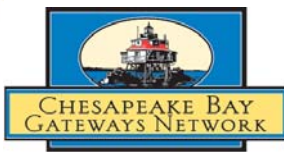


LONG MAY IT WAVE:



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: Citizens For and Against the War of 1812

LESSON WRITER: Laura Tucci / Jennifer Frieman

DATE: May 22, 2011

COURSE/GRADE: Social Studies, Grade 8

TIME NEEDED: One 45-minute class period

LESSON OVERVIEW:

Students will analyze a group of primary sources relating to the differing opinions of citizens for and against the War of 1812. They will determine what the various arguments for and against the war were and why citizens may have had differing opinions.

OUTCOMES: At the end of this lesson, students will be able to explain some of the varying arguments for and against the War of 1812 and cite specific examples from texts to explain these differing opinions.

OBJECTIVES:

Focus Question for the Lesson: In what ways was American opinion divided about the War of 1812?

Historical Thinking Skill Targeted:

Historical Comprehension:

Reconstruct the literal meaning of a historical passage.

Evidence historical perspectives.

Draw upon visual, literary, and musical sources.

Historical Analysis and Interpretation:

Identify the author or source of the historical document or narrative.

Consider multiple perspectives.

Compare competing historical narratives.

Historical Research Capabilities:

Interrogate historical data.

Maryland State Curriculum Content Objectives:

1.B.2.a: Evaluate ways people can participate in the political process including voting, analyzing the media, petitioning elected officials and volunteering.

1.B.2.b: Analyze the concept of citizenship and explain how the concept has changed.

Maryland State Curriculum Skills and Processes Objectives:

6.A.2.a: Identify characteristics of the text

6.A.2.b: Preview the text

6.A.3.c: Use graphic organizers or other note taking techniques to record important information

6.A.4.i: Draw conclusions and make generalizations based on the text, multiple texts and/or prior knowledge.

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Common Core Standards for Literacy in History/Social Studies:

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

MATERIALS:

- Overhead/smart board and projector
- Copies of primary sources, one per student
- Copies of Note-taking Worksheet
- Copies of exit ticket
- Copies of homework, if desired

PRIMARY SOURCES:

Abbott, Captain. "To the Friends of Peace" [1812]. Leaflet. Online posting. An American Time Capsule: Three Centuries of Broad­sides and Other Printed Ephemera. Library of Congress. Accessed June 13, 2011. http://memory.loc.gov/cgi-bin/query/D?rbpebib:11:/temp/~ammem_f8nC::

William, Charles. "A scene on the frontiers as practiced by the "humane" British and their "worthy" allies" [1812]. Print. Online posting. Library of Congress. Accessed June 13, 2011. <<http://www.loc.gov/pictures/resource/ppmsca.31111/>>

Barbour, J.S. "Richmond, June 25, 1812. Sir. I enclose the proclamation. . ." Leaflet. Online posting. An American Time Capsule: Three Centuries of Broad­sides and Other Printed Ephemera. Library of Congress. Accessed June 13, 2011. < http://memory.loc.gov/cgi-bin/query/D?rbpebib:43:/temp/~ammem_f8nC::>

Niles, Hezekiah. The Weekly Register, Vol. 1 [September 1811 – March 1812]. Pp. 147-148. Online posting. Google Books. Accessed June 13, 2011. http://books.google.com/books?id=JlsUAAAAYAAJ&pg=PA189&dq=weekly+register+november+2+1811&hl=en&ei=H1z2TdKVH8nL0QHd96ntDA&sa=X&oi=book_result&ct=result&resnum=5&ved=0CDwQ6AEwBDgU#v=onepage&q=weekly%20register%20november%20%201811&f=false

Society for Promoting the Success of the War Against Great Britain. "Report of the Society, Richmond, 19th Sept, 1812." Leaflet. Online posting. American Memory Project. Library of Congress. [http://memory.loc.gov/cgi-bin/query/h?ammem/rbpebib:@field\(NUMBER+@band\(rbpe+18301100\)\)](http://memory.loc.gov/cgi-bin/query/h?ammem/rbpebib:@field(NUMBER+@band(rbpe+18301100)))

"Impressed seamen from Salem. From the Salem Gazette of March 30, 1813. [and] April 2, 1813." Broadside. Online posting. An American Time Capsule: Three Centuries of Broad­sides and Other Printed Ephemera. Library of Congress. Accessed June 13, 2011. <[http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field\(NUMBER+@band\(rbpe+05000300\)\)>](http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+05000300))>)

