

Lesson	Defending the Chesapeake Region
<b>Maryland State Curriculum Standards</b>	<p data-bbox="391 264 532 310"><b>4<sup>th</sup> Grade</b></p> <p data-bbox="391 317 951 352"><b>5C. <i>Conflict Between Ideas and Institutions</i></b></p> <p data-bbox="391 359 1365 426"><b>2a.</b> Explain the political, cultural, economic and social changes in Maryland during the early 1800s: Describe Maryland’s role in the War of 1812</p> <p data-bbox="391 464 1097 499"><b>3B. <i>Geographic Characteristics of Places and Regions</i></b></p> <p data-bbox="391 506 1146 573"><b>1:</b> Describe similarities and differences of regions by using geographic characteristics</p> <p data-bbox="440 579 1414 678"><b>a.</b> Compare physical characteristics of different places and regions of Maryland and the United States including natural/physical features, weather and climate, soil, vegetation, minerals and animal life</p> <p data-bbox="488 684 1390 751"><b>c.</b> Describe how geographic characteristics of a place or region change over time and affect the way people live and work</p> <p data-bbox="391 789 862 825"><b>Social Studies Skills and Processes</b></p> <p data-bbox="391 831 1211 867"><b>6A. <i>Read to Learn and Construct Meaning about Social Studies</i></b></p> <p data-bbox="391 873 1365 940"><b>1.</b> Use appropriate strategies and opportunities to increase understandings of social studies vocabulary</p> <p data-bbox="391 947 1317 982"><b>4.</b> Use strategies to demonstrate understanding of the text (after reading)</p> <p data-bbox="391 1020 894 1056"><b>6F. <i>Analyze Social Studies Information</i></b></p> <p data-bbox="391 1062 1162 1098"><b>1.</b> Interpret information from primary and secondary sources</p> <p data-bbox="391 1136 764 1171"><b>General Reading Processes</b></p> <p data-bbox="391 1178 870 1213"><b>1E. <i>General Reading Comprehension</i></b></p> <p data-bbox="391 1220 1317 1304"><b>4.</b> Use strategies to demonstrate understanding of the text (after reading)</p> <ul data-bbox="440 1241 1260 1304" style="list-style-type: none"> <li>• Draw inferences and/or conclusions and make generalizations</li> <li>• Confirm, refute, or make predictions</li> </ul>
<b>Objective</b>	<p data-bbox="391 1346 1406 1455"><b>Students will explain how the physical features of a place affect the way people engage in conflict by analyzing and comparing the geographic characteristics and War of 1812 battles of Washington, DC and Baltimore.</b></p>
<b>Lesson Overview</b>	<p data-bbox="391 1493 1430 1787">Students will begin by exploring the definitions of physical features found in the mid-Atlantic region, including the bay, rivers, and marshes. Students will then identify these features using maps of Baltimore and Washington D.C. After literally tracing the interaction of the geographic characteristics and the Washington, DC conflict on a map, students will be able to make supported predictions about how Baltimore was successfully defended. They will be able to confirm or refute their predictions after tracing Baltimore’s conflict on their maps.</p>
<b>Suggested Grade Level</b>	Upper Elementary (4-5 grades)

