

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: A Just War or Just a War?

LESSON WRITER: Sarah Martin

LESSON EDITOR: Jennifer Frieman

DATE: June 2011

COURSE/GRADE: Social Studies, Grades 8

UNIT: War of 1812

TIME NEEDED: One 90-minute class period or two 45-minute class periods.

LESSON OVERVIEW:

Students will become familiar with Just War Theory and apply that theory to the American Revolution and the War of 1812.

OUTCOMES: At the end of this lesson, students will be able to analyze The War of 1812 using Just War Theory.

OBJECTIVES:

Focus Question for the Lesson: Can the American Revolution and the War of 1812 be considered Just Wars?

Historical Thinking Skill Targeted:

Historical Comprehension:

Reconstruct the literal meaning of a historical passage.

Historical Research Capabilities:

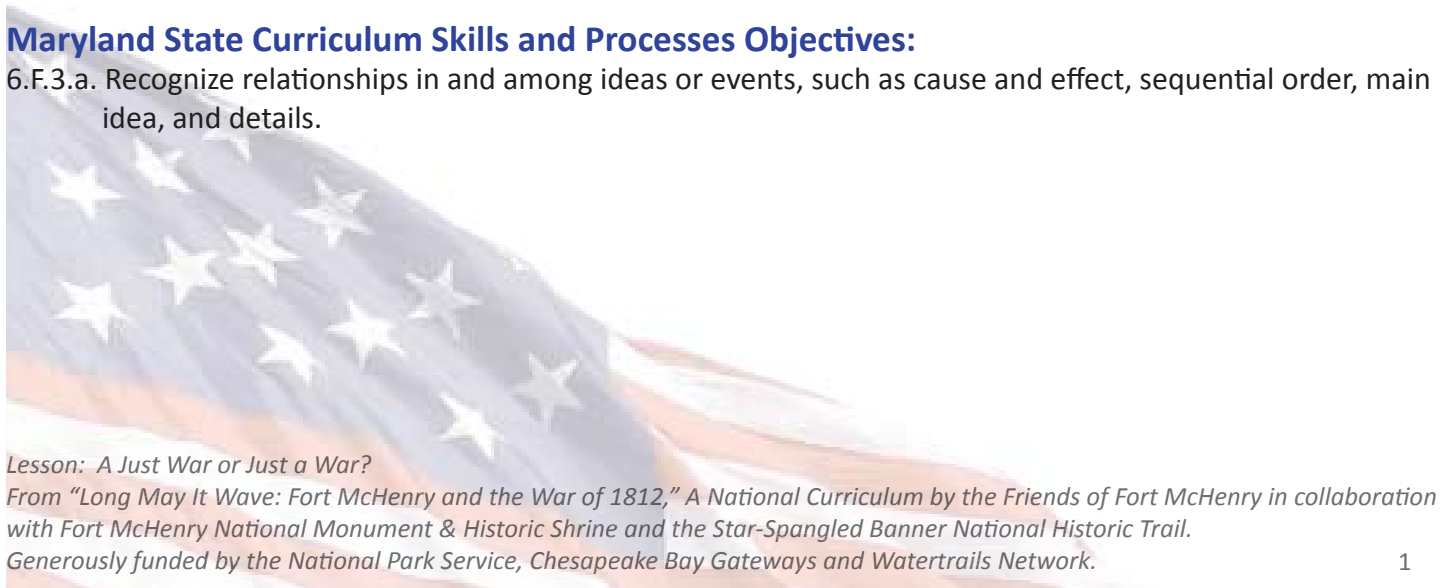
Interrogate historical data.

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



Lesson: A Just War or Just a War?

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.