Lesson: Citizens for and Against the War of 1812

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SELECTED VOCABULARY:

discordant
impressment
palliate
pecuniary
sovereignty
supineness
turpitude
unpropritious

PROCEDURE:

1) Motivation

- Ask students to indicate by raising their hands whether they support or oppose the United States military actions against Iraq (or Afghanistan or any other current situation). Very briefly ask a few volunteers to explain the reasons for their stance.
- Ask students whether they think it has been common or uncommon for citizens to disagree about the United States' involvement in war. Ask them whether they think such disagreement is unpatriotic. Is it a healthy part of discourse in democratic society? Point out some of the opposing viewpoints about several U.S. wars (Civil War, World War I, Vietnam, Spanish American War, etc.)
- Discuss with students how many American citizens had differing opinions about the War of 1812 and today we will be exploring these by analyzing and evaluating some primary source documents.
- Ask students to recall what they can about the War of 1812. Ask them to name some of the reasons why the United States declared war on Great Britain in 1812. Emphasize the British navy's impressment of U.S. sailors, the British interference in U.S. overseas trade, British alliances with Native Americans on our frontiers, etc.
- Ask the students the following question: "Would you have supported the War of 1812? Why or why not?". This question can be written on the board or put up with smart board/projector. Allow no more than one minute for students to answer this question in writing in their journals or separate piece of paper.

2) Guided Practice

- Explain to students that the primary sources they will be working with today encompass a range of opinions about the War of 1812 and that you will analyze one together to practice.
- Hand out copies of the Primary Sources #1 and #2 as well as the Note Taking Worksheet. Place copies of the practice sources and note taking sheet on overhead or projector.
- Analyze the sources as a class, demonstrating how to take notes on the graphic organizer and allowing time for students to ask questions.
- Discuss: Do these sources offer arguments for or against the War of 1812? How do we know? Draw students attention to the rhetorical devices, e.g. word choice, appeals to emotion, etc.

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3) Independent Practice

- Divide the class in half, and pair students within each half. Distribute Primary Sources #3 and #5 to half the class; distribute Primary Sources #4 and #6 to the other half.
- Students will work with their partners to read and analyze the other primary sources they have been given using the focus questions and the note taking graphic organizer. (Suggestions for Accommodations: students can work singly, in pairs, or in groups; students can be given simplified, redacted or other primary sources as these are fairly long and complicated; the entire activity can be done as a whole class to support struggling readers; the sources can be paired with recordings from some of the speeches given for and against the war (you will have to record and set up listening stations) as well as prints of some of the political cartoons from the era (all extra materials mentioned are available on the Library of Congress website))
- Come back together as a class. Ask students from the half of the class who read Sources #3 and #5 to summarize their sources and their arguments for the other students. Then ask students who read Sources #4 and #6 to do the same. Note that Sources #3 and #4 both deal with the issue of American preparedness for war against a powerful adversary but take differing viewpoints. Sources #5 and #6 both deal with the issue of impressment but take differing viewpoints.
- Ask students to hypothesize why people might have taken such different views. This will be pure conjecture, but ask students to provide thoughtful suggestions. Some possibilities include whether they know anyone who is a sailor or who has been impressed, whether they live near the frontier, whether their livelihood depends on overseas trade, etc.

4) Assessment:

- Have students imagine that they are living in 1812 and feel strongly about the impending war with Great Britain. Ask them to create a broadside with either text or graphics urging their fellow citizens to either support or oppose the war. Students should include at least two well-supported arguments for their position.
- Using their notes and what they have learned, have students answer the questions on the exit ticket. (This can be done orally as well)

5) Closure

- Discuss very briefly with students how and why peoples' opinions on the war differed. Refer back to the focus questions as well as the objective. Assign homework if you wish.

SUGGESTIONS FOR ACCOMMODATIONS:

For students with IEPs and 504s

Students can work singly, in pairs or in groups. Simplified or redacted primary sources could be used. The entire lesson could be done as a whole group activity. The lesson could be changed to a stations activity in which the teacher pre-records excerpts from speeches and makes prints of political cartoons and woodcuts from the era and sets up stations around the room for students to visit in small groups or with a partner allowing them to explore in a more multi-sensory manner.

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LESSON EXTENSIONS:

Homework:

1. Ask students to write a short paragraph describing how citizens' participation in the War of 1812 is similar to the way we participate today in debates over our nation's conflict, using either the Iraq or Afghan war as an example.
2. Ask students to write a short essay, no more than one page evaluating the importance of citizen participation on important issues such as war in a democracy. Ask them to highlight such issues and the problem of a volunteer military and supply issues.

