

By the Dawn's Early Light: Maryland and the War of 1812

Literature Annotation: *By the Dawn's Early Light* by Steven Kroll (Scholastic Inc., New York, 1994). This book, beautifully illustrated with photographs of the oil paintings of Dan Andreasen, is an account of the writing of the *Star Spangled Banner*. It describes Francis Scott Key's actions behind enemy lines during the bombardment of Fort McHenry and how his experiences led to the writing of America's national anthem.

Grade Level: 4

Duration: 2-3 days

Economic Concepts: Trade; Embargo; Specialization; Natural, Human, and Capital Resources

Maryland Voluntary State Curriculum (VSC):

Economics Standard: Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

4.A.4.a Explain how available resources determine which careers are more common in one region such as waterman on the Eastern Shore (Grade 4)

History Standard:

5.C.2.a Describe Maryland's role in the War of 1812 (Grade 4)

People of the Nations and World Standard:

2.B.1.b Describe the contribution of individuals and groups (Grade 4)

Geography Standard:

3.A.1 Locate places and describe the human and physical characteristics of those places using geographic tools

Reading Standard:

1.E.4 Use strategies to demonstrate understanding of the text (after reading)

Objectives:

- Students will be able to identify the events leading to the British attack on Baltimore in 1814.
- Students will be able to use a map to locate the sites of important events in the Battle of Baltimore and examine the role of geography in the events of the battle.
- Students will be able to link the development of the Baltimore Clipper ships to economic events of the time.

Economic Vocabulary:

economic resources -the natural, human, and capital resources that are used to produce goods and services: also call factors of production.

natural resources- The renewable, and nonrenewable gifts of nature that can be used to produce goods and services, including but not limited to land, water, animals, minerals, tress, climate, soil, fire, seeds, grain and fruits.

human resources-The health, strength, talents, education and skills that humans can use to produce goods and services.

capital resources-the goods that are manufactured and constructed by people and used to produce other goods and services, including but not limited to factories, warehouses, roads, bridges, machinery, ports, dams, and tools. (money is not a capital resource.)

Additional Vocabulary:

Baltimore Clipper Ships, schooners, frigates, Embargo Act, deserters, impressments of sailors, privateers, Executive Mansion, fleet, neutrality, maritime history

Materials:

Teacher:

By the Dawn's Early Light by Steven Kroll

"Pride of Baltimore II" Video

Wall map of Maryland

Five 3"X5" index cards, labeled "France," "England," "United States," "French Colonies," and "Spanish Colonies"

Five 3"X5" index cards, each labeled "British Commercial Ship" on one side, and "British Navy Ship" on the other

Four 3"X5" index cards, each labeled "U.S. Commercial Ship" on one side and "Privateer" on the other

Student:

1 sentence strip per student

Student Resource Sheet #1, "Baltimore Clipper Ships"

Lesson Development:

1. **Motivation:** Set up the following demonstration for the class.

- Have two students stand in front of the classroom holding the cards labeled "England" and "France." Explain that their part of the classroom represents parts of Europe.
- Have two students hold the cards labeled as "Spanish Colonies" and "French Colonies" stand at the back of the classroom.
- Have a student hold the card labeled "United States" stand midway between the front and the back of the room.
- Tell students that the space in between the cards represents the oceans of the world on which ships in 1812 traveled to trade goods with other countries.
- Have students holding the "U.S. Commercial Ship" cards stand near the "United States."

Have students holding the "British Commercial Ship" cards stand near "England."

Say: When the United States won its independence from England in 1776, most of the trade routes by sea were still dominated by European ships.

- Have the “British Commercial Ship” students walk to the “Spanish Colonies “and French Colonies” cardholders and back to “England to simulate the shipping trade.

Say: Between 1793 and 1814, Napoleon Bonaparte, the ruler of France, went to war against many of the countries of Europe.

- Have the “France” cardholder turn to face the “England” cardholder as a symbol of attack.

Say: The sailors on the British commercial ships were now needed as sailors to fight in the British navy, so fewer British commercial ships were available to travel to the colonies for trading.

- Have the “British Commercial Ship” cardholders turn over their cards to reveal “British Navy Ship” and stay in the area of France and England to simulate war conditions.

Say: The United States stayed neutral in the war, and did not side with England or France at first. Soon the United States commercial ships took advantage of the fact that fewer British ships were available for trade, and took over the trade between the Spanish and French Colonies and Europe.

- Have the “U.S. Commercial Ship” cardholders travel to the Spanish and French Colonies and then on to Europe to simulate trade.

Say: France and England ignored the neutral position of the United States and tried to put restrictions on the kind of shipping that could be done by the United States. The British Royal Navy even boarded American ships and seized any British sailors that had deserted the Royal Navy. To make matters worse, the Royal Navy also seized American sailors and forced them to serve (impressed them) in the Royal Navy.

- Have the “British Navy Ship” cardholders go to the American Commercial Ship” cardholders and seize their cards to simulate the impressments of sailors.

Say: This infuriated the Americans. Congress passed the Embargo Act in December of 1807 to try to protect American ships from British and French attacks and limit the power of the British and French by depriving them of goods. All ships were forbidden from entering or leaving United States ports. Problems continued until finally the United States declared war against England on June 18, 1812. But the United States Navy contained only four frigate ships at the time, so Congress passed laws allowing privately owned American ships to carry cannon and to attack any hostile ships. These American ships became known as privateers and were nicknamed “legal pirates.” Most of these ships were clipper ships that had been built in Baltimore shipyards and sailed out of the

Chesapeake Bay. In the next months, one third of the 1,338 enemy ships that were captured by the private American army were defeated by Maryland privateers.

