

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: Was the War of 1812 Our Second War of Independence?

LESSON WRITERS: Lindsay Bauman / Jennifer Frieman

DATE: June 3, 2011

COURSE/GRADE: Social Studies/ Grade 4, 8

UNIT: War of 1812- Fort McHenry's History

TIME NEEDED: One 45-minute class period

LESSON OVERVIEW:

In this lesson, students will compare and contrast the reasons for the Revolutionary War and the War of 1812 to determine whether the War of 1812 can really be considered the Second War of Independence. Students need to have some prior knowledge of the Revolutionary War, its causes and how it resulted in America's independence from Great Britain. Prior to teaching this lesson, review with the students the main events that led to the American Revolution, discuss the colonists' frustrations, and the major battles and successes of the war. During this lesson students will compare the Declaration of Independence with documents from the War of 1812 to find similarities among the causes and motivations for both wars.

OUTCOMES: At the end of this lesson, students will be able to use primary source documents to compare and contrast the reasons for the American Revolution with those for the War of 1812.

OBJECTIVES:

Focus Questions for the Lesson:

Was the United States really struggling to win its independence from Great Britain a second time during the War of 1812?

Historical Thinking Skills:

Historical Comprehension:

Reconstruct the literal meaning of a historical passage.

Historical Research Capabilities:

Interrogate historical data.

Maryland State Curriculum Content Objectives:

4.5.C.1.b Explain the interactions between colonists and the British during the Pre-Revolutionary period

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

8.5.C.2.a Explain why the United States adopted a policy of neutrality prior to the War of 1812

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

Lesson: Was the War of 1812 Our Second War for Independence?

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Maryland 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

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

- 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.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- 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.

Common Core Standards for Literacy in History/Social Studies, Grades 6-8:

- 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:

- Chart paper and a marker
- Student Resource Sheet #1: Liberty and Peace Song
- Student Resource Sheet #2: Declaration of Independence
- Resource Sheet #2a: Transcription of Excerpt from Declaration of Independence
- Resource Sheet #3: Proclamation by President Jefferson, 1807
- Resource Sheet #3a: Transcription of Excerpts from Proclamation by President Jefferson, 1807
- Resource Sheet #4: Madison’s Special Message to Congress, June 1, 1812
- Resource Sheet #4a: Transcription of Excerpts from Madison’s Special Message to Congress, June 1, 1812
- Resource Sheet #5: Thomas Jefferson to James Madison, October 15, 1814
- Student Worksheet #1: Was the War of 1812 Our Second War for Independence?

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PRIMARY SOURCES:

Author Unknown. Liberty and Peace. A Song [1815]. Online posting. An American Time Capsule: Three Centuries of Broadides and Other Printed Ephemera website. Library of Congress. 3 June 2011. < [http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field\(NUMBER+@band\(rbpe+05002700\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+05002700))):>

