

Baltimore and the War of 1812: The Formation of Our National Identity

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Background Reading for Teachers

Preparation for Lessons on the Causes of the War of 1812 and the Battle of Baltimore

The War of 1812 was a turning point for America. Often termed "the second Revolution," it was a test of the new republic and the newly drafted Constitution. The following excerpt from the Star-Spangled Banner National Historic Trail Feasibility Study has done a great job of bringing into focus the war and its effect on the region and its citizens.

From The Star-Spangled Banner National Historic Trail, National Historic Trail Feasibility Study, August 2003. p.3-10. The entire study can be downloaded at <http://www.nps.gov/phso/jstarspanl>.

HISTORIC CONTEXT

The Chesapeake Campaign of the War of 1812 comprised the four-month military campaign of the British during 1814, the last full year of the war. The events of the campaign are significant to American history because of their pivotal effect on the outcome of the War of 1812 and their effect on far-reaching aspects of American society, including the nation's identity.

The War of 1812

The War of 1812 affected the international political framework and represents what many see as the definitive end of the American Revolution. Although 30 years had passed since the Americans had won freedom from Britain, the young nation continued to be plagued by British occupation of American territory along the Great Lakes; highly unfavorable trade restrictions; the impressment (forcing into service) of American sailors by the British; and the suspicion that the British were backing Indian raids on the frontier. It seemed that Britain continued to regard America as a set of troublesome colonies, rather than a nation of equal standing to Britain.

President James Madison, embroiled in a tight campaign for re-election, acquiesced to Congressional "war hawks" from the south and west and declared war on Britain in June 1812. Americans were emboldened by the fact that the British were deeply committed to a war with Napoleon Bonaparte that strained the resources of the crown. There was little acknowledgement in Washington that what passed for a standing army was only about half the size of Britain's and stationed in widely scattered outposts; that the American navy totaled about 50 ships to Britain's more than 850; that coastal defense infrastructure was limited at best; and that there was no core of trained military officers to lead the poorly trained troops and militia. The British ships were much larger than their American counterparts.

Commercial and political interests in New York and New England, concerned about the potential destruction of shipping, opposed the war and in fact, continued to supply the British until the naval blockades were extended. Similarly, Britain saw America as an important market and supplier and only reluctantly responded to the declaration of war.

In the summer of 1812, American troops attempted to invade and conquer Canada. The poorly planned campaign ended in defeat and the withdrawal of the Americans. However, two American

frigates, the USS Constitution and the USS United States, fared better in naval battles, boosting American morale and contributing to Madison's re-election.

In response, the British gradually established and tightened a blockade of the American coast south of New York, impairing trade and undermining the American economy.

The attempts to invade Canada during the spring and summer of 1813 were somewhat more successful than the previous year's, yet these ended in stalemate. By the end of the season, the British blockade had extended north to Long Island.

In April 1814, Napoleon was overthrown, freeing some 14,000 experienced British troops for battle in America. The British who were sent to America planned a three-pronged strategy: 1) to attack New York along the Hudson River and Lake Champlain in order to divide New England from the rest of the country; 2) to attack the Chesapeake region -the center of government and pro-war sentiment; and 3) to attack New Orleans to block and control the Mississippi River. The situation was grave: no one believed that America could defend itself against the full force of the British; the country faced insolvency due to the blockade of trade routes and the costs of the war; and in New England, opponents of "Mr. Madison's war" met in political convention to discuss secession.

Remarkably, the young nation prevailed despite a long summer in the Chesapeake region. The British harassed citizens, burned towns and farms, and overwhelmed the scant American naval forces and militia. With the Americans distracted and largely unprepared, the British entered the nation's capital and burned several public buildings, causing the President, his family and Cabinet to flee Washington. In September, however, an all-out land and sea defense of Baltimore forced the withdrawal of the British from the Chesapeake region. The same month, the British fleet in Lake Champlain was destroyed, leading to the British retreat into Canada. This defeat convinced the British to agree to a peace treaty, known as the Treaty of Gent, with very few conditions. In January 1815, with neither side aware that the treaty had been signed the previous month, the British decisively lost the Battle of New Orleans. David had defeated Goliath.

The Chesapeake Bay Region

The Chesapeake Bay region was a center of trade, commerce and government during the eighteenth and nineteenth centuries. As such, it became a target of British military strategy during the War of 1812.

Prior to the British blockades of 1813, the Chesapeake region played an important role in international trade, shipbuilding and maritime-related commerce. In addition, the excellent soil, favorable climate and extensive navigable waters were the foundation of an agricultural and slave economy based on tobacco. Map 2 illustrates the nature and extent of this development along one tributary of the bay -the Patuxent River. The level of commerce and development along the Patuxent made the river a primary target of the British invasion.

Shipbuilding, maritime-related commerce and trade contributed to the growth of such hubs as Baltimore, a major deep-water port. Free blacks established themselves in the Baltimore area and enslaved Africans also were brought there, often in exchange for tobacco. With a growing

population and the second largest number of blacks in the country, Maryland found itself torn between the slave-based economy and the free states to the north.

The growing city of Baltimore also developed an international reputation as a nest of pirates. These pirates were perfectly legal: they operated privateers, private vessels licensed to attack enemy ships. Many privateers were built in Baltimore shipyards and, because of their significant presence, the British viewed them - and the city - as a military threat.

The Chesapeake region was well established as the political and governmental center of the country. English settlers in the region exercised an unusual amount of political power before and after the Revolution. The region was selected for the nation's capital, which was relocated to Washington, DC in 1800. The Chesapeake region was viewed by the British as the central hub of decision-making, political power and belligerence.

OVERVIEW OF THE CHESAPEAKE CAMPAIGN

The Chesapeake Campaign represents the only time in American history when the nation's capital was invaded by a foreign power. The campaign was made up of two military initiatives led by British Rear Admiral Sir George Cockburn during the summer of 1814: first, the assault on Washington including the Battle of Bladensburg, the burning of the White House, the Capitol and other public buildings in Washington, DC, diversionary feints along the region's waterways, and second, the Battle for Baltimore. With most of the regular U.S. Army on the Canadian border, the defense of the Chesapeake and the nation's capital fell largely to poorly trained and inexperienced militia.

