I remember most was a series of stations," Vitez said. "I remember they had steam heat radiators going on left and right, hissing and all the rest."

The induction began about 6 a.m., and by about 3 p.m., he was allowed to go home, having been declared physically fit for the Air Force.

The Air Force didn't actually need Vitez until April; but in order to keep him from being drafted into the Army, they put him in the Air Force reserves until then. Vitez, appropriately enough, called it a holding pattern.

In April, he returned to the induction center at Fort Wayne for another physical and with more paperwork.

Vitez recalled with amusement an incident that took place while he stood in line for a check-up. A group of draftees came in and started making comments about how Vitez and other Air Force enlistees would spend four years in the Air Force, while the draftees, in contrast, would only be in the Army between 18 months and two years.

"All of a sudden a tough Marine stands in front of this group of 20 guys, and told them to count off, one, two, three, Marine," Vitez said. "Each person who said 'Marine' was drafted into the Marine Corps."

Vitez said those draftees were stunned by that turn of events; and added that after witnessing that, the prospect of spending four years in the Air Force didn't seem so bad.

People weren't drafted into the Air Force back then.

"It was only branch of the service at that time you had to enlist in," Vitez said.

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After all the necessary examinations and paperwork had been concluded, Vitez and other Air Force recruits were put to work doing office work in the induction center until it was time for their bus to take them to Metro Airport.

They also received meal tickets to eat in the mess hall at Fort Wayne.

“I remember going to the mess hall and for the first time being served with those ‘Army’ plates, like TV dinner plates,” Vitez said.

From Metro Airport, Vitez flew to Lockland Air force Base in Texas to begin his stint as an airman in the Air Force. When his tour ended on May 5, 1974, he had attained the rank of staff sergeant.

Vitez’s induction in 1970 wasn’t his first trip to Fort Wayne, however. He visited as a Cub Scout in 1958, and remembers going through the casements, and being held up by a soldier so he could look through the rifle loops.

He also remembers that after the scouts walked around the grounds, they took a ride in a vehicle in which the back opened up and they all climbed inside.

He also wasn’t the only member of his family to go through induction at Fort Wayne. Two of his uncles went through Fort Wayne during World War II.

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3

Teacher's Introduction to Post-Visit Lessons

To reinforce and check learning, choose one of the following two post-visit lesson plans.

- A Mapping History** Guides students through the process of placing historical locations on a map of the Great Lakes
- B What Do You Think?** Poses serious questions to students. Can be used as a classroom discussion or an essay test.

NOTE: Options in blue are designed for students with a heightened interest, seeking more challenging activities.

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3A

Post-visit Classroom Lesson

Mapping History

Teacher Directions

GOAL

Students will be able to explain the settlement, conflicts, history, and overall importance of Detroit to the Great Lakes.

OBJECTIVES

At the end of this lesson, students will be able to:

1. articulate the importance of Historic Fort Wayne and Detroit's location for controlling the Great Lakes region.
2. articulate the history behind the defensive chain of forts on the Great Lakes, which was set in place in the 1840's.
3. identify the Importance of Fort Wayne in the supply chain for the US Army.
4. identify the overall geography and history of the region.

TEACHER PREPARATIONS

1. Copy and distribute the following 3 pages.
2. Divide students into pairs.
3. Ask students to follow the directions on the worksheet, writing the names of important places on the map. You may want them to use colors to identify the different features.
4. Discuss their work and display it in the classroom.

EVALUATION

After labeling the map, have the students examine it and discuss the importance of Detroit and Fort Wayne in controlling the Great Lakes.

Help your students see the importance of the location and the power of the Fort in controlling the Great Lakes?

By holding a powerful position on the Detroit River, in the middle of the Great Lakes, what goods and exchanges would be controlled in the 1840s? Today?

EXTENDING THE LESSON

Students will research the flow of natural resources and raw materials through Detroit and the Great Lakes. You might focus on one industry (such as automotive, electronics, or food), or one time period (the 1840s, the 1940s, or today).

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Strategic Fort Wayne

The Detroit River and the Great Lakes played an important trade role in the historical development of the Midwest. The Great Lakes are all one big, connected body of water. We often use the acronym H.O.M.E.S. to remember that the main parts of the Great Lakes are Lake Huron, Lake Ontario, Lake Michigan, Lake Erie, and Lake Superior. On the eastern end, at Lake Ontario, they are connected to the Atlantic Ocean by the St. Lawrence River. On the western end, at Lake Michigan, the Great Lakes connect to the Mississippi River via a canal. The Mississippi River opens to the Gulf of Mexico, which connects to the Atlantic, and (via another canal), the Pacific Ocean. Detroit is located at the center of the Great Lakes. The city prospered in this strategic location. In the 1700s, this meant controlling the fur trade and relations with the Native Americans who were still remained in occupation of most of the Great Lakes outside of the forts and a trading centers.



