

The Star-Spangled Banner Project

A History of the War of 1812 and The Star-Spangled Banner

Objectives: Students will be able to cite the origins and outcome of the War of 1812 and be able to place the creation of the Star-Spangled Banner in a chronological framework.

Time: 3 to 5 class periods, depending on extension activities

Skills: Reading, chronological thinking, map-making.

Content Areas: Language Arts- Vocabulary, Language Arts- Reading, Social Studies- Geography, Social Studies- United States history

Materials:

- ◆ Poster board or oak tag
- ◆ Colored markers
- ◆ Pencils
- ◆ Copies of reading material

Standards:

NCHS History Standards

K-4 Historical Thinking Standards

1A: Identify the temporal structure of a historical narrative or story.

1F: Create timelines.

5A: Identify problems and dilemmas confronting people in historical stories, myths, legends, and fables, and in the history of their school, community, state, nation, and the world.

5B: Analyze the interests, values, and points of view of those involved in the dilemma or problem situation.

K-4 Historical Content Standards

4D: The student understands events that celebrate and exemplify fundamental values and principles of American democracy.

4E: The student understands national symbols through which American values and principles are expressed.

5-12 Historical Thinking Standards

1A: Identify the temporal structure of a historical narrative or story.

1E: Interpret data presented in time lines and create time lines.

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5-12 U. S. History Content Standards

Era 4: Expansion and Reform (1801—61)

1A: The student understands the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.

IRA/NCTE Language Arts Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United states and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic, and contemporary works.

Introduction:

Many textbooks for grades 3 through 8 do not include the story of the War of 1812. Below is a narrative about the war of 1812 and the history of the Star-Spangled Banner. Reviewing the vocabulary with your students is recommended prior to reading the narrative in class.

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Vocabulary:

Appalachian Mountains—a mountain chain in the eastern United States

Baltimore—a port city in the State of Maryland

brewery—an establishment for the manufacture of beer

Capitol Building—the building in Washington, D.C. occupied by the Congress of the United States

disrupt—to interrupt or impede progress

emperor—the male ruler of an empire

flogged—beaten

frontiersmen—men who live on the frontier, an unsettled area

generation—people born and living at a particular time

Gulf of Mexico—a large body of water partially blocked by land, South of the central United States and East of Mexico

impressment—the act of seizing people or property for public service or use

ironically—directly opposite what is expressed or expected

Library of Congress—a National Library sponsored by the United States Congress

national anthem—the song which represents a particular state or nation

national treasure—a person, place or thing revered by a nation

needlessly—unnecessary

New Orleans—a port city located in the state of Louisiana

overcome—to overpower or be victorious

Parliament—a national representative body having supreme legislative power

patriotic—feeling love for and loyalty to your country

port—a town having a harbor for ships

press gangs—a company of men under an officer detailed to seize men and put them into military or naval service

publish—to prepare and produce printed material for public distribution

represent—to stand for something

revenge—to inflict punishment in return for injury or insult

revolution—a sudden or momentous change; the sequence of actions taken by American colonists from 1763 to 1775 protesting British rule culminating in the Revolutionary War, the American Revolution

to sack—to attack and cause destruction in a city or place

territory—land or waters owned by a country

tragic—dramatic and disastrous

treaty—a formal agreement between two or more parties

vessels—water craft larger than a row boat

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volunteers—people who give their services by their own free will

war hawks—members of the twelfth US Congress who advocated war with Great Britain

witnessing—seeing or hearing something first hand

The War of 1812 & The Star-Spangled Banner:

In 1802, Napoleon became emperor of France. He wanted to conquer most of Europe, and was almost successful. The British declared war on France to put a stop to Napoleon. The British had a great navy, with many warships, but they always needed sailors. Life on board ship was rough, the food was bad, and sailors could be **flogged** if they made a mistake. In Britain, young men were captured by **press gangs** who forced them to join the navy. Then the British started seizing American ships and taking sailors to serve on their own ships. This was called **impressment**. It was similar to kidnapping. Many Americans grew outraged over the impressment of American sailors.