The Assault on Washington, DC

British Rear Admiral Cockburn conceived a plan that would involve the capture of the capital (in retribution for the burning of York [now Toronto] by the Americans the previous year), and a subsequent attack on Baltimore. Cockburn outlined the British plan to capture Washington in 1814: Vice Admiral Sir Alexander Cochrane would command the naval forces and Major General Robert Ross would command the land forces. Cockburn convinced Cochrane and Ross to first advance on Washington in order to catch the government and military off guard. They believed that if Baltimore were the first target, the government in Washington would have ample time to establish a defense.

The Americans however, underestimated the threat and believed that the British were headed first for Baltimore, a major port for privateers, and under-estimated the threat to Washington. Thus, the American Secretary of War felt it unnecessary to defend the capital. American Commodore Joshua Barney and the U.S. Chesapeake Flotilla sailed south from Baltimore to engage the British at their naval base on Tangier Island, but encountered superior British naval forces near the mouth of the Potomac River. After a brief engagement, referred to as the Battle of Cedar Point, Barney withdrew into the protection of St. Leonard Creek on the Patuxent River. During June 8, 9, and 10, 1814, British naval forces attacked Barney's flotilla without success. These engagements have become known as the First Battle of St. Leonard Creek. To draw Barney from his well-protected lair, the British conducted raids up and down the Patuxent River. They hit hard at civilians by impounding provisions, livestock, and tobacco; and burning property, including warehouses, plantations, and public buildings.

Finally on June 26, 1814, in a coordinated land and naval attack, the Americans engaged the blockading British force. In this Second Battle of St. Leonard Creek, Barney was able to flee the creek and sail up the Patuxent. These engagements on the Patuxent allowed the British to disguise their real objective.

In July, the British launched a three-pronged attack. The main thrust of the British fleet ascended the Patuxent River and landed forces at Benedict to march over land to Washington. The U.S. Chesapeake Flotilla would be used as the pretext for this movement up the Patuxent.

A smaller British fleet entered the Potomac River, in part to make the Americans think that was the direction of the invasion but also to take Fort Warburton (now Fort Washington Park) and provide a water retreat route from Washington if needed by the British land forces. A second feint ascended the Chesapeake to raid the upper Bay north of Baltimore and to further confuse and divert American forces.

At the town of Benedict on the Patuxent River, the British reached the head of navigation for the larger vessels, and by August 20, more than 4,100 troops and marines disembarked to begin their march to Washington. Meanwhile, smaller British warships moved upriver to again engage Barney's flotilla. Under order of the Secretary of the U.S. Navy, Barney destroyed his flotilla near Pig Point when pressured by the British approach. Barney's men were sent to the Washington Navy Yard and participated later in the Battle of Bladensburg.

With the route to Washington largely undefended, the British easily advanced, covering the 30 miles in three days. They chose a route through the town of Bladensburg, as it offered the nearest fordable point across the Eastern Branch of the Potomac (now known as the Anacostia River), and would be crossable if the Americans had burned any bridges. The Americans set up three defensive lines on the west side of the eastern branch of the Potomac at Bladensburg. The poorly deployed troops were routed and fled in disarray; the British proceeded into Washington. On August 24-25, the British marched down Pennsylvania Avenue and burned many of the public buildings, including the Capitol and the White House. The printing presses at *The National Intelligencer* building also were destroyed by the British.

Having observed the disastrous Battle of Bladensburg, President Madison and his Cabinet took the British threat seriously and fled the capital. At the White House, Dolley Madison quickly arranged to secure and remove what documents and treasures she could, among them a portrait of President Washington. Important documents such as the Declaration and the Constitution were rushed by cart from the State Department in Washington to safety in Virginia.

As the government fled the city, and exhausted American combatants straggled to Baltimore over many routes, the British land forces turned south and rejoined the fleet at Benedict. The fleet sailed down the Patuxent and then northward up the Chesapeake Bay to begin an attack on Baltimore.

During the British return through Upper Marlboro, a few deserters began plundering nearby farms. Dr. William Beanes and other American civilians seized six or seven of the deserters and confined them to a local jail. When one escaped and informed his superiors of the arrest, a contingent of British marines returned to Upper Marlboro and arrested Beanes and the others,

and held them in exchange for the release of the British prisoners. The Americans were subsequently released except Beanes, who was considered the instigator of the incident. In violation of the existing rules of war, he was placed in confinement aboard *HMS Tonnant*.

Francis Scott Key, U.S. Attorney for the District of Columbia, was urged to seek Beanes' release, as his detainment was a violation of the existing rules of war. Key and the U.S. Agent for Exchange of Prisoners set sail on a truce ship to meet the British fleet, and boarded *HMS Tonnant* under a flag of truce. They showed the British letters from wounded British soldiers left behind after the Battle of Bladensburg, giving testimony to the kindness and treatment given them by U.S. hands. This so moved British General Ross, who had ordered the arrest of Beanes, that he suggested to Cochrane that Beanes be released after the planned attack on Baltimore.

The Battle for Baltimore

As events unfolded in Bladensburg and Washington, Baltimore's citizens, including free blacks, worked feverishly to establish defenses in Baltimore. More than a mile of earthworks stretched north from the harbor to protect the approach from the bay. Hulls were sunk as barriers to navigation. A chain of masts extended across the primary entry to the inner harbor. Fort McHenry, the star-shaped fort that protected the water approach to Baltimore, was seen as the cornerstone of the American defense.

