War of 1812 Lesson Package

Friday November 15th 2013

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Lesson Plan 1:  
Introduction to the War of 1812

Overview:
This lesson will introduce students to the War of 1812 by showing them three key moments of the war in the form of Heritage Minutes (Laura Secord, Queenston Heights, Richard Pierpoint). After sparking their curiosity students will be asked to pose five questions they hope to have answered throughout the rest of the unit (KWL chart).

Learning goal:
Students will begin think critically and ask questions about the War of 1812. They

Curriculum Expectations:

B2.5 Evaluate evidence and draw conclusions about perspectives of different groups on significant events, developments, or issues that affected Canada and/or Canadians during this period.

B3.1 Identify factors leading to some key events and/or trends that occurred in and/or affected Canada between 1800 and 1850 and describe the historical significance of some of these events/trends for different individuals, groups, and/or communities.

Material:
- Heritage Minute Videos (Laura Secord, Battle of Queenston Heights, and Richard Pierpoint) at: https://www.historicacanada.ca/1812/1812-interactive/heritage-minutes/#display/0/
  1.1  KWL chart handout
  1.2  War of 1812 Visuals

Plan of Instruction:

Warm up (5 minutes):
Students will be shown the three Heritage Minute videos

Discussion (10 minutes):
After each video, students will be asked about what they saw, what the video made them think of, and what the video made them wonder. Students will not be expected to know anything about the War of 1812 before this exercise. Rather, this is a way to activate their wonder and curiosity.

After discussing each video, students will then be shown the six images in Appendix 1.2. These are famous visual representations of key moments in the
War of 1812. No context will be given to the students about what is happening in each picture.

**Applying (10 minutes):**
Students will complete the first two sections of their KWL charts (1.1). Students will fill in what they think they now know about the War of 1812 from watching the videos and looking at the pictures. They will then write down what they would like to know and/or wonder about the War of 1812. They may want to know more about the subjects of the videos, or perhaps wonder what is going on in the pictures. This will give students an introduction to examining visual evidence. This chart will be revisited at the end of the unit.

**Discussion (5 minutes):**
Brief take up of students’ ideas and questions.
Lesson Plan 2:
The War of 1812: Exploring Evidence

Overview:
Students will be exposed to various forms of primary sources that relate to the War of 1812. They will learn how historians analyze primary sources to learn about what happened in the past.

Learning Goal:
- Students will be able to analyze the past (specifically the War of 1812) by looking at/reading a variety of primary documents.

Curriculum Expectations:
B2.5 Evaluate evidence and draw conclusions about perspectives of different groups on significant events, developments, or issues that affected Canada and/or Canadians during this period.

Materials (Appendix):
2.1 The White House Burning
2.2 The Battle of Beaver Dams; from the Montreal Gazette, July 6, 1813.
2.3 Primary Source Worksheet
2.4 The death of Tecumseh, William Emmons, 1833
2.5 Proclamation to the Inhabitants of Canada by William Hull upon the American Invasion of Canada from Detroit, July 12th, 1812.
2.6 Proclamation by Major General Isaac Brock upon the "invasion of this Province" by the "armed forces of the United States." 22nd of July, 1812.
2.7 The Battle of Beaver Dams; from the Buffalo Gazette, July 29, 1813.
2.8 Copy of speech made by Chief Tecumseh to the British at Amherstburg, September 1813.
2.9 Letter from Madelaine Askin to her Mother, written from St. Joseph Island,
2.10 The death of Tecumseh, William Emmons, 1833

Plan of Instruction:

Warm Up (5 minutes):
Movie clip of the DaVinci Code and analyzing the painting The Last Supper.
Youtube: http://www.youtube.com/watch?v=PlwZYG5wMi8. This clip uses pop culture to introduce the idea of thinking critically about the meaning behind primary sources, such as paintings.
Discussion (10 minutes):
Ask the class what they think primary sources are. Once an understanding has been developed ask students to list as many primary sources they can think of. This list can include: newspaper, diary entries, maps, painting, artifacts, treaties, advertisements etc

Modeling (10-15 minutes):
Show the drawing of the Whitehouse burning (Appendix 2.1) and discuss what you see and can tell about history by looking at the photo. Talk about the soldiers you see, their uniforms, boats, the letters in the smoke, whose perspective it may be from, what the people look like (defeated, victorious). Ask students what else they see.

Guided Practice (10 minutes):
I will now present another primary source, a newspaper article from the Montreal Gazette (2.2). As a class we will go over the information we can learn from reading this article, similar to the painting. The teacher will help guide the students in their answers, but it will be mainly the students describing the article.
- Who wrote the article?
- Who does it support?
- Are there any visible biases?
- What is the article saying?

Independent Activity (15 minutes):
Each student will be provided the primary source handout (2.3) as well as a primary source (2.4, 2.5, 2.6). They will have to complete the form based on what they can learn about the primary source they were given.

Sharing / Discussing / Teaching (10 minutes):
Students will now pair up with a person who had a different primary source than theirs. They will discuss what they see in the new piece of evidence to add what the other student has already found and vice versa. The students will be required to submit their evidence form at the end of class.

Assessment:
The teacher will assess if the students have achieved the learning goal by reviewing the Primary Source Worksheet. This will be a formative assessment and there will be no grade attached to the worksheet.
Lesson 3:  
Cause and Consequence in the War of 1812

Overview:
After reading President Madison’s declaration of war together as a class, students will be divided into three groups (impressment, trade blockade, and Native aid suspicions) and asked to decide whether their cause was great enough to declare war. After reviewing relevant primary and secondary sources, each group will be asked to explain their cause to the rest of the class and whether they have decided it was great enough to go to war, knowing the costs.

This activity will teach students that historical events rarely have one direct cause but many inter-related causes varying in influence. This lesson will also teach students that events in history are not inevitable and that altering a single action or condition can drastically affect outcomes. This lesson will also introduce students to the idea of historical perspectives. As Canadian students, they will be tasked with putting themselves in the American perspective.

Learning Goals:
- Students will develop an in-depth understanding of three important causes of the War of 1812
- Students will learn that historical events have multiple, inter-related causes which vary in influence
- Students will deepen their understanding of how to use a variety of primary sources to draw historical conclusions
- Students will consider a non-Canadian perspective on the War of 1812.

Curriculum Expectations:
B2.5 Evaluate evidence and draw conclusions about perspectives of different groups on significant events, developments, or issues that affected Canada and/or Canadians during this period.

B3.1 Identify factors leading to some key events and/or trends that occurred in and/or affected Canada between 1800 and 1850 and describe the historical significance of some of these events/trends for different individuals, groups, and/or communities.

Materials:
3.1 Cause and Consequence Skit
3.2 President Madison’s Declaration of War Speech
3.3 Source package for Impressment
3.4 Source package for Embargo
3.5 Source package for Native Aid Suspicions
Plan of Instruction:

Warm Up (10 minutes)
Two student volunteers will come up and read the Cause and Consequence Skit (3.1). Teacher will ask students:
- What caused Student 1 to finally get mad and walk away?
- Why else was Student 1 mad?
- Why didn’t Student 1 walk away after the bottle was thrown?
- Do you think Student 1 would have walked away if Student 2 had ONLY snapped the pencil, but left the water bottle and paper alone?
This activity is to introduce students to the idea that one event may not always have one exact cause. Multiple things can contribute to a particular outcome.

Discussion / Introduction (5 minutes)
Teacher will ask students what they know about the War of 1812
- Who fought in it?
- Why did the war start?
- What was each side fighting for?

Students will not be expected to know the answers to these questions, as this content has not yet been covered. Nevertheless, they may have picked up clues from the previous two lessons.

Teacher will inform students that it was ultimately the Americans who declared war against the British in 1812, and that because the Canadas were British colonies the US was also declaring war against Canada as well.

Teacher will put a condensed version of President James Madison’s 1812 war speech on the overhead (3.2).

Modeling (30 minutes)
Teacher will read the condensed declaration paragraph by paragraph. At the end of each paragraph, students will be asked what they think Madison is trying to say. Teacher will take notes on the board on what each paragraph seems to be saying. Ultimately it will be clear that Madison’s three main grievances against the British were impressment, the naval blockade, and native aid suspicions.

Teacher will explain that, like in the skit, there were many other lesser causes that led to the declaration of war, but these were three very important immediate causes.

Guided Practice: (20 minutes)
Students will be divided into groups of three and handed one of three Source Packages (3.3, 3.4, 3.5) on each of the three causes of war, as outlined in the speech. As groups of three, students will be expected to read through and look at the various primary sources in their package and ultimately decide whether their cause alone was great enough to declare war. Students will be encouraged to think from a strictly
American perspective, leaving behind Canadian biases. The groups of three will then combine into three large groups and asked to discuss their findings and come to a group consensus.

Sharing and Discussion (15 minutes)
Each of the three groups will present their findings to the rest of the class:
  o What was the cause?
  o Why was it important from an American perspective?
  o What did the primary sources have to say on the topic?
  o Was it ultimately a great enough cause to declare war?
Class will then discuss if the three causes together were great enough to declare war.
Teacher will explain that ultimately they were, and Madison’s speech sparked the formal beginning of the War of 1812.

Assessment:
The activity in this lesson can be used as an assessment for learning. Students have already been introduced to the ways in which information can be gathered from a variety of primary sources. In this lesson, students will be required to put this knowledge into action and gather information about the American perspective on the causes of the War of 1812. If students are able to incorporate the primary sources into their explanations, maintain an American perspective on the topic, and demonstrate that they understand that historical events have more than one cause, the teacher can conclude that the students have met the lesson’s learning goals.
Lesson 4:
Change and Continuity in the War of 1812

Overview:
Having already explored the major causes of the War of 1812, students will now be chronologically introduced to the key events of the War. In this multi-day lesson, students will be asked to create a class timeline of the War of 1812. After discussing which events, people, ideas, etc. should appear on our class timeline of the War of 1812 (beginning just before and ending just after), each student will be given a specific entry and asked to draw a picture representing that event and a brief description of their event and how it represents change/continuity in the War of 1812. As a class we will then post our timeline around the classroom and discuss it.

This lesson will provide students with a useful visual reference of the important events, people, ideas related to the war for future classes. It will illustrate that continuity and change in history are often interwoven. Students will also be introduced to the idea of turning points, as well as the fact that while some events may be considered “progress” for some groups, they can also be considered moments of “decline” for others.

Learning Goals:
- Students will be introduced to a number of significant moments during the War of 1812 and will become “class experts” on one specific event
- Students will explore the ways in which historical perspectives can affect the interpretation of historical events as either moments of progress or decline
- Students will deepen their understanding of how to use visual evidence (portraits, paintings, photographs) to influence their historical understanding
- Students will be able to practice sorting key information to summarize an historical event

Curriculum Expectations:
B2.5 Evaluate evidence and draw conclusions about perspectives of different groups on significant events, developments, or issues that affected Canada and/or Canadians during this period.

B3.1 Identify factors leading to some key events and/or trends that occurred in and/or affected Canada between 1800 and 1850 and describe the historical significance of some of these events/trends for different individuals, groups, and/or communities.

Materials:
- 4.1 List of significant events
- 4.2 Visual evidence package
Plan of Instruction:

Warm Up (8 minutes)
Students will be asked to write a detailed timeline of their day from the moment they woke up to the present. Students will then be asked to reimagine their timeline: If they woke up to find a pet baby dinosaur at the bottom of their bed how might their day have changed, how might it have stayed the same?

Class discussion: What did students find? What changed? What stayed the same?

Discussion (8 minutes)
Students will be introduced to the day’s topic: continuity and change
- A major event (such as a pet baby dinosaur) can dramatically change subsequent events (change), but elements of those subsequent events remain familiar (continuity)
- During this lesson students will explore the major events of the War of 1812 and figure out how their event might have changed the course of history, but also how it fits within the broader picture of the War

Teacher will explain that understanding the key moments and chronology of historical events is an important part of understanding history, but understanding how those events fit within a larger historical context is important too (how did that event evoke change, how does it represent continuity?)

Students will be asked what key moments, battles, people, symbols, etc. they can recall about the War of 1812 and a list will be created on the board
- Students can be prompted to think back to the multiple causes of the war they explored in the previous lesson

Modeling (15 minutes)
Explanation of the lesson’s task: A class timeline of the War of 1812. Each student will be given an important moment during the War of 1812. Students will then be able to consult the textbook as well as spend some time in the computer lab to learn about the key aspects of their moment (who/when/when/where) and how it may reflect change and/or continuity in Canadian history.

After this brief research session, students will then be required to draw a picture representing their key moment and a brief description. Once everyone has finished, the students will give the class a brief introduction to their moment and then hang it on the class timeline.

Students will thus have a large, visual representation of the main events of the War of 1812 to which they can refer throughout the rest of the unit.
Teacher will demonstrate how this should be completed with one of the key moments:
- Students can pick which key moment they want as an example
- Teacher will ask if anyone knows anything about this moment
- Textbook will be consulted first: brief notes will be taken down on the chalkboard for the students to see what kinds of information should be gathered
- Using a computer and projector, the teacher will then do a brief internet search of the term (Wikipedia is a great starting point): more notes will be taken. Many websites will include a brief “Aftermath” or “Significance” section. This should be pointed out to students as a great source for considering how their key moment may reflect change or continuity in the War of 1812.
- Teacher will then write an example description paragraph of the example moment, asking for student feedback on the who/what/when/where/change/continuity aspects.
- Teacher will now show students the Visual Evidence Package (4.2) which can be printed out and assembled as a booklet. Each key moment has at least one visual representation, many of which have contemporary portraits and paintings.
- Teacher will ask students to consider both the visuals provided for the example terms as well as the notes that have been taken on the board to determine what kind of picture would best represent the term.