Americans were angry with the British for other reasons as well. Before the **American Revolutionary War**, the British built forts west of the **Appalachian Mountains**. When the Americans won the Revolution, the British promised to hand over the forts. But by 1812, 29 years after the **treaty** to end the Revolution had been signed, the British still held onto their forts. They would not let settlers move west. The British also protected Native Americans who lived on lands the American settlers wanted. The Native Americans were angry that many whites wanted to seize their land.

The people who wanted to fight against Britain were called “**war hawks**.” Henry Clay from Kentucky and Andrew Jackson from Tennessee were two leaders of the war hawks. Other Americans did not want to go to war against the British. People who were involved in the sea trade, especially in New England, did not want to see their commerce **disrupted**.

In 1812, when James Madison was President, the United States declared war on Great Britain. The American forces invaded Canada, still a British colony, with high hopes of conquering British **territory**. Most of the fighting took place along the Great Lakes. Indian national joined the British in fighting against the Americans. The capital of Canada, York (now known as Toronto), was attacked, and the Americans burned the **Parliament** building.

Ultimately, the United States was able to keep the Northwest land it had claimed, but did not succeed in capturing any part of Canada.

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Meanwhile, in Europe, the British defeated Napoleon in 1814. Now they were able to focus their energy against the United States. To get **revenge** on the United States for burning the capital of Canada, the British troops attacked Washington, D.C. First they burned the home of the U.S. Congress—the **Capitol Building**—and destroyed all of the books in the Library of Congress. Then they headed for the President’s house. Although President Madison wasn’t at home, his wife, Dolley Madison, was about to give a dinner party. When she heard that the British were planning to attack, she packed as many valuables as she could (including velvet curtains, silver, and important papers) into wagon. She made sure that a portrait of George Washington was safe just before she fled. When the British arrived, they ate the dinner she had planned to enjoy with her friends. Then they set fire to the President’s mansion.

After **sacking** Washington, D.C., the British army planned to attack **Baltimore**. Baltimore was a very important **port**, and the home of many American sailing ships that had fought with the British navy. By conquering Baltimore, the British hoped to turn the war into a victory. But Baltimore was under the command of Major General Samuel Smith, who had absolutely no intention of surrendering to the British. Amazingly enough, he convinced the ship owners in the city to sink their ships in the harbor. These sunken **vessels** formed an underwater wall that the huge British warships couldn’t sail past.

Baltimore was lucky to have another fine leader, Major George Armistead, who commanded Fort McHenry. Fort McHenry was shaped like a star, with cannons mounted at every point. It was located on Baltimore harbor. In 1813, a year before the British attacked, Major Armistead had hired Mary Pickersgill to sew a huge flag, 30 foot high and 42 feet wide. An expert flag maker, Mrs. Pickersgill made flags for many ships. But even she had never made such a large flag. Her workshop was not big enough for the job. So with the help of her 13-year-old daughter Caroline, she sewed the giant flag in a **brewery**, where there was enough space. Although there were 18 states in the United States in 1813, Mrs. Pickersgill and Caroline sewed 15 stripes and 15 stars on the flag. Each white star was two feet across! (The official American flag with 13 stripes **representing** the 13 colonies and one star for each state wasn’t established until 1818.) Now Major Armistead had one of the biggest flags in the country.

A year later, in September 1814, the British prepared to attack Baltimore. An American lawyer named Francis Scott Key and another American, John Skinner, who was in charge of prisoner exchanges, sailed up to the British fleet in a small boat. The British had captured their friend, Dr. William Beanes. Mr. Key requested that the British free Dr. Beanes, because he was not a soldier. In fact, he helped many people—even British soldiers—when they were sick or wounded. The British agreed to release

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the doctor, but they required that the three Americans stay on a British ship until they had finished attacking Baltimore.

Mr. Key, Dr. Beanes, and Mr. Skinner had no choice. All they could do was watch as the British navy fired huge 200-pound bombs and rockets at Fort McHenry. Because of the ships sunk in Baltimore harbor, the warships could not get close enough to land. But they fired upon Fort McHenry for 25 hours. It was very smoky, and darkness fell. The three American who were **witnessing** the bombing from a British ship were very scared that Baltimore would be conquered. They could not see through all the smoke and the dark night.