On September 12, Americans observed in terror as the British fleet approached Baltimore at North Point near the mouth of the Patapsco River. About 4,500 British troops landed and began their 11-mile march to Baltimore. As the troops marched, the British warships moved up the Patapsco River toward Fort McHenry and the other defenses around the harbor. The ships opened a 25-hour bombardment of the fort, but failed to force its commander, Major George Armistead, and the other defenders to surrender. As the British fleet withdrew down the Patapsco, the garrison flag, now known as the Star-Spangled Banner, was raised over Fort McHenry, replacing the smaller storm flag that flew during the bombardment.

On land, after a skirmish referred to as the Battle of North Point, there were heavy British casualties including Major General Robert Ross. The British troops reached the Baltimore's impressive defensive earthworks, manned by 15,000 Americans. Hearing of the failure to take Fort McHenry, the British prudently decided to withdraw. With this defensive victory for the Americans, the Chesapeake Campaign essentially ended.

Beanes and Key had witnessed the bombardment of Fort McHenry from onboard the truce vessel. Key was so moved by the scene of the battle that he composed a poem that eventually became the National Anthem. Key chose the tune, "To Anacreon in Heaven" by John Stafford Smith, because it was a popular American and British melody and he had previously adapted it to another poem. Key, Beanes, and the other Americans were released as the British retreated, and that night Key worked on his poem. Handbills of the poem were quickly printed and copies distributed to every man who was at Fort McHenry during the bombardment. Key's poem was first printed on September 20 in the Baltimore *Patriot and Advertiser* under the title "The Defence [sic] of Fort McHenry. By the end of the year, the poem and the tune were printed across the country as a

reminder of the American victory. In 1931, the U. S. Congress enacted legislation that made "The Star-Spangled Banner" the official National Anthem.

Lesson One

The Defense of Baltimore: Baltimoreans and their Role in the War of 1812

Outcomes: After completing these lessons the students will be better able to:

1. Identify the causes of the War of 1812
2. Discuss the Battle of Baltimore and its relationship to Fort McHenry
3. Discuss the citizens from Baltimore who participated in the defense of Baltimore during the War of 1812
4. Prepare for a field trip to Fort McHenry to commemorate Defender's Day and the Battle of Baltimore

Lesson One

The War of 1812 and Baltimore's Role

Materials and Preparation Needed for Class Work:

1. Copies of the resource sheet "Why Baltimore?" (RS#1) for the class
2. Copies of the web shaped planner for the Class (RS #2)
3. A copy of the web shaped planner on the board or overhead

Materials Needed for Homework Assignment:

2. Copies of the following resource sheets. There should be enough copies of each article so that when the class is divided into four groups each group can receive one of the resource sheets.
 - a. The Defender's (Of Fort McHenry) (RS #5)
 - b. Mary Pickersgill and the Making of the Star-Spangled Banner Flag (RS#6)
 - c. A Black Soldier Defends Fort McHenry (RS# 7)
 - d. Francis Scott Key & the Anthem (RS #8)
3. Copies of the Story Map Graphic Organizer for the entire class

Procedure:

2. Introduction of Key Concepts:
 - a. The War of 1812 was fought against Great Britain and began in 1812.
 - b. The Battle of Baltimore was fought on September 13th and 14th at Fort McHenry and in the water surrounding the Fort.
 - c. The people of Baltimore came together to win this battle against a much larger and experienced enemy.
 - d. Defender's Day and the Star-Spangled Banner weekend are a way to remember this battle and the Baltimore and American victory.
 - e. Inform class that they will be attending this celebration to see first hand where the battle happened and to experience the Defender's Day Celebration.
3. Students should read independently the resource sheet entitled "Why Baltimore?"
4. Divide students into four groups and have them sit close enough together in these groups for discussion purposes.
5. Use the Web Shaped Planner to guide the students reading and discussion. Students should fill in "Causes of the War of 1812" in the middle of the web for the main idea. Have the students work in groups to fill in the web and work together to determine what the four main causes that let the US to declare war on Great Britain that are contained in the article "Why Baltimore?"
6. Have someone from each of the four groups be appointed the reporter. Have each group report on one of the causes of the War and write it on the board or overhead master web.
7. After completing the causes of the War of 1812, students will explore Baltimore's response. Have students re-read "Why Baltimore?" paying special attention to the third and fourth paragraphs. Use the following questions to guide your discussion

Baltimore Preparing for War -Discussion Questions

- a. What is a privateer?
- b. Why do you think Baltimore was called a "nest of pirates?"
- c. Why were the British angry with Baltimore and the "privateers" who called Baltimore's harbor their home?
- d. The people of Baltimore worked together to fortify their city and harbor. What would have happened if they hadn't worked together?

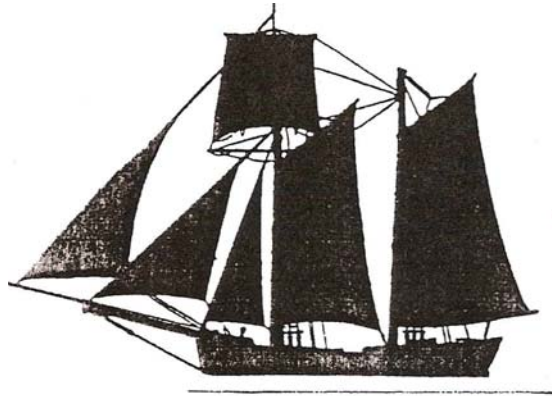
Higher Level Activity

After having a brief discussion using the questions above, ask the students to pretend that they are British merchants. Have them work together to write a short letter to Parliament asking for help in stopping Baltimore privateers from attacking their vessels. Have one or two students read the letters to the class.

8. Prepare for homework assignment by distributing the readings and asking students to read through for any words they don't know. There are four separate readings and should be passed out to the class in their four groups so that each group has a separate reading. Introduce the Story Map Graphic Organizer. (This can also be done in class at the start of the second period if necessary.)

Homework Assignment: Students are to carefully read the article they were assigned and using the Story Map, pull out the information to report on in class the next day.

"Why Baltimore?"