**Work Periods / Independent Activity (20 min. in lab, 20 min.to draw)**

Students will draw a key moment from a hat (4.1). Students will then be given time in the computer lab/library to use their textbook and the internet to take down notes on their term. Teacher should check on the progress of each student to make sure they understand the task, their term, and how to find information.

Students will be given time to draw their pictures and write their description paragraph.

This can be taken home as homework.

**Sharing / Discussing**

Progressing chronologically, students will briefly present their key moment to the class.
- Explain the who/what/when/where/change/continuity of their moment.
- Explain their picture.

Teacher should be sure to fill in any missing relevant information during each presentation.

**Discussion / Conclusion**

Now that students have gained a chronological understanding of key moments during the War of 1812 and have considered the issue of continuity and change regarding specific events, students will now be asked to consider whether they can see any broader instances of continuity and change in the timeline.
Some examples may include:
  o Continuity: Americans vs. Canadians/British, importance of Aboriginal presence
  o Change: who was winning battles, Aboriginal participation, enthusiasm for the war

Students will be asked which moments they think were moments of “progress” in Canadian history.
- Students may give examples of battles won by the Canadians/British or perhaps the Treaty of Ghent

Students will be asked to consider how these events may be considered as moments of “decline” for others.
  o If we won a battle, someone must have lost
  o Would our Aboriginal allies consider the Treaty of Ghent a moment of progress?

This will lead into the next lesson: Historical Perspectives

Assessment
The timeline activity can be used as an assessment for and of learning. The students’ ability to concisely explain their significant moment and incorporate secondary and primary sources into both the visual and written parts of the assignment will demonstrate that students are comfortable with using primary sources and understand their moment well enough to clearly and concisely explain it. The discussion at the end of this lesson will demonstrate whether students understand that both change and continuity can be seen throughout a sequence of events and that some events can be perceived as moments of progress and decline, depending on the perspective.
Lesson Plan 5:  
Historical Perspectives in the War of 1812

Overview:
Students will examine a variety of diary/journals/images that demonstrate the different points of view regarding the Aboriginal soldiers during the War of 1812.

Learning Goal:
Students will learn to think critically about different historical perspectives. The will be able to look at an event and understand that different groups will see the same event/person in various ways.

Curriculum Expectations:
B2.5 Evaluate evidence and draw conclusions about perspectives of different groups on significant events, developments, or issues that affected Canada and/or Canadians during this period.

B3.1 Identify factors leading to some key events and/or trends that occurred in and/or affected Canada between 1800 and 1850 and describe the historical significance of some of these events/trends for different individuals, groups, and/or communities.

Materials:
Chart Paper and Markers

5.1 Comic
5.4 Description of the scene of the purchase of St. Joseph Island from the Natives in 1798.
5.5 U.S. point of view of British and Aboriginal People; from the Aurora, Philadelphia, Tuesday, October 29, 1811.
5.6 Excerpt from Richardson's War of 1812 regarding the siege of Fort Meigs, Toledo, Ohio.
5.7 Meeting of Brock and Tecumseh, 1812, Charles William Jefferys
5.8 Meeting between Laura Secord and Lieutenant Fitzgibbon, June 1813, Lorne K. Smith
5.9 Tecumseh in 1808 (traditional clothes) vs Tecumseh by Benson Lossing (1848) in British uniform
5.10 Battle of Moraviantown on the Thames, 5 October 1813
Plan of Instruction:

Warm-up (5 minutes):
Show students comic (5.1) and have them discuss what they think it means. What do they think it has to do with history?

Discussion (15 minutes):
Students will now think of a significant moment in their life. Write it down, with some of the key details they remember. Now, ask them to think about who else may have been involved in this moment. How would this person have interpreted the same event? Is it different than their own? Why or why not? Discuss as a class. Explain that in the case of history different people had different views or opinions of the same event.

Modeling (10 minutes):
As a class we will revisit Tecumseh’s speech (1.8) from the evidence lesson. What kind of person do we think Tecumseh is based on this speech?

Independent Activity/Guided Practice (20 minutes):
In groups of four students will be handed the primary sources (1.4, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10) that help to demonstrate the different perspectives on Tecumseh and/or First Nation soldiers. Groups will be given chart paper and markers to create a table that includes the various words they see used to describe First Nations. The chart should include columns for words or images that are negative, positive, and neutral. They will list what they see/read in this chart to be presented later.

Sharing/Discussing/Teaching (15 minutes):
This is where the groups will present their findings about their specific group. As a class we will now discuss and review the different historical perspectives.

- How did various groups view First Nations at the time?
- Why do they think different words were used to describe the soldiers?
- Some of the documents refer to Canadian victory, but do not mention First Nation soldiers. Why do you think this is?
- How would they have depicted themselves?

Create and image, letter, or diary entry that would capture the point of view of the Aboriginals during the time. If a student chooses to create an image they should include a description of why they chose to draw the picture the way they have.

Assessment:
Create and image, letter, or diary entry that would capture a more accurate perspective of the First Nation soldiers during this time. If a student chooses to create an image they should include a description of why they chose to draw the picture the way they have. Their primary documents should be based on historical
evidence, not fabricated events. Teachers will collect the work and provide descriptive feedback regarding the content of the piece.
Lesson 6: 
Historical Significance and the War of 1812

Overview:
Having been introduced to some of the key moments and people of the War of 1812, students will now use their prior knowledge to explore historical significance. After exploring the historical significance of the War of 1812 itself, students will be given the opportunity to practice their own historical thinking by determining the historical significance of one of six key moments and people of the War (Tecumseh, Sir Isaac Brock, The Chesapeake Affair, Burning of Washington, Battle for Fort Detroit, and the Battle of Stoney Creek). To help students deepen their understanding of why their term is historically significant, students will also be asked to create an alternative history.

This activity will teach students that historical significance is tied with change and consequences. It will also teach students that historical significance is constructed by historians and can vary based on whose perspective is being taken into account.

Learning Goals:
- Students will deepen their understanding of six key moments during the War of 1812
- Students will learn how to analyze the historical significance of an event and/or person
- Students will understand that historical significance is not concrete but varies from group to group

Curriculum Expectations:
B2.5 Evaluate evidence and draw conclusions about perspectives of different groups on significant events, developments, or issues that affected Canada and/or Canadians during this period.

B3.1 Identify factors leading to some key events and/or trends that occurred in and/or affected Canada between 1800 and 1850 and describe the historical significance of some of these events/trends for different individuals, groups, and/or communities.

Materials:
6.1 Tecumseh Source Package
6.2 Burning of Washington Source Package
6.3 Battle of Stoney Creek Source Package
6.4 Sir Isaac Brock Source Package
6.5 Battle for Fort Detroit Source Package
6.6 Chesapeake Affair Source Package
Plan of Instruction:

Warm Up (8 minutes)
Students will be asked to write down what they think is the most significant moment in their life. Class will then discuss what moments people chose and why they chose them. Teacher will encourage students to think about moments that dramatically affected their lives. Teacher will explain that just as the student’s significant moments affected many aspects of their lives, so too did the War of 1812 in Canada.

Discussion and Modeling (15 minutes)
Teacher will ask students what they think the term ‘historical significance’ means. A mindmap will be made on the board. Teacher will then ask the students whether they think the War of 1812 was significant, and why? Notes will be taken on the board of student responses. Teacher will now supplement student responses by writing down some of the economic, political, social, ideological, and geographic consequences of the War. Teacher will then synthesize student and teacher notes to create a clear and concise paragraph on why the War of 1812 was historically significant.

Teacher will also explain that different groups were affected by the War in different ways (Americans, British, Canadians, Aboriginals) and thus the War would hold different significance for different groups.

Group Work (20 minutes)
Students will be divided into six groups and given a source package for a key term during the War of 1812 (6.1, 6.2, 6.3, 6.4, 6.5, 6.6). Students will be required to read through their source package and textbook, as well as consult previous primary source documents and the class timeline to determine the significance of their key term in relation to the War of 1812. Why is their event/person significant to understanding the War of 1812? How did it affect the War?

Students will then be asked to consider the alternative history question at the end of the source package. Now knowing the significance and consequences of their term, what would have happened if their person had not died when they did, if the other side had won the battle, etc. Students will be required to either create a short skit representing what they think the consequences of their alternative history would be, or write a short description.

Sharing / Discussing (15 minutes)
Each group will present their historical significance paragraph to the class as well as their alternative history response. Teacher will ask discussion questions after each presentation, such as:
- Do you think Tecumseh is considered more significant now than during the War?
- Who do you think consider the burning of Washington more significant, Americans or Canadians?
- Why do you think the Battle of Stoney Creek isn’t more well-known?
- Would you consider Sir Isaac Brock a significant Canadian or Englishman?
- Do you think an American historian would consider the Battle of Fort Detroit significant? Why or why not?
- Is the Chesapeake Affair significant in its own right or because it is part of the larger theme of impressment?

**Assessment**

The historical significance activity can be considered an assessment for learning. Groups should be able to discuss the short-term and long-term significance of their key term with regards to the War of 1812. They should also be able to discuss the ways in which historical significance is constructed (as they have just done) and varies per time and group.
Lesson 7: The Ethical Dimension of the War of 1812

Overview:
In this lesson students will be required to use the knowledge they have gained from the previous five lessons to argue the statement: My group was most affected by the War of 1812. The class will be split into four groups; the Americans, British, Canadians, and First Nations. They will be given one class to research and create their stance that their group was the most affected by the War. The next class will be a debate. After the debate students will be asked to write a reflection about whom they believe was the most affected by the War of 1812.

Learning Goal:
Students will be able to research and gather significant points to argue one point of view in a class debate. Students will be required to use prior learning to generate their argument and to analyze new information.

Curriculum Expectations:
B2.5 Evaluate evidence and draw conclusions about perspectives of different groups on significant events, developments, or issues that affected Canada and/or Canadians during this period.

B3.1 Identify factors leading to some key events and/or trends that occurred in and/or affected Canada between 1800 and 1850 and describe the historical significance of some of these events/trends for different individuals, groups, and/or communities.

Materials:
- An item that the person speaking will hold to signify it is their turn to talk and no one else’s (ie a military figurine, a Canadian symbol, such as a moose, a War of 1812 plaque, etc)
  7.1 The Treaty of Ghent
  7.2 The Treaty of Ghent Map

Plan of Instruction:

Warm up (5 minutes):
Who won the War? (YouTube: http://www.youtube.com/watch?v=8k2TnJfuuGw&noredirect=1)

Discussion (5-10 minutes):
Pose some of the big questions about the War of 1812: Who won? Who lost? Who had the most to loose? Have the class discuss and talk briefly about these
issues. Note when there are instances where everyone agrees and others where there are varying opinions.

**Modeling:**
Introduce a new question: Which groups between the Americans, British, Canadian settlers, and First Nations were most affected by the War of 1812? Guide students to think not just about who won or lost, but also about other factors. For example: the political, economic, social, physical, and ideological impact the War had on their group. Consider what that group looked like before and after the War.

**Guided Practice/ Independent Activity (40 minutes):**
The class will be split into the four groups. Within these four groups, the students will break into smaller groups to research their side of the debate. Groups will be required to present a minimum of 15 solid points to support the argument that their group was most effective. They should gather information from the primary sources provided in the previous six lessons, as well as a few new resources from this lesson. This includes the introduction and the first three articles of the Treaty of Ghent (7.1) as well as a map of the new Canada/U.S. border (7.2). Students should also gather information from reliable secondary sources (textbooks, books, articles, etc). The students will be provided the remainder of the class to complete this work. The teacher should check in with the groups to offer advice and see that each group is on task.

**Sharing/Discussing/Teaching:**
The debate. Students will be given 10 minutes to get into their groups and organize their arguments. The debate will then begin with the class split into the four sections and the teacher as judge. Choose as item to serve as a speaking piece. Only students holding the item will be able to speak at once. One group will present their arguments at a time. After every group has had the chance to make their claim, students will be able to ask questions or refute any claims made. After every group has had the chance to state their points and make any challenges, students will now reflect on the posed question. Students must now consider all of the information they have heard in the debate and write a reflection about who they believe was most affected by the debate. This reflection should consider many of the elements of the big six, such as significance, perspective, cause and consequence, and continuity and change.

**Assessment:**
To assess what students got out of the debate the teacher will review each personal reflection. The assessment will be formative and the teacher should be looking for thoughtful answers that draw from prior knowledge.
Lesson 8:
Concluding the War of 1812

Overview:
Our unit on the War of 1812 will be concluded by revisiting the students’ initial KWL charts and filling in what they now know, exploring contemporary opinions on the War of 1812, and distributing the summative assessment task (Heritage Minute).

Learning goal:
- Students will demonstrate their knowledge of the War of 1812 by creating a Canadian Heritage Minute about a significant moment during the War.
- Students will understand that primary sources are not just relics of the past but are constantly being left behind.

Curriculum Expectations:
B2.5 Evaluate evidence and draw conclusions about perspectives of different groups on significant events, developments, or issues that affected Canada and/or Canadians during this period.

B3.1 Identify factors leading to some key events and/or trends that occurred in and/or affected Canada between 1800 and 1850 and describe the historical significance of some of these events/trends for different individuals, groups, and/or communities.

Materials:
Video (http://www.youtube.com/watch?v=w2AfQ5pa59A)
8.1 Article
8.2 Assignment Rubric

Plan of Instruction:

Warm-up (5 minutes):
Watch the video about the War of 1812. Short discussion on the video’s perspective (American) and what they think about the video.

Discussion (10 minutes):
Students will now return to their KWL charts to answer their initial questions they had about the War of 1812.