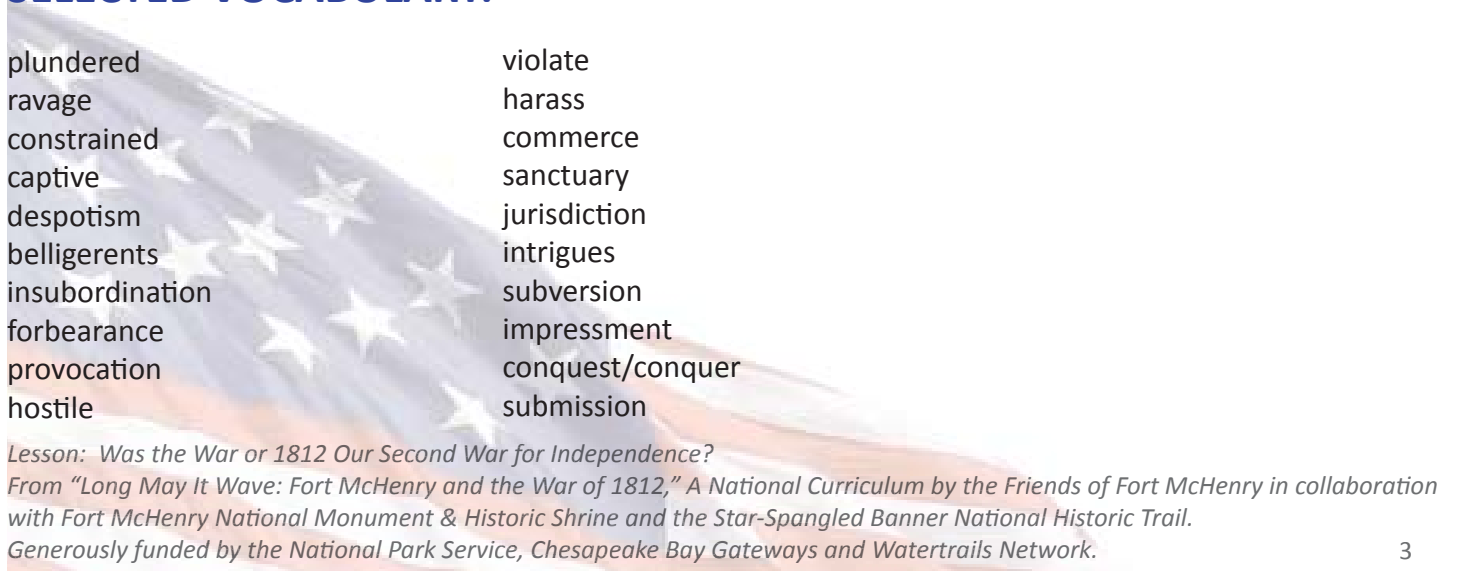
Declaration of Independence. Online posting. Charters of Freedom. National Archives and Records Administration. Accessed June 10, 2011. http://www.archives.gov/exhibits/charters/declaration_zoom_2.html

Jefferson, Thomas. Thomas Jefferson to James Madison [October 15, 1814]. Online posting. American Memory Collection. The Thomas Jefferson Papers. Library of Congress. 3 June 2011 < [http://memory.loc.gov/cgi-bin/query/r?ammem/mtj:@field\(DOCID+@lit\(tj110146\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/mtj:@field(DOCID+@lit(tj110146))) >

“Journal of the House of Representatives of the United States, 1811-1813 MONDAY, JUNE 1, 1812.” A Century of Lawmaking for a New Nation: U.S. Congressional Documents and Debates, 1774-1875, American Memory Project. Library of Congress. Accessed June 12, 2011. http://memory.loc.gov/cgi-bin/query/D?hlaw:16:./temp/~ammem_CCvT::@@@mdb=mcc,gottscho,detr,nfor,wpa,aap,cwar,bbpix,cowellbib,calbkbib,consrvbib,dsbib,dag,fsaall,gmd,pan,vv,presp,varstg,suffrg,nawbib,horyd,wtc,toddbib,mgw,ncr,ngp,musdibib,hlaw,papr,lhbumbib,rbpebib,lbcoll,alad,hh,aaodysey,magbell,bbc,dcm,raelbib,runyon,dukesm,lomaxbib,mtj,gottlieb,aep,qlt,coolbib,fpnas,aasm,denn,relpet,amss,aaeo,mff,afc911bib,mjm,mnwp,rbcmillerbib,molden,ww2map,mfdipbib,afcnyebib,klpmap,hawp,omhbib,rbaapcbib,mal,ncpsbib,ncpm,lhbprbib,ftvbib,afcreed,aipn,cwband,flwpabib,wpapos,cmns,psbib,pin,coplandbib,cola,tccc,curt,mharendt,lhbcbib,eea,haybib,mesnbib,fine,cwnyhs,svybib,mmorse,afcwwgbib,mymhiwebib,uncall,afcwp,mtaft,manz,llstbib,fawbib,berl,fmuever,cdn,upboverbib,musm,cic,afcpearl,awh,awhbib,sgp,wright,lhbtnbib,afcesnbib,hurstonbib,mreynoldsbib,spaldingbib,sgproto,scsbib,afccalbib,mamcol