Finally at dawn, on September 14, 1814, Mr. Key looked through his telescope. There, in the early morning light, he saw the huge American flag waiving proudly over Fort McHenry. The Americans had won the battle! He was **overcome** with joy, and was inspired to write some poetry to the tune of a song he knew. In a few days, his completed poem was **published**, entitled “The Defense of Fort McHenry.” These words, set to music, would later become the **national anthem**, “The Star-Spangled Banner.”

Americans were very happy and relieved that Baltimore had defeated the British attack. But the war was not over yet. More fighting took place along the **Gulf of Mexico**. The more famous American victory took place in **New Orleans** on January 8, 1815, where General Andrew Jackson defeated the British. The Americans had already signed a treaty of peace in Ghent, Belgium, on December 24, 1814. But news of peace had not arrived in time.

In New Orleans, 6,000 trained British troops fought against Tennessee and Kentucky **frontiersmen**, two companies of free African-American **volunteers** from New Orleans, and other American soldiers. At the end of the battle, 2,000 British were killed or wounded and only 13 Americans had died. It was a huge victory for the United States, even if it happened after the peace treaty had been signed. But it was **tragic** that so many people died **needlessly** in New Orleans.

The War of 1812 established the United States as an independent nation that even the great powers in Europe had to respect. And Francis Scott Key’s experience during the bombing of Fort McHenry inspired the **patriotic** song, “The Star-Spangled Banner”. The giant flag that flew over the fort “by the dawn’s early light” would become a **national treasure**. Today, that same flag is being preserved at the Smithsonian Institution’s National Museum of American History in Washington, D.C., so that it will last for **generations** to come.

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Discussion Questions:

1. What problems did Great Britain have that led it towards the War of 1812?
2. What problems did the United States have that led it towards the War of 1812?
3. Washington, D.C., was a small town during the War of 1812. It was not an important port and the United States army was not stationed there. Discuss why the British attacked Washington, D.C. What motivated them to burn the city?

Extension Activities:

To find additional research for any of these activities, visit the National Museum of American History's Web site about the Star-Spangled Banner, www.americanhistory.si.edu/starspangledbanner.

1. Have students create a time line showing the events of the War of 1812. Students can create the time line by hand or using the printable time line tool on Read, Write, Think at <http://www.readwritethink.org/materials/timeline/>.
2. Have students create a poster about the original Star-Spangled Banner. Have students include information about what it represents, and why we should preserve it for the future.
3. Have students draw a map of Baltimore Harbor showing fort McHenry, the sunken American ships, and the position of the British navy.

Acknowledgements

For the History Channel

Editor

Libby O’Connell, Ph.D.
V.P. Historical Alliances

Business Manager

Beth Ann Marian, M.Ed.

Business Coordinator

Lourdes Gamez

Created By

Libby O’Connell, Ph.D.
Beth Ann Marian, M.Ed.
Kevin Blake
Jodi Greenwald

Research

Jamie Eschricht
Jodi Greenwald
Kevin Blake

Creative Design

Madeline Gleason
Wendy Toffel

For The National Museum of American History

Director, Education and Visitor Services

Nancy McCoy

Director, Hands-On Science Center

Theresa Esterlund

Education Specialists

Amy Bartow-Melia
Burt Glassman
Tim Grove

Chief of Education, Lemelson Center

Michael Judd

Teacher Advisors

Gloria Allen, Bunker Hill Elementary, Washington, D.C.
Veronica Bryant, Cameron Elementary, Fairfax Co., VA
Rhonda Dillard, Francis Scott Key Middle School, Montgomery Co., MD
Henry Edwards, Burgundy Farm Country Day, Alexandria, VA
Susan Hurscaldereone, Blessed Sacrament, Chevy Chase, MD
Mike Rutherford, Manassas County Public Schools, VA
Robert Sindall, Cold Springs Elementary, Montgomery Co., MD
Vikki Wismer, Flintstone Elementary, Prince Georges Co., MD

Director, Star-Spangled Banner Project

Ron Becker

Chief Conservator

Suzanne Thomassen-Krauss

Curator, Star-Spangled Banner

Conservation Exhibition

Lonn Taylor