Modeling (10 minutes):
Teacher will read the Globe and Mail article (8.1) about the War of 1812. Explain that this is also a primary source. It is evidence of contemporary thought. There will be a brief class discussion about what the article is talking about.
Independent Activity (20 minutes):
Students will be given a copy of the article and will be asked to write a paragraph response stating whether or not they believe the War of 1812 should be taught in school and why/why not.

Summative Assessment:
Teacher should now introduce the summative assessment and rubric (8.2).

The task is to have students create their own Canada Heritage Minute. Their Heritage Minute may be in the form of a video, radio public service announcement (written), skit, comic, or an advertisement.

Students will work in groups of four and choose of the following significant events/people: the Chesapeake Affair, the Battle for Fort Detroit, Tecumseh, the burning of Washington, the Battle of Stony Creek, and General Brock. Students will work in the same groups as during the Historical Significance lesson.

Their work should be creative, based on evidence, and the use of at least two primary sources should be evident in their final product. This assignment will require students to use their knowledge of evidence, significance, historical perspective, cause and consequence, change and continuity, and/or ethical dimensions to create an accurate account of their topic.
## Introduction Appendix

1.1 KWL Chart

<table>
<thead>
<tr>
<th>Know</th>
<th>Want to Know</th>
<th>Learned</th>
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<tbody>
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1.2 War of 1812 Visuals

**USS Chesapeake**
Muller, F. *USS Chesapeake* (1800-1813). Portrait, c. 1900.  

**Tecumseh**
Battle of the Thames

Sketch of Lundy’s Lane
http://discover1812.blogspot.ca/2012/05/fix-bayonets.html
**Signing of the Treaty of Ghent**


**Laura Secord**

Exploring Evidence Appendix

2.1 The White House Burning

The Burning of the Whitehouse, G. Thompson
2.2 The Battle of Beaver Dams; from the Montreal Gazette, July 6, 1813.

From the Montreal Gazette of 6th July, 1813.

The intelligence last week from the theatre of war in Western Canada is not of a very sanguinary nature, but it is not the less interesting, and we have much satisfaction in communicating to the public the particulars of a campaign not of a General with his thousands but of a lieutenant with his tens only. The manner in which a bloodless victory was obtained by a force so comparatively and almost incredibly small with that of the enemy, the cool determination and the hardy presence of mind evinced by this highly meritorious officer in conducting the operations incident to the critical situation in which he was placed with his little band of heroes, and the brilliant result which crowned those exertions will, while they make known to the world the name of Lieutenant FitzGibbon, reflect new lustre if possible, on the well earned reputation of the gallant 49th Regt., and class the event with the most extraordinary occurrences of the present accursed war. We shall at present make no further comment, but refer our readers to the following detail of Mr. FitzGibbon's operations as communicated to us by a friend who had the particulars from the best authority. Immediately after the gallant affair of our advance on the 6th ultimo, Lieut. Fitz Gibbon made application to General Vincent to be employed separately with a small party of the 49th Regiment and in such a manner as he might think most expedient. The offer was accepted and this little band has been constantly ranging between the two armies. Many events would naturally occur on such a service, which would be very interesting, but are necessarily proscribed in our limits of detail, and we will confine ourselves to two very extraordinary occurrences. About the 20th ult., Lieut. FitzGibbon went in pursuit of 46 vagabonds, volunteer cavalry, brought over by Doctor Chapin from Buffalo, and who had been plundering for some time the inhabitants round Fort Erie and Chippawa. He came near to them at Lundy's Lane, below the Falls, but he discovered that they had been joined by 150 infantry. His force was but 44 muskets—he did not think it advisable to attack, and therefore his party was kept concealed. He, however, rode into the village at the end of the Lane to reconnoiter. He could not perceive the enemy.

Mrs. Kerby, who knew him ran out and begged him to ride off, for that some of the enemy's troops were in a house at a short distance. He saw a horse at a door and supposing there were none but the rider in the house he dismounted and approached it, when an infantry soldier advanced and presented his piece at him; he made a spring at him, seized his musket and desired him to surrender. The American resisted and held fast. At this instant a rifleman jumped from the door with his rifle presented to Lieut. FitzGibbon's shoulder, who was so near to him that he seized the rifle below the muzzle and pulled it under his arm, keeping its muzzle before and that of the musket behind him. In this situation Lieut. FitzGibbon called upon two men who were looking on to assist him in disarming the two Americans, but they would not interfere. Poor Mrs. Kerby, apparently distracted, used all her influence, but in vain. The rifleman finding that he could not disengage his piece, drew Lieut. FitzGibbon's sword out of its scabbard with his left hand with the intention of striking at Lieut. F., when another woman, Mrs. Danfield (Defield?) seized the uplifted arm and wrested the sword from his grasp. At this
moment an elderly man, named Johnson, came up and forced the American from his hold on the rifle, and Lieut F. immediately laid the other soldier prostrate. A young boy 13 years old, son of Dr. Fleming, was very useful in the struggle, which continued some minutes. Lieut. F., thus relieved, lost not a moment in carrying off his two prisoners and the horse, as the enemy's force was within 200 yards of him, searching a house round a turn of the road.

At 7 o'clock in the morning of the 24th ult. Lieut. F. received a report that the enemy was advancing from St. Davids with about 1000 men and 4 pieces of cannon to attack the stone house in which he was quartered at the Beaver Darn. About an hour afterwards he heard the report of cannon and musketry; he rode on to reconnoitre and found the enemy engaged with a party of Indians who hung upon his flanks and rear and galled him severely. Lieut. F. despatched an officer for his men; by the time of their arrival the enemy had taken a position on an eminence at some distance from the woods in front. He estimated the enemy's strength at 600 men and two field pieces, a 12 and a 6-pounder. To make the appearance of cutting off his retreat, Lieut. F. passed at the charge step across his other flank, under a quick fire from his guns, which, however, did not the smallest injury. He took post behind some woods and saw that the Indians were making very little of the enemy, and it would have been madness in him with 44 musketeers to dash at them across him off or make good their retreat, he determined to play the open fields where every man he had could be so easily perceived of the Indians were at this time taking themselves off and he began to think of his own retreat. He had a hope, however, that Col.DeHaren would soon join him, but fearing that the enemy would drive him off or make good their retreat, he determined to play the old soldier and summon the enemy to surrender. He tied up his handkerchief and advanced with his bugles sounding the "cease from firing." A flag was sent to him by a Capt. McDowell of the artillery. Lieut. F. said that he was sent by Col. DeHaren to demand their surrender and offer them protection from the Indians, adding that a number had just joined from the west, who could not be controlled, and he wished to prevent the effusion of blood. The captain sent back to his commanding officer, Lieut.-Col. Boerstler, and soon after returned saying that Col. B. did not consider himself defeated and would not surrender. Lieut. F. proposed that Col. B. should send an officer to see Col. DeHaren's force, when he would be better able to judge of the necessity. He soon returned with a proposal that Col. B. should himself be shown the British, and if he found the force such as to justify his surrender he would do so. To this Lieut. F. said he would return to Col. DeHaren and state Col. B.'s proposal. The real intention of showing to the enemy's officer our small force never existed, but appearances must be kept up in order to carry out the propositions of Col. B. Lieut. F. found on his return Capt. Hall, who happened to arrive with 12 dragoons. To him was communicated what had passed, and immediately Capt. 11. assumed the rank of Colonel for the purpose. On this Lieut. F. returned and stated that Colonel Hall, being now the senior officer on the spot, did not think it regular to let the enemy see his force, but that it was perfectly ample to compel a surrender, and from motives of humanity five minutes would be allowed for acquiescence, and if he refused hostilities would be commenced at the expiration of this period. Col. B. agreed to surrender on condition that the officers should retain their horses, arms and baggage, and that some militia and volunteers, (among whom were Dr. Chapin and his marauders,) should be permitted to return to the States en
parole. When the extent of our forces is considered it is no wonder that these conditions were immediately acceded to. Lieut. F. at this moment, most fortunately, met with Col. Clark of Chippawa, who came galloping up and who proceeded to assist him in disarming the enemy, as Col. Hall could not appear, and his only officer, (an ensign,) must remain with the men Col. DeHaren immediately afterwards appeared with the flank companies of the 104th Regiment, and the whole affair was soon settle I thus putting into our possession 26 officers, one 12 and one 6-pounder two caissons and two wagons and above 500 prisoners, including about 20 dragoons. Had not Col. DeHaren arrived at this moment this large number of the enemy would have yielded to 48 soldiers of the 49th Regiment, for all the arrangements were made previous to the arrival of that officer. The Indians behaved well; they killed and wounded during their skirmishing about 50 of the enemy. We are informed that at the time of the summons being sent many of the enemy had gone off. The number of Indians engaged did not exceed 80. Thus terminated a bloodless victory on our part. If promotion and reward await the officer selected to be the bearer of dispatches announcing an enemy's defeat, we cannot doubt that the hero of the achievement will receive that favor front his sovereign to which services have established so just a claim, and who, we believe, has no other patronage but his own distinguished merit.

On Saturday last arrived in this city four officers and 110 nor commissioned officers and privates, forming part of the America prisoners captured on the 24th ultimo by the gallant Lieutenant FitzGibbon and his small party of the 49th Regt., in the advance of or army under General Vincent. The remainder arrived this morning en route to Quebec in charge of Captain Renvoisey, 3d Batt. Inc. Militia. (file in Parliamentary Library, Ottawa.) From Ernest Cruikshank's Documentary History Part VI Campaigns upon the Niagara Frontier.p. 116
### 2.3 Primary Source Worksheet

**Primary Source Evidence**

<table>
<thead>
<tr>
<th>Student: ______________________________</th>
<th>Date: ____________________________</th>
</tr>
</thead>
</table>

1. What type of source is it? 
2. Who authored/created it? 
3. When was it created? 

4. What historical events were occurring when it was created? 

5. Why was it created? Who was the intended audience? 

6. What point of view/position does the author/creator represent? 

7. How does the point of view/position shape the source? 

8. What evidence does it contribute to the War of 1812? What questions might it answer about the War? 

Borrowed and adapted from CBC Learning
2.4  The death of Tecumseh, William Emmons, 1833
By WILLIAM HULL, Brigadier General and commander of the North Western Army of the United States.

A PROCLAMATION.

INHABITANTS of CANADA! After thirty years of PEACE & prosperity, the UNITED STATES have been driven to Arms. The injuries & aggressions, the insults & indignities of Great Britain have once more left them no alternative but manly resistance or unconditional submission.

The ARMY under my command, has invaded your country, & the Standard of the UNION now waves over the Territory of CANADA. To the peaceable unoffending inhabitant, it brings neither danger nor difficulty. I come to find enemies, not to snake them. I come to protect, not to injure you. Separated by an immense Ocean, & an extensive Wilderness from Treat Britain, you have no participation in her Counsels, no interest in her conduct. You have felt her Tyrany, you have seen her injustice, but I do not ask you to avenge the one or to redress the other. The UNITED STATES are sufficiently powerful to afford you every security, consistent with their rights, & your expectations. I tender you the invaluable blessings of Civil Political & Religious Liberty & their necessary result individual and general prosperity; That Liberty which gave decision to our counsels and energy to our conduct, in our struggle for INDEPENDENCE, and which conducted as safely and triumphantly, thro’ the stormy period of the Revolution. That Liberty which has raised us to an elevated rank among the Nations of the world, and which has afforded us a greater measure of PEACE and security, of wealth and improvement than ever fell to the lot of any people.

In the name of my Country and by the authority of my Government, I promise you protection to your persons, property and rights. Remain at your homes. Pursue your peaceful and customary avocations. Raise not you hands against your brethren. Many of your fathers fought for the freedom & INDEPENDENCE we now enjoy. Being children therefore of the same family with us, and heirs to the same heritage, the arrival of an Army of friends, must be hailed by you with a cordial welcome. You will be emancipated from Tyranny and oppression and restored to the dignified station of freemen. Had I any doubt of eventual success, I might ask you assistance, but I do not. I come prepared for every contingency. I have a force which will look down all opposition, & that force is but the vanguard of a much greater. If contrary to your own interest, and the just expectation of my Country, you should take part in the approaching contest, you will be considered & treated as enemies, & the horrors & calamities of war will stalk before you.

If the barbarous & savage policy of Great Britain be pursued, and the savages are let loose to murder our citizens, & butcher our women and children, the war, will be a war of extermination. The first stroke of the Tomahawk, the first attempt with the scalping knife, will be the signal for one indiscriminate scene of desolation. No white man found
fighting by the side of an Indian, will be taken prisoner. Instant destruction will be his lot. If the dictates of reason, duty, justice and humanity cannot prevent the employment of a force which respects no rights, & knows no wrong, it will be prevented by a severe and relentless system of retaliation.

I doubt not your courage and firmness: I will not doubt your attachment to Liberty. If you tender your services voluntarily, they will be accepted readily.

The UNITED STATES offer you peace, liberty and security. Your choice lies between these & WAR, slavery, and destruction. Choose then, but choose wisely; and may he who knows the justice of our cause; and who holds in his hand the fate of NATIONS, guide you to a result the most compatible with your rights and interest, you PEACE and prosperity.

BY THE GENERAL

*Capt. 13th, U.S. Regt: of Infantry and Aid de camp.*

(This proclamation, issued by Gen. Hull upon the U.S. invasion of Canada, was also published in French)
2.6 Proclamation by Major General Isaac Brock upon the "invasion of this Province" by the "armed forces of the United States." 22nd of July, 1812.