“From the office of the Mercantile Advertiser, Sunday, July 5th, 1807. By Thomas Jefferson, President of the United States of America, A proclamation, Washington City, July 2, 1807.” Online Posting. American Memory Project. Library of Congress. Accessed June 12, 2011. <http://memory.loc.gov/cgi-bin/query/D?rbpebib:16:./temp/~ammem_WY4p::@@@mdb=manz,mharendt,rbpebib,cwband,cwnyhs,gmd,mreynoldsbib,mtaft,cwar,fsaall,mfdipbib,mff,scsbib,mal,mcc,ncpm,pan,afcpearl,lhbprbib,afc911bib,papr,runyon,detr,mgw,nfor,sgproto,ww2map>

SELECTED VOCABULARY:



plundered	violate
ravage	harass
constrained	commerce
captive	sanctuary
despotism	jurisdiction
belligerents	intrigues
insubordination	subversion
forbearance	impressment
provocation	conquest/conquer
hostile	submission

Lesson: Was the War or 1812 Our Second War for Independence?

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PROCEDURE:

1) Motivation

- Have students review what they know about the reasons for the American Revolution: What events or actions led up to the American Revolution?
- Have students recall some causes of the American Revolution, and list them on a piece of chart paper. (Make sure you spend some time reviewing the timeline of events that led up the American Revolution so that the students have a strong background.)
- Pass out and post Student Resource Sheet #1: Liberty and Peace Song, and read it with the students. Ask the students when they think it might have been written (most should say during or after the American Revolution). Then share with them that this song was really written in 1815, almost 40 years after the American Revolution, at the end of the War of 1812.
- Explain that the American Revolution was called the War of Independence; the War of 1812 is some times called the Second War of Independence. Tell students that today they are going to compare and contrast the reasons for both wars to decide whether the War of 1812 was really a Second War of Independence for the United States.

2) Guided Practice

- Pass out the Student Resource Sheet #2: Declaration of Independence and Resource Sheet #2a: Transcription of Excerpt from Declaration of Independence.
- Reveal the lesson vocabulary chart.
- With the students, go through the documents to highlight the vocabulary words and discuss their meaning.
- Read through the document, stopping every few sentences to have the students paraphrase what they've just read.
- Note: The primary sources used in the lesson are very difficult for elementary students in terms of vocabulary and sentence structure. Depending upon the reading abilities of your students, it may be advisable to provide further support to help them decipher the sources. Suggested strategies include:
 - o Providing not only the transcriptions of the excerpts but also actual "translations" of the text into "kid-friendly" English.
 - o Further excerpting the sources.
 - o Assigning smaller chunks of each source to small groups.
 - o Reading all documents as a class.
- On chart paper, list the students' paraphrased statements of the colonists' grievances against Great Britain. Examples:
 - o We want the rights of life, liberty, and the pursuit of happiness.
 - o A government should be controlled by the people it governs.
 - o When a government abuses its authority, the people have a right to stop that government.
 - o This change should not be made quickly, but if after the people have made every effort to get the government to stop its abuses, the people finally have a right to stand up for themselves. (Try a bully on the playground analogy.)
 - o This is what the King of England has done to us, so it is our right to throw off this government and to create a new, better one for ourselves.
 - o [Some of the specific grievances.]



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Student Resource Sheet #1: Liberty and Peace Song

LIBERTY AND PEACE.



A SONG.

LIBERTY! O how sweet the sound,
Liberty will maintain its ground,
Liberty's the glory of America,
From liberty let us not astray.

Liberty was the true first cause,
Of fighting for our country's laws,
Liberty will good laws maintain,
And save us too from being slain.

Liberty will thrust out all treason,
And guide us in the way of reason,
Liberty will each one uphold,
If they've true hearts as pure as gold.

Liberty will strike dread to foes,
And drive away all evil woes,
Liberty'll secure our peace and right,
For it Americans will fight.

Liberty is our worthy hope,
Jesus Christ our eternal prop,
Liberty will in a right way,
Help us on to glorious day.

Liberty keeps our trade alive,
In Liberty we all may thrive,
Liberty helps the poor and sad,
And makes the prisoner very glad.

Liberty must through time prevail,
Let's hoist our flag and carry sail,
Let's plough the ocean o'er and o'er,
And keep true liberty on the shore.

