

**Baltimore and the War of 1812**  
**Teacher's Guide**  
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**Objectives:**

Students will:

- identify the importance of privateers and Letters of Marque on the War of 1812,
- identify the role of Baltimore, and Fort McHenry in the War of 1812, and
- evaluate the importance of Baltimore Clippers on the War of 1812.

**MSPP Outcomes:**

**Social Studies**

Political Systems

- Determine the importance of historical documents such as the Mayflower Compact, the Declaration of Independence, and the U.S. Constitution.

Peoples of the Nation and the World

- Examine decisions made by citizens of Maryland and the U.S. in terms of consequences for other peoples of the world, and vice versa.

Economics

- Explain how the exchange of goods and services connects Maryland with the world.
- Analyze historical and economic factors which have contributed to the growth and development of Maryland's economy.

Skills and Processes

- Obtain, interpret, organize, and use information from reading, asking questions, observing, and listening.

**Mathematics**

Number Concepts and Relationships

- Choose an appropriate operation to solve a problem.

Statistics

- Collect, organize, display data for given situations using appropriate displays such as line plots, stem & leaf plots, bar graphs, pictographs (scaled), glyphs.

**Student Worksheets:**

- Activities Worksheet
- War Games!- Procedures & Rules
- War Games!- Game Pieces & Board

**Other Materials Needed:**

- pencils
- rulers
- colored pencils, markers, or crayons
- scissors

- tape or glue sticks
- dice for War Games (see Game Pieces & Board instructions for details)

### **Key Web Sites Referenced in this Lesson:**

- *Pride of Baltimore II's* Web site on Privateers and *Chausseur*  
(<http://www.intandem.com/NewPrideSite/Other/OtherPrivate.html>)
- Fort McHenry's Web page  
(<http://www.bcpl.lib.md.us/~etowner/visitor.html>)
- A map of the Battle of Baltimore  
(<http://www.multied.com/1812/Baltimore.html>)
- Story of the Star Spangled Banner :  
(<http://www.bcpl.lib.md.us/~etowner/ffs.html>)
- Our National Anthem  
(<http://www.bcpl.lib.md.us/~etowner/anthem.html>)

### **Teacher Background Information:**

This lesson reviews the causes of the War of 1812 and introduces the Embargo Act of 1807, the declaration of war, and the impact of these events on American exports. The primary focus of the lesson, though, is on Baltimore's role in the war, from the Baltimore Clippers as privateers to the Battle of Baltimore and the writing of the Star Spangled Banner.

### **Introduction/Motivation:**

Before doing this lesson, the causes of the War of 1812 need to be introduced. There were five primary causes of the War of 1812. They are as follows:

#### **Independence & Expansion**

1. The United States had won its independence from Britain with the Revolutionary War, but the British had never left the American continent. Many Americans wanted to rid themselves of the British presence, fearing that they would never be truly independent from Britain while the British were still there.
2. Many Americans wanted to expand beyond the borders they had won with their independence. With the purchase of the Louisiana Territory in 1803 from France, the United States had plenty of room to expand westward. But those that favored expansion also wanted to settle to the north, in Canada, still occupied by the British, and to acquire Florida from the Spanish.
3. Another problem with expansion was Indian uprisings in the northwestern territories. These uprisings were making American settlers angry and frightened... and some dead! Many Americans blamed this on the British, believing that these uprisings were started and supported by the British.

## **British-French Wars**

Great Britain and France were at war from 1793 to 1801. Then they had a couple brief years of truce, or peace, before going back to war in 1803 with the Napoleonic Wars. These wars had a big effect on the United States.

First, the fighting nations would not trade with each other, but both nations still needed supplies. The United States was able to trade with both, as a neutral power, bringing income to United States merchants. With the growth of American exports, the United States began to prosper.

But this prosperity didn't come without a price. As the French and the British continued to fight, each one tried to find new ways of weakening their enemy. In 1806 the French issued a blockade, or stop, to all British trade in Europe. In answer to this blockade, the British issued their own, a blockade of France from all trade.

4. This caught the Americans in the middle. As the Americans tried to continue their prosperous trade, many of their ships were seized, or taken, by both the British and the French, for violating these blockades. This made many American merchants very angry, and it hurt American trade with the loss of transportation and goods.

## **Impressment of American Sailors**

5. During this same time, the British also began stopping American vessels to look for British Navy deserters. When seamen suspected of being deserters were found, they were removed and forced into serving the British. This was called impressment. But not all of the men taken were British deserters. The impressment of American-born sailors into the British Navy angered many Americans. These were free American men that were taken and forced into serving Great Britain. It wasn't just a few men, either. Between 1803 and 1812, thousands of American-born sailors were impressed to serve in the British Navy.

Also, before doing the lesson, some vocabulary may need to be defined, and line graphing may need to be reviewed.

