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: WHAT CAUSED THE WAR OF 1812?

LESSON WRITERS: Jennifer Frieman / Lindsay Bauman
DATE: June 3, 2011

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 explore the major maritime causes of the War of 1812: the British navy's impressment of American sailors and interference with U.S. trade with other nations. By 1812, the United States felt that it had exhausted all diplomatic means to re-exert its authority and rights as a nation and declared war against Great Britain.

OUTCOMES:

At the end of this lesson, students will be able to use primary source documents to analyze and explain the maritime causes of the War of 1812.

OBJECTIVES:

Focus Question for the Lesson:

What was happening on the seas between the United States and Great Britain that helped cause the War of 1812?

Historical Thinking Skills Targeted:

Historical Comprehension:

Reconstruct the literal meaning of a historical passage.
Identify the central question(s) the historical narrative addresses.
Evidence historical perspectives.

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.B.4.a/b/c/d Use timed, on-demand writing to demonstrate understanding on assessments (Constructed Responses)

4.6.F.3.a Recognize relationships in and among ideas or events, such as cause and effect, sequential order, main idea, and details

Generously funded by the National Park Service, Chesapeake Bay Gateways and Watertrails Network.

Common Core State Standards for Literacy: Reading, Informational Text (Grade 4):

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 / Blackboard and chalk / Overhead projector and pen
- Chart with the lesson vocabulary
- Primary Source Assignment #1 – one copy for each student
- Primary Source Assignments #2 – copies for one-third of students in the class
- Primary Source Assignment #3 – copies for one-third of students in the class
- Primary Source Assignment #4 -- copies for one-third of students in the class
- BCR worksheet – one copy per student

PRIMARY SOURCES:

"Mr. Monroe to Mr. Foster." The Weekly Register, Vol 2. [1812]. p. 255. "Online posting." Google Books. Posted May 17, 2008. Accessed June 8, 2011. http://books.google.com/books?id=k_AaAAAAYAAJ&pg=PA255&dq=niles+weekly+register+monroe+foster+june+8+1812&hl=en&ei=5NjvTeaGB8X00gHuuuX0DA&sa=X&oi=book_result&ct=result&resnum=2&ved=0CDIQ6AEwAQ#v=onepage&q&f=false

Thomas Jefferson to the Senate and House of Representatives of the United States. January 17, 1806. Journal of the Senate of the United States of America, 1789-1873 (vol. 4). Page 23. "Online Posting." Library of Congress, American Memory Project. Accessed June 10, 2011. http://memory.loc.gov/cgi-bin/ampage?collId=llsj&fileName=004/llsj004.db&recNum=21&itemLink=r?ammem/hlaw:@field(DOCID+@lit(sj00434))%230040022&linkText=1

James Madison to the Senate and House of Representatives of the United States. February 27, 1808. Annals of Congress, 1807-1808, 1st Session. "Online posting." Library of Congress, American Memory Project. Accessed June 10, 2011. <http://memory.loc.gov/ammem/amlaw/lwac.html.>

Thomas Jefferson to the Senate and House of Representatives of the United States [October 27, 1807]. Seventh Annual Message to Congress. "Online posting." 2008. Lillian Goldman Law Library, Yale University. Accessed June 10, 2011. <http://avalon.law.yale.edu/19th_century/jeffmes7.asp>

President James Madison to the Senate and House of Representatives of the United States. Monday, June 1, 1812. Journal of the House of Representatives of the United States, 1811-13. "Online posting." Library of Congress, American Memory Project. Accessed June 10, 2011. <http://memory.loc.gov/cgi-bin/query/r?ammem/hlaw:@field%20(DOCID+@lit(hj008201))>

SELECTED VOCABULARY:

climes
commencement
commerce
detention
foreign
harass
impressment
intermitted
jurisdiction
maritime
plundered
port
pretentions
remonstrances
seizures
staples
vessels

PROCEDURE:

1) Motivation

- Propose the following question: What events or actions might lead a country to go to war?
- On a piece of chart paper, have students list some ideas about what some potential causes for war are. (If they struggle or have limited background, ask them to name some things that people fight about.)
- Explain that today we will be exploring some of the major causes for the War of 1812.
- Briefly activate any prior knowledge students may have of the War of 1812. You may remind students that the War of 1812 was fought between Great Britain and the United States, and that it was during this war that Francis Scott Key wrote the "Star-Spangled Banner" following the attack on Baltimore's Fort McHenry. Before proceeding with the lesson, students should be aware that Great Britain had been at war with Napoleon and France for almost two decades by the time we declared war on Great Britain, and that much of the fighting between Britain and France occurred on the seas.