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:

- Worksheet: The Argument of The Just War Theory
- Worksheets: Is there evidence of a just war? Sheets A and B
- Just War Museum Presentation paper with rubric
- Computer access with Powerpoint

PRIMARY SOURCES:

Declaration of Independence (Primary Source #1). George Washington Papers at the Library of Congress, 1741-1799: Series 4. General Correspondence. 1697-1799, Image 20 of 1130. Online Posting. American Memory website. Library of Congress. 6 June 2011. < <http://memory.loc.gov/mss/mgw/mgw4/037/0000/0020.jpg>>

Madison, James (Primary Source #2). Annals of Congress, House of Representatives, 12th Congress, 1st Session pages 1624-1624 and 1629. Pages 1624-1625. Online Posting. American Memory website. Library of Congress. 6 June 2011. <<http://memory.loc.gov/cgi-bin/ampage?collId=llac&fileName=024/llac024.db&recNum=222>>

SECONDARY SOURCES:

Walzer, Michael. The Just War Theory. Online posting. 5minLife Videopedia. 6 June 2011. < <http://www.5min.com/Video/The-Just-War-Theory-294373111>>

SELECTED VOCABULARY:

Just War Theory
Jus ad bellum
Jus in bello
impressment



Lesson: A Just War or Just a War?

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.

PROCEDURE:

1) Motivation

- Warm-up -Imagine you have a friend that you see a lot during and after school. You aren't the best of friends but you have many friends in common. One weekend your friend posts a rude comment on your Facebook page but later says it was just a joke. Things like that continue to happen. You start to think that your "friend" is constantly trying to insult you.
- Ask: What are the different ways that you could approach this situation? Which approach do you think you would choose and why?
- Discuss the concept of having been wronged by someone. Ask students how they think that might apply to countries. Use a T-chart on the board or on chart paper to brainstorm all of the different ways one country might "wrong" another on one side and ways that the "wronged" country might respond.
- Explain that throughout history a recurring response to problems between two tribes, two civilizations, two cities, or two countries has been war. We want to explore some of the reasons the U.S. has had for engaging in war and decide whether the reasons were "just" or not.

2) Guided Practice

- Introduce the idea of the Just War Theory. Distribute the hand out titled "Argument of The Just War Theory."
 - o Students will be focusing on the 3 main concepts of the video clip to create definitions and provide examples.
- Show "The Just War Theory" video found at: <http://www.5min.com/Video/The-Just-War-Theory-294373111>
 - o You will probably want to stop the video at 3:15. The next segment, "What are the challenges...," while interesting, does not apply to this lesson plan.
- Class Share out of notes. Students could have the option to draw pictures for the examples.
 - o Anticipated Responses -
 - The Just War Theory
 - What is it?
 - o The justification that any civilization/country gives as to why it is going to war and sending off young people into harm's way.
 - o An argument about the plausible justification for going to war.
 - Who has thought?
 - o Greeks
 - o Biblical references
 - o Islamic civilization
 - o Catholic Doctrine
 - Jus ad bellum
 - o Definition: Justice of war, when is it right to resist?
 - o Examples: Resist a mugging, aid a victim of aggression, stop a government massacre
 - Jus in bello
 - o Definition: Justice in conduct in war
 - o Examples: attacking only other soldiers; women, children and elderly kept safe; civilians excluded from conflict

Lesson: A Just War or Just a War?

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.

- Explain that we will want to focus on the issue of the Jus ad bellum aspect of the theory when looking at 2 wars in American History.
- Distribute worksheet titled “Is there evidence of a just war? Sheet A” and copies of the Declaration of Independence (Primary Source #1) transcript.
- Introduce activity and read over the handout to discuss the 5 principles of the Just War Theory.
- Class Read Aloud of the Declaration of Independence.
- Model the identification of pieces of information from the text that correlate to the 5 principles.
- Write in those pieces of information under the appropriate principle.
- Students or groups could be asked to create mini scenes to act out the evidence being pulled out of the document.

3) Independent Practice

- Distribute the worksheet titled “Is there evidence of a just war? Sheet B” and copies of the message sent by President James Madison to Congress on June 1, 1812. In pairs, students will repeat the same process as followed for the Declaration of Independence. Based on time and ability, you may wish to assign groups specific principles to be responsible for.
- Class share out of evidence found.

4) Assessment

- Ask students to imagine that a new museum will be opening in Washington, D.C. next year called “The Just War Museum.” It plans to showcase wars that meet the criteria for The Just War Theory principles of Jus ad bellum.
- You (your group) have been asked to represent both the Revolutionary War and the War of 1812. You will need to decide which war you believe is more deserving of a place in the museum.
- Then your group will need to create a PowerPoint presentation in which you:
 1. Identify what the Just War theory is.
 2. Describe Jus ad bellum, Jus in bello and the 5 principles.
 3. Present the war you are supporting for entrance into the museum and include a rationale for why you decided what you did. Include why you decided against the other war.
 4. Provide specific evidence that pairs information from our primary documents with the 5 principles.
- Alternative: Students could prepare an interview that would be between a reporter and the group representative who is turning in the application to the museum. The same information would be shared.
- Group presentations of their applications.