PROCLAMATION

The unprovoked declaration of War, by the United States of America, against the United Kingdom, of Great Britain and Ireland, and its dependencies, has been followed by the actual invasion of this Province in a remote frontier of the Western District by a detachment of the armed force of the United States. The officer commanding that detachment has thought proper to invite his Majesty's subjects not merely to a quiet and unresisting submission, but insults them with a call to seek voluntarily the protection of his Government. Without condescending to repeat the illiberal epithets bestowed in this appeal of the American Commander to the people of Upper Canada, on the administration of his Majesty, every Inhabitant of the Province is desired to seek the confutation of such indecent slander in the review of his own particular circumstances: where is the Canadian subject who can truly affirm to himself that he has been injured by the Government in his person, his liberty or his property? Where is to be found in any part of the world, a growth so rapid in wealth and prosperity as this Colony exhibits. - Settled not thirty years by a band of Veterans exiled from their former possessions on account of their loyalty, not a descendant of these brave people is to be found, who under the fostering liberality of their sovereign, has not acquired a property and means of enjoyment superior to what were possessed by their ancestors. This unequalled property could not have been attained by the utmost liberality of the Government or the persevering industry of the people had not the maritime power of the mother country secured to its colonists a safe access to every market where the produce of their labor was in demand.

The unavoidable and immediate consequence of a separation from Great Britain must be the loss of this inestimable advantage, and what is offered you in exchange? To become a territory of the United States and share with them that exclusion from the Ocean which the policy of their present Government inforces - you are not even flattered with a participation of their boasted independence, and it is but too obvious that once exchanged from the powerful protection of the United Kingdom you must be reannexed to the dominion of France from which the Provinces of Canada were wrested by the arms of Great Britain, at a vast expense of blood and treasure, from no other motive but to relieve her ungrateful children from the oppression of a cruel neighbor; this restitution of Canada to the Empire of France was the stipulated reward for the aid afforded to the revolted Colonies, now the United States; the debt is still due and there can be no doubt but the pledge has been renewed as a consideration for Commercial advantages, or rather for an expected relaxation in the Tyranny of France over the Commercial world. - Are you prepared Inhabitants of Upper Canada to become willing subjects or rather slaves to the Despot who rules the nations of Europe with a rod of Iron? If not arise in a Body, exert your energies, co-operate cordially with the Kings regular forces to repel the Invader, and do not give cause to your children when groaning under the oppression of foreign master to reproach you with having too easily parted with the richest inheritance of this Earth, -a participation in the name, character and freedom of Britons.
The same spirit of Justice, which will make every reasonable allowance for the unsuccessful efforts of Zeal and Loyalty, well not fail to punish the defalation of principle: every Canadian Freeholder is by deliberate choice bound by the most solemn oaths to defend the Monarchy as well as his owe property; to shrieck from that Engagement is a Treason not to be forgiven: let no Man suppose that if in this unexpected struggle his Majesty's Arms should be compelled to yield to an overwhelming force, that the Province well be eventually abandoned; the endeared relation of its first settlers, the intrinsic value of its Commerce and the pretensions of its powerful rival to reposess the Canadas are sledges that no peace will be established between the United States, and Great Britain and Ireland, of which the restoration of these Provinces does not make the most prominent condition.

Be not dismayed at the unjustifiable threat of the commander of the enemies forges, to refuse quarter should an Indian appear in the ranks. --- The brave bands of natives which inhabit this Colony, were, like his Majesty's subjects, punished for their zeal and fidelity by the loss of their possessions in the late colonies, and rewarded by his Majesty with lands of superior value in this Province: the faith of the British Government has never yet been violated, they feel that the soil they inherit is to them and their posterity protected from the base arts so frequantly devised to over-reach their simplicity. By what new principle are they to be prevented from defending their property? If their warfare from being different from that of the white people is more terrific to the enemy, let him retrace his steps - they seek him not - and cannot expect to find women and children in an invading army; but they are men, and have equal rights with all other men to defend themselves and their property when invaded, more especially when they find in the enemies camp a ferocious and mortal foe using the same warfare which the American Commander affects to reprobate.

This inconsistent and unjustifiable threat of refusing quarter for such a cause as being found in arms with a brother sufferer in defence of invaded rights, must be exercised with the certain assurance of retaliation, not only in the limited operations of war in this part of the King's Dominions but in every quarter of the Globe, for the national character of Britain is not less distinguished for humanity than strict retributive justice, which will consider the execution of this inhuman threat as deliberate murder, for which every subject of the offending powered must make expiation.

ISAAC BROCK
Maj. Gen. and President
Head Quarters Fort - George 22nd July, 1812 By Order of His Honor the President.
J.B. GLEGG Capt. A.D.C.
GOD SAVE THE KING.
2.7 The Battle of Beaver Dams; from the Buffalo Gazette, July 29, 1813.

(From the Buffalo Gazette, July 29th, 1813.)

On Wednesday night last Major C. Chapin arrived in this village together with his company, escaped from the enemy on Monday preceding. The Major has given us the following narrative of the action at the Beaver Dam, &c., which we now lay before the public:

On the 23d of June last a party of the regular troops consisting of five hundred infantry and twenty light dragoons under the command of Lieut.-Colonel C. 0. Boerstler, together with forty-four mounted riflemen composed of militia from the country under Major C. Chapin, were detached from the American encampment at Fort George for the purpose of cutting off the supplies of the enemy and breaking up the small encampments they were forming through the country. On the 24th, about nine miles west of Queenston they were attacked by a body of about five hundred Indians and nearly a hundred regulars, who lay concealed in the woods near the road they were passing. The attack was made upon the dragoons, who were placed in the rear. The infantry were soon brought into a position to return the enemy's fire to advantage and succeeded in driving them some distance into the woods. In a short time the Indians, having taken a circuitous route, appeared in front and opened a fire on the mounted riflemen who were stationed there. Here they met with so warm a reception that they were compelled a second time to retreat in much haste. After this every exertion was made to drive the Indians from the woods to the open ground, hut without much effect. The few who were bold enough to venture out were handled so roughly that they soon returned to their lurking place. In the in meantime the enemy were receiving considerable reinforcements, which at length gave them a great superiority. A retreat for a short distance was ordered and effected with very little loss.

The Indians soon made their appearance on our right and left and the regulars and militia in front. Our troops were formed into close columns for the purpose of opening for themselves a way through the enemy with their bayonets. At this juncture a British officer rode up and demanded the surrender of the American party. The demand he said was to prevent the further effusion of blood. He asserted upon his honor and declared in the most solemn manner that the British regular force was double that of the American and that the Indians were seven hundred in number. Lieut.-Colonel Boerstler, under a belief of these facts and thinking it impracticable to get off the wounded whom he was unwilling to abandon to the mercy of the savages, and deeming it extremely uncertain whether a retreat could be effected, thought proper to agree to terms of capitulation, which were at length signed by himself on the one part and Lieut.-Colonel Bisshop on the other. By these it was stipulated that the wounded should be taken good care of, the officers permitted to retain their side arms, private property to be respected and the militia paroled and permitted to return home immediately. The articles of capitulation were no sooner signed than they were violated. The Indians immediately commenced their depredations and plundered the officers of their side arms. The soldiers, too, were stripped of every article of clothing to which the savages took a fancy, such as hats, coats, shoes, &c. It is impossible to give any correct account of the killed and wounded, as the
enemy did not furnish a list. The loss of the enemy is supposed to be much greater than ours. Between thirty and forty Indians were counted that lay dead on the field. From their known practice of carrying off their killed and wounded it is believed they must have suffered severely.

The regular troops were in a few days sent to Kingston, from whence it is probable they have proceeded to Quebec. Major Chapin and his corps was detained under guard at the head of Lake Ontario and no attention paid to the article of capitulation which provided for their being paroled. On the 12th instant they were ordered down the lake to Kingston, for which place they were embarked in two boats, accompanied of the men with the lieutenant were stationed in the forward boat by a guard of fifteen men, under command of a lieutenant. Thirteen with Major Chapin and the other officers, while the remaining two, (a sergeant and one man,) took the direction of the other boat, which contained the soldiers. An agreement had been entered into previous to their departure of seizing the first opportunity that offered to regain their liberty, which they determined to effect or die in the attempt. When they were within about twelve miles of York the boat, which was filled with the prisoners, was moved by them alongside the other under pretence of taking something to drink. The signal being given they sprang upon the guard, who little expected such a maneuver, and in a short time disarmed them and gained possession of the boats. They immediately altered their course from Kingston to Fort Niagara, and after rowing hard for most of the night and escaping with difficulty from one of the enemy's schooners, which gave them chase, arrived in safety with their prisoners at the American garrison. When the Major and his company arrived in this village they were welcomed with suitable demonstrations of public feeling.

(File in Buffalo Public Library.)

From Ernest Cruikshank's Documentary History Part VI- Campaigns upon the Niagara Frontier, pp.142-4
Copy of speech made by Chief Tecumseh to the British at Amherstburg, September 1813.

SPEECH OF TECUMSEH

In the name of the Indian Chiefs, and Warriors, to Maj. Gen. PROCTOR, and Representative of their Great FATHER THE KING.

FATHER, Listen to your Children; You see them all before you. The war before this, our British Father gave the hatchet to his red children, when our old Chiefs were alive; they are now all dead. In that war our father was thrown on his back, by the Americans, and our father took them by the hand, without our knowledge; and we are afraid that our father will do so again at this time.

Summer before last, when I came forward with my red brethren, and were ready to take up the hatchet in favor of our British father, we were told not to be in a hurry, that he had not yet determined to fight the Americans.

LISTEN. When war was declared, our father stood up, and gave us the tomahawk, and told us he was now ready to strike the Americans; that he wanted our assistance; and that certainly he would get us our lands back, which the Americans had taken from us.

LISTEN. You told us at that time to bring forward our families to this place; we did so; and you promised to take care of them, and that they should want for nothing, while the men would go and fight the enemy; that we were not to trouble ourselves with the enemy's garrisons; that we knew nothing about them, and that our father would attend to that part of the business. You also told your red children, that you would take good care of your garrison here, which made our hearts glad.

LISTEN. When we last went to the Rapids, it is true we gave you little assistance; it is hard to fight people who live like groundhogs.

FATHER, listen. Our fleet has gone out; we know they have fought, we heard the great guns; but know nothing of what has happened to our father with the one arm (Com. Barclay). Our ships are gone one way, and we are very much astonished to see our father tying up every thing and preparing to run away the other, without letting his red children know what his intentions are.

You always told us to remain here and take care of our lands. It made our hearts glad to hear that was your wish; our great father the king is the head, and you represent him. You always told us that you would never draw your foot off the British ground; but now, father, we see you drawing back, and we are sorry to see our father doing so without seeing the enemy. We must compare our father's conduct to a fat animal, that carries its tail upon its back; but when affrighted, it drops it between its legs and runs off.
FATHER, listen. The Americans have not yet defeated us by land, neither are we sure that they have done so by water; we therefore wish to remain here, and fight our enemy, should they make their appearance. If they defeat us, we will then retreat with our father. At the battle of the Rapids, last war, the Americans certainly defeated us, and when we retreated to our father’s fort, at that place, the gates were shut against us. We were afraid that it would now be the case; but instead of that, we see our British father preparing to march out of his garrison.

FATHER. You have got the arms and ammunition which our great father sent for his red children. If you have any idea of going away, give them to us and you may go and welcome. For us, our lives are in the hands of the Great Spirit; we are determined to defend our lands; and if it is his will we wish to leave our bones upon them.

AMHERSTBURG, Sept. 1813
2.9 Letter from Madelaine Askin to her Mother, written from St. Joseph Island, 1807.


St. Joseph, October 13, 1807

My dearest Mother: I have only time to tell you that we are all well and at the same time beg your acceptance of a little mocock of sugar that I am sending you. I am sorry I could not send a bigger one, but hope to have the pleasure of making up for it this next spring. I am also sending you a shawl, the only large one I could buy here. I am sorry I have no vessel in which to send you some more cranberries. Perhaps between now and the time when the other boats come I shall find one and by then I shall have the pleasure of sending you more. I send you three or four apples in a small mocock. They are from trees of which you planted the seeds at old fort mackinac, transplanted at the new fort on Dr. Mitchell's place and were given to me by his daughter, Mrs. Crawford, who lives here now. She seems to be a lovable woman. She will soon be confined. I intend to take every means possible to repay what her father did for Johnny the time he was imprisoned. He only happened to come tonight. He is well and sends love to you and to his grandfather. the children join me in assuring you of their loving remembrance. Adieu, my dear Mother. Give my love to my dear father and to Nelly, James, and Alexander. Please give my regards to Mr. and Mrs. Barthe. I hope that they enjoy good health. Again adieu.

Your fond and affectionate daughter,

Madelaine Askin

P.S. I am sending a little mocock of sugar to my dear Nelly, and am sorry that I have no time to write to her. The boat is just leaving. M. Askin

1 Lewis Crawford was a prominent trader in the Northwest in the decade prior to the War of 1812. He seems to have remained at St. Joseph until the summer of 1812, when he led the contingent of Canadian volunteers in the expedition against Mackinac which resulted in the surrender of that place to the British. Thereafter, until the end of the war Mackinac seems to have been Crawford's center of operations. He held the rank of --- in the volunteer company, and in this capacity assisted in the defeat of the American attack on Mackinac, Aug. 4, 1814. A letter of John Askin Jr. from Drummond Island, Feb. 6, 1816, speaks of Crawford as having "left the country." In 1806, he married Jessica, daughter of Dr. David Mitchell, for whom see B. H. R., I, 85. Information adapted from Mitch.Pio.Collr., passim; and Irving, op,cit.
3.1 Cause and Consequence Skit

Student 1: [sits down with paper, pencil, and water bottle]
Student 2: [walks up to Student 1] Hi Student 1! What do you have there?
Student 1: Oh hi Student 2! Well, I have my water bottle because I’m really thirsty.
Student 2: I think that water bottle is dumb! [swats water bottle off desk]
Student 1: Student 2, that wasn’t very nice! Anyways, I also have a poem that I’m trying to write…

Student 2: This poem is awful! [rips paper]
Student 1: Student 2! I thought we were friends! Why would you do that? Oh well. I also have my favourite pencil…

Student 2: What an ugly pencil! [snaps in half]
Student 1: That’s it! We’re not friends anymore! [stomps away]
3.2 President Madison’s Declaration of War

Special Message to Congress on the Foreign Policy Crisis – War Message (June 1, 1812)

James Madison, President of the United States of America

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

I communicate to Congress certain documents, being a continuation of those heretofore laid before them on the subject of our affairs with Great Britain.