<b>Background</b>	<ul style="list-style-type: none"> <li>• See Appendix A for: <ul style="list-style-type: none"> <li>○ War of 1812 Background Reading</li> <li>○ Suggested topics and lessons to include in a War of 1812 unit</li> </ul> </li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Copies of maps and illustrations for each group of students</li> <li>• Copies of student workbook for each group or student</li> </ul>
<b>Motivation</b>	<ul style="list-style-type: none"> <li>• Teacher shows students an image of the Battle of Washington burning and shares that this is a War of 1812 battle. (Do not share additional information – this will be revealed later. You may need to cover the title of the painting).</li> <li>• Teacher asks students: What features could these soldiers have used to defend the city from their enemy? (the fort, ships, guns, cannons, etc.) <ul style="list-style-type: none"> <li>○ If students did not mention this, teacher can prompt: what roles do the NATURAL features such as the water, hills, and forests play? How can the soldiers use them to their advantage? Introduce the idea that geography greatly affects a battle’s outcome and the movement of a military group.</li> </ul> </li> <li>• Explain to students that by the end of the lesson they will know which famous U.S city they see burning in this painting.</li> </ul>
<b>Introduction to New Material</b>	<ul style="list-style-type: none"> <li>• Students will receive their work packets. Teacher can also decide to hand students parts of the work packet individually, as the lesson proceeds. All “Parts” and the numbers below reference handouts in the student packets.</li> <li>• PART 1: Geography and Its Interaction with Conflict #1 <ul style="list-style-type: none"> <li>○ Teacher will provide students with definitions for each of the geography terms. (This can be done by writing the definitions on the board, on a transparency, handing definitions on sentence strips to various students before class and having them bring the strips up to the front of the room when appropriate, etc.)</li> <li>○ Teacher will use a classroom map to show an example of each feature.</li> <li>○ Students will copy the definitions and then draw a pictorial representation in their graphic organizer.</li> </ul> </li> <li>• PART 1: Geography and Its Interaction with Conflict #2 <ul style="list-style-type: none"> <li>○ Teacher will read the directions and demonstrate how to complete the chart by filling out the row “Harbor” and answering the questions “How might soldiers use this physical feature during war?” and “What challenges might this physical feature create for soldiers?”</li> <li>○ Students will work in groups to fill out the remaining rows – each group will be responsible for one row. They should write their responses into the chart and on chart paper.</li> <li>○ Teacher will circulate to assist.</li> <li>○ Student groups will share their responses with the class; classmates will fill in the rest of their charts using the presented material.</li> <li>○ Teacher will summarize key points. <ul style="list-style-type: none"> <li>▪ Geographic features facilitate <b>movement</b> during conflict</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Geographic features can help provide <b>defense</b> during conflict</li> <li>▪ Geographic features can help provide <b>resources</b> during conflict.</li> <li>▪ Geographic features can create <b>challenges</b> during conflict.</li> </ul>
<b>Guided Practice</b>	<ul style="list-style-type: none"> <li>• PART 2: Geography and the Battles of Washington and Baltimore <ul style="list-style-type: none"> <li>○ Teacher will read and demonstrate the directions for #1-4. Students will need to use crayons to circle physical features on maps of Baltimore and Washington D.C. They will then answer questions that compare the physical features of these two areas.</li> <li>○ Students will work in pairs to complete the work.</li> <li>○ Teacher will circulate to assist.</li> <li>○ Teacher will help students check their work. <ul style="list-style-type: none"> <li>▪ Teacher may also choose to introduce each question one at a time, have student pairs complete it, then review the responses as a class before moving on to the next question.</li> </ul> </li> <li>○ Teacher will read the directions to #5 and then read the story “The Assault on Washington, DC”</li> <li>○ Students will use a dark crayon to trace the soldiers’ movement.</li> <li>○ NOTE: Teacher may want to also trace the movement on a transparency to help guide students. Teacher may need to review directions with students (north, south, east, west).</li> <li>○ Teacher can now reveal that the painting presented earlier during the class period was of Washington, DC.</li> <li>○ Students will answer questions 6-9. This can take many different formats. One suggestion is to do a think-pair-share. Teacher will read question and give students one minute to “think” the answer on their own. Then students can “pair” and use 3-4 minutes to write a joint response. Then students can “share” with the class what they wrote. Using a timer is recommended.</li> </ul> </li> </ul>
<b>Independent Practice/ Assessment</b>	<ul style="list-style-type: none"> <li>• PART 3: Apply Your Knowledge! <ul style="list-style-type: none"> <li>○ Teacher will read the directions to #1</li> <li>○ Students will individually complete #1 by examining the map of Baltimore and answering the questions. They will need to identify physical features on the map and then predict from where they think British soldiers will attempt to attack the city and how Baltimoreans will best be able to defend their home.</li> <li>○ Teacher will read the story “Battle of Baltimore” and students will again trace the battle’s route.</li> <li>○ Students will answer the remaining questions for #3.</li> </ul> </li> </ul>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Teacher will ask students to share their answers to the questions for #3.</li> <li>• Teacher will again reiterate the key points <ul style="list-style-type: none"> <li>○ Geographic features facilitate <b>movement</b> during conflict</li> <li>○ Geographic features can help provide <b>defense</b> during conflict</li> <li>○ Geographic features can help provide <b>resources</b> during conflict.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Geographic features can create <b>challenges</b> during conflict.</li> </ul>
<b>Extension</b>	<ul style="list-style-type: none"> <li>● See handout “Extension: Save Washington!”</li> </ul>
<b>Modification s/ Alterations</b>	<ul style="list-style-type: none"> <li>● <b>NEED MORE TIME:</b> It will be difficult to complete this lesson in one day. It can be easily broken into a two or three day lesson, depending on time available. Students can also bring home the final questions (#3, Part 3) to answer for homework.</li> <li>● <b>DIFFERENTIATION:</b> Teacher can decide how much guidance to provide to students. Demonstrating each new type of activity is highly recommended. In addition, teacher can vary how much of the work to assign to partners or individuals.</li> </ul>