5) Closure

- Students will vote to see which of the two wars will be admitted to the museum. Explain some people believe there is no such thing as a “just” war. What do students think about that idea considering what we learned today?

Lesson: A Just War or Just a War?

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.

SUGGESTIONS FOR ACCOMMODATIONS:

- Additional modifications to the Primary Sources.
- Sentence starters for the “evidence” from Primary Sources.
- Assessment – have students’ present evidence on 1-3 of the principles and use visual representations instead of text.

LESSON EXTENSIONS:

- Apply the Just War Theory and principals to other conflicts in American history, including current conflicts.
- Hold a United Nations committee meeting and have international conflicts defended or prosecuted.



Lesson: A Just War or Just a War?

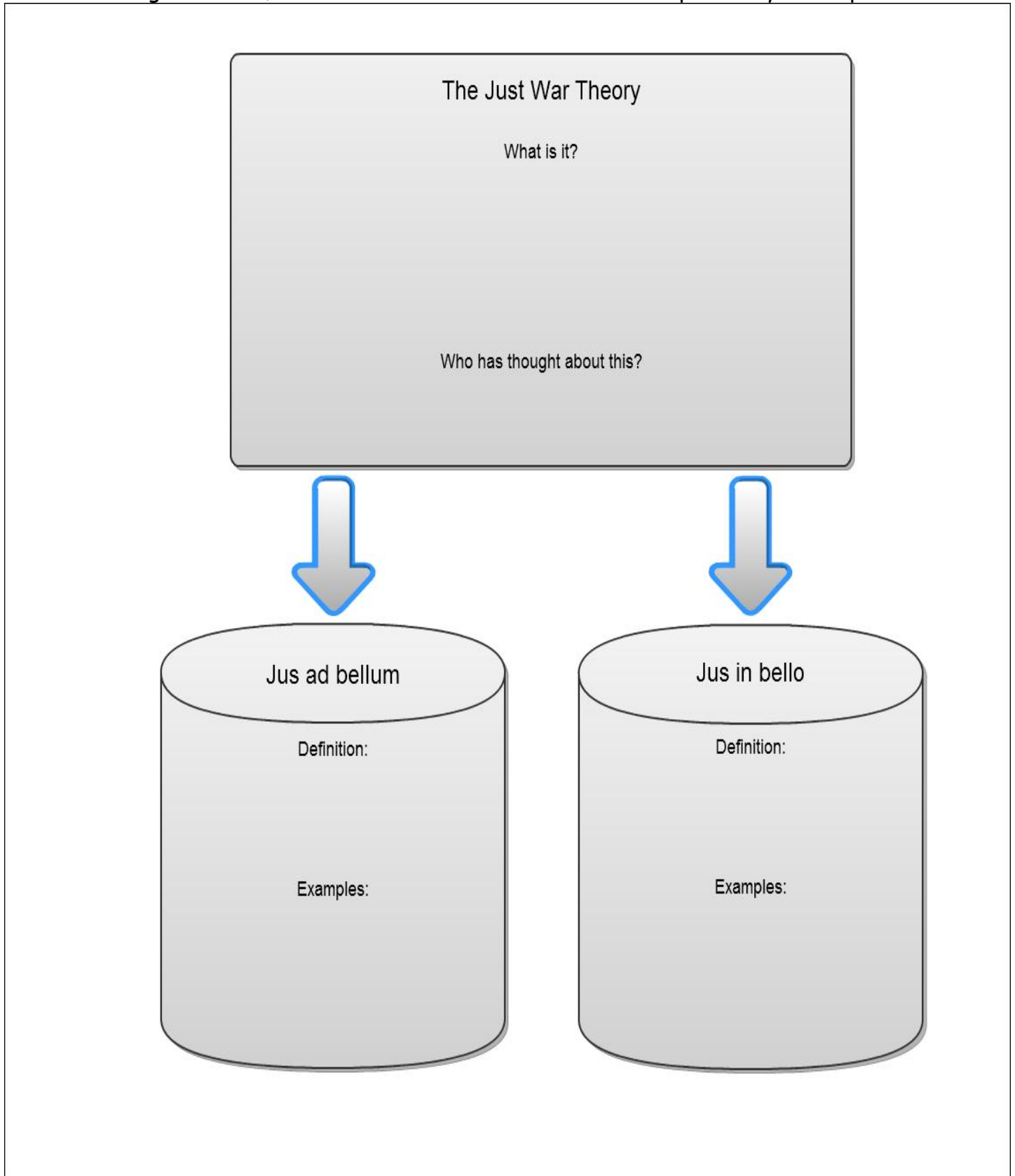
From “Long May It Wave: Fort McHenry and the War of 1812,” A National Curriculum by the Friends of Fort McHenry in collaboration with Fort McHenry National Monument & Historic Shrine and the Star-Spangled Banner National Historic Trail.