Liberty should spread o'er the sea,
And trade to all be ever free,
Liberty should bear the sway,
But not make any one a prey.

Our Liberty if it's abus'd,
Its pleasures then will be refus'd,
To all that leave its pleasant way,
And tyrant's help to get the day.

Liberty and peace now keep it strong,
And keep it pure and keep it long,
May it through time with us abide,
A blessing and America's pride.

Liberty and love sprung from above,
Now let us all our Saviour love,
Give God the glory and the power,
To save us in distressing hour.

Liberty and love should keep apace,
And may we seek to God for grace,
Through Christ the Lord may be forgiven,
Liberty and love enjoy in heaven.

Liberty should be each one's theme,
And it secure through wisdom's scheme,
Liberty gives each one much pleasure,
It far exceeds all earthly treasure.

Liberty sets the prisoner free,
And many's return'd from over sea,
Liberty hath gladden'd many a soul,
Their healths are drank at every bowl.

Liberty should inspire us all,
Both rich and poor, and great and small,
To live a life of love and peace,
Then will our happiness increase.

Liberty should dwell on each tongue,
This song of liberty should be sung,
Our hearts be tun'd with this accord,
And sound it forth unto the Lord.

Liberty should guide each one straight,
And not inroach nor lay in wait,
Nor cheat, nor lie, nor steal, nor kill,
But God's commands strive to fulfil.

Liberty thus improv'd will be,
A blessing to posterity,
A blessing unto every one,
Who lives and moves under the sun.

Liberty now I bid good night,
No more on you this time will write,
But on the morning if I live,
For you to God my praise I'll give.

This song was wrote by one who prays,
For peace and liberty all our days,
Prays that our souls may rest on high,
In endless PEACE and LIBERTY.

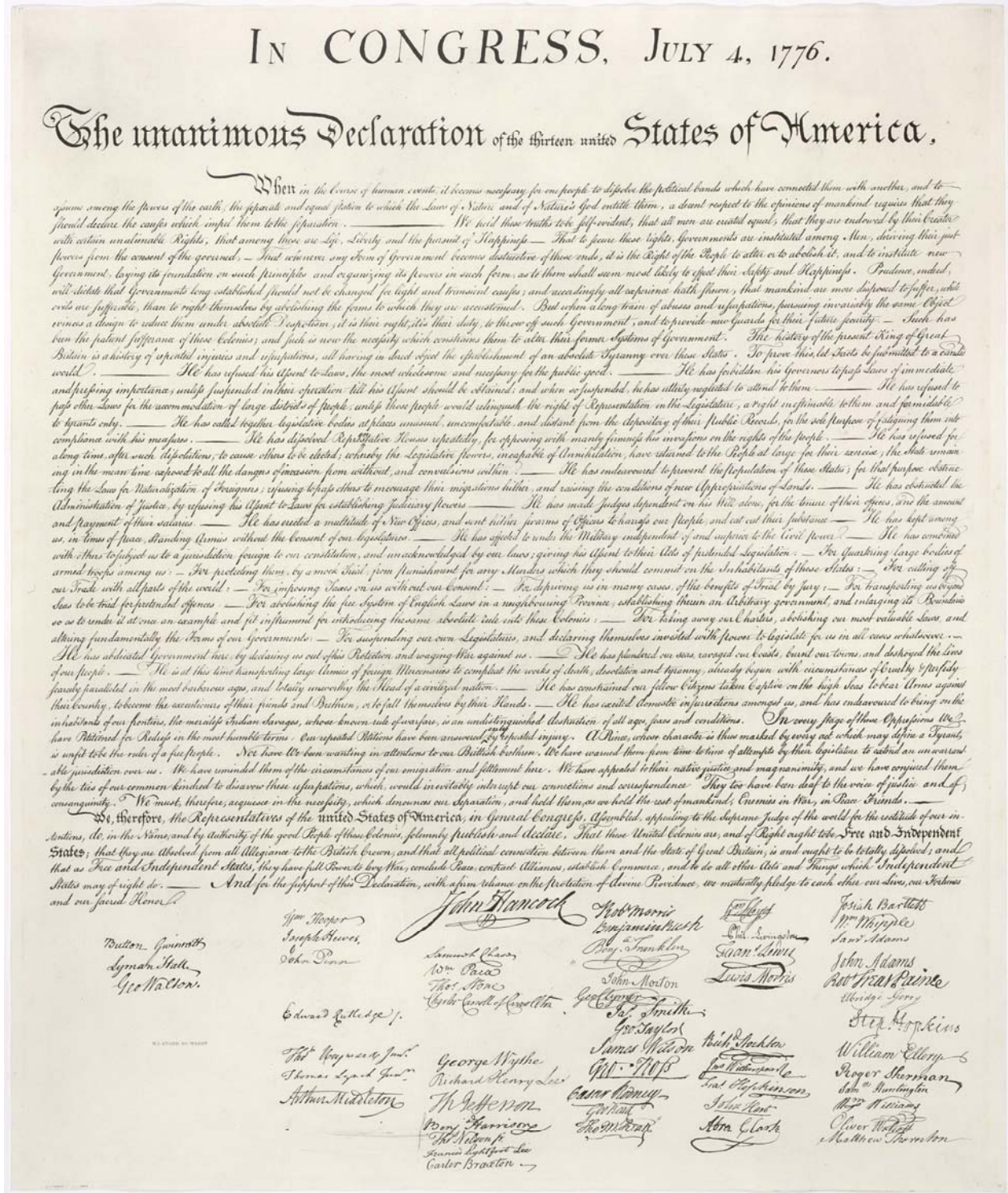
Author Unknown. Liberty and Peace. A Song [1815]. Online posting. An American Time Capsule: Three Centuries of Broad­sides and Other Printed Ephemera website. Library of Congress. 3 June 2011. <[http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field\(NUMBER+@band\(rbpe+05002700\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+05002700)))>