## Appendix A

### Suggested Resources and Sequence for War of 1812 Unit:

The following table provides an example of the sequence a War of 1812 unit could follow. Topics can be expanded or collapsed to meet time requirements; the list is not comprehensive. Provided lessons offer suggestions of how instructors can present the information to students.

Topic	Sponsoring Organization	Location	Notes
Comprehensive information about War of 1812	NPS and Maryland Public Television	Warof1812.thinkport.org	Virtual resource center for War of 1812 teacher materials. Includes lesson plans, interactive activities, online games, video clips, primary sources.
War of 1812 Overview	Instructor WEB	<a href="http://www.instructorweb.com/docs/pdf/warof1812le.pdf">http://www.instructorweb.com/docs/pdf/warof1812le.pdf</a>	Can be used as an introduction to help prepare students for this lesson. Contains brief reading and comprehension questions.
War of 1812 Causes	Lesson plan author: Shaunna Reinisch, South Colonie Central School District in Colonie, New York	<a href="http://www.unyaha.org/lesson_plans/The%20War%20of%201812%20A%20Suchman%20Inquiry%20Approach.doc">http://www.unyaha.org/lesson_plans/The%20War%20of%201812%20A%20Suchman%20Inquiry%20Approach.doc</a>	Lesson plan designed to teach students about War of 1812 causes. Using various artifacts related to the war, student groups pose theories about the War's causes. Class discussion examines the conflict's true roots.
Battles of the War	Learning on the Great Lakes Seaway Trail: One of America's Byways  Author: Irene Sullivan	<a href="http://www.seawaytrail.com/lessonplans/history2.pdf">http://www.seawaytrail.com/lessonplans/history2.pdf</a>	Lesson plan designed to teach students about the different conflicts War of 1812 involved. Students collect and present information. <i>NOTE: If following this sequence, only use battles that occurred prior to the Advance on Washington, DC and the Battle of Baltimore for this lesson.</i>
<b>This Lesson: Defending the Chesapeake Region Topic: Geography and Conflict</b>			
Baltimore, Fort McHenry and the Star-Spangled Banner	Baltimore City Public Schools Fort McHenry Monument and Historic Shrine The Baltimore Heritage Area In the Office of Mayor Dixon The Friends of Fort McHenry	<a href="http://www.americanflagfoundation.org/content/documents/BaltimoreandtheWarof1812.pdf">http://www.americanflagfoundation.org/content/documents/BaltimoreandtheWarof1812.pdf</a>	Lesson plans offer classroom activities for students, and help teachers plan field trip to Fort McHenry.
The War's Final Chapter: New Orleans	Louisiana Digital Library	<a href="http://sm.crt.state.la.us/lagumbo/bonolyrics.pdf">http://sm.crt.state.la.us/lagumbo/bonolyrics.pdf</a>	Lesson plan offers students the opportunity to analyze different paintings of the Battle of New Orleans.
The End of the War	Houghton Mifflin Company	<a href="http://www.eduplace.com/ss/hmss/5/laag/13.2.html">http://www.eduplace.com/ss/hmss/5/laag/13.2.html</a>	Students write essay and create poster to describe the consequences of the War of 1812 and the "Era of Good Feelings" that followed.

For additional War of 1812 lesson plans, visit the Virtual Resource Center:

Warof1812.thinkport.org



CAPTURE AND BURNING OF WASHINGTON BY THE BRITISH, IN 1814.