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

The Argument of The Just War Theory

Name: _____

While watching the video, take notes on the information that helps clarify the topics below.



Below we find 5 basic principles that can be used as criteria when looking at conflict from the perspective of Jus ad bellum. As we read over sections of the Declaration of Independence, you will be looking for pieces of information that fit the criteria below. What evidence can we find in the Declaration of Independence that the Revolutionary War was a just war?

1. War can only be waged for a just cause, such as self-defense against a military attack.
2. War can only be waged under legitimate authority, such as the recognized government.
3. War can only be waged with the right intention, such as addressing a wrong someone has committed against you. Wars cannot be waged for monetary or territorial gain.
4. War can only be waged with a reasonable chance of success. If defeat is inevitable, it is unjust to needlessly waste lives and resources.
5. War can only be waged as a last resort. All diplomatic and other means must first be pursued to right the wrongs suffered.

Principles adapted from: http://encyclopedia.kids.net.au/page/ju/Just_war

Lesson: A Just War or Just a War?

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.

With your group, read over sections of the message sent by President Madison to Congress about the relationship between the United States and Great Britain in 1812. Again, you will be looking for pieces of information that fit the criteria below. What evidence can we find in President Madison's message that the War of 1812 was a just war?

1. War can only be waged for a just cause, such as self-defense against a military attack.
2. War can only be waged under legitimate authority, such as the recognized government.
3. War can only be waged with the right intention, such as addressing a wrong someone has committed against you. Wars cannot be waged for monetary or territorial gain.
4. War can only be waged with a reasonable chance of success. If defeat is inevitable, it is unjust to needlessly waste lives and resources.
5. War can only be waged as a last resort. All diplomatic and other means must first be pursued to right the wrongs suffered.

Principles adapted from: http://encyclopedia.kids.net.au/page/ju/Just_war

Lesson: A Just War or Just a War?

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.

The Declaration of Independence, July 4, 1776

When, in the course of human events [...] a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

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. [...] The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these states. To prove this, let facts be submitted to a candid world. [...]

He has refused to pass other laws for the accommodation of large districts of people, unless those people would relinquish the right of representation in the legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved representative houses repeatedly, for opposing with manly firmness his invasions on the rights of the people. [...]

He has erected a multitude of new offices, and sent hither swarms of officers to harass our people, and eat out their substance.

He has kept among us, in times of peace, standing armies without the consent of our legislature.

He has affected to render the military independent of and superior to civil power. [...]

For quartering large bodies of armed troops among us:

For protecting them, by mock trial, from punishment for any murders which they should commit on the inhabitants of these states:

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

For imposing taxes on us without our consent:

For depriving us in many cases, of the benefits of trial by jury:

Lesson: A Just War or Just a War?

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.

For transporting us beyond seas to be tried for pretended offenses: [...]

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, burned our towns, and destroyed the lives of our people.

He is at this time transporting large armies of foreign mercenaries to complete the works of death, desolation and tyranny, already begun with circumstances of cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the head of a civilized nation.

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 excited domestic insurrections amongst us, and has endeavored to bring on the inhabitants of our frontiers, the merciless Indian savages, whose known rule of warfare, is undistinguished destruction of all ages, sexes and conditions.

In every stage of these oppressions we have petitioned for redress in the most humble terms: our repeated petitions have been answered only by repeated injury. [...]