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Student Resource Sheet #2: Declaration of Independence



Declaration of Independence. "Online posting." Charters of Freedom. National Archives and Records Administration. Accessed June 10, 2011. <http://www.archives.gov/exhibits/charters/declaration_zoom_2.html>

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Resource Sheet #2a: Transcription of Excerpt from Declaration of Independence
IN CONGRESS, July 4, 1776.

The unanimous Declaration of the thirteen united States of America,

. . . We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. . .

. . . To prove this, let Facts be submitted to a candid world. . .

[Selected grievances below]

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

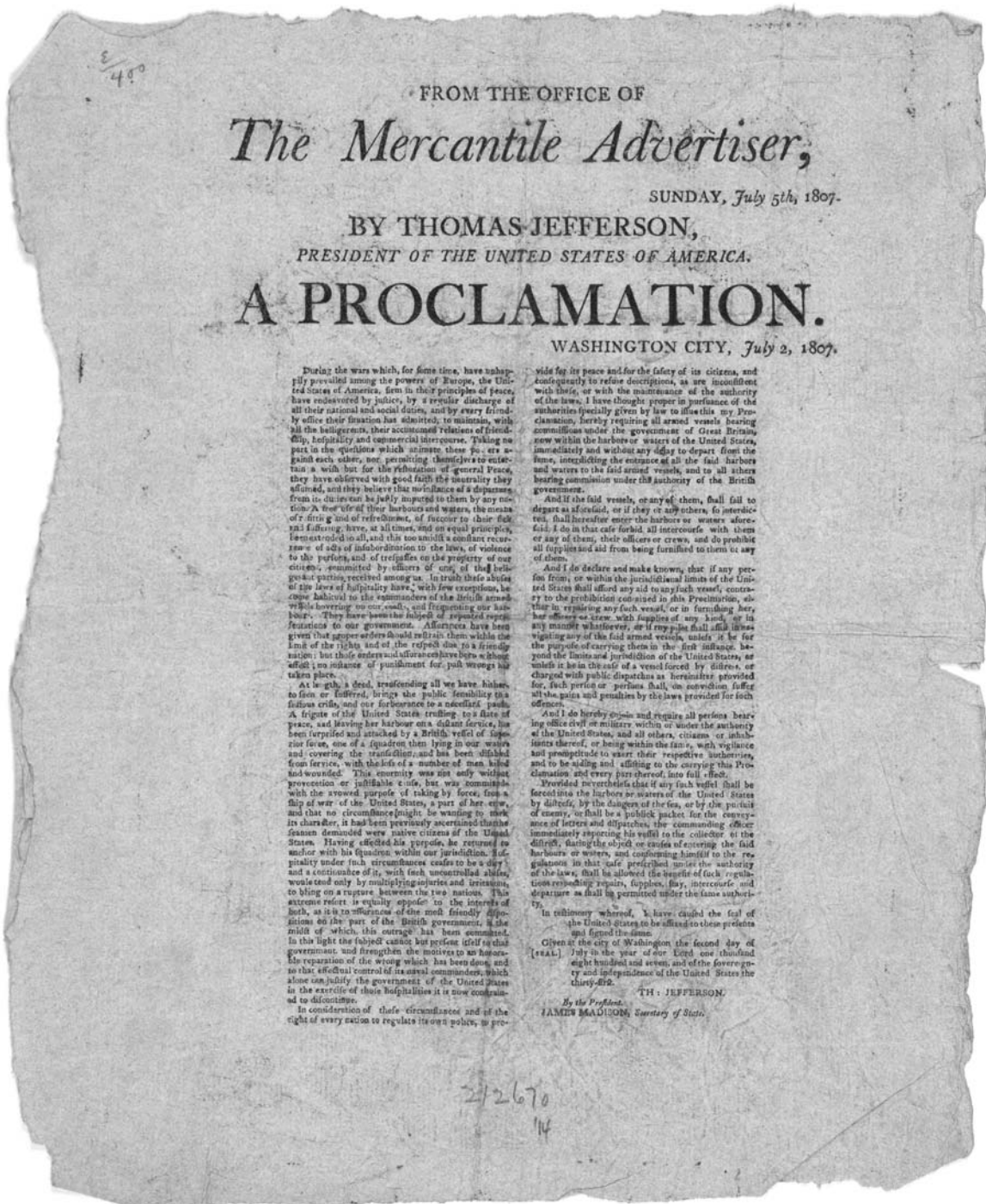
He has . . . endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages whose know rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

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Resource Sheet #3: Proclamation by President Jefferson, 1807



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Student Resource Sheet #3a: Transcription of Excerpts from President Jefferson's Proclamation, 1807

FROM THE OFFICE OF
The Mercantile Advertiser,

SUNDAY, July 5th, 1807.

BY THOMAS JEFFERSON,
PRESIDENT OF THE UNITED STATES OF AMERICA.

A PROCLAMATION.

WASHINGTON CITY, July 2, 1807.

During the wars which, for some time, have unhappily prevailed among the powers of Europe, the United States of America, firm in their principles of peace, have endeavored by justice, by a regular discharge of all their national and social duties, and by every friendly office their situation has admitted, to maintain, with all the