LONG MAY IT WAVE:

Fort McHenry and the War of 1812

A National Curriculum for Grades 4 through 8

Developed by the Friends of Fort McHenry in collaboration with
Fort McHenry National Monument & Historic Shrine and the Star-Spangled Banner National Historic Trail

Funding provided by the National Park Service, Chesapeake Bay Gateways and Watertrails Network

LESSON TITLE:
The Citizens' Defense of Baltimore during the War of 1812

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COURSE/GRADE: Social Studies/ Grade 4

UNIT: War of 1812- Fort McHenry's History
TIME NEEDED: One 45-minute class period

LESSON OVERVIEW:

In this lesson, students will learn about the contributions made by the citizens of Baltimore to aid in its defense. Baltimore's citizens contributed to the defense of the city in many ways. They donated supplies and money. They built defensive positions around the city. They volunteered in the militia and even fought in the battle at Ft. McHenry. The Baltimoreans were proud of their city and willing to go to great lengths to protect it from the British.

OUTCOMES: At the end of this lesson, students will be able to use primary source documents to examine various contributions made by the citizens of Baltimore for the defense of the city.

OBJECTIVES:

Focus Questions for the Lesson: How did the citizens of Baltimore help aid in the defense of their city from the British?

Historical Thinking Skills Targeted:

Historical Comprehension:
Reconstruct the literal meaning of a historical passage.
Historical Research Capabilities:
Interrogate historical data.

Maryland State Curriculum Content Objectives:

4.5.C.2.a Describe Maryland's role in the War of 1812

Maryland State Curriculum Skills and Processes Objectives:

4.6.F.1 Interpret information from primary and secondary sources

Common Core Standards for Reading (Informational Text):

RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

MATERIALS:

- Chart paper and a marker
- John Bull and the Baltimorean cartoon to display
- Student Stations Primary source documents, 3 stations 5-6 copies of each
- Student Record Sheet, 1 per student
- BCR worksheet, 1 per student

PRIMARY SOURCES:

Charles, William. John Bull and the Baltimoreans [1814]. Online posting. Wikipedia. 3 June 2011. <http://en.wikipedia.org/wiki/File:WilliamCharlesJohnBullAndTheBaltimoreans.jpg >

Niles, H. Editor. The Weekly Register (Vol. VI). Baltimore: Franklin Press, 1814.p. 448. Online posting. Google books. 3 June 2011 < http://books.google.com/books?id=pU88AAAAIAAJ&pg=PA448&dq=baltimore+committee+of+vigilance+and+safety&hl=en&ei=cJraTa3EIuHw0gHa99T8Aw&sa=X&oi=book_result&ct=result&resnum=3&ved=0CDMQ6AEwAg#v=onepage&q=baltimore%20committee%20of%20vigilance%20and%20safety&f=false >

"Civilian Defense in Baltimore, 1814-1815: Minutes of the Committee of Vigilance and Safety", ed. by William D. Hoyt, Maryland Historical Magazine, Vol. 39, pp 205-206.

Niles, H. Editor. The Weekly Register (Vol. VI). Baltimore: Franklin Press, 1814.p. 408. Online posting. Google books. 3 June 2011 http://books.google.com/books?id=fvEaAAAAYAAJ&pg=PA408&dq=militia+baltimore+intitle:weekly+intitle:register&hl=en&ei=eA_5TaDcLKnj0QHCiuWzCw&sa=X&oi=book_result&ct=result&resnum=4&ved=0CDoQ6AEwAw#v=onepage&q=militia%20baltimore%20intitle%3Aweekly%20intitle%3Aregister&f=false

SELECTED VOCABULARY:

defense (defence)
aid
contributions
citizens
militia
committee of vigilance and safety
erection
precinct
ward
exempts
free people of color
exigency
appropriated
militia

PROCEDURE:

1) Motivation

- Ask the students the following question: What can citizens do to protect their city during a time of war? How can they help?
- On a piece of chart paper record some of the students' initial ideas, and save them for further reflection at the end of the lesson.
- Read the focus question aloud, and explain that today we will explore the different ways that the citizens of Baltimore contributed to the defense of their city during the War of 1812.
- If necessary, activate prior knowledge of the War of 1812 and the events preceding the Battle of Baltimore. Be sure that students know some of the causes of the War of 1812 and are aware that Baltimore was a special target for the British because of Baltimoreans' unparalleled success in privateering. Also be sure students are aware of the events surrounding the British attack on Washington, D.C.
- Because the primary sources being analyzed contain difficult words, go over the vocabulary list and be sure that students have access to that list throughout the lesson.