In the early 1800's, Baltimore was a fast growing harbor city. The population was close to 50,000. Many of the men worked in the city at skilled jobs such as sail makers, ironworkers, shipwrights and merchants. Successful shipbuilding and the city's central location for trade helped to make Baltimore an important international seaport.

Meanwhile, France and Great Britain, at war with one another, had set up economic blockades to keep each other from getting important supplies. As a carrier for both countries, America's merchant ships sometimes were caught in the blockades, and all of the goods would be confiscated or stolen by one or the other of the two countries. In addition, the British frequently kidnapped American seaman and sailors and forced them to serve in the Royal Navy. Also, the Americans thought the British were helping the Indians in the West to attack frontier settlements. Shortly, the Americans became so angry with the way they were being treated that the United States declared war on Great Britain in June 1812 to protect "free trade and sailor's rights" and American rights on land.

When news of the Declaration of War reached Baltimore, some ship owners began turning their vessels into privateers. Privateers were privately owned ships that were given permission from the government to capture British merchant ships. Soon, Baltimore was described as "a nest of pirates" and the British were determined to put an end to privateering.

Expecting a British attack, the people of Baltimore strengthened the city's defenses at Fort McHenry.

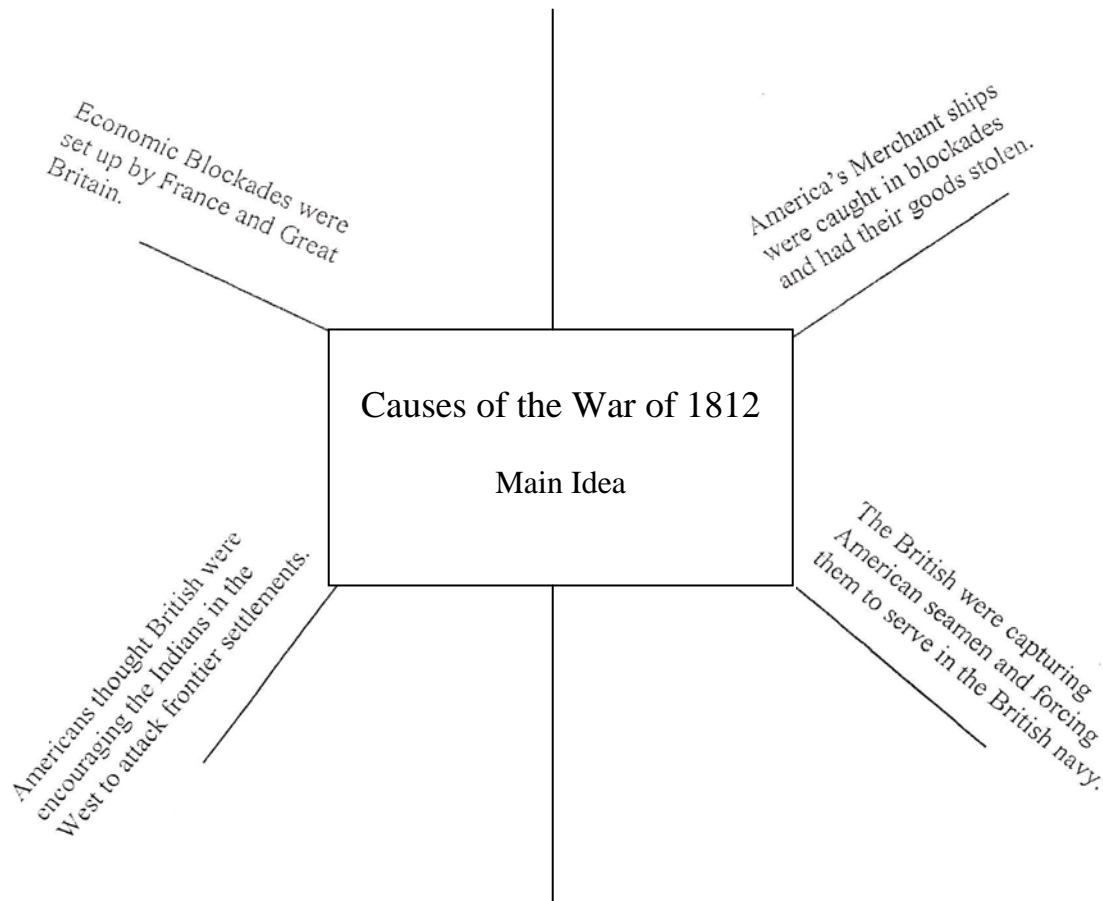
Resource Sheet 1, Lesson 1J

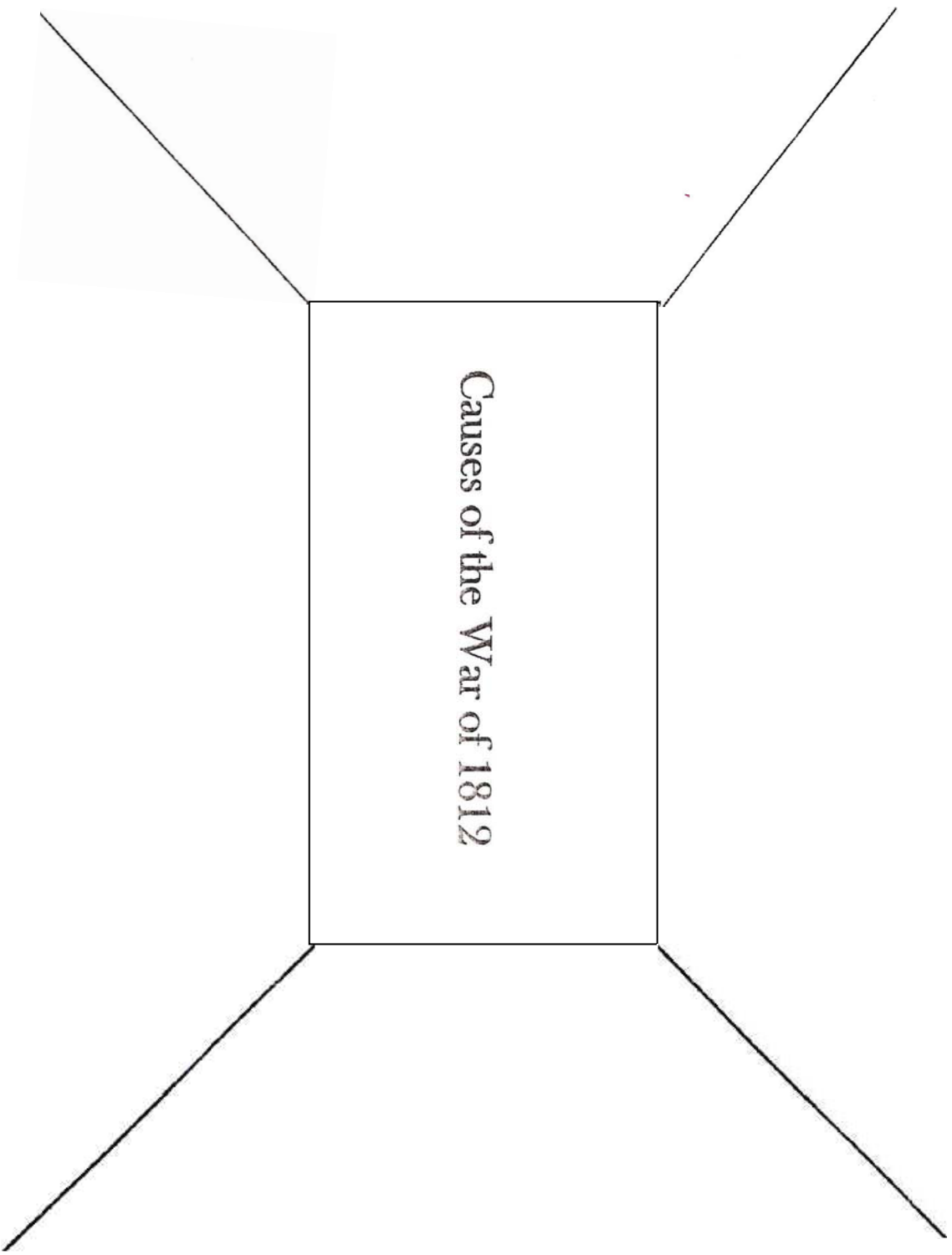
Source: Fort McHenry National Monument. <http://www.nps.gov/fomc/tguide/Contents./htm>

Using a Shape Planner

Shape planners help students organize ideas for writing. Shape planners may be webs, story maps or pyramids (Example below).

1. Select a blank shape planner.
2. Write topic in indicated space.
3. Teacher and students brainstorm facts and ideas related to the topic.
4. Using only keywords or phrases, write each idea in an appropriate space.
5. Encourage students to use a thesaurus for a more mature vocabulary.
6. Help students with vocabulary and spelling of keywords.
7. When students are ready to begin writing, show them that a paragraph consists of the topic sentence and keywords or phrases. The topic sentence will be the main idea and the keywords and phrases will be the supporting details.
