

WAR OF 1812 (“Mr. Madison’s War”) Stations Packet

(MAKE UP any missed stations in tutoring, **ON MR. KYLE’S WEBSITE** or history text pages 341-345 and 353-359)

Glossary of terms:

alliance – a formal union (made official with a *treaty*) between two or more countries made for mutual benefit

blockade – closing off a city or other area to trade and/or communication

economy – an established system for buying and selling products, manage and developing resources

embargo – to prohibit trade with another country – a government boycott of trade with a foreign nation

impressment – to kidnap & force someone to serve in the navy

War Hawk – individuals who pressured the government to declare war against England

President James Madison had spent nearly his entire first term in office trying to resolve U.S. difficulties with Great Britain and France. Those two nations, fighting each other since the 1790s, had dragged the United States into their conflict by interfering with U.S. trade on the high seas. Britain, in particular, seized cargoes on American ships and ordered the *impressment* of American sailors. (They claimed those men were British deserters in hiding.) Madison and his predecessor Thomas Jefferson had tried various trade *embargoes* to change the British strategy. None of the previous *embargoes* had worked. However, in 1810 Madison once again stopped trade with Britain. Two years later, in 1812, Britain finally agreed to respect the neutrality of U.S. ships. Unfortunately, no one in the United States heard about the change in British policy until **after** Madison, frustrated and under pressure from many Americans, had asked Congress for a declaration of war.

