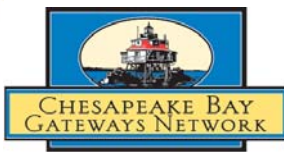


LONG MAY IT WAVE:



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: British Attacks in the Chesapeake during the War of 1812

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LESSON EDITOR: Naomi Coquillon

DATE: May 16, 2011

COURSE/GRADE: Social Studies, Grade 8

TIME NEEDED: One 45-minute class period

LESSON OVERVIEW: Students will plot the British attacks around the Chesapeake during the War of 1812 and determine what the objectives of these attacks were, what impact they had on citizens, and whether they were successful. They will do this by using a summary of the attacks to create a map organizer that highlights where the attacks took place and answer guided questions.

OUTCOMES: At the end of this lesson, students will be able to evaluate the goals of British attacks around the Chesapeake in 1814 and their impact on civilians as well as their success or failure.

OBJECTIVES:

Focus Questions for the Lesson: What attacks did the British make around the Chesapeake in 1814? What were the goals of these attacks? Were they successful or not?

Historical Thinking Skill Targeted: Historical Analysis and Interpretation

Maryland State Curriculum Content Objectives:

5.C.2.b.: Explain how the continuing conflict between Great Britain and France influenced the domestic and foreign policy of the United States

Maryland State Curriculum Skills and Processes Objectives:

6.E.2.d: Construct various types of graphic organizer, maps and charts to display information.

6.F.1.a: Interpret information in maps, charts and graphs.

Common Core Standards for Literacy in History/Social Studies:

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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MATERIALS:

- Copies of:
 - o summary
 - o outline of attacks around Chesapeake
 - o map
 - o different colored pens/pencils/markers
 - o guided questions
 - o exit ticket
- Transparencies or files of:
 - o summary reading
 - o battles outline
 - o map
 - o guided questions
- Overhead or smartboard/projector

SECONDARY SOURCES:

Summary reading created from the following sources:

Hickey, Donald R. *The War of 1812: A Forgotten Conflict*. University of Illinois Press, Urbana and Chicago. 1989.

Hickey, Donald R. *The War of 1812*. University of Illinois Press, Urbana and Chicago. 1995.

“History & Culture.” Online posting. Star Spangled Banner National Historic Trail. June 19, 2011. <http://www.nps.gov/stsp/historyculture/index.htm>

“Chesapeake Bay.” Online posting. Google maps. June 20, 2011.

For additional maps of War of 1812 battles, including a map of the Chesapeake Campaign, see the Maryland War of 1812 Bicentennial Commission Action Plan (<http://starspangled200.org/About/Documents/Action%20Plan%20final%201.pdf>), pages 50-52.

SELECTED VOCABULARY:

Blockade: a blockage or obstruction; to block or obstruct

Morale: sense of common purpose in a group; psychological well-being especially as it relates to a sense of purpose and confidence in the future

Naval: relating to the Navy; consisting of or involving warships

(Definitions based on Merriam-Webster’s online dictionary.)

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PROCEDURE:

1) Motivation

- Have discuss the following question: How are wars won? This question will get students thinking about the purposes of battles and military strategy, and how many different components go into winning a battle and a war, not just weapons and numbers. You might want to discuss the difference between strategy and tactics.

2) Historical Background

- Ensure that students have an understanding of some of the many causes of the war, its many theaters, and the impact it had on civilians. If necessary, share the summary below.
- Explain to students that today they will analyze the battles that took place between American and British forces in 1814 in the Chesapeake region. Make sure that students understand the importance of this region with regards to its large population, location of our nation's capital, and the central importance of farming and commerce that took place there. Refer to the short summary on reasons for British interest in the Chesapeake (<http://www.nps.gov/stsp/historyculture/index.htm>) from the Star-Spangled Banner National Historic Trail.