Extensions:

1. All the primary sources listed below could be used in a longer or more in depth class.
2. Higher achieving students could create an in depth multi-media research project showing how citizens participated in the War of 1812.



Lesson: Citizens for and Against the War of 1812

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Name: _____

Date: _____

Note Taking Worksheet: Citizens For and Against the War of 1812

Focus Question: In what ways was American opinion divided about the War of 1812?

GUIDED PRACTICE

Primary Source #1

1. What is the title of this source?
2. What type of source is this? (Letter, picture, newspaper article, pamphlet, broadside, etc.)
3. When is this source dated?
4. Who is the author?
5. What is this source about? (Write a brief summary.)
6. Does this author support or oppose the War of 1812?
7. How do you know?
8. What arguments does the author make to support his case?
9. How does this source help us answer the focus question?

Primary Source #2

1. What is the title of this source?
2. What type of source is this? (Letter, picture, newspaper article, pamphlet, broadside, etc.)
3. When is this source dated?
4. Who is the author?
5. What is this source about? (Write a brief summary.)
6. Does this author support or oppose the War of 1812?
7. How do you know?
8. What arguments does the author make to support his case?
9. How does this source help us answer the focus question?

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INDEPENDENT PRACTICE

Primary Source # _____

1. What is the title of this source?
2. What type of source is this? (Letter, picture, newspaper article, pamphlet, broadside, etc.)
3. When is this source dated?
4. Who is the author?
5. What is this source about? (Write a brief summary.)
6. Does this author support or oppose the War of 1812?
7. How do you know?
8. What arguments does the author make to support his case?
9. How does this source help us answer the focus question?

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Opinions: War of 1812

Exit Ticket

Name:

Please answer the following questions using what we have learned in class today.

1. How did citizens express their opinions about the War of 1812?
2. Why do you think they had such differing opinions?
3. How were they fulfilling (or not) the responsibilities of a citizen?

Opinions: War of 1812

Exit Ticket

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Primary Source #1



William, Charles. "A scene on the frontiers as practiced by the "humane" British and their "worthy" allies" [1812]. Print. Online posting. Library of Congress. Accessed June 13, 2011. <<http://www.loc.gov/pictures/resource/ppmsca.31111/>>

Primary Source #2

SIR,

THE Central Standing Committee invites your attention to the inclosed report of the proceedings of the society, from which, as you will perceive, it has derived its powers and received its instructions. You, Sir, are an American—you are a Virginian—it is enough. You shall be insulted by no effort to rouse your patriotism. Feeling, as we are sure you do, what is due from you to the land of your fathers—to the place of your nativity—the most glowing words would barely give utterance to what is now in your heart.

Our country, after manifesting a love of peace unexampled in the annals of the world, has been compelled to unsheath the sword. The enemy has allied himself with our savage neighbours. Already the tomahawk and scalping knife are reeking with the blood of women and children on our frontier, and the trees of the wilderness gleam with the blaze of their humble dwellings. Numbers of our citizens, in obedience to the call of their country, resolved to avenge her wrongs and maintain her rights, have left their homes, and those objects of love who make home delightful, have put on the habiliments of war, and are now, as winter approaches, on their march towards a country, in which they will at once have to contend with inclement skies, and with a foe, that condescends to purchase the assistance of an ally, whose insatiable thirst of blood, in a tenfold proportion, increases the miseries of war.

The citizens of this metropolis and its vicinities, under the impulse of feelings which these facts are well calculated to excite, have adopted the measures herewith communicated.

We with confidence expect your approbation of them, and your zealous co-operation in carrying them into full effect; seeing, as you will, that it is not the object of this association, to impose upon private individuals any portion of the burthen which it is the duty of the government to bear; but, to extend to those of the militia and volunteers who have marched or may march against the enemy, and to their destitute families, such comforts and accommodations as their necessities may require; which, as the law has made no provision for them, the public sympathy is prompted to relieve. Should an objection be made to the mode of distributing the patriotic contributions of our fellow citizens through the Central Committee, as recommended by the subjoined report, we rely, with confidence, upon the success of your efforts to convince the objector, that this mode combines the advantages of certainty and promptitude in affording relief, with economy in the disbursement of money. The correspondence which we have opened with the Secretary of War, will enable us to determine on the proper points of deposit for such supplies as we can furnish; and through that, or some more eligible channel, we expect to learn, from time to time, what particular article or articles may be most in request.

Should such objections prevail, as we have anticipated, a very large portion of the public bounty, instead of being employed for the benefit of those for whom it is intended, must be uselessly expended in the transportation of such supplies as each individual town or county may be enabled to furnish.