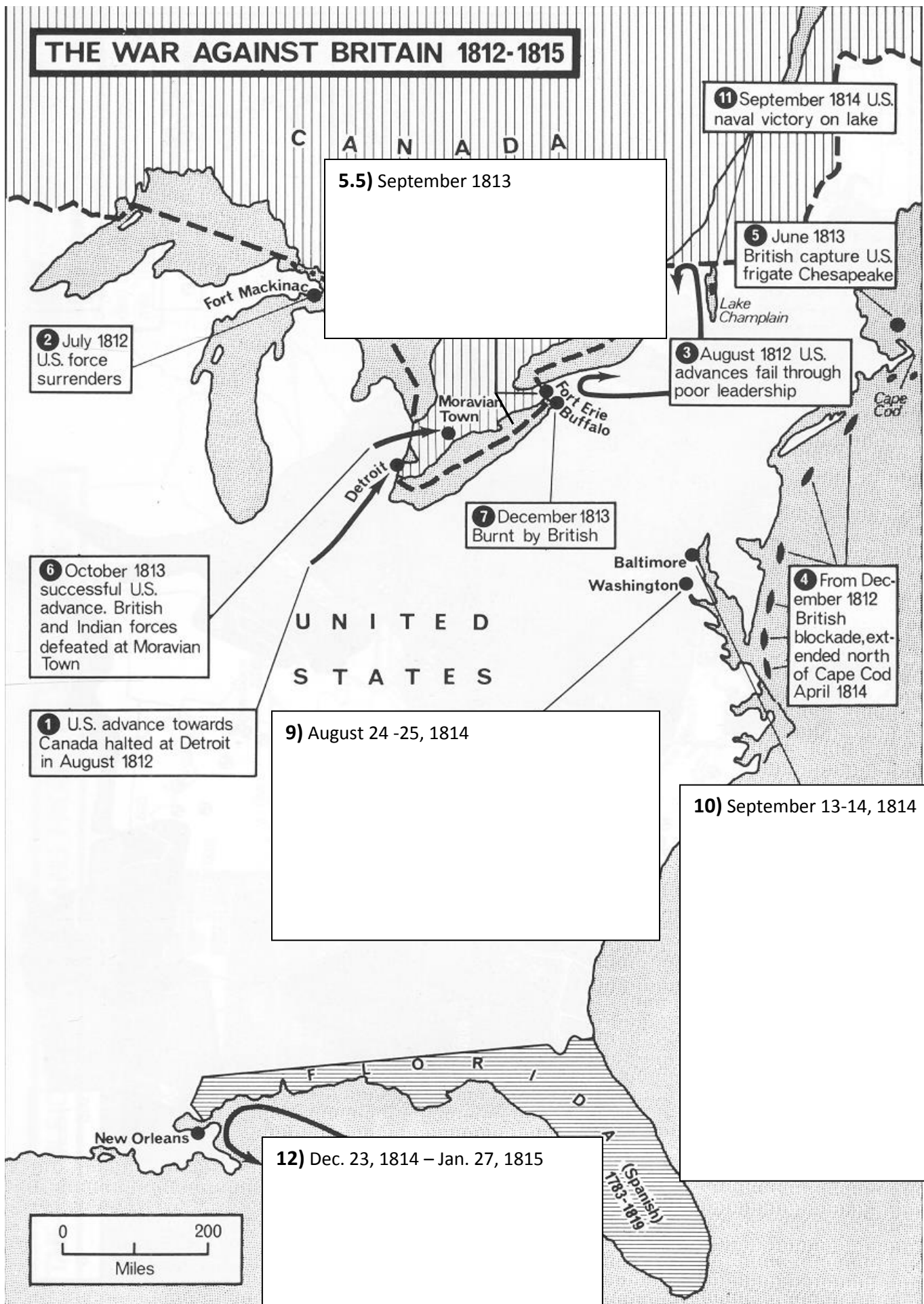
The Pro-war Position

Attitudes toward war with Britain divided primarily along geographic lines. Two regions of the United States supported the war, each for its own reasons. The West (now the upper Midwest) hoped war with Britain would further its expansionist goals of acquiring more territory. Many westerners suspected the British of arming the local, hostile Native Americans in skirmishes with settlers on the *frontier*. In the minds of these Americans, driving the English from Canada would help to secure the American West and make it easier to defeat the native tribes. In addition, some also felt that Britain's behavior at sea had insulted the nation's honor. The South joined the West in advocating war, even though the various trade *embargoes* had hurt Southern planters trading with Britain. Southerners focused their own expansionist sights on Florida. War with Britain would justify an invasion of Florida, which was then held by Britain's *ally*, Spain. By 1811, a group of western and southern *War Hawks* dominated Congress and put pressure on Madison to ask for a declaration of war.

The Antiwar Position

New England stood resolutely against going to war. Despite the inconveniences of British trade interference, most New England shippers found that some loss of cargo, as well as the loss of sailors who meant nothing to them financially, was preferable to laws restricting or even outlawing trade altogether. With shipping a key *economic* activity in the region, the trade restrictions imposed first by President Jefferson and later by Madison had severely damaged New England's *economy*. Wealthy shippers lost fortunes, and many port towns faced *economic* depression. In most New Englanders' eyes, war would make this difficult situation much worse. A war with England would be bad for business which was a situation they didn't want. In addition, the region's people had strong historical ties to Britain and therefore favored Britain in its struggle with France.

THE WAR AGAINST BRITAIN 1812-1815



STATION A: **(8)**

Step One: EVIDENCE – “What I See” in the picture...

Study the image for two minutes. Form an overall impression of the image as you study individual items.

Use the CHART below to list examples of the EVIDENCE you see: People, Objects and Activities in the image.

PEOPLE I SEE	OBJECTS I SEE	ACTIVITIES / ACTIONS I SEE

Step Two: CLAIMS – “What I Think” is happening in the picture...

Link together several pieces of EVIDENCE from the chart and make three CLAIMS you can make about the image based on your observations.

1. _____
2. _____
3. _____

Step Three: REASONING – “How I Know” what I think is happening is true...

For each CLAIM you just wrote in step two, use specific EVIDENCE from step one that supports your idea and write a sentence that explains your thinking. This is the REASON you know what you think!

1. _____

2. _____

3. _____

Step Four: SUMMARIZING – “What is the artist’s message?”

In a sentence, describe the argument or point of view that is being made by the person who created the image. What is it that they want the viewer to think or believe after looking at the image?

Now **carefully** remove the colored paper on the back of the image. Read the information about the image to double check your ideas. What did you identify correctly? What might you change about your answers now that you have more information? Read the eight lines of verse at the bottom. Is your summary, although less poetic, similar to the idea in these lines? Replace the colored paper when you have finished.

STATION B: **(8)**

Read the excerpt from President Madison’s speech and answer the following questions.

- 1) What does Madison accuse the British of doing to the United States? Explain how you know this is true.

- 2) In the last paragraph on the second line, Madison uses the word “savages” to describe events on the American *frontier*. Why do you think he chose to use that specific word? What ideas or images does that specific word bring to your mind?

- 3) Summarize Madison’s reasons for asking Congress to declare war against Great Britain (England).

- 4) Why do you think Congress declared war against Britain even though a large portion of the American people, especially in New England, were opposed to declaring a war? Isn’t the government supposed to do what the people want?

STATION C: **(8)**

Step One: EVIDENCE – “What I See” in the picture...

Study the image for two minutes. Form an overall impression of the image as you study individual items.

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PEOPLE I SEE	OBJECTS I SEE	ACTIVITIES / ACTIONS I SEE

Step Two: CLAIMS – “What I Think” is happening in the picture...

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Step Three: REASONING – “How I Know” what I think is happening is true...

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3. _____

Step Four: SUMMARIZING – “What is the artist’s message?”

In a sentence, describe the argument or point of view that is being made by the person who created the image. What is it that they want the viewer to think or believe after looking at the image?