8. Expand the topic sentence, keywords, and phrases into complete sentences.
9. The topic sentence, plus all the supporting details, forms a complete paragraph.





Gathering Information

Understanding the Text

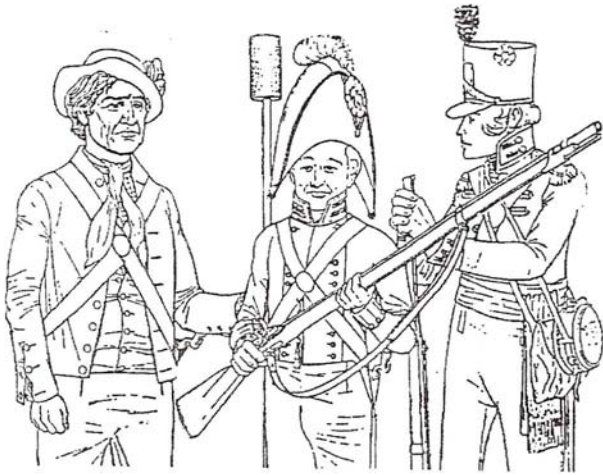
Title:

Names of
Historical
figure or
groups:

Why are they
Important?

| | |
|--------------|--|
| Fact 1: | |
| | |
| | |
| Fact 2: | |
| | |
| | |
| Fact 3: | |
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| | |
| Fact 4: | |
| | |
| | |
| Conclusion : | |

The Defenders



The 1,000 men who defended Fort McHenry during the Battle of Baltimore were members of three fighting units. The first group were members of the U.S. Army "Corps of Artillery." These men lived at Fort McHenry and were paid eight dollars a month for their services. The "Corps of Artillery" uniform consisted of a dark blue jacket called a "coatee." It had a high red collar trimmed with yellow and a single row of brass buttons down the front. In addition, the men were given a linen shirt, one pair of white summer trousers and one

pair of blue wool trousers. A stiff felt hat, called a "shako," protected the soldier's head, much as a helmet would.

Another group of defenders was the "Maryland Militia," private citizens who felt it necessary to aid in the defense of the city. Militiamen were volunteers who were not paid until April 1813, when the militia was federalized for 30 days and released. From early August through September 20, 1814, the militia was given rations or food. These men came from all walks of life - bakers, tailors, shipbuilders, merchants, bankers and lawyers. Many of these men were new to America or the first in their families to have been born in this country. The uniform was a blue wool jacket with a red collar and cuffs, a white linen shirt and white trousers. Militiamen wore large, black felt hats, trimmed in yellow and adorned with a large red feather.

The third group were sailors from Commodore Joshua Barney's Flotilla, which had been formed in 1813 to provide naval protection for the Chesapeake Bay. Sailors did not have a regular uniform. Sometimes the ship's captain would decide what the crew would wear. It is likely, however, that many sailors wore blue wool jackets and vests. Their trousers, usually white, but sometimes blue striped, may have been made from linen or heavy canvas. Sailors wore hats that had been waterproofed with "tar" to protect the hat while at sea.