belligerents, their accustomed relations of friendship, hospitality and commercial intercourse. . . A free use of their harbours and waters, the means of refitting and of refreshment, of succour to their sick and suffering, have, at all times, and on equal principles, been extended to all, and this too amidst a constant recurrence of acts of insubordination to the laws, of violence to the persons, and of trespasses on the property of our citizens, committed by officers of one, of the belligerent parties received among us. In truth these abuses of the laws of hospitality have, with few exceptions, become habitual to the commanders of the British armed vessels hovering on our coasts, and frequenting our harbour. They have been the subject of repeated representations to our government. Assurances have been given that proper orders should restrain them within the limit of the rights and of the respect due to a friendly nation; but those orders and assurances have been without effect; no instance of punishment for past wrongs has taken place.

At length, a deed, transcending all we have hitherto seen or suffered, brings the public sensibility to a serious crisis, and our forbearance to a necessary pause. A frigate of the United States trusting to a state of peace, and leaving her harbour on a distant service, has been surprised and attacked by a British vessel of superior force, one of a squadron then lying in our waters and covering the transaction, and has been disabled from service, with the loss of a number of men killed and wounded. This enormity was not only without provocation or justifiable cause, but was committed with the avowed purpose of taking by force, from a ship of war of the United States, a part of her crew . . .