2) Guided Practice

- Put Primary Source #1, the cartoon "John Bull and the Baltimoreans," up for display and discussion.
- Explain to students that "John Bull" is a figure representing all of Great Britain. Read through the various captions, and discuss what we can learn about the citizens of Baltimore from this cartoon.
- Pass out the Student Record Sheet, and model for the students how to record their thinking by writing about the John Bull cartoon.
- You may want to provide students with a bit of background information to help them under stand the captions. For example, when the cartoon refers to the "Alexandrians," it is referring to the fact that the citizens living around Washington, D.C. did not put up much of a fight when the British attacked and burned the capital.
- For each primary source that the students view, they should be able to identify at least one contribution made by the citizens to aid in the defense of the city.

3) Independent Practice

- Set up stations around the room for the remaining three primary sources (Primary Sources #2-4)
- Divide the students into three groups. Each student should have his/her own Student Record Sheet to take with them. Assign each group a station at which to begin.
- Allow groups 4-5 minutes at each station to read the source, write down a quote from what they read, and to describe the citizens' contribution on their record sheet
- After every group has been to each station, come back together to discuss what they learned.
    - Primary Source #2- citizens gave supplies and helped build the city's fortifications; slave owners provided the labor of their slaves
    - Primary Source #3 – citizens gave money to be used to help build the city's defenses
    - Primary Source #4- citizens volunteered to serve in militia units and fight

4) Assessment

- Students should assume the identity of General Sam Smith, an experienced Baltimore military officer who was in charge of organizing Baltimore's defenses. Ask students to imagine that it is September 10, 1814, just a few days before the British will attack Baltimore. Have students write a letter to the Secretary of War reporting what is being done in Baltimore to prepare for the defense of the city. Students should include in their letters details about the various contributions of citizens and a description of citizens' moods and feelings.

5) Closure

- Wrap up the lesson by referring back to the list we made at the beginning of the lesson
    - What were some of the initial ways we thought the citizens might help?
    - What did we learn about how Baltimore citizens helped defend their city?
    - What do you think about what they did?
- Tell students that Baltimoreans' actions were largely responsible for the defeat of the British in September 1814. The earthworks that they had helped build on Hampstead Hill (now called Patterson Park) were so impressive to the British, that the British decided they could not attack them unless their ships were able to get past Fort McHenry and come into the Baltimore Harbor to support the attack with cannon fire. When the British navy could not subdue Fort McHenry, the British army decided to cancel the land attack. Also, many Baltimore citizens helped defend Fort McHenry as members of various militia units.

SUGGESTIONS FOR ACCOMMODATIONS:

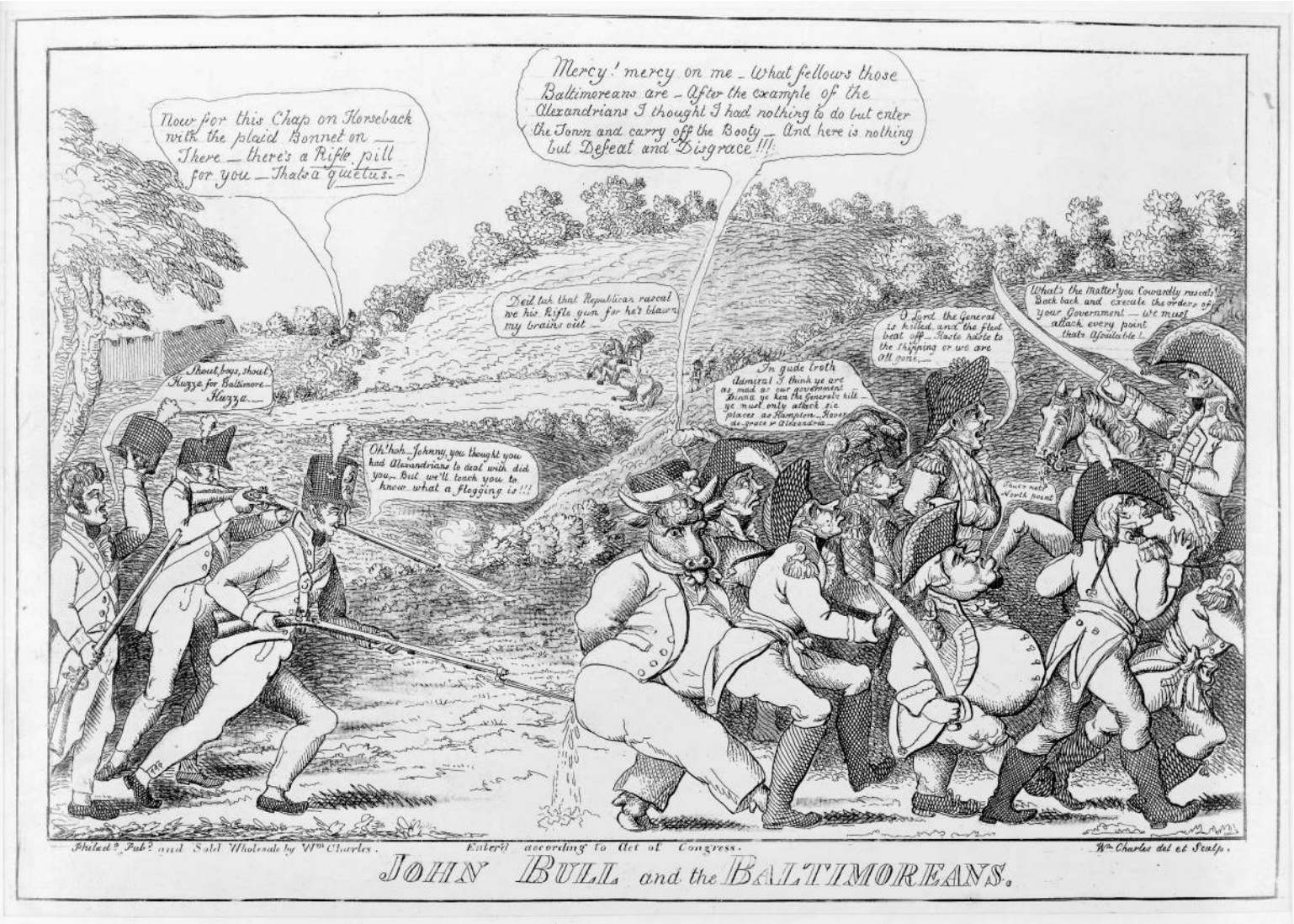
For students with IEPs and 504s

- Provide a list of vocabulary words
- On the excerpt page, highlight the 5-6 sentences they need to assist with creating their design
- Already have the selections paraphrased so the student can focus on understanding
- Have them "buddy read" to get the information from the primary sources

LESSON EXTENSIONS:

- As an extension, students could compare the contributions made by the citizens of Baltimore to contributions of citizens from other major cities.
- Students could visit Ft. McHenry and other historical sites in Baltimore where citizens helped to defend the city.

Primary Source #1



Charles, William. John Bull and the Baltimoreans [1814]. Online posting. Wikipedia. 3 June 2011. <http://en.wikipedia.org/wiki/File:WilliamCharlesJohnBullAndTheBaltimoreans.jpg >

From "Long May It Wave: Fort McHenry and the War of 1812," A National Curriculum by the Friends of Fort McHenry in collaboration with Fort McHenry National Monument & Historic Shrine and the Star-Spangled Banner National Historic Trail.
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Primary Source #1 – Transcription of Captions

Actual Text

American soldier prodding John Bull with a bayonet: "Oh! hoh! -- Johnny you thought you had Alexandrians to deal with did you -- But we'll teach you to know what a flogging is!!!"

John Bull: "Mercy! mercy on me -- What fellows those Baltimoreans are -- After the example of the Alexandrians I thought I had nothing to do but enter the Town and carry off the Booty -- And here is nothing but Defeat and Disgrace!!!"

A British officer trying to rally his troops to continue fighting: "What's the Matter! you Cowardly rascals! Back back and execute the orders of your Government --We must attack every point that's assailable!"

A British soldier: "In gude troth Admiral I think ye are as mad as our government Dinna ye ken the General's kilt -- ye must only attack sie places as Hampton, Havre de Grace, or Alexandria."

Rifleman shooting at British General Robert Ross (killed during the Battle of North Point): "Now for this Chap on Horseback with the plaid Bonnet on -- There -- there's a Rifle pill for you -- Thats a quietus."

General Ross: "Deil tak that Republican rascal wi his Rifle gun for he's blawn my brains out."

Translation into “Kid-Friendly English”

American soldier prodding John Bull with a bayonet: "Oh! hoh! -- Johnny you thought you had Alexandrians to deal with did you -- But we'll teach you to know what a beating is!!!"

John Bull: "Mercy! mercy on me -- What fellows those Baltimoreans are -- After the example of the Alexandrians I thought I had nothing to do but enter the Town and carry off the Treasure -- And here is nothing but Defeat and Disgrace!!!"

A British officer trying to rally his troops to continue fighting: "What's the Matter! you Cowardly rascals! Back back and execute the orders of your Government --We must attack every point that can be attacked!"

A British soldier: "In good truth, Admiral, I think you are as crazy as our government. Don’t you know the General has been killed – you must only attack suck places as Hampton, Havre de Grace, or Alexandria."