### **Lesson Development:**

This lesson can be done either independently, in small groups, or as a whole class activity. The thoughtful application should be done as a whole class, with the teacher reviewing all of the rules, procedures, and game piece assembly with the students.

If done independently or in small groups, check for vocabulary that may need to be defined beforehand. Some vocabulary that may be unfamiliar has been defined within the lesson. Also, you may need to review line graphs beforehand if you

want them done independently. One possible option if more guidance for this activity is necessary is to have them skip over this activity (Activity 1), and then do it as a whole class. The math activity (Activity 2) could also be postponed until after the Internet session if desired.

This lesson would work well as a whole class activity, so that the teacher can monitor for needed clarification throughout. This includes both vocabulary and the activities.

### **War Games!**

This is a simulation game, representing an encounter on the high seas between a Baltimore Clipper privateer and a British merchant vessel with a British Naval escort. The students will play the game in pairs, one playing the Baltimore Clipper, the other the British ships.

The game has been set up to reflect the advantages and disadvantages that these vessels had during the War of 1812. The Baltimore Clipper has more movement range and maneuverability (more direction options) than the British vessels, simulating the speed and agility advantage of the Baltimore Clippers. The British Naval ship has greater firing power (is able to do more damage) than the Baltimore Clipper, simulating the greater gun capacity advantage of the British Navy. These advantages are reflected in the numbers on the dice used by each player. The British player will have a movement range of 1 to 2 and a firing range of 1 to 6. The Baltimore Clipper player will have a movement range of 1 to 6 and a firing range of 1 to 2. The superior size and strength of the British Navy, as well as a reflection of the relative weakness of the Baltimore Clipper firing strength, is simulated by the British Naval ship having a capacity of sustaining 12 hits versus the Baltimore Clipper capacity of 4 hits.

The objective of the game is for the Baltimore Clipper to capture the unarmed British merchant vessel which the British Naval ship is escorting... or for the British Naval ship to sink the Baltimore Clipper.

Print out one copy each of the "Procedures & Rules" and "Game Pieces & Board" for each pair of students. The students will need to assemble their own game pieces. This will require scissors, tape or glue sticks, and colored pencils, markers, or crayons. Encourage your students to put some pride in their ships and really personalize them. Assembly of the pieces is diagrammed in the instructions. If you do not have dice, the students will also need to assemble dice (templates are also included with the instructions). Since each student will have two dice, one for movement and one for firing, it is important that they know which is which. Color coding the dice will help. Refer to the instructions to determine which dice are the "move" dice, and which are the "fire" dice for each player. During trial runs of this game (using my own students), wins were

accomplished on both sides. The key to winning was strategy. Those students with the best strategies were able to succeed on either side of the board.

Familiarize yourself with the game. Make sure you understand how it works so that you can answer your students' questions. You may want to model the assembly of the game pieces, as well as the playing of the game before having your students play. You may want to discuss possible strategies that could be used during play.

Once the game is understood, but before play begins, each student will write a prediction on their Worksheet as to which side they believe will win and why. Then at the conclusion of the game, they will each summarize their encounter and compare the results to their prediction.

Have fun! And make sure your students have fun, also! This game can help build invaluable problem solving skills as your students try to balance the inequality of the game. Encourage repeated games, so that they may further develop their skills and better learn how to effectively use their strengths to their advantage.

### Thoughtful Application

Based on the game and the lesson, students will evaluate the importance of Baltimore and the Baltimore Clippers on the War of 1812 in writing a newspaper article.

### Scoring Key for Thoughtful Application:

	Excellent	Satisfactory	Needs Improvement
<b>Newspaper Report on War of 1812 and Baltimore Clippers</b>			
• summarizes Battle of Baltimore			
• states Baltimore's role in War of 1812			
• states opinion as to the importance of Baltimore Clippers			
• supports opinion with facts from lesson			
• supports opinion with facts from game			
• uses proper capitalization, usage, punctuation, and spelling			

### Higher Grade Level Extension:

The American Export activity can be modified for a higher grade level as follows:

Provide the students with a modified Worksheet that requires the students to identify and key the important dates on their graphs. Then, using what they have learned about the causes of the War of 1812, and the graph they have just created, to write an essay on whether they think the Embargo Act or declaring war on Great Britain was the best solution for American trade, and why. They are to support their thoughts with facts from the readings and the graph.