“The Burning of the City of Washington.” The American Treasures of the Library of Congress. [www.loc.gov](http://www.loc.gov) (Interactive version available at [warof1812.thinkport.org](http://warof1812.thinkport.org))

## NOTES ON THE MAPS

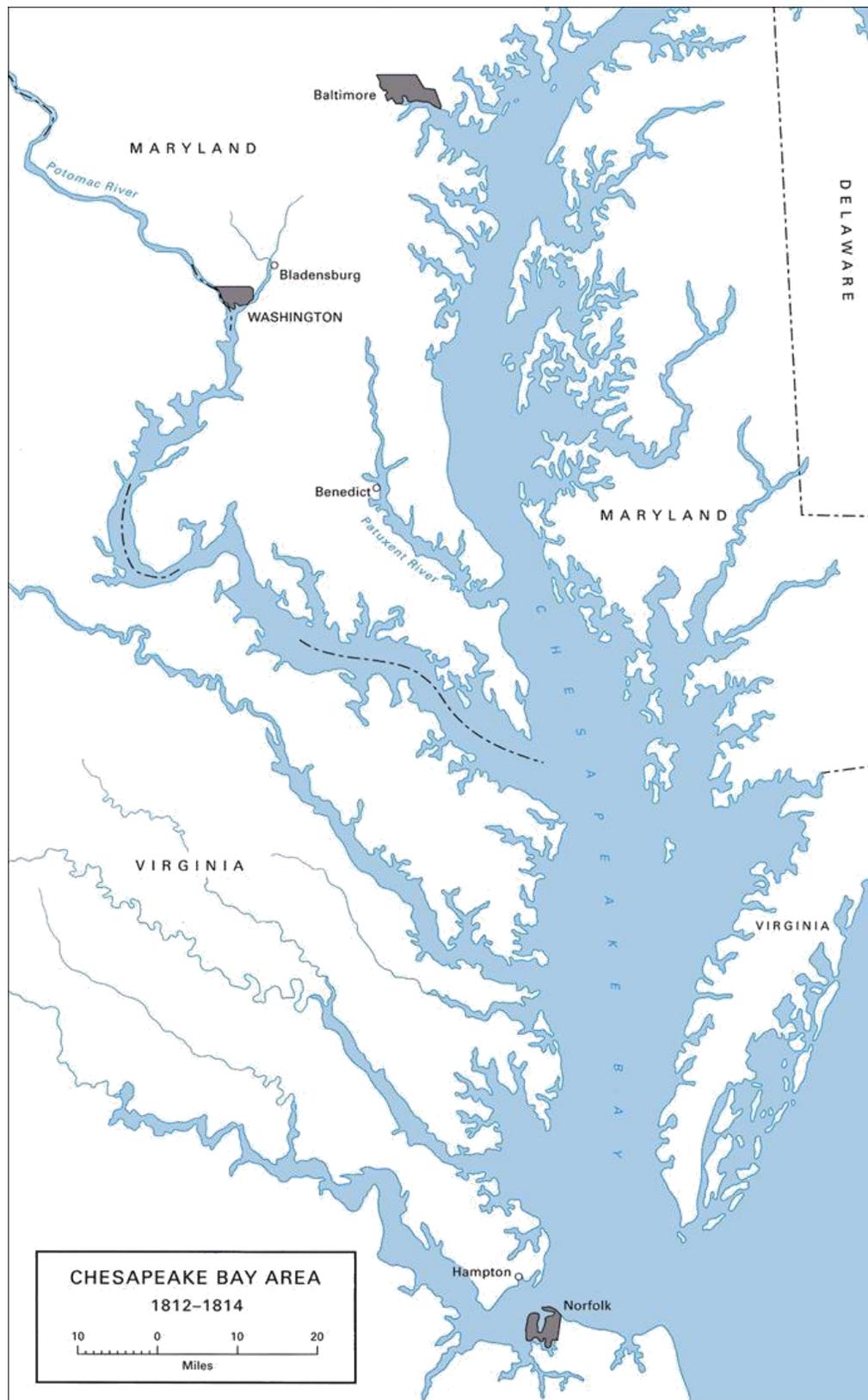
### Washington Maps (#1, #2)

- Map #1 is may be more useful since it does not outline the military paths and would allow students to draw these on their own. However, it does not show as much detail as Map #2. Therefore, before distributing maps to students it might be useful to draw in some locations that are shown on Map #2 including Fort Warburton, St. Leonard Creek and Pig Point.