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Student Resource Sheet #4: President Madison's Special Message to Congress, June 1, 1812

To the Senate and House of Representatives of the United States:

Without going back beyond the renewal in 1803 of the war in which Great Britain is engaged, and omitting unrepaired wrongs of inferior magnitude, the conduct of her government presents a series of acts hostile to the United States as an independent and neutral nation.

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

. . . 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 pretensions they have added the most lawless proceedings in our very harbors, and have wantonly spilt American blood within the sanctuary of our territorial jurisdiction. . .

. . . There was a period when a favorable change in the policy of the British cabinet was justly considered as established. . . it has since come into proof that at the very moment when the public minister was holding the language of friendship and inspiring confidence in the sincerity of the negotiation with which he was charged a secret agent of his government was employed in intrigues having for their object a subversion of our government and a dismemberment of our happy union.

In reviewing the conduct of Great Britain toward the United States our attention is necessarily drawn to the warfare just renewed by the savages on one of our extensive frontiers a warfare which is known to spare neither age nor sex and to be distinguished by features peculiarly shocking to humanity. It is difficult to account for the activity and combinations which have for some time been developing themselves among tribes in constant intercourse with British traders and garrisons without connecting their hostility with that influence and without recollecting the authenticated examples of such interpositions heretofore furnished by the officers and agents of that government.

"Journal of the House of Representatives of the United States, 1811-1813 MONDAY, JUNE 1, 1812." A Century of Lawmaking for a New Nation: U.S. Congressional Documents and Debates, 1774-1875, American Memory Project. Library of Congress. Accessed June 12, 2011. http://memory.loc.gov/cgi-bin/query/D?hlaw:16:./temp/~ammem_CCvT::@@@mdb=mcc.gottscho,detr,nfor,wpa,aap,cwar,bbpix,cowellbib,calbkbib,consvrbib,bdsbib,dag,fsaall,gmd,pan,vv,presp,varstg,suffrg,nawbib,horyd,wtc,toddbib,mgw,ncr,ngp,musdibib,hlaw,papr,lhbumbib,rbpebib,lbcoll,alad,hh,aaodysey,magbell,bbc,dcm,raelbib,runyon,dukesm,lomaxbib,mtj,gottlieb,aep,qlt,coolibib,fpnas,aasm,denn,relpet,amss,aaeo,mff,afc911bib,mjm,mnwp,rbcmlib,molden,ww2map,mfdipbib,afcnyebib,klpmap,hawp,omhbib,rbaapcbib,mal,ncpsbib,ncpm,lhbprbib,ftvbib,afcreed,aipn,cwband,flwpabib,wpapos,cmns,psbib,pin,coplandbib,cola,tccc,cu,rt,mharendt,lhbcbbib,eaa,haybib,mesnbib,fine,cwnyhs,svybib,mmorse,afcwwgbib,mymhiwebib,uncall,afcwip,mtaft,manz,llstbib,fawbib,berl,fmuever,cdn,upboverbib,mussm,cic,afcppearl,awh,awhbib,sgp,wright,lhbtnbib,afcesnbib,hurstonbib,mreynoldsbib,spaldingbib,sgproto,scsmbib,afccalbib,mamcol

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Student Resource Sheet #5: Thomas Jefferson to James Madison, October 15, 1814

Monticello, October 15, 1814.

Dear Sir,--I thank you for the information of your letter of the 10th. It gives, at length, a fixed character to our prospects. The war, undertaken, on both sides, to settle the questions of impressment, and the orders of council, now that these are done away by events, is declared by Great Britain to have changed its object, and to have become a war of conquest, to be waged until she conquers from us our fisheries, the province of Maine, the lakes, States and territories north of the Ohio, and the navigation of the Mississippi; in other words, till she reduces us to unconditional submission.

Jefferson, Thomas. Thomas Jefferson to James Madison [October 15, 1814]. Online posting. American Memory Collection. The Thomas Jefferson Papers. Library of Congress. 3 June 2011 < [http://memory.loc.gov/cgi-bin/query/r?ammem/mtj:@field\(DOCID+@lit\(tj110146\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/mtj:@field(DOCID+@lit(tj110146))) >

Lesson: Was the War of 1812 Our Second War for Independence?