It is also to be apprehended, that, however judiciously the funds of each town or county might be disposed of, as to the articles required and selected, yet, from the want of correspondence and concert, while there would be a surplus of some, others would be deficient; although, perhaps, the latter might be among the most useful and necessary. The same observation may be applied to the respective places selected for deposit: one or more may be abundantly supplied, while others may be generally overlooked or neglected; and yet, perhaps, the peculiar situations of these latter points, from the continued incursions and pressure of the enemy, may give them the fairest title to their country's bounty. Under such impressions and convictions, it has been enjoined upon this committee to open a correspondence with one or more of the most respectable and influential characters in every town and county in the state; and we are persuaded, that the considerations thus submitted to you, with such others as will necessarily present themselves, will produce a conviction of the propriety, if not necessity of making the Central Committee the general depository of these patriotic gifts, as well as the agent for their distribution.

In conclusion, we have to express the gratifying assurance that your influence will be promptly and successfully exerted in the County of Louisa to procure the appointment of committees for the purpose of opening subscriptions, establishing a correspondence with the Central Committee, and in a word, doing every thing which can possibly contribute to the success of the war in which the injustice of a foreign nation has compelled us to engage.

We are,

Very respectfully,

Sir, your ob't humble Serv'ts,

JAMES WOOD,
JOHN CAMPBELL, Jr.
SAMUEL GREENHOW,
WILLIAM FENWICK,
BENJAMIN J. HARRIS.

Richmond, 19th September, 1812.

GENERAL MEETING.

AT a meeting of the Citizens of Richmond, Manchester and their vicinities, held, according to adjournment, at the Capitol, on Thursday, September 10th, 1812—

His Excellency James Barbour, in the Chair, Wm. Munford, Secretary.

General James Wood, from the committee appointed to solicit subscriptions, made the following

REPORT:—

The committee appointed by the meeting on Saturday last, to solicit subscriptions towards a fund for the accommodation and comfort of the drafts, volunteers, or their families, proceeded, without delay, to discharge the objects of their appointment; and now beg leave to submit the following as the result of their exertions:

They have obtained subscriptions, from the upper ward, of 615 dollars and twenty-two blankets; from the middle ward, of 2,225 dollars 85 cts. and eight blankets; from the lower ward, of 432 dollars and eleven blankets; and in Manchester, of 362 dollars, as far as the committee have information:—Total, \$ 3,634 85 cents, and 41 blankets; which, added to the subscriptions at the Capitol of 2,010 dollars, makes the sum of \$ 5,644 85 cents.

Society for Promoting the Success of the War Against Great Britain. "Report of the Society, Richmond, 19th Sept, 1812." Leaflet. Online posting. American Memory Project. Library of Congress. [http://memory.loc.gov/cgi-bin/query/h?ammem/rbpebib:@field\(NUMBER+@band\(rbpe+18301100\)\)](http://memory.loc.gov/cgi-bin/query/h?ammem/rbpebib:@field(NUMBER+@band(rbpe+18301100)))