In the 1840's, Detroit's Fort Wayne became the center of the Army's presence in the Great Lakes. During the Civil War, the fort became an induction and training center for Michigan. Fort Wayne continued this role until World War II, when it served as the center of distribution in the Arsenal of Democracy.

NOW IT'S YOUR TURN

DIRECTIONS

1. Observe the map of the Great Lakes Watershed, noting that there are five parts to the Great Lakes – Huron, Ontario, Michigan, Erie, and Superior. Detroit is in the center of the five main bodies of water.
2. Identify the following on the map. You may need to look up some information in an encyclopedia or on-line.

Major Cities of 1840's

- Detroit
- Montreal

Major Waterways

- Huron
- Ontario
- Michigan
- Erie
- Superior
- Saint Lawrence River

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Lesser Waterways

- The Straights of Mackinaw
- The Straights of Detroit (you might know this by its common name The Detroit River)
- Lake Saint Clair
- Georgian Bay
- Huron River
- Saint Mary's River

1840's US Forts (with nearest town and present day state)

- Brady (Sault Ste. Marie, Michigan)
- Gratiot (Port Huron, Michigan)
- Howard (Green Bay, Wisconsin)
- Mackinaw (Mackinaw Island, Michigan)
- Meigs (Toledo, Ohio)
- Niagara (Niagara Falls, New York)
- Ontario (Oswego New York)
- Wayne (Detroit, Michigan)
- Wilkins (Copper Harbor, Michigan)

1840's British Forts (in What is Now the Independent Country of Canada)

- Erie (Fort Erie, Ontario)
- Henry (Kingston, Ontario)
- Malden (Amherstburg, Ontario)
- William (Thunder Bay, Ontario)

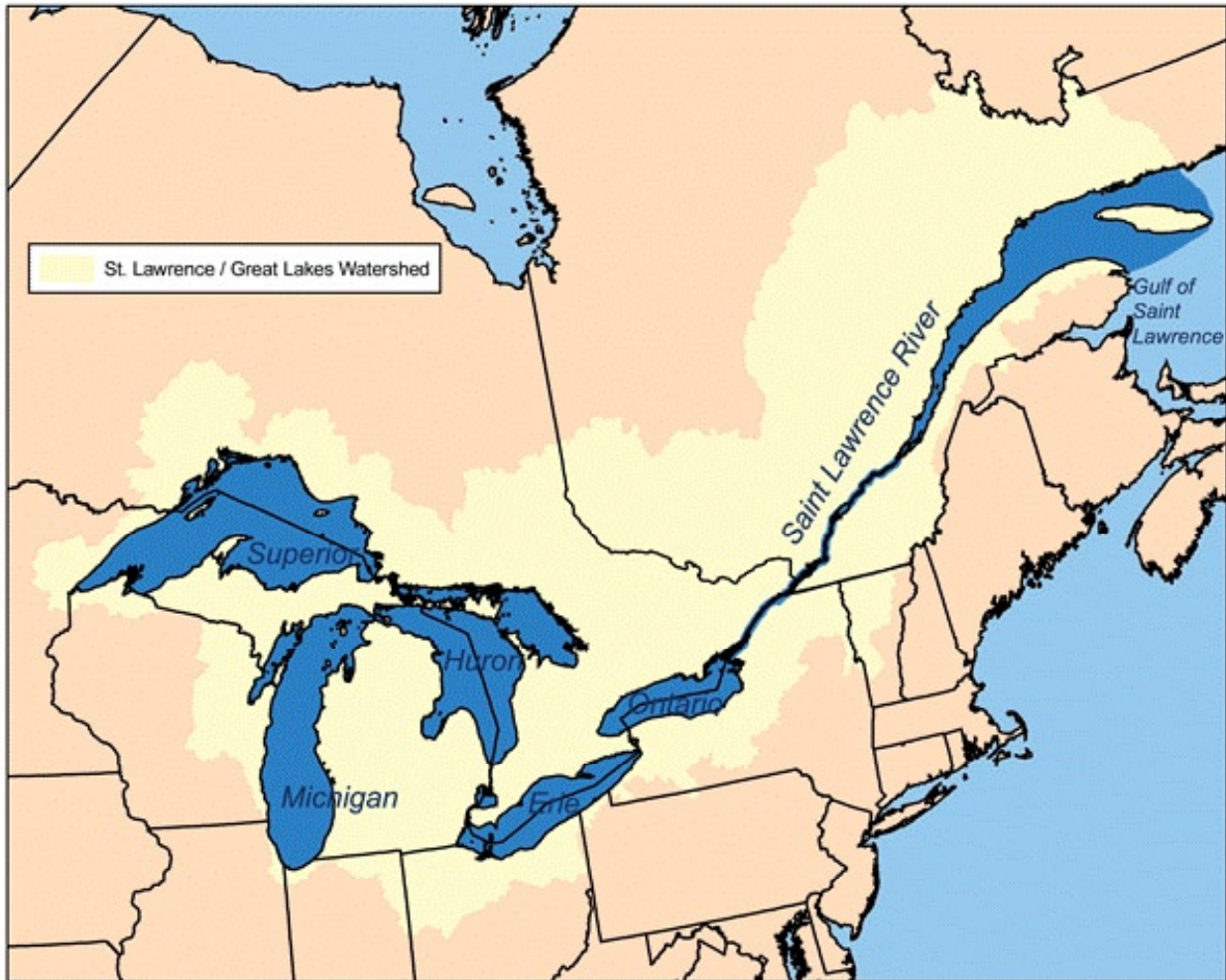
Michigan's State Capitol in 1840 (hint : it was not in Lansing yet)