In spite of their different uniforms, the three groups of men had one thing in common - the protection of Baltimore from destruction. The bravery of these men and their skill helped defend Baltimore.

Mary Pickersgill and The Making of the Star-Spangled Banner



Mary Young Pickersgill was born in 1776 in Philadelphia. In 1807, Mary and her mother moved to a corner row house on Albemarle Street in Baltimore, Maryland. Mary worked as a "flag, banner, and pennant maker." She made flags for local ship owners.

Mary Pickersgill made the Flag for Fort McHenry in 1813. Following the wishes of the Fort's Commander, Major George Armistead, the Flag was made "so large that the British will have no difficulty in seeing it from a distance." The Flag was 30 feet by 42 feet. It contained 400 yards of bunting, and was so big that it had to be assembled in a nearby malt-house.

It was delivered to Fort McHenry on August 19, 1813. The night of the Battle of Baltimore was a stormy one with rain showers and low clouds. The Flag flown at Fort McHenry that night was a smaller storm flag. The Flag that Francis Scott Key saw at dawn, from the prisoner-of-war exchange sloop moored eight miles southeastward of the Fort, was the large Flag made by Mary Pickersgill. It was raised at the Fort in the morning, as the British were retreating. A replica of Mary Pickersgill's Flag flies over the Fort periodically.

Mary Young Pickersgill's home is a National Historic Landmark, and is known as "the Flag House." People interested in learning more about the making of "The Star-Spangled Banner" are welcome to visit.

The original Flag is on display at the Smithsonian Institute in Washington, D.C. Mary Young Pickersgill continued a family tradition. Her mother, Rebecca Flower Young, made the first American Flag displayed by General George Washington. Mother and daughter are both remembered for their patriotism, and their skills in creating important symbols of the United States.

A Black Soldier Defends Fort McHenry

No. 203 William Williams



This name is listed with the names of other recruits on the muster roll of the 38th U.S. Infantry. It seems like any other name, but this recruit is different. Williams was a 21-year-old black runaway slave laborer. Williams was a native Marylander slave who had run away from his owner in 1814. Williams joined the Army even though Federal law at the time said that slaves could not do so.

The officer who signed Williams up for duty did not question him. Even though it was against the law, Williams still received his enlistment bounty of \$50 and was paid a private's wage of \$8 per month.

In early September 1814 Williams' unit, the 38th U.S. Infantry, was ordered to march to Fort McHenry. During the Battle of Baltimore, which took place at Fort McHenry on September 13th and 14th, 1814, Williams' leg was severely wounded. He was taken to the Baltimore Hospital where he died two months later.

Williams was not the only black man to serve in the armed services during the War of 1812. There are numerous records of black sailors. George Roberts, a free black, served on the privateers Chasseur ("Pride of Baltimore") and the Sarah Ann. Charles Ball was a seaman in Commodore Joshua Barney's U. S. Chesapeake Flotilla. Charles Ball later published his life story in 1836. Gabriel Roulson was an Ordinary Seaman on the U.S. Sloop of War Ontario. Baltimore also had many skilled free blacks that had many jobs such as mechanics, sail makers, riggers and ship caulkers who helped build naval ships and privateers that would be used in the war against the British. Many of these men and slaves helped construct gun carriages and build defenses. Williams is unique because he served in the U.S.

Army, a branch of the armed services that was almost exclusively white at the time.

All Americans can take pride in the contribution of Williams and other blacks whose names may be lost to history, who fought beside white defenders and helped saved Baltimore during its time of crisis in 1814.

Francis Scott Key and The Star-Spangled Banner



The Battle of Baltimore was one of many American victories in the War of 1812. It was made special by the poem written about the battle, the Flag, and the feelings of people about the victory. The poet was Francis Scott Key.

Francis Scott Key was born in 1779 in Frederick County, Maryland. After attending college in Annapolis, he practiced law in Georgetown. During the War of 1812, Key was a lieutenant and quartermaster in an army field company.

In September 1814, Key was approached by friends with a special problem. A Maryland doctor had been unjustly arrested by the British, and Key was asked to arrange for the doctor's release. With the permission of President Madison, Key sailed towards the British fleet, where the doctor was being held prisoner.

Key boarded the British warship in the Chesapeake Bay and persuaded the British to release the doctor. Since the Americans might give information about British movements towards Baltimore, they were ordered to remain with the fleet until the Battle of Baltimore was over. Francis Scott Key watched the attack on Fort McHenry with the British!

After the battle on the morning of September 14, Key saw the Fort's Flag over the battered Fort. He began to write the words for "The Star-Spangled Banner" on the back of an envelope. He jotted down notes aboard the ship and finished the poem a few days later when he returned to Baltimore.

The poem was set to a well-known English tune, printed on handbills, which were like posters, and became very popular in Baltimore. Within months, the song appeared in newspapers, magazines, and books. During the Civil War, "The Star-Spangled Banner" became the most popular national song. It was used by both Northern and Southern forces and was frequently used as an "unofficial" anthem during military ceremonies.

During World War I, a campaign was begun to make "The Star-Spangled Banner" our national anthem. It was not easy to win Congressional approval. Many people thought that "America the Beautiful" or "Yankee Doodle Dandy" were better choices. The supporters of "The Star-Spangled Banner" worked hard, and on March 3, 1931, they finally won. On that day, President Herbert Hoover signed Public Law 823, designating "The Star-Spangled Banner" as the national anthem of the United States.

The Defense of Baltimore: Baltimoreans and their Role in the War of 1812

Lesson Two

The Defense of Baltimore: Baltimoreans and their Role in the War of 1812

Outcomes: After completing these lessons the students will be better able to:

1. Identify the causes of the War of 1812.
2. Discuss the Battle of Baltimore and its relationship to Fort McHenry.
3. Discuss who the citizens from Baltimore were who participated in the defense of Baltimore during the War of 1812.
4. Prepare for a field trip to Fort McHenry to commemorate Defender's Day and the Battle of Baltimore.