### Other Lesson Extensions:

If you would like to do more, to build on the activities within the lesson, or to modify the lesson for a higher grade level, here are some possible activities. and suggestions:

1. Play a game of tag, but have the tagging person wear snow shoes. See how much the added burden of the snow shoes affects the game.
2. Here are some more Web sites you can check out if you would like some more information on the War of 1812.  
War of 1812 from the History Channel  
([http://www.historychannel.com/perl/print\\_book.pl?ID=35804](http://www.historychannel.com/perl/print_book.pl?ID=35804))  
War of 1812-14 (<http://members.tripod.com/~war1812/intro.html>)  
War of 1812 (<http://www.gatewayno.com/History/War1812.html>)  
Key Events and Causes: War of 1812  
(<http://home.earthlink.net/~gfeldmeth/chart.1812.html>)
3. Trace the growth of America from the original 13 colonies until the War of 1812 to see its rapid growth. Each of the following is a map of US territory in a specific year:  
1775 ([http://www.lib.utexas.edu/Libs/PCL/Map\\_collection/united\\_states/US\\_Terr\\_1775.jpg](http://www.lib.utexas.edu/Libs/PCL/Map_collection/united_states/US_Terr_1775.jpg))  
1790 ([http://www.lib.utexas.edu/Libs/PCL/Map\\_collection/united\\_states/US\\_Terr\\_1790.jpg](http://www.lib.utexas.edu/Libs/PCL/Map_collection/united_states/US_Terr_1790.jpg))  
1800 ([http://www.lib.utexas.edu/Libs/PCL/Map\\_collection/united\\_states/US\\_Terr\\_1800.jpg](http://www.lib.utexas.edu/Libs/PCL/Map_collection/united_states/US_Terr_1800.jpg))  
1810 ([http://www.lib.utexas.edu/Libs/PCL/Map\\_collection/united\\_states/US\\_Terr\\_1810.jpg](http://www.lib.utexas.edu/Libs/PCL/Map_collection/united_states/US_Terr_1810.jpg))  
1820 ([http://www.lib.utexas.edu/Libs/PCL/Map\\_collection/united\\_states/US\\_Terr\\_1820.jpg](http://www.lib.utexas.edu/Libs/PCL/Map_collection/united_states/US_Terr_1820.jpg))
4. Create a simulation game of the American economy in the early 1800's, assigning each student a role as merchant or consumer. Provide the merchants with different goods and the consumers with money. Demonstrate the effect of the Embargo Act by cutting off the connection between the merchants and the consumers, such that the merchants don't even have the income necessary to buy necessary goods from the other merchants.
5. Based on the lesson activity determining the number of guns in the American and British Navies, cut out cannon silhouettes from construction paper, one

color for America, another for Britain. Tape them to the wall or a chalkboard to see the vast difference between the naval forces.

6. Learn more about privateering and Baltimore Clippers at these sites.  
History of Baltimore Clippers  
(<http://www.intandem.com/NewPrideSite/Other/OtherHistory.html>)  
Baltimore Clippers After the War  
(<http://www.intandem.com/NewPrideSite/Other/OtherAfter.html>)
7. Simulate the portioning of a privateering prize within your classroom. Assign one person to be the ship's owner, another to be the captain, one to be the mate, and two or three more to be other officers. The remaining students will all be deck crew. Determine a fair portioning of a prize (say... \$1500) in percents, then figure out each person's share. Research actual portioning percents used by privateers to compare to your portioning.
8. Take a virtual tour of Fort McHenry and see what it looks like today.  
Fort McHenry - Baltimore's Best  
(<http://www.bcpl.lib.md.us/~etowner/best.html>)
9. Learn more about the Star Spangled Banner at these sites.  
Star Spangled Banner at the National Museum of American History  
(<http://www.si.edu/nmah/objects/ssb01.htm>)  
War of 1812-14 (<http://members.tripod.com/~war1812/ftmchenry.html>)  
Star Spangled Banner from the Smithsonian  
(<http://www.150.si.edu/chap3/flag.htm>)  
The writing of the Star Spangled Banner (<http://www.tc-solutions.com/croom/ssb.html>)
10. Compose your own verses to the Star Spangled Banner.

### **Children's Literature/Book References**

- *Pride of Baltimore: The Story of the Baltimore Clippers*, by Thomas C. Gillmer (International Marine, Camden, Maine, 1992)
- *The War of 1812: A Forgotten Conflict*, by Donald R. Hickey (University of Illinois Press, Chicago, 1989)
- *By the Dawn's Early Light*, by Steven Kroll (Scholastic, Inc., New York, 1994)
- *The Dawn's Early Light*, by Walter Lord (The Johns Hopkins University Press, Baltimore, 1972)
- *The First Book of the War of 1812*, by Richard B. Morris (Franklin Watts, Inc., New York, 1961)
- *The Boy Who Saved the Town*, by Brenda Seabrooke (Tidewater Publishers, Centreville, Maryland, 1990)
- *Fort McHenry*, by Scott Sheads (The Nautical & Aviation Publishing Company of America, Baltimore, 1995)

**Other Resources**

- *32 Economics and Geography Lessons for Children's Books To Help Teachers Prepare Students for the Maryland School Performance Assessment Program (MSPAP)*, developed by **Patricia King Robeson and Barbara Yingling** (sponsored by **The Council on Economic Education in Maryland and The Maryland Geographic Alliance**)
- **Fort McHenry National Monument and Historic Shrine Teacher's Guide**