- Detroit

British Territory (Remember, Canada was still owned by Britain in the 1840s)

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The Great Lakes Watershed

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3B

Post-visit Classroom Activity

What Do You Think?

Teacher's Directions

for students with a heightened interest, seeking more challenging activities

After visiting the Fort, it is important to review what we learned from our visit. This can be given as an essay test or facilitated through an open discussion in which the students express their views of certain aspects of the Fort using prior knowledge and the information they gained from their trip.

“What Do You Think?”

The discussion is intended to prompt the students' responses to questions that ask them for their opinions of why Detroit is like it is today. These questions will draw on their knowledge of history, geography, and the social structure of the city.

The discussion can be as far ranging as the students care to make it since the purpose is not to correct the students' perceptions or to provide “correct” information. The activity is designed to focus their attention and let them express ideas and opinions so they are thinking about Detroit and why it's the city it is. The teacher should refrain from answering the questions, since the teacher is trying to assess what the students learned.

GOAL

Students will be able to explain the role of this Michigan site in wars.

OBJECTIVES

At the end of this lesson, students will be able to:

1. Articulate the importance of Historic Fort Wayne and Detroit's location.
2. Articulate the impact of Fort Wayne as an inductment center.
3. Identify the importance of Fort Wayne in the supply chain for the US Army.
4. Identify important events in US military history.

TEACHER PREPARATIONS

1. Copy and distribute the following page.
2. Ask students to respond verbally or in writing.
3. Discuss their answers as a class or in small groups.

EVALUATION

After the students answer the questions, provide feedback that helps the students see the importance of Fort Wayne in supplying the army with weapons and soldiers, as well as Fort Wayne's impact on the individual life of the soldier, his family and friends.

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What Do You Think?

After visiting the Fort, it is important to review what we learned from our visit. Please answer the following using the information you learned on the tour of Fort Wayne. Your teacher may also ask you to use prior knowledge and information from classroom lessons.

Questions

1. Why do you think Fort Wayne is located on the Detroit River?
2. How do you think this helped even after the United States and Canada became friendly?
3. What do you think the social relationship was between the Commissioned and Non-Commissioned Officers? Between the enlisted men and the draftees?
4. What do you think the economic relationship was between the Fort and the Detroit? Between the military and Detroit's industrial corporations? Between war and jobs?
5. Why do you think there are conflicting accounts of war and military service?
6. How important do you think Detroit's role was in the World War II?
7. What do you think Detroit was famous for during World War II?
8. How do you think the perspective of young men was changed by Fort Wayne?
9. What important events in history are related to Fort Wayne?
10. What is the most important role played by Fort Wayne in local, state, national, or world history?

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4

Teacher's Evaluation of Curriculum Guide

The responses we get from the educators who use our curriculum materials or visit the Fort are some of the most valuable input we receive on the efficacy of our programs and exhibits. Please take a few minutes to complete this short, ten-question survey so we can benefit from your experiences and insights.

1. Did you use all or some of the Pre-Visit Packet?

- Yes, all of it
- Yes, some of it
- No, none of it

2. If Yes, which elements did you find most effective?

- Goals and Objectives
- Vocabulary
- Song Activity
- Uncle Sam Activity
- Research Activity
- Discussion Questions
- Post-Visit Lesson
- Other: _____

3. Were the explanations and suggestions easy to understand?

- Yes
- Usually
- Somewhat
- No

4. If you didn't find the materials easy to understand, what would you suggest to improve them?

5. How well did the Pre-Visit Packet help prepare your students for the visit?

- Very well
- Somewhat
- Very little
- Not at all

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6. What changes do you believe would improve the materials?
7. Were your educational expectations met by the tour?
- Yes, completely
 - Yes, mostly
 - Yes, somewhat
 - No, not at all
8. What is your professional opinion of your tour guide's knowledge level and contribution to the experience?
9. What types of programs or changes to this program would be most helpful to you in the future?
10. Please include any additional observations.

Thank you for your support. Please visit us again soon.

PLEASE MAIL SURVEY TO:
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