Lesson Two

The People of a City Come Together: The Battle of Baltimore

Materials and Preparations Necessary:

1. Flag and Second War for Independence (RS #8)
2. Copies of the words to the National Anthem with numbered lines (RS #9)
3. Copies of Field Trip Do's and Don'ts (RS #10) This is only necessary if class will be going on a field trip to Fort McHenry following this lesson.

Procedure:

1. Have students to take out their resource sheets and completed Story Map. Have the groups work together and compare findings.
2. A new reporter should be chosen from the group and go to the board or overhead to take notes. The reporter should give the title of the article they read. Each student in the group should tell the reporter one of the sections to fill in. (Teacher can act as reporter if necessary.)

Articles

The Defender's (Of Fort McHenry)

Mary Pickersgill and the Making of the Star-Spangled Banner Flag

A Black Soldier Defends Fort McHenry

Francis Scott Key & Anthem (This group should report last.)

3. Show the short video (11 min) Flag House or read together the Resource Sheet-Flag and Second War for Independence. Ask students to remember the lesson yesterday about the causes of the War of 1812 and Baltimore's response.

The Defense of Baltimore: Baltimoreans and their Role in the War of 1812

4. Hand out the words to the National Anthem to the class (RS 10). There are 32 lines total. Assign children a line and ask them to look at their line and see if there are any words they do not recognize. Figure out words together.
5. Have the children close their eyes and think about Francis Scott Key and what he was feeling on the night of the battle looking through his spy glass at the Fort where you will be going tomorrow.
 - a. He did not know if the soldiers at the Fort would win or if the Fort would fall into British hands.
 - b. His family was at home on land and he did not know if they were safe.
 - c. He did not know if he would really be released after the battle or if he would be kept as a prisoner.
 - d. The next morning as the guns stopped, he saw the Flag and wrote the poem that would become our National Anthem many years later.
6. Have the children read the anthem aloud remembering what it must have been like. Each child should read their assigned line joining together at the end in a loud voice.
7. If you will be going to Fort McHenry on a field trip following this lesson go over Resource Sheet 10 with the class.

The Flag and the Second War of Independence



The War of 1812, fought against Great Britain between 1812 and 1814, was important. It was a war, which proved that although the United States was young, it was still a nation to be respected. By the end of the war, the United States was respected by other nations. For that reason, some historians have called the War of 1812 "The Second War of Independence."

Great Britain had developed a clever plan to defeat the United States. Great Britain had planned to divide the United States into three sections, by controlling Lake Champlain, the Chesapeake Bay, and the Mississippi River. Once divided, the United States would be an easy target for the British army and navy.

The people of Baltimore knew the British wanted to capture Baltimore. The closer the British came to Baltimore, the more alarmed the Americans became. When news reached Baltimore that the British had burned Washington, D.C., the Americans began to fortify the Baltimore Harbor. People worked together to protect the city. Gun batteries were installed at Fort McHenry, and supplies of ammunition for the guns were stored at the fort. Men, trained to fight, were ready when the British arrived. A thousand trained men at Fort McHenry surprised the British. The British needed reinforcements but their ships could not get close enough for troops to land. Many of their ships sank in the harbor.

After a bombardment of twenty-five hours, the large American Flag made by Mary Pickersgill, was flying over Fort McHenry. The British withdrew their troops and ships. The battle was over, and the Americans had saved Baltimore and the Chesapeake Bay. This event inspired the writing of "The Star-Spangled Banner."

The Star-Spangled Banner

Francis Scott Key, a young poet-lawyer, witnessed the bombardment of Fort McHenry while under British guard on an American truce ship in the Patapsco River. Seeing his country's Flag still flying over the fort the next morning, he was moved to pen these immortal lines:

1. O say, can you see, by the dawn's early light
2. What so proudly we hailed at the twilight's last gleaming?
3. Whose broad stripes and bright stars, through the perilous fight,
4. O'er the ramparts we watched, were so gallantly streaming!
5. And the rockets' red glare, the bombs bursting in air,
6. Gave proof through the night that our Flag was still there;
7. O say, does that Star-Spangled Banner yet wave
8. O'er the land of the free and the home of the brave?

9. On the shore, dimly seen through the mists of the deep,
10. Where the foe's haughty host in dread silence reposes,
11. What is that which the breeze, o'er the towering steep,
12. As it fitfully blows, half conceals, half discloses?
13. Now it catches the gleam of the morning's first beam,
14. In full glory reflected now shines on the stream:
15. 'Tis the Star-Spangled Banner! O long may it wave,
16. O'er the land of the free and the home of the brave!

17. And where is that band who so vauntingly swore
18. That the havoc of war and the battle's confusion
19. A home and a country should leave us no more?
20. Their blood has washed out their foul footsteps' pollution.
21. No refuge could save the hireling and slave
22. From the terror of flight, or the gloom of the grave:
23. And the Star-Spangled Banner in triumph doth wave,
24. O'er the land of the free and the home of the brave!

25. O thus be it ever, when free-men shall stand
26. Between their loved home and the war's desolation!
27. Blest with victory and peace, may the heaven-rescued land
28. Praise the Power that hath made and preserved us a nation.
29. Then conquer we must when our cause it is just
30. And this be our motto: "In God is our trust."
31. And the Star-Spangled Banner in triumph shall wave
32. O'er the land of the free and the home of the brave!

Vocabulary Related to Lessons and Content Focus

Artillery - Large bore crew-served mounted firearms (as guns, howitzers, and rockets) or a branch of an army armed with artillery.

Authority - The right to control or direct the actions of others; legitimized by law, morality, custom or consent. (MSDE)

Privateer - An armed private ship licensed to attack enemy shipping or a sailor on such a ship.

Confiscated - To seize as forfeited to the public treasury or to seize by or as if by authority.