Now carefully remove the colored paper on the back of the image. Read the information about the image to double check your ideas. What did you identify correctly? What might you change about your answers now that you have more information? Find Lake Erie on your map (page 2 of this packet) and write a summary of the famous event depicted in this painting in **box 5.5**. Replace the colored paper when you have finished.

STATION D: (8)

Step One: EVIDENCE – “What I See” in the picture...

Study the image for two minutes. Form an overall impression of the image as you study individual items.
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PEOPLE I SEE	OBJECTS I SEE	ACTIVITIES / ACTIONS I SEE

Step Two: CLAIMS – “What I Think” is happening in the picture...

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2.

3.

Step Three: REASONING – “How I Know” what I think is happening is true...

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2. _____

3. _____

Now **carefully** remove the colored paper on the back of the image. Read the information about the image to double check your ideas. Find Washington D.C. on your map (page 2 of this packet) and write a summary of the famous event depicted in these images in **box 9**. Replace the colored paper when you have finished.

4. Why do you think Dolley Madison didn't mention Paul Jennings' role in saving the Washington portrait in the letter to her sister? Explain how this “oversight” might influence how this story is remembered by later generations of Americans?

STATION E: **(8)**

Read the poem (have a volunteer read it out loud, if possible, as poetry is sometimes more powerful when it is heard as well as read).

1. Describe what this poem is about. What is the emotion the writer is trying to evoke (get you to feel)?
2. List specific words that support your idea about what this poem is about.
3. Give this poem an appropriate **ORIGINAL** title based on the subject matter and emotional tone.

4. Why does Key repeat the last line of each verse? Explain why, the first time the line is written, it's in the form of a question and the last three times it's written, the line is a statement.

STATION F: (8)

Glossary of terms:

amity - friendship

nationalism – identifying with, and having pride in, one's country

patriotism – a willingness to make sacrifices for your country

jingoisism – extreme nationalism (“on steroids”) marked by an aggressive foreign policy (“every other country sucks”)

Study the enclosed newspaper headlines and read the summary.

1. The headline with “EXTRA” on the front uses very specific words to announce the peace treaty. Based on this language, explain HOW the writer believes the United States was able to bring about an end to the war. Explain which region of America would you expect to find this headline and why.
2. Mr. Kyle read in the introduction (first page of this packet) about how certain regions of the country were against the war. Explain WHY you would expect the second headline (“Ratified Treaty of Peace and Amity”) to be published in a Boston, Massachusetts newspaper. In what ways does this headline's tone differ from the first “EXTRA” headline?
3. According to the summary on the front, what did the United States win as a result of this peace treaty?
4. If the treaty was signed on December 24, 1814, why is it finally being reported two months later on February 22, 1815?

STATION G: **(7 + 8)**

Step One: EVIDENCE – “What I See” in the picture...

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3. _____

Read the song lyrics on the back of the picture. What additional information do they provide that you didn't get from the image?

1. Describe the connections between the painting and the song lyrics.
2. Based on the image and lyrics, who do you think won the Battle of New Orleans? Provide evidence from either to support your reason.
3. The third verse of the song refers to "Old Hickory". If "Old Hickory" were in the painting, identify what "Old Hickory" might be and explain why that connection makes sense to you.
4. Explain why a song about a battle from the War the 1812 would become a #1 hit (that's like the most downloaded song on iTunes in modern times) 144 years after the event took place. What was going on at that time that made Americans eager to sing along with their 'patriotic past'?
5. Find New Orleans on your map (page 2 of this packet) and write a summary of the famous event from the painting and song in **box 12**.

STATION H: (4) ***Make sure to get your personal ½ sheet copy of the art / symbol directions so you can complete this part of the station on your own time (in tutoring or as homework).

1. With your partner(s), list as many symbols of American nationalism and patriotism as you can.
2. Explain why countries and governments would have to have as many symbols of nationalism as visible to as many of their *citizens* as possible.

WHOLE CLASS STATION (BLOCK DAY) (2)

Mr. Kyle will show you a video clip. Find Baltimore on the map (page 2 of this packet) and write a summary of the events that took place there in **box 10**.

After watching the video clip, explain the significance of Francis Scott Key's poem (station E) "The Defence of Fort McHenry" in the context of what you have just read and watched. The poem became widely popular throughout the United States and was quickly put to the tune of a popular British drinking song, "To Anacreon in Heaven." The United States government officially declared it the national anthem in 1931.

REFLECTIVE ESSAY RESPONSE (7)

PROMPT: Did the War of 1812 help or hurt the development of *nationalism* in the young United States? Provide evidence from your completed War of 1812 Stations Packet to support your opinion and reasons. Write your response below and on the back of this page.