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, not in the exercise of a belligerent right founded on the law of nations against an enemy, but of a municipal prerogative over British subjects. British jurisdiction is thus extended to neutral vessels in a situation where no laws can operate but the law of nations and the laws of the country to which the vessels belong…

The practice, hence, is so far from affecting British subjects alone that, 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 of 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 the melancholy instruments of taking away those of their own 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 remonstrances and expostulations…

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. The principles and rules enforced by that nation, when a neutral nation, against armed vessels of belligerents hovering near her coasts and disturbing her commerce are well known. When called on, nevertheless, by the United States to punish the greater offenses committed by her own vessels, her government has bestowed on their commanders additional marks of honor and confidence.
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 interests. … And to render the outrage the more signal these mock blockades have been reiterated and enforced in the face of official communications from the British government declaring as the true definition of a legal blockade "that particular ports must be actually invested and previous warning given to vessels bound to them not to enter."

Not content with these occasional expedients for laying waste our neutral trade, the cabinet of Britain resorted at length to the sweeping system of blockades, under the name of orders in council, which has been molded and managed as might best suit its political views, its commercial jealousies, or the avidity of British cruisers.

… When deprived of this flimsy veil for a prohibition of our trade with her enemy by the repeal of his prohibition of our trade with Great Britain, her cabinet, instead of a corresponding repeal or a practical discontinuance of its orders, formally avowed a determination to persist in them against the United States until the markets of her enemy should be laid open to British products, thus asserting an obligation on a neutral power to require one belligerent to encourage by its internal regulations the trade of another belligerent…

… It has become, indeed, sufficiently certain that the commerce of the United States is to be sacrificed, not as interfering with the belligerent rights of Great Britain; not as supplying the wants of her enemies, which she herself supplies; but as interfering with the monopoly which she covets for her own commerce and navigation. She carries on a war against the lawful commerce of a friend that she may the better carry on a commerce with an enemy ? a commerce polluted by the forgeries and perjuries which are for the most part the only passports by which it can succeed.

… 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.

Such is the spectacle of injuries and indignities which have been heaped on our country, and such the crisis which its unexampled forbearance and conciliatory efforts have not been able to avert. It might at least have been expected that an enlightened nation, if less urged by moral obligations or invited by friendly dispositions on the part of the United States, would have found its true interest alone a sufficient motive to respect their rights and their tranquillity on the high seas…
We behold our seafaring citizens still the daily victims of lawless violence, committed on the great common and highway of nations, even within sight of the country which owes them protection. We behold our vessels, freighted with the products of our soil and industry, or returning with the honest proceeds of them, wrested from their lawful destinations, confiscated by prize courts no longer the organs of public law but the instruments of arbitrary edicts, and their unfortunate crews dispersed and lost, or forced or inveigled in British ports into British fleets, whilst arguments are employed in support of these aggressions which have no foundation but in a principle equally supporting a claim to regulate our external commerce in all cases whatsoever.

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 toward Great Britain.
3.3 Impressment Source Package

Historical Context:

In this era, Britain’s navy was considered the best in the world. However, the British navy treated its sailors dismally— they suffered from horrible working conditions, harsh discipline, and extremely low wages. Many decided to abandon the navy and find work on American merchant ships. About 25% of the fifty to one hundred sailors on American ships at this time were British.

During 1803-1840, Great Britain was at war with France in what are now known as the Napoleonic Wars. Determined to maintain their naval might, Great Britain declared the right to stop foreign ships and search them for navy deserters, who would then be impressed (forced) back into the British navy. Americans objected not only because they felt the British had no right to stop and search their ships, but also because Americans were occasionally impressed by mistake. Many Americans at this time still maintained a British accent and were often mistaken for British subjects. The British attempted to justify this practice by stating that anyone born in Great Britain was a British citizen, even if he had since become an American citizen under US law.

By 1812, well over 6,000 sailors had been taken from American ships. This practice was thus not only challenging American sovereignty but also deeply impacted the lives of American families.

Primary Sources

1. From President Madison’s 1812 declaration speech:

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 founded on the law of nations against an enemy, but of a municipal prerogative over British subjects. British jurisdiction is thus extended to neutral vessels in a situation where no laws can operate but the law of nations and the laws of the country to which the vessels belong, and a self-redress is assumed which, if British subjects were wrongfully detained and alone concerned, is that substitution of force for a resort to the responsible sovereign which falls within the definition of war. ...

The practice, hence, is so far from affecting British subjects alone that, 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 of 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 the melancholy instruments of taking away those of their own 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 remonstrances and
expostulations, and that no proof might be wanting of their conciliatory dispositions, and no pretext left for a continuance of the practice, the British government was formally assured of the readiness of the United States to enter into arrangements such as could not be rejected if the recovery of British subjects were the real and the sole object. The communication passed without effect.

2. Lord William Grenville, the British Foreign Secretary in 1797:
“...the laws of Great Britain render all British sailors in liable to be called upon to serve in the defence of their country... No British subject can by such a form of renunciation as that which is prescribed in American law of naturalization divest himself of his allegiance to his sovereign.”

3. John Marshall, Unites States Secretary of State, 1800:
“Those seamen who, born in a foreign country, have been adopted by this were either the subjects of Britain or some other power. The right to impress those of every other nation has not been disclaimed. Neither the one practice nor the other can be justified. ... The case of British subjects, whether naturalized or not is more questionable, but the right even to impress them is denied.”

Visuals

Impressment of sailor on American ship by British navy.
Political Cartoon from 1812
3.4 Trade Blockade Source Package

Historical Context

During 1803-1840, Great Britain was at war with France in what are now known as the Napoleonic Wars. Unable to defeat Britain through military might alone, the French attempted to damage British trade. In 1806 and 1807 Napoleon introduced the Berlin and Milan decrees, which commanded all nations to halt all trade with Britain or face his wrath. The British responded with their Orders in Council, which required anyone who wanted to trade with France to stop in England girls and purchase a trading license. This created a trading blockade of European ports, meaning that those who did not go along with the order would lose their ships if they were caught.

The United States refused to take sides throughout the Napoleonic Wars, but these orders brought them into an economic battle. American merchants had made a lot of money trading with both Great Britain and France, profiting especially from their need for war materials. Now, however, their ships could be seized by another country. Between 1807 and 1812, Great Britain and her allies seized about nine hundred American ships. The economic cost of this trade embargo was devastating to the American merchant class.

Primary Sources:

1. From President Madison’s 1812 declaration speech:

   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. The principles and rules enforced by that nation, when a neutral nation, against armed vessels of belligerents hovering near her coasts and disturbing her commerce are well known. When called on, nevertheless, by the United States to punish the greater offenses committed by her own vessels, her government has bestowed on their commanders additional marks of honor and confidence.

   Under pretended blockades, without the presence of an adequate force and sometimes without the practicability of applying one, 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 interests. … And to render the outrage the more signal these mock blockades have been reiterated and enforced in the face of official communications from the British government declaring as the true definition of a legal blockade "that particular ports must be actually invested and previous warning given to vessels bound to them not to enter."

   Not content with these occasional expedients for laying waste our neutral trade, the cabinet of Britain resorted at length to the sweeping system of blockades, under the name
of orders in council, which has been molded and managed as might best suit its political views, its commercial jealousies, or the avidity of British cruisers.

... It has become, indeed, sufficiently certain that the commerce of the United States is to be sacrificed, not as interfering with the belligerent rights of Great Britain; not as supplying the wants of her enemies, which she herself supplies; but as interfering with the monopoly which she covets for her own commerce and navigation. She carries on a war against the lawful commerce of a friend that she may the better carry on a commerce with an enemy—a commerce polluted by the forgeries and perjuries which are for the most part the only passports by which it can succeed.

2. Baltimore Federal Republican, March 1809

“[The British are] depriving the government of its means of support for sixteen months, and preventing the people of the United States from pursuing a lawful and profitable commerce, and reducing the whole country to a state of wretchedness and poverty…”

Visuals

Political Cartoon created by William Charles in 1812
Satire on Anglo-American and Franco-American relations. Britain, on the left, is mocking American dedication to freedom on the high seas and free trade.
Foreign Trade, 1800–1812

Source: Historical Statistics of the United States
3.5 Native Aid Suspicions Source Package

Historical Context:

Aboriginal uprisings and raiding in the modern American states of Ohio, Indiana, Illinois, Michigan, and Wisconsin increased in frequency in the years leading up to the War of 1812. Many Americans began to suspect that the tribes were being supplied with weapons by the British in an attempt to directly undermine American authority and expansion in the region. While the land had been formally ceded to the United States in the Treaty of 1783, Britain had a long-term goal of creating a buffer Indian state to block further American growth. As the population of the United States grew, pressures to expand further West grew.

The frequent and brutal attack on white settlements in this region by members of the Shawnee, Miami, Delaware, and Winnebago tribes increased this anti-British sentiments. Rumours that the British were supplying the tribes with weapons and paying them for American scalps ran rampant.

An especially bloody conflict between American settlers and the tribes was the Battle of Tippecanoe, in which 200 Americans were killed. Confrontations like these, the desire to expand west, and growing distrust of the British relationship with the tribes influenced the Americans to declare war against the British in 1812.

Primary Sources

1. From Madison’s 1812 declaration speech:

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.

2. Rep Felix Grundy of Tennessee, Speech in Congress Supporting War with Britain, 1811

“This war, if carried on successfully, will have its advantages. We shall drive the British from our continent. They will no longer have an opportunity of intriguing with our Indian neighbours… [H]er means of annoying us will be diminished.”
3. Newspaper articles:

*Lexington Reporter, 1811:*
“The only way to end Indian hostilities is to interpose the American arm between the hands of the English and their savage allies.”

*Philadelphia Aurora, 1811:*
“Britain has let loose of the savages with arms.”

**Visuals**

![Battle of Tippecanoe](image)

Battle of Tippecanoe. Aboriginals can be seen holding rifles.
By Alonzo Chappel. *Battle of Tippecanoe*. 1879.
Battle of Tippecanoe trade card from the Meyer Collection.

Native Americans scalping their enemy.
Engraving by unknown artist, published in 1880 by Ernest von Hesse-Wartegg
War of 1812 Political Cartoon by William Charles

The pink represents land owned by the United States.
The orange represents land owned by Native tribes.
The Colony of Louisiana, in the middle, was formally purchased by the United States in 1803.
## Cause and Consequence Appendix

### 4.1 – List of Significant Moments

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1803 – 1815</td>
<td>Napoleonic Wars</td>
</tr>
<tr>
<td>June 22, 1807</td>
<td>Chesapeake Affair</td>
</tr>
<tr>
<td>November 11, 1807</td>
<td>Orders in Council, 1807</td>
</tr>
<tr>
<td>November 7, 1811</td>
<td>Battle of Tippecanoe</td>
</tr>
<tr>
<td>June 18, 1812</td>
<td>Declaration of War by President Madison</td>
</tr>
<tr>
<td>July 17, 1812</td>
<td>Capture of Fort Mackinac</td>
</tr>
<tr>
<td>August 15-16, 1812</td>
<td>Battle for Fort Detroit</td>
</tr>
<tr>
<td>October 13, 1812</td>
<td>Battle of Queenston Heights</td>
</tr>
<tr>
<td>October 13, 1812</td>
<td>Death of Sir Isaac Brock</td>
</tr>
<tr>
<td>January 18-23, 1813</td>
<td>Battle of the Frenchtown</td>
</tr>
<tr>
<td>February 22, 1813</td>
<td>Battle of Ogdensburg</td>
</tr>
<tr>
<td>April 27, 1813</td>
<td>Battle of York</td>
</tr>
<tr>
<td>June 6, 1813</td>
<td>Battle of Stoney Creek</td>
</tr>
<tr>
<td>June 21-24 1813</td>
<td>Laura Secord’s Walk</td>
</tr>
<tr>
<td>September 10, 1813</td>
<td>Battle of Lake Erie</td>
</tr>
<tr>
<td>October 5, 1813</td>
<td>Battle of the Thames</td>
</tr>
<tr>
<td>October 5, 1813</td>
<td>Death of Tecumseh</td>
</tr>
<tr>
<td>December 19, 1813</td>
<td>Capture of Fort Niagara</td>
</tr>
<tr>
<td>July 22, 1814</td>
<td>Treaty of Greenville</td>
</tr>
<tr>
<td>July 25, 114</td>
<td>Battle of Lundy’s Lane</td>
</tr>
<tr>
<td>August 24, 1814</td>
<td>Burning of Washington</td>
</tr>
<tr>
<td>September 6-11, 1814</td>
<td>Battle of Plattsburgh</td>
</tr>
<tr>
<td>December 24, 1814</td>
<td>Treaty of Ghent</td>
</tr>
</tbody>
</table>
4.2 – Visual Source Package

Napoleonic Wars

British Military Uniforms
http://thinkingouttabox.wordpress.com/2010/03/28/history-of-the-british-army-uniform-redcoats/

Battle of Waterloo
Chesapeake Affair

USS Chesapeake
Muller, F. *USS Chesapeake (1800-1813)*. Painting, c. 1900.
http://www.history.navy.mil/photos/images/h59000/h59556k.jpg

Impressment
http://manthecapstan.files.wordpress.com/2009/02/impressment_by_royal_navy.jpg
Orders in Council, 1807

US Foreign Trade, 1800-1812

Historical Statistic of the United States. *Foreign Trade, 1800-1812.*

http://apus2scott.wikispaces.com/Chapter+7+Miscellaneous

Political Cartoon. American merchants dodging the “Ograbme”, which is “Embargo” spelled backwards.