The War of 1812: British Attacks in 1814

As we have learned the War of 1812 had many causes and many participants. Even though war was officially declared in June of 1812 and the Chesapeake Bay and much of the eastern coast of the United States was blockaded by the British fleet in 1812-1813, the war up until 1814 had been somewhat removed from the citizens of the mid-Atlantic states and the capital. Important and bloody battles had been fought, and citizens all over were feeling the economic effects of the blockade and war-time taxes and shortages but most of the military action up until this point had been in naval battles fought far out to sea or on the western, northern, and southern frontiers. All this changed in 1814 though as the British conceived a three pronged invasion strategy that would lead them straight into the heart of the American capital. A massive fleet invaded the Chesapeake Bay and headed first for Washington and then Baltimore. This invasion, paired with pressure on the northern front in Canada and the western and southern fronts in the United States was aimed at breaking the will of the American people to fight and forcing the U.S. to sue for peace.

3) Guided Practice

- Distribute the organizer with the outline and summary of the different British attacks in the Chesapeake during 1814, and place a copy on an overhead or pull up on a smartboard. Discuss with students how each of these attacks had a different purpose and a different goal, impact and result. Discuss with students how these attacks may have affected citizens, the British war effort, and the American war effort. Refer back to points made in the previous discussion.
- Distribute the map to students, along with colored pencils/markers. Put up the map on over

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head/pull up, and demonstrate to students how to map one of the attacks, showing the point of invasion, progression, main goal, and eventual result, and date it took place. Have students mark it on their map. Allow for questions.

- Explain to students that they will work to map the rest of the attacks. They will then analyze the purpose and goals of these attacks and their impact on citizens by answering the guided questions. Go over and discuss questions with students, making sure that they understand we are not just looking at the facts of the battles but the reasons behind them. Emphasize questions including: Why did the British choose to attack that particular place at that time?
- For an extended activity and for high achieving students, divide students into pairs or groups of three and have each group research one of the following battles themselves: the Battle of Bladensburg, the burning of Washington, and the Battle of Baltimore. Then, have students share information and complete the mapping activity. Students may use textbooks, the Chesapeake Campaign section of the Star-Spangled Banner National Historic Trail website or the Maryland War of 1812 Bicentennial Commission website, information from the National Park Service's websites on Fort Warburton and Fort McHenry, or other available resources.
- (Suggestions for accommodations: Students can work independently or in groups; students can have pre-done maps or simplified/altered guided questions to work with; questions can even be done orally individually or as a whole class. For high achieving students, can be increased to include all major battles of war and more in depth geographic analysis using different primary source maps to examine each of the battles in more depth.)

3) Independent Practice

- Have students work to map the attacks and complete the guided questions. Students will need access to atlases or a computer to determine the locations of Fort Warbuton, Bladensburg, and Alexandria. Students may also complete the map in Google Earth, including adding background information for each battle. Coordinates for the battles are included below, or can be found through Wikipedia:

Bladensburg: 38°56'29"N 76°55'48"W

US Capitol/Burning of Washington: 38°53'23"N 77°0'32"W

Fort Warburton: 38°42'39"N 77°01'59"W

Alexandria, VA: 38°48'17"N 77°2'50"W

Fort McHenry/Battle of Baltimore:

39°15'47"N 76°34'48"W

- (Suggestions for accommodations: Students can work independently or in groups; students could have guide maps or additional support for completing the questions such as notes or an outline.)

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4) Assessment

- Come back together as a class. Have students share their thoughts as they finished the map and answered the guided questions. Have them infer what the British might have been trying to accomplish by invading the Chesapeake area, burning our capital, and attacking Baltimore. Make sure that students are grasping that this part of the invasion was aimed at crushing American resistance and ending the war.
- Distribute the exit ticket and have students answer the question.

5) Closure

- Have some students share their answer to the exit ticket. Discuss homework/project if applicable and refer back to objective.

SUGGESTIONS FOR ACCOMMODATIONS:

For students with IEPs and 504s:

- As stated within the body of the lesson, students can work independently, in pairs, or in groups.
- Some students may be provided with pre-done maps, simplified guided questions, or further supports in the form of outlines and/or notes.
- In addition, the entire lesson could be conducted orally with small groups or whole class simply participating in visual driven discussions.

LESSON EXTENSIONS:

Homework/Projects:

- Students could create independent research reports on one or more of the battles discussed.
- Students could write a fictionalized account, pretending that they were a citizen of Washington and witnessed the invasion and burning of the capital.
- Visual learners could create a painting or a picture of what they think one the battles must have looked like. Some sample images are available online from the Maryland Historical Society (www.mdhs.org).