Lesson: Citizens for and Against the War of 1812

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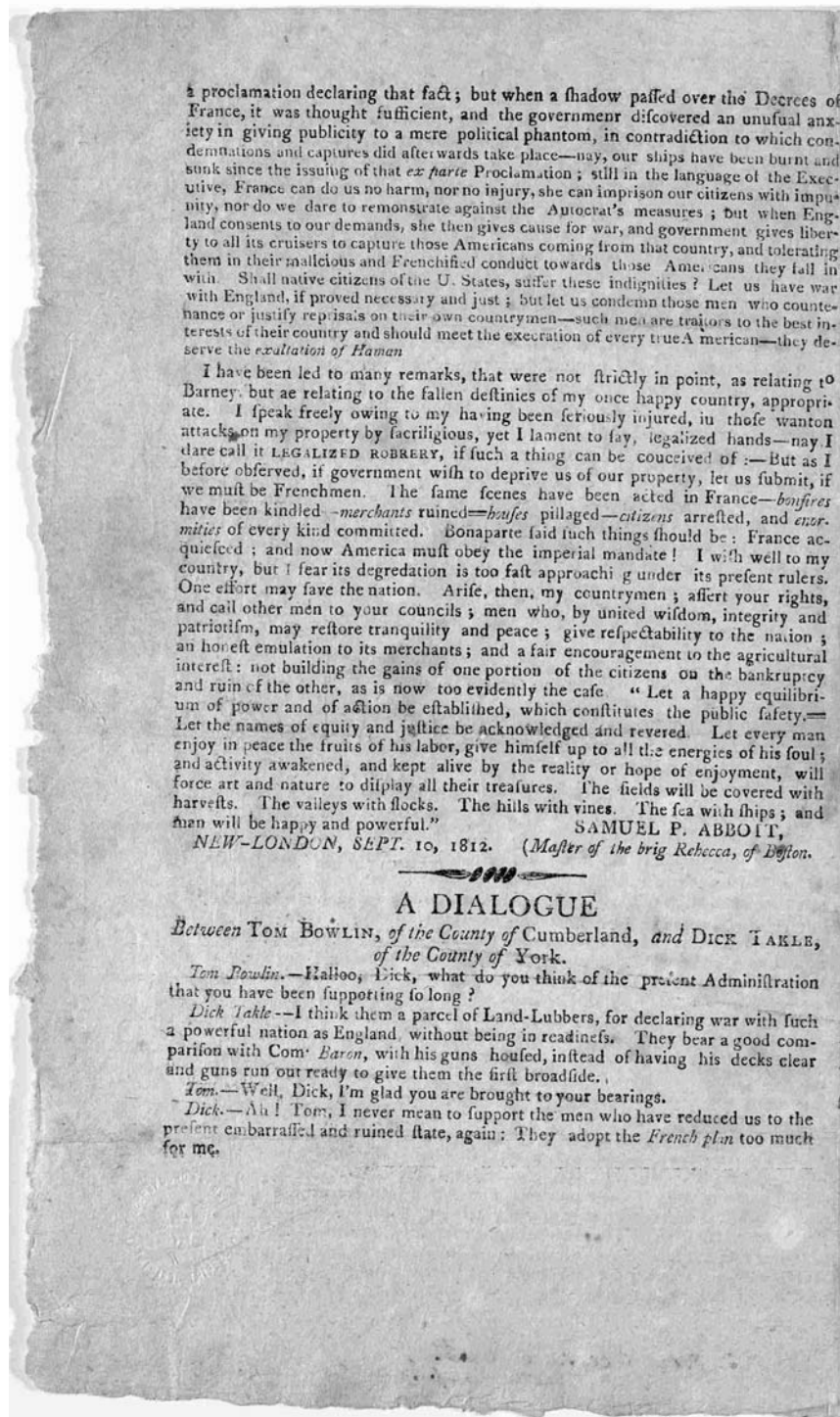
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Primary Source #2a – Transcription of Key Excerpt

. . . Our country, after manifesting a love of peace unexampled in the annals of the world, has been compelled to unsheath the sword. The enemy has allied himself with our savage neighbors. Already the tomahawk and scalping knife are reeking with the blood of women and children on our frontier, and the trees of wilderness gleam with the blaze of their humble dwellings. Numbers of our citizens, in obedience to the call of their country, resolved to avenge her wrongs and maintain her rights, have left their homes, and those objects of love who make home delightful, have put on the habiliments of war, and are now, as winter approaches, on their march towards a country, in which they will at once have to contend with inclement skies, and with a foe, that condescends to purchase the assistance of an ally, whose insatiable thirst of blood, in a tenfold proportion, increases the miseries of war. . .

Society for Promoting the Success of the War Against Great Britain. "Report of the Society, Richmond, 19th Sept, 1812." Leaflet. Online posting. American Memory Project. Library of Congress. <[http://memory.loc.gov/cgi-bin/query/h?ammem/rbpebib:@field\(NUMBER+@band\(rbpe+18301100\)\)](http://memory.loc.gov/cgi-bin/query/h?ammem/rbpebib:@field(NUMBER+@band(rbpe+18301100)))>

Primary Source #3



Abbott, Captain. "To the Friends of Peace" [1812]. Leaflet. Online posting. [An American Time Capsule: Three Centuries of Broad­sides and Other Printed Ephemera](http://memory.loc.gov/cgi-bin/query/D?rbpebib:11:./temp/~ammem_f8nC:). Library of Congress. Accessed June 13, 2011. http://memory.loc.gov/cgi-bin/query/D?rbpebib:11:./temp/~ammem_f8nC:

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Primary Source #3a – Transcription of Excerpt

NEW-LONDON, SEPT. 10, 1812.

A DIALOGUE

Between Tom Bowlin, of the County of Cumberland, and Dick Takle, of the County of York.

Tom Rowlin.--Halloo, Dick, what do you think of the present Administration that you have supporting so long?