2) Guided Practice

- *Note: The primary sources being used have very challenging words (see selected vocabulary) and sentence structures, and students will require some assistance in paraphrasing and summarizing. You will want to have a chart with the lesson vocabulary made up prior to the start of the lesson, and it might also be helpful to provide students with dictionaries.*
- Tell students that they will be exploring government documents from the early 1800s to learn some of the reasons why the United States declared war on Great Britain in 1812. Tell them that they will be focusing on the maritime causes of the war – in other words, the events on the seas. Remind students what primary sources are and how historians use them to answer important questions about the past.
- Distribute copies of Primary Source Assignment #1 to all students. Using the Think Aloud technique,

read the primary source as a class, stopping along the way to define difficult words and paraphrase. After reading the selection, ask students to explain what the source says the British are doing that is making the United States angry, and fill in the box on the worksheet as a class.

3) Independent Practice

- Divide students into pairs. Tell them that each pair of students will now be exploring another primary source assignment on their own to learn more about the causes of the War of 1812.
- Provide one-third of the groups with Primary Source Assignment #2, another third with Primary Source Assignment #3, and the final third with Primary Source Assignment #4. *(Note: Primary Source Assignment #2 consists of two brief, relatively easy-to-decipher selections and might be assigned to students who have difficulties with reading.)*
- Have students work with their partner to read, paraphrase, and summarize the primary source on their worksheets.
- Bring the students back together as a class to share their analysis and summary. For each primary source, ask several pairs to read their explanations of what the British were doing to anger the United States. On the chart paper or blackboard, list student responses.

4) Assessment

- Students will write a BCR to explain one major cause of the War of 1812. Students should refer back to the paraphrased summaries from all primary sources and take details from them to support their response

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 reasons we thought countries would go to war?
    - Did any of the reasons we thought of play a role in the War of 1812?
    - What have you learned about why the U.S. went to war with Britain in 1812?
    - Do you think that these were good reasons? Why or why not?

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 summarizing
- Have them “buddy read” to get the information from the primary sources

On the BCR:

- Have a sentence for or structure provided, so they can fill in the key detail only
- Have them provide on one example instead of 2 or 3
- Enlarge worksheets or materials for visual learners or those that need more space to provide their answers
- Provide extended time to complete the assignment as needed
- Have a “buddy” read the question to them so they can understand the question

LESSON EXTENSIONS:

- As an extension, students could learn more about impressment by reading newspaper accounts of sailors that were taken from their home to serve in the British Navy.
- They could explore how the Embargo Act of 1807 affected the economy of the United States as well as explore popular opinions, pro and con, about the Embargo Act. Then they could formulate their own opinion article about whether they would support the act or oppose it.

Primary Source Assignment #1

Letter from Secretary of State James Monroe, June 8,1812

MR. MONROE FOR MR. FOSTER

Department of State, June 8, 1812.

. . . Enlistments, by force or impressment, are contrary to the laws of the United States. This mode of crews for public ships is not only practiced by Great Britain within her legal jurisdiction, but is extended to foreign vessels on the high seas, with abuses which aggravate the outrage to the nations to whom the vessels belong. . .

. . . You observe that your government has charged you to state, that it will continue to give the most positive orders against the detention of American citizens on board British ships of war. If those orders were to prohibit the impressment of seamen from American vessels at sea, the great source of evil, they would have been a welcome proof of its disposition to do justice and promote a good understanding between the two countries. Nothing short of this can be an adequate remedy . . . But, suppose the orders to be given as signified . . . how could they restore that portion of the thousands of our citizens who have been impressed or passed into ships stationed or cruising in remote parts of the globe? . . .

"Mr. Monroe to Mr. Foster." The Weekly Register, Vol 2. [1812]. p. 255. "Online posting." Google Books. Posted May 17, 2008. Accessed June 8, 2011. <http://books.google.com/books?id=k_AaAAAAYAAJ&pg=PA255&dq=niles+weekly+register+monroe+foster+june+8+1812&hl=en&ei=5NjvTeaGB8X00gHuuuX0DA&sa=X&oi=book_result&ct=result&resnum=2&ved=0CDIQ6AEwAQ#v=onepage&q&f=false>

SO WHAT DOES IT MEAN???

In 1 to 4 sentences, explain what the British are doing that is making the United States angry.

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Primary Source Assignment #2:

Report from President Thomas Jefferson to Congress, January 17, 1806

On the impressment of our seamen, our remonstrances have never been intermitted. A hope existed at one moment, of an arrangement which might have been submitted to, but it soon passed away, and the practice, though relaxed at times in the distance seas, has been constantly pursued in those in our neighbourhood.

Thomas Jefferson to the Senate and House of Representatives of the United States. January 17, 1806. Journal of the Senate of the United States of America, 1789-1873 (vol. 4). Page 23. "Online Posting." Library of Congress, American Memory Project. Accessed June 10, 2011. <http://memory.loc.gov/cgi-bin/ampage?collId=llsj&fileName=004/llsj004.db&recNum=21&itemLink=r?ammem/hlaw:@field(DOCID+@lit(sj00434))%230040022&linkText=1>

SO WHAT DOES IT MEAN???