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1814: Battles of the Chesapeake Bay During the War of 1812

Name of Battle	Location	Date	Description
Battle of Bladensburg	Bladensburg, MD	August 24 th , 1814	A large British force advanced on the small and strategically important city of Bladensburg, MD. The road through here was the most direct route to Washington and also led to Annapolis and Baltimore. The British won a decisive victory, over a larger American force, and the road to America's capital city lay open.
Burning of Washington	Washington, DC	August 25 th , 1814	British forces marched into the capital city. Incredulous citizens could not believe what was happening; they had believed that the British would not bother with the capital, because of its military insignificance. The British however, saw the great political and cultural importance of destroying the enemy's capital city. The government buildings, including the capital and the White House were burned, but much of the rest of the city was left untouched.
Fort Warburton	Potomac River, just outside Washington	August 27 th , 1814	British naval commander James Alexander Gordon was ordered to sail and attack Fort Warburton, the only fortification protecting the Potomac River near Washington. On August 27 th his ships opened fire on the poorly defended fort, and the fort's commander, Major General William Windler blew up the fort and retreated.
Raid on Alexandria	Port city of Alexandria, across the river from Washington	August 28 th , 1814	After the destruction of Washington and the abandonment of Fort Warburton, there was nothing to protect the port of Alexandria. The town surrendered, and the British made off with tons of loot and occupied the town for three days, a delay which may have cost them the Battle of Baltimore by allowing the Americans time to prepare for the invasion.
Battle of Baltimore	Baltimore, MD	September 13 th – 14 th , 1814	This was a pivotal land and naval battle in which the Americans defeated the British and the commander of the British land forces was killed. The bombardment of Fort McHenry during the battle inspired Francis Scott Key's <i>Star Spangled Banner</i> .

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Name: _____

Battles of the Chesapeake: 1814 Guided Questions

Battle of Bladensburg:

1. Please provide a one sentence summary of what happened at this battle.
2. Please provide an analysis of why this battle was important. (Why did the British attack here? Was it for strategic, political, economic or moral gain?)
3. Please evaluate whether the British were successful in this battle. (Remember, this does not simply mean if they won or lost.)

Fort Warburton:

4. Please provide a one sentence summary of what happened at this battle.
5. Please provide an analysis of why this battle was important. (Why did the British attack here? Was it for strategic, political, economic or moral gain?)
6. Please evaluate whether the British were successful in this battle. (Remember, this does not simply mean if they won or lost.)

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Raid on Alexandria:

7. Please provide a one sentence summary of what happened at this battle.

8. Please provide an analysis of why this battle was important. (Why did the British attack here? Was it for strategic, political, economic or moral gain?)

9. Please evaluate whether the British were successful in this battle. (Remember, this does not simply mean if they won or lost.)

Battle of Baltimore:

10. Please provide a one sentence summary of what happened at this battle.

11. Please provide an analysis of why this battle was important. (Why did the British attack here? Was it for strategic, political, economic or moral gain?)

12. Please evaluate if the British were successful in this battle. (Remember, this does not simply mean if they won or lost.)

Battles of the Chesapeake: 1814

Exit Ticket

Name:

Please answer the following question based on what you have learned in class today.

What were the major goals of the British attacks in the Chesapeake during 1814? Were they successful or not? Why?

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Battles of the Chesapeake: 1814
Rubric for Map, Guided Questions and Exit Ticket

5: The response on the exit ticket shows extensive thought and development of ideas, as well as developing some connections between other information learned about the War of 1812 or previous knowledge. Uses at least two specific examples from class. The map and guided questions are complete and show exemplary effort and meticulous attention to detail. Classroom participation in discussion was extensive.