Battle of Tippecanoe


Tecumseh

President Madison’s Declaration of War

President Madison.
Capture of Fort Mackinac

Eastman, Seth. *Fort Mackinac*. Painting, 1872. 

Modern picture of Fort Mackinac.
Battle for Fort Detroit

Siege of Detroit

Plan of Fort Detroit
William Hull
Battle of Queenston Heights

Battle of Queenston Heights. A mortally wounded Sir Isaac Brock can be seen on the right.


Battle of Queenston Heights
Death of Sir Isaac Brock

Sir Isaac Brock
http://en.wikipedia.org/wiki/File:Isaac_Brock_portrait_1,_from_The_Story_of_Isaac_Brock_(1908)-2.png
Battle of Frenchtown

http://www.eighteentwelve.ca/?q=eng/Topic/40

Modern picture of the River Raisin National Battlefield Park
Battle of Ogdensburg


Modern picture of Ogdensburg lighthouse

Battle of York

Death of General Pike at the Battle of York

Front Street
Hale, Elizabeth. *Front Street*. Painting, 1804.
Burning of York


Battle of Stoney Creek

Jefferys, C.W. *Battle of Stoney Creek*. Engraving, 1813.


Modern picture of Stoney Creek

Laura Secord’s Walk

Laura Secord warning the British

Laura Secord being led through the forest by Mohawk tribesmen.
Battle of Lake Erie


Battle of Lake Erie.
http://alhistory.wikia.com/wiki/First_European_War_(Qu’il_Tous)
Battle of the Thames


Battle of the Thames and the Death of Tecumseh

Death of Tecumseh

Death of Tecumseh Frieze

Death of Tecumseh
[http://www.canadiana.ca/citm/imagepopups/c040894_e.html](http://www.canadiana.ca/citm/imagepopups/c040894_e.html)
Capture of Fort Niagara

Fort Niagara in Winter
Rindlisbacher, Peter. *Fort Niagara in the Winter*. Painting, c. 1812.
http://www.eighteentwelve.ca/?q=eng/Topic/42
Treaty of Greenville, 1814

Pipe presented to Shawnees during negotiations

Lewis Cass, Governor of Michigan 1813-35
Handy, Brady. *Lewis Cass*. Photo c. 1855.

William Henry Harrison
Battle of Lundy’s Lane


Battle of Lundy’s Lane.

Jefferys, C.W. *Battle of Lundy’s Lane*. Sketch, c. 1815. [http://discover1812.blogspot.ca/2012/05/fix-bayonets.html](http://discover1812.blogspot.ca/2012/05/fix-bayonets.html)
Burning of Washington

Thompson, G. *The Burning of Washington*. Carving, 1814.
http://www.learnnc.org/lp/editions/nchist-newnation/4553
Burning of the White House


Ruins of the White House

http://en.wikipedia.org/wiki/File:The_President%27s_House_by_George_Munger,_1814-1815_-_Crop.jpg
Battles of Plattsburgh

Naval Battle during the Battle of Plattsburgh
Reingale, H. *Battle of Plattsburgh*. Painting, 1816.
http://www.clintoncountyhistorical.org/ccha%20ve/Virtual%20Exhibit.htm

Battle of Plattsburgh
http://etc.usf.edu/clipart/57800/57848/57848_plattsburgh.htm

Treaty of Ghent
Signing of the Treaty

Historical Perspectives Appendix

5.1 Comic

http://www.daily-comix.com/image/comic/1208/-comic-1346084592.jpg


“From an American General’s Letter: The truth is…that we have had an army at Fort George for two months past, which lies panic struck, shit up and whipped in by a few hundred miserable savages, leaving the whole of this frontier, except the mile in extent which they occupy, exposed to the inroads and depredations of the enemy.” (page 57)

“Tecumseh described by one of General Brock’s Aides: Tecumseh’s appearance was very prepossessing; his figure light and finely proportioned; in height five feet nine or ten inches; his complexion light copper;…countenance oval, with bright hazel eyes, beaming cheerfulness, energy, and decision. Three small silver crowns or coronets were suspended from the lower cartilage of his aquiline nose; and a large silver medallion of George the Third was hung round his neck. His dress consisted of a plain, neat uniform, tanned deerskin jacket, with neatly cut fringe; and he had on his feet leather moccasins, much ornamented with work made from the dyed quills of the porcupine.” (Page 50)

“The French population of Lower Canada are very proud of the victory of Chateauguay, and with just reason. The British population of the Upper Province had achieved a like success over the common enemy at Queenston Heights. It was gratifying to the natural pride of a great national origin, that the fortune of war should have thus equitably distributed her honourable distinctions. They had, moreover, a stronger motive, both for resentment and exultation. – William F. Coffin, *1812: The War and Its Moral: A Canadian Chronicle* (Montreal, 1864).” (page 107)

5.4 Description of the scene of the purchase of St. Joseph Island from the Natives in 1798.

From: Public Archives of Canada, Ottawa. Reference # R.G. 8

The British leased St. Joseph Island but did not formally purchase it before construction began in 1797. Colonel Alexander McKee, deputy superintendent of Indian Affairs, and Captain Thomas McKee, his son and Indian Department superintendent of Fort St. Joseph, met with the local natives in the summer of 1797 to purchase the Island. The parties reached a settlement, and in 1798, government ships reached Fort St. Joseph with three different officers from the Indian Department and the agreed payment. The scene was described:

>'The whole of the Indian tribes to whom the goods were to be delivered, having assembled on the ground...' the merchandise consisting of blankets broad-cloths of every colour, guns, flints, powder, shots, ribbons, a few large silver medals for chiefs, steels for striking fire, some silver brooches, earrings and drops, and a very moderate supply of rum reduced to one third of the ordinary strength: The whole of these articles were worth, according to their value at Montreal, five thousand pounds.'

5.5 U.S. point of view of British and Aboriginal People; from the Aurora, Philadelphia, Tuesday, October 29, 1811.

From the Aurora, Philadelphia, Tuesday, October 29, 1811. Richmond, (Kentucky), Sept. 28.

A letter has reached this place from a gentleman who accompanied col. Daviess on the Indian expedition, from which we learn that the savages are collecting in bodies with a determination to protect the prophet. If so, we may expect a skirmish. The writer of the letter was, at its date, acting in the sphere of a spy. When will British perfidy, outrage, and insult be at an end?

Cincinnati, August 20. A gentleman of veracity arrived in this town yesterday directly from Fort Malden, Upper Canada, via Sandusky, who informs, that he saw a large number of Indians from the Mississippi collected at the former place, receiving presents from the British. And at Sandusky, a white man had just been found in the woods near the United States' line murdered, stripped and scalped. Three strokes of a tomahawk had penetrated his scull.

The interference of the English, with the Indians, ceases to wear a questionable shape. Evidence continues to appear that the English anticipate a war with us, and are getting ready to strike a heavy blow upon our frontiers. We trust, if so, that it will be the last time
that they ever will be near enough to the savages of America to excite them to hostilities against us. Though the blood of the innocent may be spilt, yet the friend of the massacre should have no habitation in North America. If plunder on the ocean must be united with the cruelty of the tomahawk, then let freemen to their duty.

*Essex Reg.*

**5.6 Excerpt from Richardson's War of 1812 regarding the siege of Fort Meigs, Toledo, Ohio.**

*Excerpt from Richardson's War of 1812*

"During the early part of the siege ¹, Metoss with his warriors frequently passed over from the left to the right bank of the river ² (where the 41st flank companies were stationed, in support of the small battery which had been constructed there) with a view of picking off such of the enemy as showed themselves above or without the ramparts of the fort. In these excursions the Sacs were generally successful and the enemy seldom went to the river for water, for themselves or their horses, without a shot from a lurking Indian. Metoss himself killed several in this way. One he contrived to make his prisoner, whom he kept in his wigwam, well secured. On the day following this capture, a favourite son of the chief- a fine lad of about thirteen - insisted on accompanying his father, notwithstanding all entreaty to the contrary. By this time the enemy had become so annoyed by the temerity of the Indians who, under cover of the night, used to creep close under the fort, that upon the appearance of any of them on the skirt of the surrounding forest, a shower of grape was instantly poured forth. Unhappily, on this occasion, the American telescopes discovered Metoss and his son in ambuscade when a discharge of grape followed, and the poor boy was struck dead, dreadfully mangled in his bowels. Almost frantic with grief, the chief raised up the dead body, conveyed it to his canoe, and recrossing the river, hastened to his wigwam, with the stern determination of sacrificing his prisoner to the manes of the deceased. Fortunately, Mr. Robert Dickson, who had brought the Sacs with him from the Mississippi, and whose influence over the Indians has already been shown to have been great, heard of the circumstance in time to intercept Metoss on his way to his wigwam, and to entreat that he would not destroy his prisoner, assuring him at the same time, that if he did so, his Great Father ³ the King would hear of his refusal with unfeigned sorrow. Metoss, who had torn off the gay head-dress with which he ever went into battle, at length yielded, and going to his wigwam, whither his son's body had already been conveyed, he went up to the American, and severing with his knife the thongs by which he was fastened, took him by the hand, and led him to Mr. Dickson, saying in a mournful voice, "You tell me that my Great Father wishes it -- take him," and this noble-hearted Indian, no longer able to suppress the feeling of his bereaved heart, wept like a child. The gaudy colours with which he was painted were soon replaced with black, and many months passed away before he was again seen to smile."

¹ The British siege of Fort Meigs, Ohio, 1812.

² The Miami River which flows below Fort Meigs.
3 King George III

The Battle of the River Raisin, 1813, was a British victory, however it was marred by the subsequent murder of several American wounded, left at the battle site by Fort Malden commander, Col. Henry Proctor. Later in the war at the Battle of the Thames, the American Battle Cry was "Remember the River Raisin!".
5.7 Meeting of Brock and Tecumseh, 1812, Charles William Jefferys
5.8 Meeting between Laura Secord and Lieutenant Fitzgibbon, June 1813, Lorne K. Smith

5.9 Tecumseh in 1808 (traditional clothes) vs Tecumseh by Benson Lossing (1848) in British uniform
5.10 Battle of Moraviantown on the Thames, 5 October 1813
Historical Significance Appendix

6.1 – Tecumseh Source Package

1. Tecumseh to Governor William Henry Harrison, 1810

Alarmed by Tecumseh’s efforts to create an Indian confederacy, the Governor of Indiana, William Henry Harrison, warned him of the danger of starting a war with the United States. Tecumseh replied:
The Great Spirit said he gave this great island to his red children. He placed the whites on the other side of the big water. They were not contented with their own, but came to take ours from us. They have driven us from the sea to the lakes. We can go no farther. They have taken upon themselves to say this tract belongs to the Miamis, this to the Delawares, and so on. But the Great Spirit intended it as the common property of all the Tribes, nor can it be sold without the consent of all. Our father tells us that we have no business on the Wabash, the land belongs to other Tribes, but the Great Spirit ordered us to come here and we shall stay.

On August 20 and 21, 1810, Tecumseh met with Harrison to outline his people’s grievances and demands. His speech was recorded:
Brother…after we agreed to bury the Tomahawk at Greenville…the Americans…told us they would treat us well….Since the peace was made you have killed some of the Shawnee, Winnebagoes, Delawares, and Miamis and you have taken our lands from us and I do not see how we can remain at peace with you if you continue to do so….You wish to prevent the Indians to do as we wish them to unite and let them consider their land as the common property of the whole….You are continually driving the red people when at last you will drive them into the great lake where they can't either stand or work. Brother…Since my residence at Tippecanoe [i.e., Prophetstown] we have endeavored to level all distinctions [in order] to destroy village chiefs by whom all mischief is done; it is they who sell our land to the Americans and our object is to let all our affairs be transacted by Warriors.

Brother. This land that was sold and the goods that were given for it [in the Treaty of Fort Wayne] was only done by a few….These tribes set up a claim [to the land that was sold] but the tribes with me will not agree to their claim. If the land is not restored to us you will soon see when we return to our homes how it will be settled. We shall have a great council at which all the tribes shall be present when we will show to those who sold that they had no right to sell the claim they set up and we will know what will be done with those Chiefs that did sell the land to you. I am not alone in this determination. It is the determination of all the warriors and red people that listen to me.

Now wish you to listen to me. If you do not it will appear as if you wished me to kill all the chiefs that sold you this land. I tell you so because I am authorised by all the tribes to do so. I am at the head of them all….It has been the object of both myself and [my] brother from the beginning to prevent the lands being sold….I am alone the acknowledged head of all the Indians.

Harrison asked Tecumseh if his people would resist government surveyors in the lands ceded by the Treaty of Fort Wayne. This is Tecumseh’s reply:
Brother. They [his followers] want to save that piece of land. We do not wish you to take it. It is small enough for our purposes. If you do take it you must blame yourself as the cause of trouble between us and the Tribes who sold it to you. I want the present boundary line [of the Treaty of Greenville] to continue. Should you cross it, I assure you it will be productive of bad consequences.

2. Tecumseh to the Osages, 1812

Brothers,—We all belong to one family; we are all children of the Great Spirit; we walk in the same path; slake our thirst at the same spring; and now affairs of the greatest concern lead us to smoke the pipe around the same council fire!