Flotilla - A fleet of ships or boats; especially a navy organizational unit consisting of two or more squadrons of small warships.

Impressment - The act of seizing for public use or of impressing into public service.

Citizen - A member of a political society who therefore owes allegiance to the government and is entitled to its protection and to political rights. (MSDE)

Embargo - An order prohibiting trade with another country. (MSDE)

Free Trade - Exchange of goods and services without barriers of trade. (MSDE)

Foreign Policy - Politics of the federal government directed to matters beyond United States borders, especially relations with other countries. (MSDE)

Goods - Physically tangible objects that can be used to satisfy economic wants, including but not limited to food, shoes, cars, houses, books and furniture. (MSDE)

Immigrant - Those people legally admitted as permanent residents of a country. (MSDE)

Militia - A part of the organized armed forces of a country liable to be called on only in emergency or a body of citizens organized for military service.

Primary Source - A first-hand account of an event, such as a government document, diary or letter. (MSDE)

Shipwright - A carpenter skilled in ship construction and repair

Tariff - A list or system of duties imposed by a government on imported or exported goods. (MSDE)

Trade - To engage in the exchange, purchase or sale of resources, goods or services. (MSDE)

Celebration of Defender's Day
Field Trip Plan
September 7, 2007

This program is a partnership with Fort McHenry National Monument and Historic Shrine, the Baltimore City Heritage Area in the Office of Mayor Sheila Dixon and Friends of Fort McHenry. It is a one-day field trip to Fort McHenry NM&HS on September 8, 2007. Up to thirty classes of students will visit the park and participate in the celebration of the anniversary of the Battle of Baltimore and the writing of the Star-Spangled Banner.

Summary of Event

School groups will bus to Ft. McHenry NM&HS to tour the Fort. They will also participate in group activities, tour a War of 1812 military encampment, and interact with living history characters. The groups will arrive in one of two scheduled shifts (10:00 a.m. and 11:00 a.m.). The buses will park on the grounds of Fort McHenry. At the end of the program, the students may return to their buses for the return to school.

Major Program Elements

As each group of students arrives, they will be greeted and will be sent to a particular station to begin their tour. Each wave of students will be participating in organized activities for approximately two hours. If class has come prepared to eat lunch (Please see requirements for lunching at the Fort) at the Fort, they are allowed 30 minutes in the picnic area.

10:00 a.m. – 10:30 a.m. – 450 students arrive at Fort McHenry

11:00 a.m. – 11:30 a.m. – 450 students arrive at Fort McHenry

Arrival, Parking, and Departure: School groups will arrive by bus and disembark in the main parking lot. Ft. McHenry staff will direct traffic inside the park. Baltimore City Police officers will assist with traffic direction at the main gate.

Important Notes:

- Buses will park in a nearby parking lot.
- Teachers and chaperones must keep their students clear of the sidewalks and parking area until their bus has returned and come to a complete stop.
- Ft. McHenry rangers will be available to assist with safety/traffic direction in the main lot.

Human comfort and safety:

Restrooms: Restroom stations will be in the historic fort and near the boat dock.

Lunches: Participants may choose to take a picnic lunch in the park. If so, all lunch materials should be disposable. Teachers will ensure that garbage will be deposited in trashcans or bags provided by the park.

Due to security regulations, if classes are going to bring lunches and eat in the park, security guidelines must be followed.

Lunch Option 1 – Bringing Lunches to the Fort as a Class – If the lunches for your class will arrive at the Fort in one or two large boxes, lunches should be brought to the lunch drop off area. The students will retrieve their lunches from this area at lunchtime.

Lunch Option 2 – Carrying lunches individually – Groups may choose a second lunch option by having each student and adult bring their personal lunch with them in a backpack. If your group wishes to do this, please understand that you must ensure that backpacks stay with the students at all times. Fort McHenry security regulations require that any unattended package be handled as it would in an airport.

Nametags: September 7th is very near to the beginning of the school year. In order to minimize the possibility that students will become separated from their teacher, please provide children with a nametag. This nametag should have not only the child's name but the school and the teacher's name as well. Please make sure you bring a class list with you as well. Wearing similar t-shirts, school uniforms or other identifying items may also help keep everyone together.

Schedule of Activities: Programs will be offered at 30-minute intervals from 10:00 a.m. to 1:30 p.m. Each group is welcome to participate in activities for **two-hours**. These will be at designated stations. Teachers are welcome to then pick and choose programs and activities that meet their educational goals and that would interest their students. It may also be necessary due to the size of the group expected at the Fort to participate in activities when space becomes available. Teachers will receive an updated list of activities and map at least a week prior to the September 7th field trip.

Stations Include:

These scheduled programs will last 15-20 minutes each. Each program will begin at the following intervals: 10:00 a.m., 10:30 a.m., 11:00 a.m., 11:30 a.m., 12:00 p.m., 12:30 p.m.

Numbers correspond with the map of activities for the day.

- 1) Flag programs – there will be two flag programs running simultaneously. Students will be introduced to the Star-Spangled Banner Flag and its history by handling a full-size Flag.
- 3) Artillery talks with uniformed members of the Fort McHenry Guard located at the Water Battery.
- 6) The Role of African-Americans in the War of 1812.
- 7) Patriotic Songs – Students will be led in singing the National Anthem and other patriotic songs.
- 8) Water and Restrooms.
- 9) Maritime History and the Port of Baltimore – A historic ship will be on hand and students will learn a brief history of Privateers and the commodities of the Port of Baltimore in the early 1800's.

School groups will also be able to tour on their own with teacher guidance.

- 2) The military camp – Visit with historic characters; re-enactors from the region will be encamped at the Fort and will interact with students.
- 4) The historic fort – The fort visit will be self-guided with park staff available for questions. Information on the fort will be provided during the Teacher's Institute in June to allow teachers to effectively use this resource and lead their class visit.

- 5) Living history characters – Characters specific to this time period and event will also be on hand to talk with students.