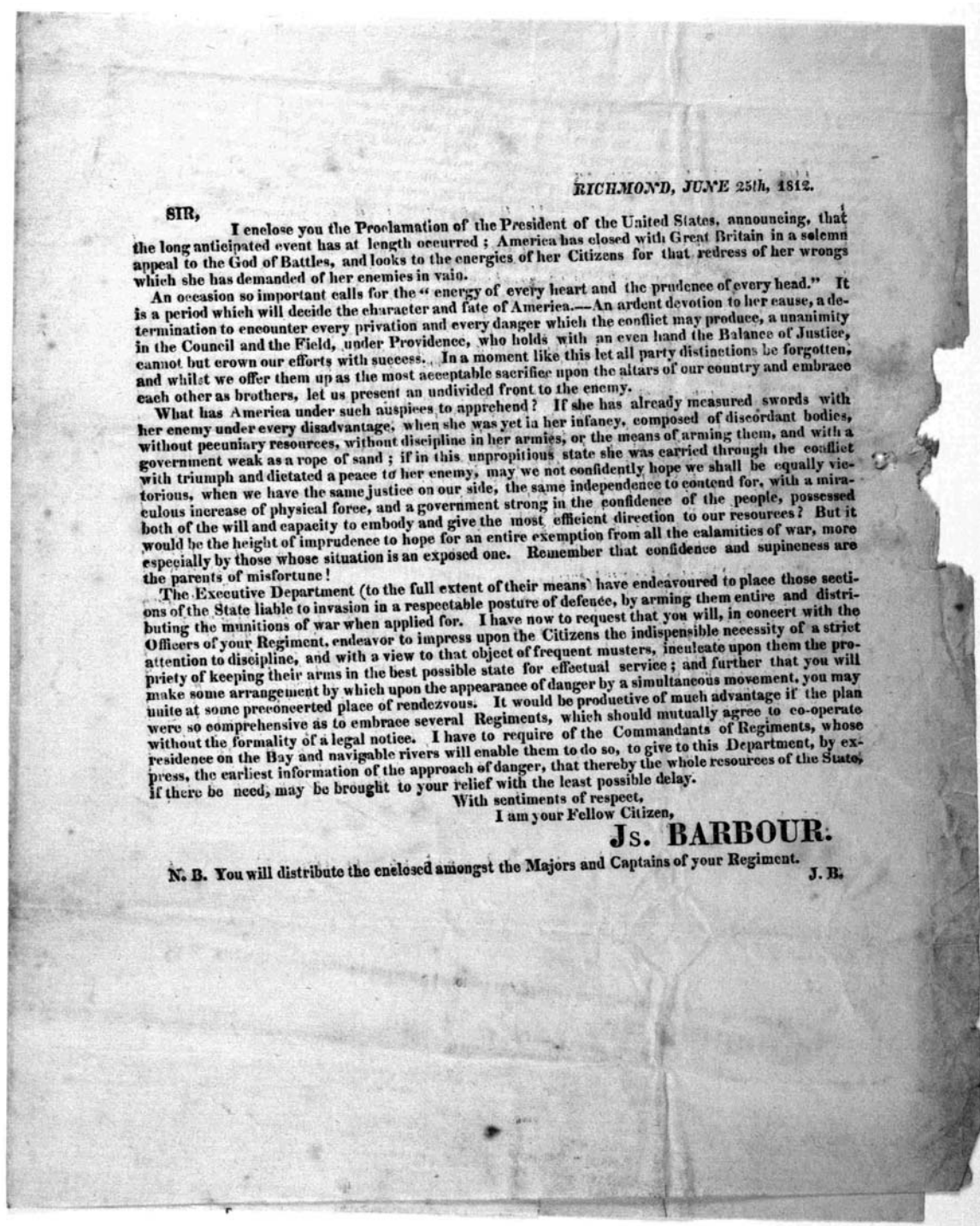
Dick Takle--I think them a parcel of Land-Lubbers, for declaring war with such a powerful nation as England without being in readiness. They bear a good comparison with Com *Baron*, with his guns housed, instead of having his decks clear and guns run out ready to give them the first broadside.

Tom.--Well, Dick, I'm glad you are brought to your bearings.

Dick.--Ah! Tom, I never mean to support the men who have reduced us to the present embarrassed and ruined state, again; They adopt the *French plan* too much for me.

Abbott, Captain. "To the Friends of Peace" [1812]. Leaflet. Online posting. [An American Time Capsule: Three Centuries of Broadside and Other Printed Ephemera](http://memory.loc.gov/cgi-bin/query/D?rbpebib:11:./temp/~ammem_f8nC:). Library of Congress. Accessed June 13, 2011. http://memory.loc.gov/cgi-bin/query/D?rbpebib:11:./temp/~ammem_f8nC:

Primary Source #4



RICHMOND, JUNE 25th, 1812.