- Have the “American Commercial Ship” cardholders turn their cards over to become “Privateers.” They should continue to travel between the Spanish and French Colonies, the United States, and Europe.

Say: For almost two years there were land and sea battles. When Napoleon was defeated in 1814, the British were able to turn their full attention to the United States and decided to get rid of the American “pirates.” A British fleet was sent to sail up the Chesapeake Bay. By August 25, 1814, the British had easily defeated some inexperienced American soldiers near Washington, D.C., and had burned the Capitol and the Executive Mansion (the White House) in Washington, D.C. Their next plan was to sail north up the Chesapeake Bay to Baltimore.

- Have the “British Navy Ship” cardholders advance on the “United States” cardholder.

Say: And that is where the book, By the Dawn’s Early Light, picks up the story.

2. Read the book, *By the Dawn’s Early Light*.
3. Distribute a sentence strip to each student. Have the students fold the left end over to create a 3” section where they should write the title, “Timeline of Events, 1814.” Students should draw 15 dots spaced at intervals from the fold line to the right edge of the strip. The dots should be labeled with the dates from August 31 to September 14.
4. Have students work in pairs to reread the book and identify an event to write on the timeline for each date. They should skip dates where there was no new event.
5. Direct students to open their book to page 38 where a map of the Battle of Baltimore is displayed. Have them locate the Patapsco River, Back River, Chesapeake Bay, North Point, Whetstone Point, Fort McHenry, and Baltimore. Use a wall map to have the students locate this area within the context of the whole state of Maryland.
6. As individual students share the events from their timelines, have the rest of the class trace the locations of those events on the map from page 38.
7. Discuss the following with the class:
 - What was the British plan for the attack on Baltimore? (They tried to attack by sea at Fort McHenry and by land at North Point Road. A third attack was attempted at Ferry Branch on September 14.)
 - How did the American army disrupt the British plans for the land attack on Baltimore? (*The British soldiers had to march about 12 miles to get*

to Baltimore by North Point Road and Philadelphia Road. American soldiers met and fought the British soldiers in the Battle of North Point as they advanced along the road. This delayed the British soldiers from advancing toward the city. Also, the fact that General Ross was killed at the Battle of North Point may have delayed the advance.)

- Why didn't the British ships sail closer to Fort McHenry? *(The canons firing from Fort McHenry kept them back.)*
- How did the geography of Baltimore aid the Americans in turning back the British attack? *(Since Baltimore is located quite a distance up the Patapsco River, a British attack by sea included a long inland sail and allowed preparation time for the Americans. Whetstone Point, where the river narrows, offered an opportune location for Fort McHenry- the shallow depth of the water near the point allowed Americans to sink hulls of old ships as obstacles in the path of the British ships.)*

8. Ask students to think back to the motivation activity. Ask: Why do you think that the British targeted Baltimore for invasion? *(Baltimore was a center for shipbuilding. The Baltimore Clipper ships that made up the majority of America's "Private Army" came from Baltimore shipyards. If the British could destroy those shipyards, they could eliminate the source of those ships and once again dominate the seas.)*

9. Distribute Student Resource Sheet #1, "Baltimore Clipper Ships." Divide the class into four research groups. Assign each group one of the four sections on the resource sheet. As students watch the video "Pride of Baltimore II," they should take notes about their assigned topic. Students should report their findings to the class. Ask: Is a replica of a Baltimore Clipper Ship an appropriate ambassador for the state of Maryland today? Discuss.

10. **Assessment:** Have students respond to the following prompt.

Your class is creating an exhibit about the Baltimore Clipper Ship for the Baltimore Museum of Industry. Your exhibit should include the following:

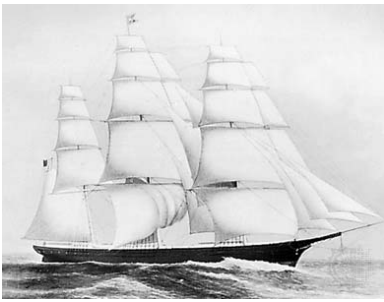
- A brief history of the War of 1812 and the Battle of Baltimore
- A description of the importance of the War of 1812 to the shipping industry of Baltimore and the development of the Baltimore Clipper Ship
- A visual of a Baltimore Clipper Ship

11. **Closure:** Tell students that many of the occupations in Baltimore in the early 1800's were related to the shipping industry; building and repairing the ships were major industries in the port, and there were many other occupations related to the outfitting of ships. For instance, the production of canvas sailcloth in the mills gave jobs to many Baltimoreans. Have students identify other businesses that may have been related to the shipping industry.

(Coopering; carpentry; preparing food and supplies; hauling grain and/or coal to the port; loading and unloading ships; forging metal parts, etc.)

Thoughtful Application:

- Remind student that because of Baltimore's location and natural resources, it became an important hub of economic activity. Have students choose another Maryland town or city and prepare a presentation to inform classmates about how its geographic location and other features have affected its economy and the lifestyle of its residents.



Student Resource Sheet #1

Baltimore Clipper Ships

Design of a Baltimore Clipper Ship

Natural Resources Used in Building a Baltimore Clipper Ship

Capitol Resources Used in Building or Sailing a Baltimore Clipper Ship

History of the Baltimore Clipper Ships