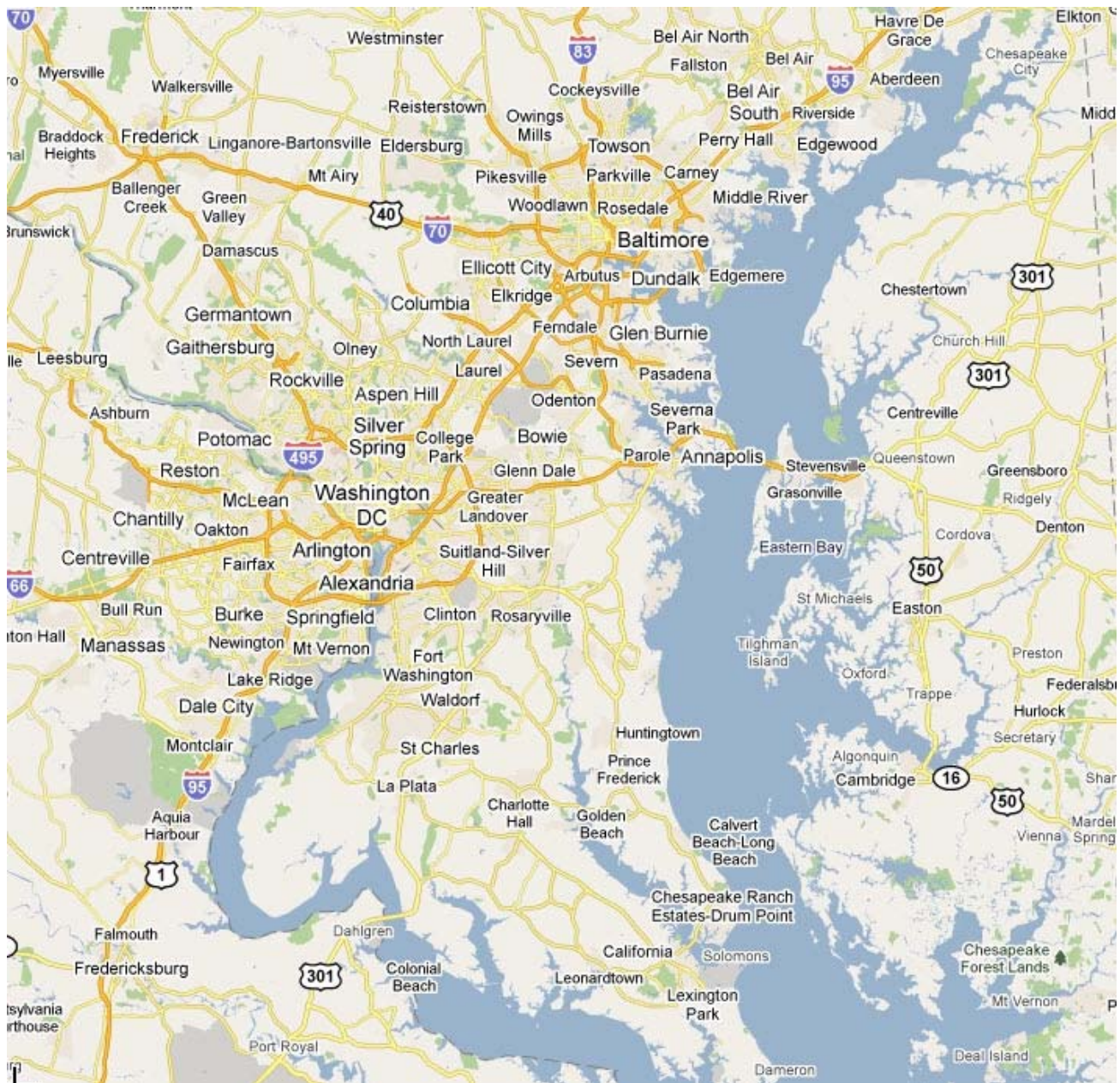
4: The response on the exit ticket shows extensive thought and development of ideas. May use only one example from class. The map and guided questions are complete and show exemplary effort and meticulous attention to detail. Classroom participation in discussion was extensive.

3: The response on the exit ticket shows some thought and development of ideas. Uses no specific examples. The map and guided questions are complete, though not fully developed. Classroom participation in the discussion may have been slight.

2: The exit ticket is poorly answered, showing little effort and using no examples. Information used may be wrong or have nothing to do with the questions asked. The map and guided questions may be incomplete and there was little to no participation in the class discussions.

1: Work was not finished and shows little effort. No participation in class discussion.

0: Work was not done/not turned in.



“Chesapeake Bay.” Online posting. Google maps. June 20, 2011.

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11

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