Brothers,—We are friends; we must assist each other to bear our burdens. The blood of many of our fathers and brothers has run like water on the ground, to satisfy the avarice of the white men. We, ourselves, are threatened with a great evil; nothing will pacify them but the destruction of all the red men.

Brothers,—When the white men first set foot on our grounds, they were hungry; they had no place on which to spread their blankets, or to kindle their fires. They were feeble; they could do nothing for themselves. Our father commiserated their distress, and shared freely with them whatever the Great Spirit had given his red children. They gave them food when hungry, medicine when sick, spread skins for them to sleep on, and gave them grounds, that they might hunt and raise corn.

Brothers,—The white people are like poisonous serpents: when chilled, they are feeble and harmless; but invigorate them with warmth, and they sting their benefactors to death.

The white people came among us feeble; and now we have made them strong, they wish to kill us, or drive us back, as they would wolves and panthers.

Brothers,—The white men are not friends to the Indians: at first, they only asked for land sufficient for a wigwam; now, nothing will satisfy them but the whole of our hunting grounds, from the rising to the setting sun.

Brothers,—The white men want more than our hunting grounds; they wish to kill our warriors; they would even kill our old men, women and little ones.

Brothers,—Many winters ago, there was no land; the sun did not rise and set: all was darkness. The Great Spirit made all things. He gave the white people a home beyond the great waters. He supplied these grounds with game, and gave them to his red children; and he gave them strength and courage to defend them.

Brothers—My people wish for peace; the red men all wish for peace; but where the white people are, there is no peace for them, except it be on the bosom of our mother.

Brothers,—The white men despise and cheat the Indians; they abuse and insult them; they do not think the red men sufficiently good to live.
The red men have borne many and great injuries; they ought to suffer them no longer. My people will not; they are determined on vengeance; they have taken up the tomahawk; they will make it fat with blood; they will drink the blood of the white people.

Brothers,—My people are brave and numerous; but the white people are too strong for them alone. I wish you to take up the tomahawk with them. If we all unite, we will cause the rivers to stain the great waters with their blood.

Brothers,—If you do not unite with us, they will first destroy us, and then you will fall an easy prey to them. They have destroyed many nations of red men because they were not united, because they were not friends to each other.

Brothers,—The white people send runners amongst us; they wish to make us enemies that they may sweep over and desolate our hunting grounds, like devastating winds, or rushing waters.

Brothers,—Our Great Father, over the great waters, is angry with the white people, our enemies. He will send his brave warriors against them; he will send us rifles, and whatever else we want—he is our friend, and we are his children.

Brothers,—Who are the white people that we should fear them? They cannot run fast, and are good marks to shoot at: they are only men; our fathers have killed many of them; we are not squaws, and we will stain the earth red with blood.

Brothers,—The Great Spirit is angry with our enemies; he speaks in thunder, and the earth swallows up villages, and drinks up the Mississippi. The great waters will cover their lowlands; their corn cannot grow, and the Great Spirit will sweep those who escape to the hills from the earth with his terrible breach.

Brothers,—We must be united; we must smoke the same pipe; we must fight each other's battles; and more than all, we must love the Great Spirits he is for us; he will destroy our enemies, and make all his red children happy.
Visual Sources

Meeting of Brock and Tecumseh, 1812, Charles William Jefferys

Tecumseh

Battle of the Thames and the Death of Tecumseh

Death of Tecumseh Frieze

Death of Tecumseh
6.2 - Burning of Washington Source Package

1. Newspaper Articles

“DISASTROUS INTELLIGENCE.

“The Expedition Stage from Philadelphia brings the following melancholy tidings:—At one o’clock p.m. on Wednesday last, the British troops, consisting of 9000 infantry, under the command of General Ross and Picton, and 4000 artillery, under Lord Hill in person, entered Bladensburg, and commenced a battle which continued four hours, when our army fell back, and retreated to Washington. General Stansbury, it is said, was killed; Major Sterrett, wounded; Major Pinckney, mortally wounded and taken prisoner; and the 5th Baltimore regiment, composed of fine young men, almost entirely destroyed.

“The Capitol, the Navy-yard, the President’s House, with all the other Public Buildings in the City of Washington, are destroyed.

“‘Yes, Fellow Citizens, we have to record the humiliating disgraceful fact, that, in the third year of the War, the City of Washington, the seat of our Government, situated 300 miles from the ocean, and in the very heart of this great and extensive country, has been captured, and its public buildings destroyed, by the paltry force of 5000 men!—But we forbear.—We will suppress the language of crimination.”

“By the last accounts, Ross, with his 5000 troops, were still in the city; and Lord Hill was at Bladensburg with the main army of 20,000 men. All is now consternation here—everybody moving that can get off, under the full expectation that the enemy will be here to-morrow night; although we have no certainty of their having taken up the line of march yet.—There is no effective force here to prevent them from destroying this town in a few hours.—Baltimore, Aug. 2.”
American Papers were received on Friday, containing intelligence from New-York, to the 4th ult. The capture and destruction of [Washington] has produced a great sensation through every part of the United States, but there is no account of any new operations by our troops. The taking of Alexandria is, however, confirmed. The town surrendered by capitulation. All the shipping in the harbour, with their cargoes, and immense stores of flour, tobacco, and other merchandise, fell into the hands of the British. The government and public buildings were destroyed, but all private property on shore was respected. George Town, a little further up the river, was expected to share the same fate.

These papers contain the American official account of the battle of Bladensburg, and the taking of [Washington]. We find it distinctly admitted by the enemy himself, that our account of the indulgence shown to private property by our troops was perfectly correct. There was some plunder; but it was by their own people. The usual consequences of disaster ensued. The General blamed the troops, and the troops blamed the General. It is intimated, on the one hand, that if the army had been kept longer on the ground, they might have resisted the British attack; and on the other, that if they had shown greater bravery, it might have been advisable to continue the struggle. Be this as it may, there is an universal dissatisfaction.

It is expected that Madison will tender his resignation. Armstrong has been compelled to retire from the Administration of the War department; he resigned on the 30th of August, and Monroe fills his place ad interim. Capt. Dyson, who commanded at Fort Washington, (called by us [Washington]) has been arrested. The English, after descending the Potomac, were expected to pay a visit to the neighbouring parts of the coast. The Governor of Pennsylvania, in consequence, ordered the Militia of the neighbouring counties. The Banks of Pennsylvania, for a short time during the pause caused by our troops, stopped the cash payments, and the New York bank issued notes of so low an amount as One Penny! The Credit of the Government seems to have been almost wholly extinguished. In this dilemma it became necessary that the separate States should provide for their defence, the Executive Government being deprived of the means of affording protection. It is stated that the American negotiators in Europe had written home for fuller powers, those with which they were originally invested proved inadequate to the formation even of the bases of a treaty of Peace.
Visuals

Burning of Washington
Thompson, G. *The Burning of Washington*. Carving, 1814.
Burning of the White House

Ruins of the White House
6.3 - Battle of Stoney Creek Source Package

1. First-hand account of the battle by Elizabeth Gage:

"I remember the battle and some of the incidents connected with it quite well, though I was but a little girl at the time. Our house was right on the battlefield and some of the American Officers were staying there. I remember well how the night before the battle a couple of generals came riding up to the place on big horses. They were very proud and braggy, and told some of us the old man (my father) would be shot in the morning if we didn’t look out.

They ordered the men to let down the fences for them, so that they could ride into the meadow where the soldiers were. The cellar of my father’s house was full of all sorts of provision, enough to do the family during the year, and the soldiers made free with everything. In the house, were a number of bags of flour, and there were twenty barrels of whiskey in the cellar, all of which they took. The soldiers killed all the cows and sheep they could lay their eyes on. No wonder, either, for the poor fellows were the most miserable, half-starved lot I ever saw. We were really sorry for them. The officers who stayed at our house were quite kind and friendly, and we got on first rate with them. They brought their own cooks with them, but they used everything about the house, and the soldiers carried away the quilts and forks and spoons to their camp.

I remember the night of the battle distinctly. What a yelling and shouting there was! The officers rushed out of the house when the noise commenced, and soon some of the soldiers came running in. I well remember how scared they were. They thought it was the Indians, from the yelling, and were afraid of being tomahawked. You know in those days people were far more afraid of the Indians than they are now, and these people being in the enemy’s country, and knowing the Indians were on the British side, were mortally scared of them. When the firing commenced, my mother looked around for some place to put us children out of harm’s way. It was a large log house, with a loft above the living rooms, and in the loft was stored all the wool that had been sheared that summer, so she took us up there and made us lay down among the wool. I remember it so well. Every little while a bullet would hit the house, but they did not go through the logs, and we were safe. When daylight came and all the shooting was over, I went out in front of the house. There was the body of a soldier lying between the house and the creek and a lot of dead horses. I plainly remember seeing the blankets that the American soldier had been sleeping on lying in rows on the hillside just where they were sleeping when the surprise came. I thought at the time they looked like a flock of sheep on the green hill."
Visuals

Battle of Stoney Creek
Jefferys, C.W. *Battle of Stoney Creek*. Engraving, 1813.

Modern picture of Stoney Creek
6.4 – Sir Isaac Brock Source Package

1. Sir Isaac Brock, July 22 1812:

The unprovoked declaration of war by the United States of America against the United Kingdom of Great Britain and Ireland, and its dependencies, has been followed by the actual invasion of this province, in a remote frontier of the western district, by a detachment of the armed force of the United States.

The officer commanding that detachment has thought proper to invite his majesty's subjects, not merely to a quiet and unresisting submission, but insults them with a call to seek voluntarily the protection of his government.

Without condescending to repeat the illiberal epithets bestowed in this appeal of the American commander to the people of Upper Canada, on the administration of his majesty, every inhabitant of the province is desired to seek the confutation of such indecent slander in the review of his own particular circumstances. Where is the Canadian subject who can truly affirm to himself that he has been injured by the government, in his person, his property, or his liberty? Where is to be found, in any part of the world, a growth so rapid in prosperity and wealth, as this colony exhibits? Settled, not thirty years, by a band of veterans, exiled from their former possessions on account of their loyalty, not a descendant of these brave people is to be found, who, under the fostering liberality of their sovereign, has not acquired a property and means of enjoyment superior to what were possessed by their ancestors.

This unequalled prosperity would not have been attained by the utmost liberality of the government, or the persevering industry of the people, had not the maritime power of the mother country secured to its colonists a safe access to every market, where the produce of their labour was in request.

The unavoidable and immediate consequences of a separation from Great Britain must be the loss of this inestimable advantage; and what is offered you in exchange? To become a territory of the United States, and share with them that exclusion from the ocean which the policy of their government enforces; you are not even flattered with a participation of their boasted independence; and it is but too obvious that, once estranged from the powerful protection of the United Kingdom, you must be re-annexed to the dominion of France, from which the provinces of Canada were wrested by the arms of Great Britain, at a vast expense of blood and treasure, from no other motive than to relieve her ungrateful children from the oppression of a cruel neighbour. This restitution of Canada to the empire of France, was the stipulated reward for the aid afforded to the revolted colonies, now the United States; the debt is still due, and there can be no doubt but the pledge has been renewed as a consideration for commercial advantages, or rather for an expected relaxation in the tyranny of France over the commercial world. Are you prepared, inhabitants of Canada, to become willing subjects, or rather slaves, to the despot who rules the nations of continental Europe with a rod of iron? If not, arise in a body, exert your energies, co-operate cordially with the king's regular forces to repel the
invader, and do not give cause to your children, when groaning under the oppression of a
foreign master, to reproach you with having so easily parted with the richest inheritance
of this earth - a participation in the name, character, and freedom of Britons!

The same spirit of justice, which will make every reasonable allowance for the
unsuccessful efforts of zeal and loyalty, will not fail to punish the defalcation of
principle. Every Canadian freeholder is, by deliberate choice, bound by the most solemn
oaths to defend the monarchy, as well as his own property; to shrink from that
engagement is a treason not to be forgiven. Let no man suppose that if, in this expected
struggle, his majesty's arms should be compelled to yield to an overwhelming force, the
province will be eventually abandoned; the endeared relations of its first settlers, the
intrinsic value of its commerce, and the pretensions of its powerful rival to repossess the
Canadas, are pledges that no peace will be established between the United States and
Great Britain and Ireland, of which the resolution of these provinces does not make the
most prominent condition.

Be not dismayed at the unjustifiable threat of the commander of the enemy's forces to
refuse quarter, should an Indian appear in the ranks. The brave bands of aborigines which
inhabit this colony were, like his majesty's other subjects, punished for their zeal and
fidelity, by the loss of their possessions in the late colonies, and rewarded by his majesty
with lands of superior value in this province. The faith of the British government has
never yet been violated - the Indians feel that the soil they inherit is to them and their
posterity protected from the base arts so frequently devised to over-reach their simplicity.
By what new principle are they to be prohibited from defending their property? If their
warfare, from being different to that of the white people, be more terrific to the enemy,
let him retrace his steps - they seek him not - and cannot expect to find women and
children in an invading army. But they are men, and have equal rights with all other men
to defend themselves and their property when invaded, more especially when they find in
the enemy's camp a ferocious and mortal foe, using the same warfare which the American
commander affects to reprobate.

This inconsistent and unjustifiable threat of refusing quarter, for such a cause as being
found in arms with a brother sufferer, in defence of invaded rights, must be exercised
with the certain assurance of retaliation, not only in the limited operations of war in this
part of the king's dominions, but in every quarter of the globe; for the national character
of Britain is not less distinguished for humanity than strict retributive justice, which will
consider the execution of this inhuman threat as deliberate murder, for which every
subject of the offending power must make expiation.