In 1 to 2 sentences, explain what the British are doing that is making the United States angry.

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Report from Secretary of States James Madison to Congress, February 29, 1808

From the returns in the office it would appear that four thousand twenty-eight American seamen had been impressed into British service since the commencement of the war, and nine hundred thirty-six of this number had been discharged, leaving in that service three thousand two hundred and ninety-two.

James Madison to the Senate and House of Representatives of the United States. February 27, 1808. Annals of Congress, 1807-1808, 1st Session. "Online posting." Library of Congress, American Memory Project. Accessed June 10, 2011. <http://memory.loc.gov/ammem/amlaw/lwac.html.>

SO WHAT DOES IT MEAN???

In 1 to 2 sentences, explain what the British are doing that is making the United States angry.

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Primary Source Assignment #3:

Report from President Thomas Jefferson to Congress, October 27, 1807

. . . on the 22d day of June last by a formal order from British admiral the frigate Cheapeake, leaving her port for a distant service, was attacked by one of those vessels which had been lying in our harbors under the indulgences of hospitality, was disabled from proceeding, had several of her crew killed and four taken away. . .

The aggression thus begun has been continued on the part of the British commanders by remaining within our waters in defiance of the authority of the country, by habitual violations of its jurisdiction, and at length by putting to death one of the persons whom they had forcibly taken from on board the Chesapeake. . .

To former violations of maritime rights another is now added of very extensive effect. The Government of that nation has issued an order interdicting all trade by neutrals between ports not in amity with them; and being now at war with nearly every nation on the Atlantic and Mediterranean seas, our vessels are required to sacrifice their cargos at the first port they touch or to return home without the benefit of going to any other market. Under this new law of the ocean our trade on the Mediterranean has been swept away by seizures and condemnations, and that in other seas is threatened with the same fate.

Thomas Jefferson to the Senate and House of Representatives of the United States [October 27, 1807]. Seventh Annual Message to Congress. "Online posting." 2008. Lillian Goldman Law Library, Yale University. Accessed June 10, 2011. <http://avalon.law.yale.edu/19th_century/jeffmes7.asp>

SO WHAT DOES IT MEAN???

In 1 to 4 sentences, explain what the British are doing that is making the United States angry.

Primary Source Assignment #4:

Report from President Thomas Jefferson to Congress, October 27, 1807

. . . British cruisers have been in the continued practice of violating the American flag on the great high-way of nations, and of seizing and carrying off persons sailing under It . . .

. . . The practice, hence, is so far from affecting British subjects alone, that, under the pretext of searching for these, thousands of American citizens, under the safeguard of public law, and of their national flag, have been torn from their country, and from every thing dear to them; have been dragged on board ships of war of a foreign nation, and exposed, under the severities of their discipline, to be exiled to the most distant and deadly climes, to risk their lives in the battles of their oppressors, and to be the melancholy instruments of taking away those of taking away those of their own brethren. . .

. . . British cruisers have been in the practice also of violating the rights and the peace of our coasts. They hover over and harass our entering and departing commerce. To the most insulting pretentions they have added the most lawless proceedings in our very harbors; and have wantonly spilt American blood within the sanctuary of our territorial jurisdiction. . .

. . . Under pretended blockades, without the presence of an adequate force, and sometimes without the practicability of applying one, our commerce has been plundered in every sea; the great staples of our country have been cut off from their legitimate markets; and a destructive blow aimed at our agricultural and maritime interests. . . .

President James Madison to the Senate and House of Representatives of the United States. Monday, June 1, 1812. Journal of the House of Representatives of the United States, 1811-13.
"Online posting." Library of Congress, American Memory Project. Accessed June 10, 2011. <http://memory.loc.gov/cgi-bin/query/r?ammem/hlaw:@field%20(DOCID+@lit(hj008201))>

SO WHAT DOES IT MEAN???
In 1 to 4 sentences, explain what the British are doing that is making the United States angry.

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1.

Explain one reason why the United States went to war with Great Britain in the War of 1812. Use details from the primary sources we viewed to support your answer.

What Makes a "Good" Response? __Self –edit __Peer Edit __Teacher Edit

I did this	I need to do this	My Response
		Shows evidence of making meaning from the text **(Can you tell I read?)**
		Responds to the question **(Did I answer the question?)**
		Provides text-based evidence to support the response **(Did I include proof from the text?)**
		Provides extension or clarification in relationship to the question to show enhanced understanding of the text **(Did I make an interpretation?)**

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. Generously funded by the National Park Service, Chesapeake Bay Gateways and Watertrails Network.