SIR,

I enclose you the Proclamation of the President of the United States, announcing, that the long anticipated event has at length occurred: America has closed with Great Britain in a solemn appeal to the God of Battles, and looks to the energies of her Citizens for that redress of her wrongs which she has demanded of her enemies in vain.

An occasion so important calls for the "energy of every heart and the prudence of every head." It is a period which will decide the character and fate of America.—An ardent devotion to her cause, a determination to encounter every privation and every danger which the conflict may produce, a unanimity in the Council and the Field, under Providence, who holds with an even hand the Balance of Justice, cannot but crown our efforts with success. In a moment like this let all party distinctions be forgotten, and whilst we offer them up as the most acceptable sacrifice upon the altars of our country and embrace each other as brothers, let us present an undivided front to the enemy.

What has America under such auspices to apprehend? If she has already measured swords with her enemy under every disadvantage, when she was yet in her infancy, composed of discordant bodies, without pecuniary resources, without discipline in her armies, or the means of arming them, and with a government weak as a rope of sand; if in this unpropitious state she was carried through the conflict with triumph and dictated a peace to her enemy, may we not confidently hope we shall be equally victorious, when we have the same justice on our side, the same independence to contend for, with a miraculous increase of physical force, and a government strong in the confidence of the people, possessed both of the will and capacity to embody and give the most efficient direction to our resources? But it would be the height of imprudence to hope for an entire exemption from all the calamities of war, more especially by those whose situation is an exposed one. Remember that confidence and supineness are the parents of misfortune!

The Executive Department (to the full extent of their means) have endeavoured to place those sections of the State liable to invasion in a respectable posture of defence, by arming them entire and distributing the munitions of war when applied for. I have now to request that you will, in concert with the Officers of your Regiment, endeavor to impress upon the Citizens the indispensable necessity of a strict attention to discipline, and with a view to that object of frequent musters, inculcate upon them the propriety of keeping their arms in the best possible state for effectual service; and further that you will make some arrangement by which upon the appearance of danger by a simultaneous movement, you may unite at some preconceived place of rendezvous. It would be productive of much advantage if the plan were so comprehensive as to embrace several Regiments, which should mutually agree to co-operate without the formality of a legal notice. I have to require of the Commandants of Regiments, whose residence on the Bay and navigable rivers will enable them to do so, to give to this Department, by express, the earliest information of the approach of danger, that thereby the whole resources of the State, if there be need, may be brought to your relief with the least possible delay.

With sentiments of respect,

I am your Fellow Citizen,

JS. BARBOUR:

N. B. You will distribute the enclosed amongst the Majors and Captains of your Regiment.

J. B.

Barbour, J.S. "Richmond, June 25, 1812. Sir. I enclose the proclamation. . ." Leaflet. Online posting. [An American Time Capsule: Three Centuries of Broad­sides and Other Printed Ephemera](#). Library of Congress. Accessed June 13, 2011. < [Lesson: Citizens for and Against the War of 1812](http://memory.loc.gov/cgi-bin/query/D?rbpebib:43:/temp/~ammem_f8nC::></p></div><div data-bbox=)

Primary Source #4a: Transcription of Excerpt

RICHMOND, JUNE 25th, 1812.

SIR,

I enclose you the Proclamation of the President of the United States, announcing, that the long anticipated event has at length occurred; America has closed with Great Britain in a solemn appeal to the God of Battles, and looks to the energies of her Citizens for that redress of her wrongs which she has demanded of her enemies in vain. . .

. . . What has America under such auspices to apprehend? If she has already measured swords with her enemy under every disadvantage, when she was yet in her infancy, composed of discordant bodies, without pecuniary resources, without discipline in her armies, or the means of arming them, and with a government weak as a rope of sand; if in this unpropitious state she was carried through the conflict with triumph and dictated a peace to her enemy, may we not confidently hope we shall be equally victorious, when we have the same justice on our side, the same independence to contend for, with a miraculous increase of physical force, and a government strong in the confidence of the people, possessed both of the will and capacity to embody and give the most efficient direction to our resources? But it would be the height of imprudence to hope for an entire exemption from all the calamities of war, more especially by those whose situation is an exposed one. Remember that confidence and supineness are the parents of misfortune!