Nor have we been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. [...] They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our separation, and hold them, as we hold the rest of mankind, enemies in war, in peace friends.

We, therefore, the representatives of the United States of America, in General Congress, assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name, and by the authority of the good people of these colonies, solemnly publish and declare, that these united colonies are, and of right ought to be free and independent states [...].

Declaration of Independence. George Washington Papers at the Library of Congress, 1741-1799: Series 4. General Correspondence. 1697-1799, Image 20 of 1130. Online Posting. American Memory website. Library of Congress. 6 June 2011. <<http://memory.loc.gov/mss/mgw/mgw4/037/0000/0020.jpg>>

Lesson: A Just War or Just a War?

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.

Primary Source #2

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

I communicate to Congress certain documents [...] of our affairs with Great Britain. [...] Without going back [...] 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; not in the exercise of a belligerent right, funded on the law of nations against an enemy, but a municipal prerogative over British subjects. British jurisdiction is thus extended to neutral vessels[...]. Could the seizure of British subjects, in such cases, be regarded as within the exercise of a belligerent right, the acknowledged laws of war, which forbid an article of captured property to be adjudged, without a regular investigation before a competent tribunal, would imperiously demand the fairest trial, where the sacred rights of persons were at issue. In place of such a trial, these rights are subjected to the will of every petty officer.

The practice ... 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 everything dear to them; have been dragged on board ships of war for 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 melancholy instruments of taking away those of their brethren.

Against this crying enormity which Great Britain would be so prompt to avenge if committed against herself, the United States have in vain exhausted remonstrance and expostulations; and that no proof might be wanting of their conciliatory dispositions[...].

British cruisers have been in the practice also of violating the right and peace of our coasts. They hover over and harass our entering and departing commerce. To the most insulting pretensions they have added [...] wantonly spilt American blood within [...] our territorial jurisdiction. ...

Under pretended blockades [...] 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 interest. [...]

We behold, in fine, on the side of Great Britain, a state of war against the United States; and on the side of the United States, a state of peace towards Great Britain.

JAMES MADISON
Washington, June 1, 1812

Madison, James. Annals of Congress, House of Representatives, 12th Congress, 1st Session pages 1624-1624 and 1629. Pages 1624-1625. Online Posting. American Memory website. Library of Congress. 6 June 2011. <<http://memory.loc.gov/cgi-bin/ampage?collId=llac&fileName=024/llac024.db&recNum=222>>

Lesson: A Just War or Just a War?

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.

The Just War Museum...

Names: _____

Congratulations! Your advertising company has been selected to represent an applicant for the NEW Just War Museum that is scheduled to open in Washington, D.C. next year. Your company is so well known for its fantastic sales presentations that you have been asked by the Revolutionary War AND the War of 1812 to represent them in the application process. First, you must decide which of the two wars to represent. Which war was "more" just?

Then your group will need to create a PowerPoint presentation in which you:

1. Identify what the Just War theory is.
2. Describe Jus ad bellum, Jus in bello and the 5 principles.
3. Present the war you are supporting for entrance into the museum and include a rational for why you decided what you did. Include why you decided against the other war. For example, what may not be present in one war but is in the one you chose.
4. Provide specific evidence that pairs information from our primary documents with the 5 principles.

Your presentations will be scored based on the following rubric:

CATEGORY	4	3	2	1
Theory	Provides clear and detailed definitions of the 3 basic concepts of The Just War Theory	Provides specific definitions of the 3 basic concepts of The Just War Theory	Provides slightly vague definitions of the basic concepts of The Just War Theory	Defines some of the basic concepts of The Just War Theory
Principles	Provides clear and detailed information about the 5 principals of Jus ad bellum.	Provides accurate information about the 5 principals of Jus ad bellum	Provides mostly accurate information about the 5 principals of Jus ad bellum	Provides some information about the principles of Jus ad bellum
Evidence	Establishes a direct and articulated link between evidence from Primary Sources and one of the five principals	Links information found in Primary Sources with one of the five principals	Makes some connections between the Primary sources and the principals.	Makes few connections between the Primary sources and the principals
Rational	Provided specific and detailed rational for choice of war and explanation for NOT choosing other war	Provided a good rational for choice of war and explanation for NOT choosing the other war.	Provided some information regarding rational and decision.	Minimal explanation of choice of war.