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.

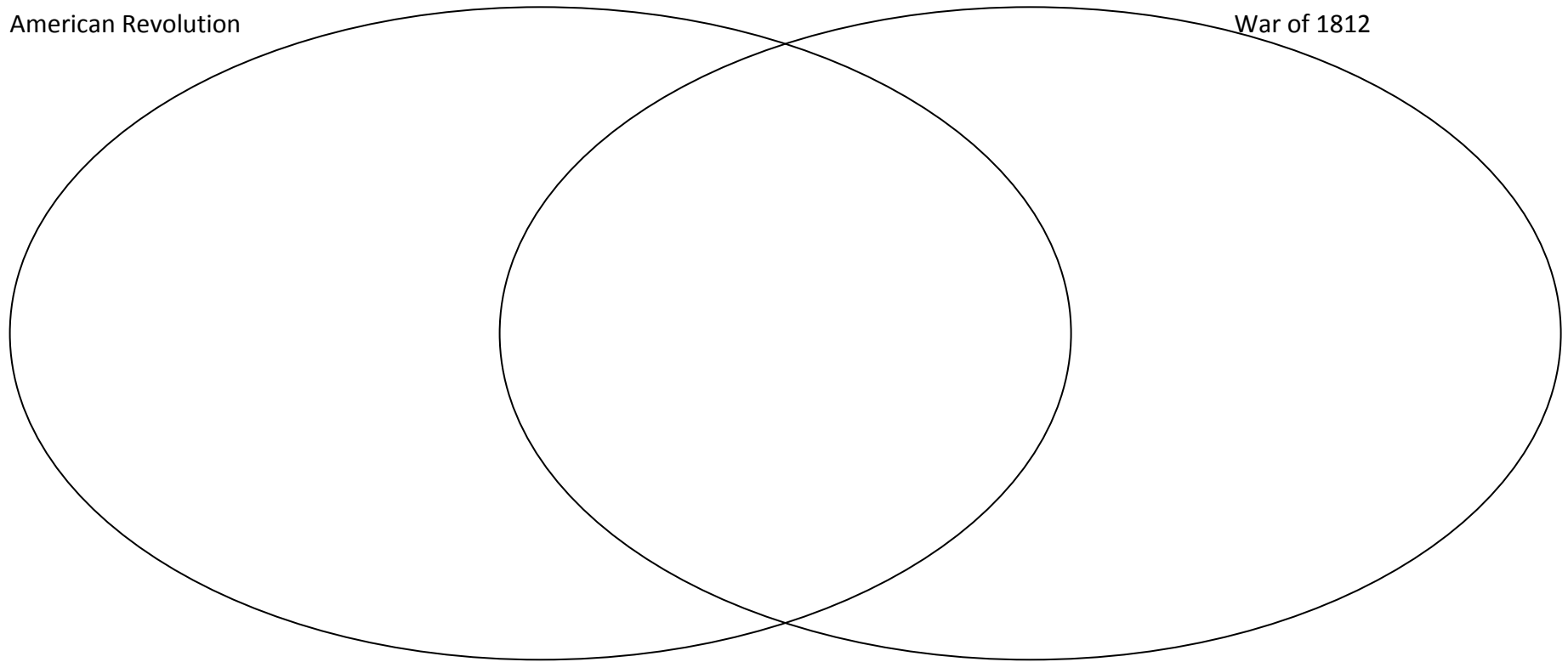
Generously funded by the National Park Service, Chesapeake Bay Gateways and Watertrails Network.

Student Worksheet #1: **WAS THE WAR OF 1812 OUR SECOND WAR FOR INDEPENDENCE???**

Directions: Fill in the Venn Diagram below with each of the reasons for war listed on the chart papers posted at the front of the room to compare/contrast the reasons for the American Revolution with the reasons for the War of 1812.

American Revolution

War of 1812



Was the War of 1812 America's Second War for Independence? Why or why not?