Rifleman shooting at British General Robert Ross (killed during the Battle of North Point): "Now for this Fellow on Horseback with the plaid Bonnet on -- There -- there's a Rifle pill for you – That is something that will quiet you."

General Ross: “The Devil take that Republican rascal with his Rifle because he’s blown my brains out.”

Primary Source #2

BALTIMORE, AUGUST 27

By the committee of Vigilance and Safety.

Whereas the commanding officer has required the aid of the citizens in the erection of works for the defence of the city, and the committee of vigilance and safety having full confidence in the patriotism of their fellow citizens, have agreed on the following organization, for the purpose of complying with the request of the major-general.

The inhabitants of the city and precincts are call on to deposit at the court-house in the third ward, centre market in the fifth ward, market house Fell's point, Riding-school in the seventh ward, or take with them to the place required, all wheel-barrows, pick-axes, spades and shovels that they can procure. . .

. . . That the exempts from military and free people of color of the first district . . . assemble to-morrow, Sunday morning, at 6 o'clock, at Hampstead-hill with provisions for the day . . .

. . . The owners of slaves are requested to send them to work on the days assigned in the several districts. Such of our patriotic fellow-citizens of the county or elsewhere, as are disposed to aid in the common defence, are invited to partake in the duties now required on such of the days as may be most convenient to them.

(Signed) EDWARD JOHNSON, Chairman

Theodorick Bland, Secretary

Niles, H. Editor. The Weekly Register (Vol. VI). Baltimore: Franklin Press, 1814.p. 448. Online posting. Google books. 3 June 2011 < http://books.google.com/books?id=pU88AAAAIAAJ&pg=PA448&dq=baltimore+committee+of+vigilance+and+safety&hl=en&ei=cJraTa3EIuHw0gHa99T8Aw&sa=X&oi=book_result&ct=result&resnum=3&ved=0CDMQ6AEwAg#v=onepage&q=baltimore%20committee%20of%20vigilance%20and%20safety&f=false >

Primary Source #3

Baltimore 26th August 1814

The Committee of Vigilance and Safety met. . .

. . . 4 – Whereas in the present exigency, money be will wanted for various purposes, therefore, Resolved, That the inhabitants of the City and Precincts be and they are hereby invited to contribute thereto by calling at the Mayors Office, who will receive such contributions, and will publish the names of the contributors and the sums by them severally given, to be appropriated to such objects as the committee of vigilance & safety may authorise and direct. . .

“Civilian Defense in Baltimore, 1814-1815: Minutes of the Committee of Vigilance and Safety", ed. by William D. Hoyt, Maryland Historical Magazine, Vol. 39, pp 205-206.

Primary Source #4

Saturday, August 13, 1814

DEFENCE.—The defence of Baltimore and Washington cities, and their neighborhood, is assuming great power and respectability. Without saying anything that can be useful to the enemy, the following statement may interest our friends:

The Baltimore city brigade consists of one full regiment of artillery (besides the Marine artillery, 200 strong) with from 70 to 90 pieces of cannon, on travelling carriages – one company of horse artillery – one regiment of cavalry – one battalion of riflemen and five regiments of infantry, found with all the needful munitions, and the greater part well disciplined. Adjacent to the city a body of hardy fellows from the interior, 2000 strong, is encamped. The United States' forces, artillery, infantry, sea-fencibles, or seamen, are stationed at the forts . . . A camp of 3000 militia is immediately to be formed at Bladensburg.

Niles, H. Editor. The Weekly Register (Vol. VI). Baltimore: Franklin Press, 1814.p. 408. Online posting. Google books. 3 June 2011
http://books.google.com/books?id=fvEaAAAAYAAJ&pg=PA408&dq=militia+baltimore+intitle:weekly+intitle:register&hl=en&ei=eA_5TaDcLKnj0QHCiuWzCw&sa=X&oi=book_result&ct=result&resnum=4&ved=0CDoQ6AEwAw#v=onepage&q=militia%20baltimore%20intitle%3Aweekly%20intitle%3Aregister&f=false

Name _____ Date _____

Student Record Sheet

Primary Source #1

Title _____

What the primary source says: _____

_____

_____

_____

What did the Baltimore citizens do to help defend their city? Give one example from this source.

_____

_____

_____

Primary Source #2

Title _____

What the primary source says: _____

_____

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_____

What did the Baltimore citizens do to help defend their city? Give one example from this source.

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Primary Source #3

Title _____

What the primary source says: _____

_____

_____

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What did the Baltimore citizens do to help defend their city? Give one example from this source.

_____

_____

_____

Primary Source #4

Title _____

What the primary source says: _____

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_____

_____

What did the Baltimore citizens do to help defend their city? Give one example from this source.

_____

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