Barbour, J.S. "Richmond, June 25, 1812. Sir. I enclose the proclamation. . ." Leaflet. Online posting. [An American Time Capsule: Three Centuries of Broad­sides and Other Printed Ephemera](#). Library of Congress. Accessed June 13, 2011. < http://memory.loc.gov/cgi-bin/query/D?rbpebib:43:./temp/~ammem_f8nC::>

Primary Source #5

. . . We are so much accustomed to hear of the British impressment that the acuteness of feeling so natural on account of it, has become blunted, and our sailors have begun to make a kind of calculation upon it. How base and degrading! -- How inconsistent with our pretensions to sovereignty and independence! – But there are thousands in the United States who justify or palliate the practice; and to this turpitude must be attributed, in some degree, the want of energy in the government on behalf of an injured society. . .

. . . I do not believe there is a single British vessel of war upon the ocean that is not partly manned with impressed Americans, many of whom have been detained for eight or ten or twelve years . . .

. . . On a subject so fertile as this, a man might write for a twelve-month and leave off half-done. I am not disposed to imitate the conduct of the 10th or 11th congress. – I hope the 12th will *act*; and, by premiums or some other means, excite and promote a spirit in the American seamen to hew their way to freedom, if enslaved; or to destroy all who shall attempt to fetter them. Their countrymen will protect them in so doing.

H.N.

Niles, Hezekiah. The Weekly Register, Vol. 1 [September 1811 – March 1812]. Pp. 147-148. Online posting. Google Books. Accessed June 13, 2011.
<http://books.google.com/books?id=JlsUAAAAYAAJ&pg=PA189&dq=weekly+register+november+2+1811&hl=en&ei=H1z2TdKVH8nL0QHd96ntDA&sa=X&oi=book_result&ct=result&resnum=5&ved=0CDwQ6AEwBDgU#v=onepage&q=weekly%20register%20november%20%201811&f=false>

Primary Source #6a: Transcription of Excerpt

"IMPRESSED SEAMEN FROM SALEM."

FROM THE SALEM GAZETTE OF MARCH 30, 1813.

THE men who are interested in preventing the return of peace to our bleeding country, are endeavoring to keep up the sinking credit of the Administration by trying to deceive the public on the subject of IMPRESSMENTS, which is now made the cause of the war. But we have seen no attempt so likely to impose upon people not acquainted with the facts, as a late statement in the Register, pretended to be a list of "Impressed Seamen from SALEM." The Register of the 20th and 24th inst. gives twenty-five names (and, as will be seen, very few other particulars) of persons alledged to be impressed from this town. We have obtained from authentic sources the following history of these men, and have placed it by the side of the Register account. From this plain statement of facts, the public will be able to form a proper judgment of all the pretended cases of impressments which appear in that paper. All comment is needless.

- Register Account.....The Facts.
- No. 1. Henry Bussum, killed on board an English man of war, fighting with a nation in amity with this country.....No. 1. Henry Bussum was in the brig Essex, Capt. Green, belonging to William Orne, Esq. in the year 1790: ran away from her at Falmouth, England, and shipped on Board a British man of war. We have not heard of him since.
- No. 2. Daniel Bacon, taken out of the ship Alexander, six or seven years ago, still absent, his fate unknown.....No. 2. Daniel Bacon was reported by the Committee of the House of Representatives as an impressed man; but we have a letter of his in our possession, dated Jan. 8, 1810, in which, though he mentions being on board of a British man of war, he says nothing of his having been impressed, and does not express any discontent at his situation, nor request his friends to take measures to obtain his release.
- No. 3. John Conaway, and Sam'l Conaway, impressed a number of years since, never returned; only sons of the widow Conaway.....No. 3. John Conway and Samuel Conway.--Samuel Conway applied to a gentleman of this town, about the first of June last, at Para in South America, for a passage home in his vessel. He expressed no anxiety to come home, but wanted employment: went in said vessel to Cayenne; there shipped on board of an English merchantman for Barbadoes. He informed that gentleman, he had been employed in the British merchant service; said nothing about his ever having been impressed. Mrs. Conaway (the wife of Samuel) says she has understood that John was impressed, whether by the French or British, she does not know. She also says, she never knew that her husband had been impressed. On seeing the statement in the Register, the other day, she supposed some further news had been received from him, but she has not learnt any.

"Impressed seamen from Salem. From the Salem Gazette of March 30, 1813. [and] April 2, 1813." Broadside. Online posting. An American Time Capsule: Three Centuries of Broadside and Other Printed Ephemera. Library of Congress. Accessed June 13, 2011. <[http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field\(NUMBER+@band\(rbpe+05000300\)\):>](http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+05000300)):>)

Lesson: Citizens for and Against the War of 1812

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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