Source: Ferdinand Brock Tupper, The Life and Correspondence of Major-General Sir
Isaac Brock (London, 1848), 188-91.
Sir Isaac Brock

Battle of Queenston Heights
6.5 – Battle of Fort Detroit Source Package

**Battle for Fort Detroit**

1. Letter from General Brock to William Hull, August 15, 1812:

   The force at my disposal authorizes me to require of you the immediate surrender of Fort Detroit. It is far from my intention to join in a war of extermination, but you must be aware, that the numerous body of Indians who have attached themselves to my troops, will be beyond my control the moment the contest commences. You will find me disposed to enter into such conditions as will satisfy the most scrupulous sense of honour. Lieut.-Colonel McDonnell and Major Glegg are fully authorized to conclude any arrangement that my lead to prevent the unnecessary effusion of blood.

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**Visuals**

Siege of Detroit


[Image: http://en.wikipedia.org/wiki/File:Reddition_de_D%C3%A9troit.jpg]
Plan of Fort Detroit

*Plan of Fort Detroit. Watercolor, 1812.*

6.6 – Chesapeake Affair Source Package

1. Ship Log of the USS Chesapeake, June 23rd 1812:

Tuesday 23rd: Commences with light Breezes from the South and West, and clear Weather. a Ship in sight apparently standing for us, at 1 PM. the Wind haul'd to the Nd. & Ed. in Studding Sails and haul'd upon a Wind and at 1/2 past 3 the Ship came up with us. back'd the Main Top Sail and Spoke her. Was boarded by her, She proved to be the British Ship Leopard of 50 Guns She came on board to demand some Men who had deserted from the English Navy. The Commodore refusing to give them up, the Boat return'd. They ranged along side of us and Commenc'd a heavy fire. We being unprepared and the Ship much lumber'd it was impossible to Clear Ship for Action in proper time, though every possible exertion was made, and not suspecting an enemy so near did not begin to clear the Deck untill the enemy had commenc'd firing. In about thirty minutes after receiving much Damage in our Hull, Rigging and Spars, and having three Men killed. viz. Joseph Arnold, Peter Shakely and John Lawrence, and 16 Wounded. Vizt Commodore Barron, Mr. Broom, John Hadden, Cotton Brown, Peter Ellison, John Parker, Geo. Perseval, Peter Summers, Wm Hendrick, Robt McDonald, Francis Conhoven, Thomas Short, Wm Moody, David Creighton, John Martyr, James Epps, Emanuel Hendricks [Manuel Fernandez], John Wilson, William Warren and John Bates. And having one Gun ready fired and haul'd down our Colours. The Leopard ceased firing and sent her Boat on board. Muster'd the Ships Company. At Sun down, they left the Ship taking with them 4 Men. Vizt John Strawn [Strachan], Daniel Martin, Wm Ware and John Wilson, who had deserted from their Service. at the same time Lieut Allen went on board and returned at 8 o’clock. The Leopard left us and Stood. We then made Sail and stood in Shore having 3 feet Water in our Hold.
Visuals:

USS Chesapeake
Muller, F. USS Chesapeake (1800-1813). Portrait, c. 1900.

Impressment
7.1 Treaty of Ghent

TREATY WITH GREAT BRITAIN. 1814.

HAMET, Rais de Marine. (L. s.)
MAHOMET DEGHEIS, First minister. (L. s.)
SALAIH, Aga of Divan. (L. s.)
SELIM, Hamadar. (L. s.)
MURAT, Dulartile. (L. s.)
MURAT RAIS, Admiral. (L. s.)
SOLIMAN, Kehia. (L. s.)
ABDALLA, Baza Aga. (L. s.)
MAHOMET, Schieir al Belad. (L. s.)
ALLI BEN DIALE, First Secretary. (L. s.)

TREATY OF PEACE AND AMITY,
Between his Britannic Majesty and the United States of America. (a)

Dec. 24, 1814.
Ratified and confirmed, by and with the advice and consent of the Senate, Feb. 17, 1815.
1821, ch. 40. 
1827, ch. 36. 
1834, ch. 68.

His Britannic Majesty and the United States of America, desirous of terminating the war which has unhappily subsisted between the two countries, and of restoring, upon principles of perfect reciprocity, peace, friendship, and good understanding between them, have, for that purpose, appointed their respective plenipotentiaries, that is to say: His Britannic Majesty, on his part, has appointed the right honorable James Lord Gambier, late admiral of the white, now admiral of the red squadron of His Majesty's fleet, Henry Goulburn Esquire, a member of the Imperial Parliament, and under Secretary of State, and William Adams, Esquire, Doctor of Civil Laws:—And the President of the United States, by and with the advice and consent of the Senate thereof, has appointed John Quincy Adams, James A. Bayard, Henry Clay, Jonathan Russell and Albert Gallatin, citizens of the United States, who, after a reciprocal communication of their respective full powers, have agreed upon the following articles:

ARTICLE THE FIRST.

Firm and inviolable peace.

There shall be a firm and universal peace between His Britannic Majesty and the United States, and between their respective countries, territories, cities, towns, and people, of every degree, without exception of places or persons. All hostilities, both by sea and land, shall cease as soon as this treaty shall have been ratified by both parties, as hereinafter mentioned. All territory, places, and possessions whatsoever, taken by either party from the other, during the war, or which may be taken after the signing of this treaty, excepting only the islands hereinafter mentioned, shall be restored without delay, and without causing any destruction, or carrying away any of the artillery or other public property originally captured in the said forts or places, and which shall remain thereon upon the exchange of the ratifications of this treaty, or any slaves or other private property. And all archives, records, deeds, and papers, either of a public nature, or belonging to private persons, which, in the course of the war, may have fallen into the hands of the officers of either party, shall be, as far as may be practicable, forthwith restored and delivered to the proper authorities and persons to whom they respectively belong. Such of the islands in the Bay of Passama-
TREATY WITH GREAT BRITAIN. 1814.

quiddy as are henceforward aimed by both parties, shall remain in the possession of the party in whose occupation they may be at the time of the exchange of the ratifications of this treaty, until the decision respecting the title to the said islands shall have been made in conformity with the fourth article of this treaty. No disposition made by this treaty, as to such possession of the islands and territories claimed by both parties, shall, in any manner whatever, be construed to affect the right of either.

ARTICLE THE SECOND.

Immediately after the ratifications of this treaty by both parties, as hereinafter mentioned, orders shall be sent to the armies, squadrons, officers, subjects and citizens, of the two powers, to cease from all hostilities. And to prevent all causes of complaint which might arise on account of the prizes which may be taken at sea after the said ratifications of this treaty, it is reciprocally agreed, that all vessels and effects which may be taken after the space of twelve days from the said ratifications, upon all parts of the coast of North America, from the latitude of twenty-three degrees north, to the latitude of fifty degrees north, and as far eastward in the Atlantic ocean, as the thirty-sixth degree of west longitude from the meridian of Greenwich, shall be restored on each side: That the time shall be thirty days in all other parts of the Atlantic ocean, north of the equinoctial line or equator, and the same time for the British and Irish channels, for the Gulf of Mexico and all parts of the West Indies: Forty days for the North seas, for the Baltic, and for all parts of the Mediterranean: Sixty days for the Atlantic ocean south of the equator, as far as the latitude of the Cape of Good Hope: Ninety days for every other part of the world south of the equator: And one hundred and twenty days for all other parts of the world, without exception.

ARTICLE THE THIRD.

All prisoners of war taken on either side, as well by land as by sea, shall be restored as soon as practicable after the ratifications of this treaty, as hereinafter mentioned, on their paying the debts which they may have contracted during their captivity. The two contracting parties respectively engage to discharge, in specie, the advances which may have been made by the other for the sustenance and maintenance of such prisoners.

ARTICLE THE FOURTH.

Whereas it was stipulated by the second article in the treaty of peace, of one thousand seven hundred and eighty-three, between His Britannic Majesty and the United States of America, that the boundary of the United States should comprehend all islands within twenty leagues of any part of the shores of the United States, and lying between lines to be drawn due east from the points where the aforesaid boundaries, between Nova Scotia, on the one part, and East Florida on the other, shall respectively touch the bay of Fundy, and the Atlantic ocean, excepting such islands as now are, or heretofore have been, within the limits of Nova Scotia; and whereas the several islands in the Bay of Passamaquoddy, which is part of the Bay of Fundy, and the island of Grand Menan in the said Bay of Fundy, are claimed by the United States as being comprehended within their aforesaid boundaries, which said islands are claimed as belonging to his Britannic Majesty, as having been at the time of, and previous to, the aforesaid treaty of one thousand seven hundred and eighty-three, within the limits of the province of Nova Scotia: In order, therefore, finally to decide upon these claims, it is agreed that they shall be referred to two commissioners to be appointed in the following manner, viz: one commissioner shall be appointed by his Britannic Majesty, and one by the president of the
7.2 Treaty of Ghent – Map
Conclusion Appendix

8.1 Globe and Mail Article

The War of 1812: Stupid but important
JEREMY DIAMOND AND DAVIDA ARONOVITCH
Published Monday, Feb. 20 2012

The War of 1812 saw the last foreign invasion on Canadian soil. Ironically, its commemoration has become a battleground in Canada. The arrival of the war’s bicentennial has ushered in a national debate on its significance in both Canada and the United States, the level of government support it deserves and, of course, that 200-year-old chestnut: Who, if anyone, won?

Some critics say the War of 1812 should never have been fought to begin with – a stupid war. It’s generally agreed that the conflict, which returned all parties to the status quo after three years of brutal clashes, didn’t gain much. But it’s the wrong question to ask in considering its significance and commemoration. The fact is, it was fought, and like other wars, it had important effects on geography, people and history.

While little may have been gained, one key thing was not lost for Canadians: sovereignty from the United States. Had the American invasion been successful, Canada might be a very different place. The war also had an impact on first nations, which suffered disproportionate losses (including the promise of an independent aboriginal nation), French and English Canada, and black Canadians. And it set Canada on the path to nationhood. The war’s legacy offers essential teachable moments in Canadian history and identity, to which contemporary topical debates can only add nuance and richness.

It may surprise critics that most Canadians and Americans would agree. The Historica-Dominion Institute’s new binational poll measuring Canadian and American attitudes on the War of 1812 found that substantial majorities on both sides of the border believe the war is important to their national identity and history and that its commemoration is important.

Results also show telling national trends about our differing views and values on history. Americans place greater importance on teaching and commemorating the war’s history than Canadians do, despite ranking it lower in significance when compared with other historic conflicts.

Why is it that, in Canada, despite a greater perceived importance of the War of 1812, we are still less likely to value its commemoration? Is it the fear that unfettered flag waving and the celebration of war is the type of nationalistic fervour attributed to our southern neighbour?

The preoccupation with avoiding American-style nationalism (for better or worse) is a symptom of a larger reluctance to promote and commemorate our history in Canada, which likely correlates to low knowledge and history education. For instance, fewer
Canadians than Americans think the War of 1812 should be mandatory teaching, and 20 per cent fewer Canadians say they learned about the war in school. Telling our history is a subject on which we know our own strength (or weakness): a majority of Americans (58 per cent) and a minority of Canadians (49 per cent) agree their nation is good at promoting its history.

What it means to promote history may be part of the problem. There are, of course, many ways to promote history that don’t include unbridled nationalism or glossing over historical complexities beyond what Globe columnist Jeffrey Simpson calls “cardboard history” or “good guys against bad guys.”

There’s also a distinction to be made between celebration and commemoration. Whereas celebration might include the kind of chest-thumping from which Canadians typically recoil, commemoration really implies the recognition of significance. The War of 1812 can hold significance despite debate over who won (a topic 6 per cent more important to Americans than Canadians) or its relative historical importance compared with other wars. This war need not have had the same scale or significance as the Second World War to merit commemoration, nor is a real comparison even possible given the historical context.

As we approach a host of historical anniversaries – culminating in Canada’s 150th birthday – we need to carefully consider what it means to us as Canadians to celebrate and commemorate our history so that these teachable moments not be lost for the sake of moral superiority.
## 8.2 Canada Heritage Minute – Assignment Rubric

<table>
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<tr>
<th>CATEGORY</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of the War of 1812</td>
<td><strong>Student shows limited knowledge of their topic</strong>&lt;br&gt;<strong>Limited relevant detail</strong></td>
<td><strong>Student demonstrates some knowledge of their topic</strong>&lt;br&gt;<strong>Some relevant detail</strong></td>
<td><strong>Student demonstrates considerable knowledge of their topic</strong>&lt;br&gt;<strong>Considerable relevant detail</strong></td>
<td><strong>Student shows thorough and insightful knowledge of their topic</strong>&lt;br&gt;<strong>Student uses highly relevant detail</strong></td>
</tr>
<tr>
<td>Thinking</td>
<td><strong>No links to primary sources. Students show limited use of significance.</strong>&lt;br&gt;<strong>Limited evidence of planning</strong></td>
<td><strong>Some evidence of primary sources used. Student uses Significance with some effectiveness. Some evidence of planning.</strong></td>
<td><strong>Considerable links to primary sources. Student uses significance with considerable effectiveness. Considerable evidence of planning</strong></td>
<td><strong>Student effectively uses primary sources Student uses the concept of Significance with a high degree of effectiveness Thorough evidence of planning.</strong></td>
</tr>
<tr>
<td>Communication</td>
<td><strong>Presentation is unclear and/or uses timing with limited effectiveness.</strong>&lt;br&gt;<strong>Limited creativity.</strong></td>
<td><strong>Presentation is somewhat clear, concise, and of appropriate length. Some creativity</strong></td>
<td><strong>Presentation is clear, concise, and of an appropriate length. Assignment is creative and original.</strong></td>
<td><strong>Presentation is very clear, concise, and uses length with a high degree of effectiveness. Presentation is highly original and creative.</strong></td>
</tr>
</tbody>
</table>
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