### Baltimore Maps (#1, #2)

- A similar situation occurs here. Map #4 has more details, however Map #3 allows students to make predictions since it does not reveal the outcome of the battle and its events. Therefore, Map #3 is suggested for use with the following alterations 1) Before distributing to students, white out or otherwise cover the words "Fort McHenry" so students will be able to predict where the best location for such a defense would be. 2) Write in Cromwell Marsh using Map #4 as a reference.
- Show Map #4 after reading the story "Battle of Baltimore." Students can compare their predictions with this map.

Map #1:

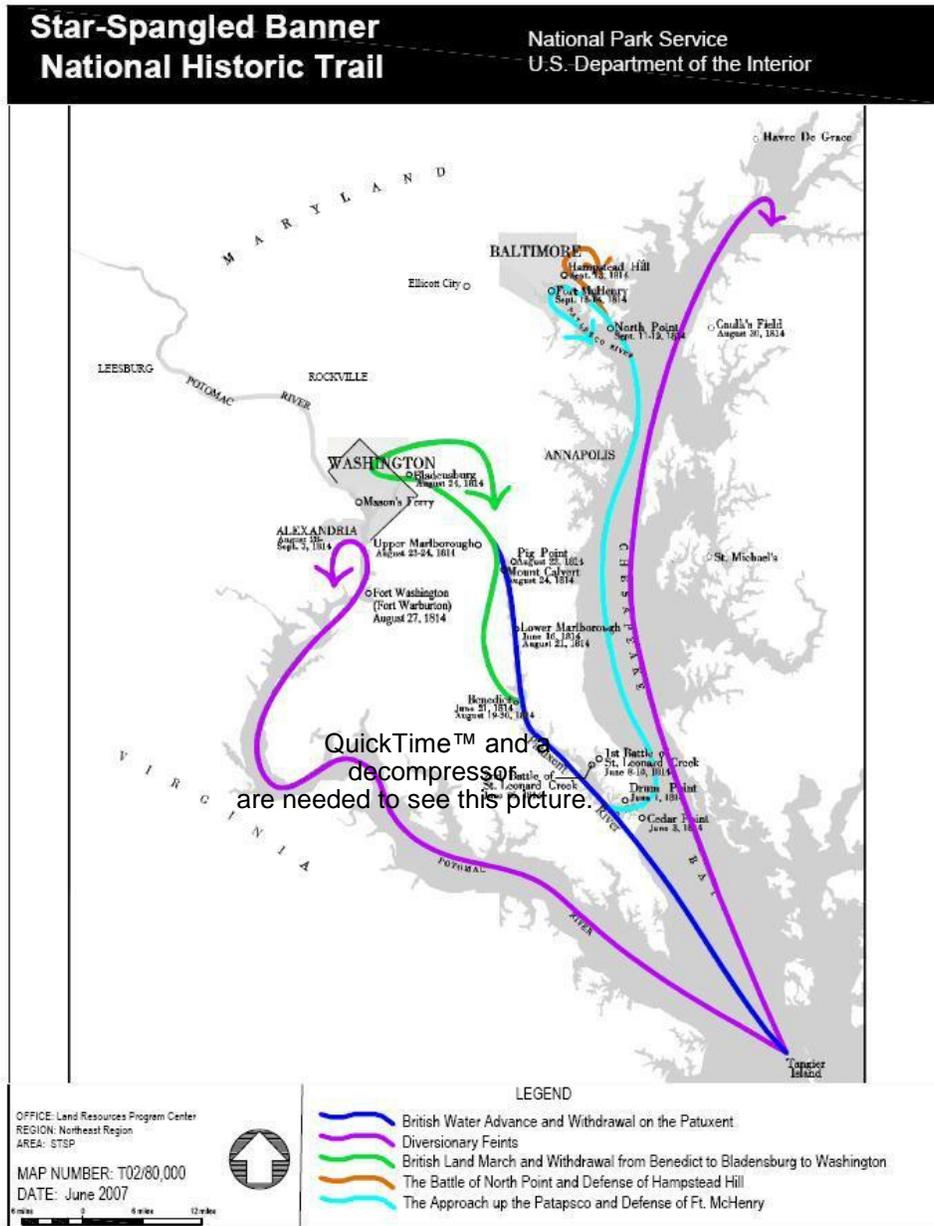


Washington DC Region

“The War of 1812.” <<http://www.history.army.mil/books/amh-v1/ch06.htm>>

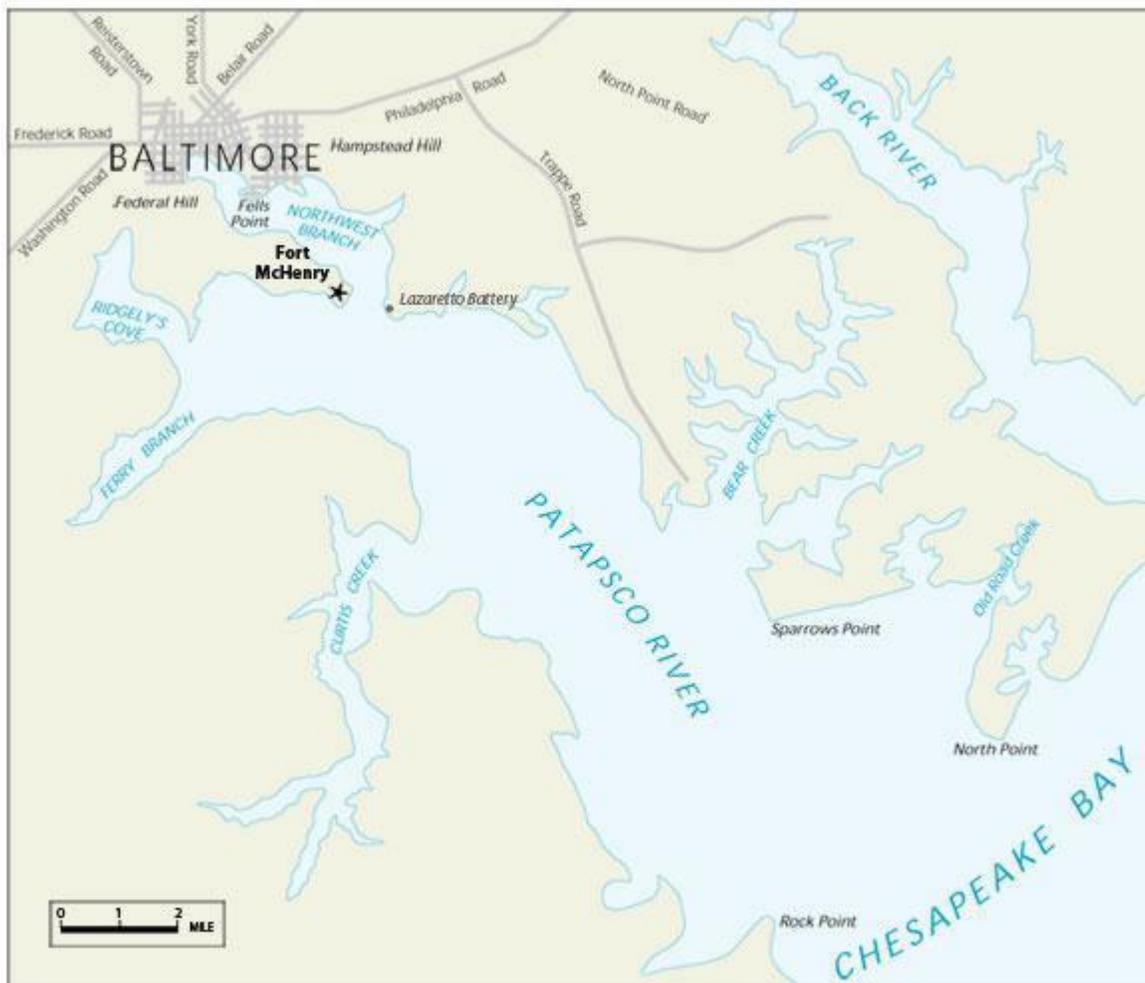


Map #2: Washington, DC Region



National Park Service. "The Chesapeake Campaign." [www.nps.gov/stsp](http://www.nps.gov/stsp)

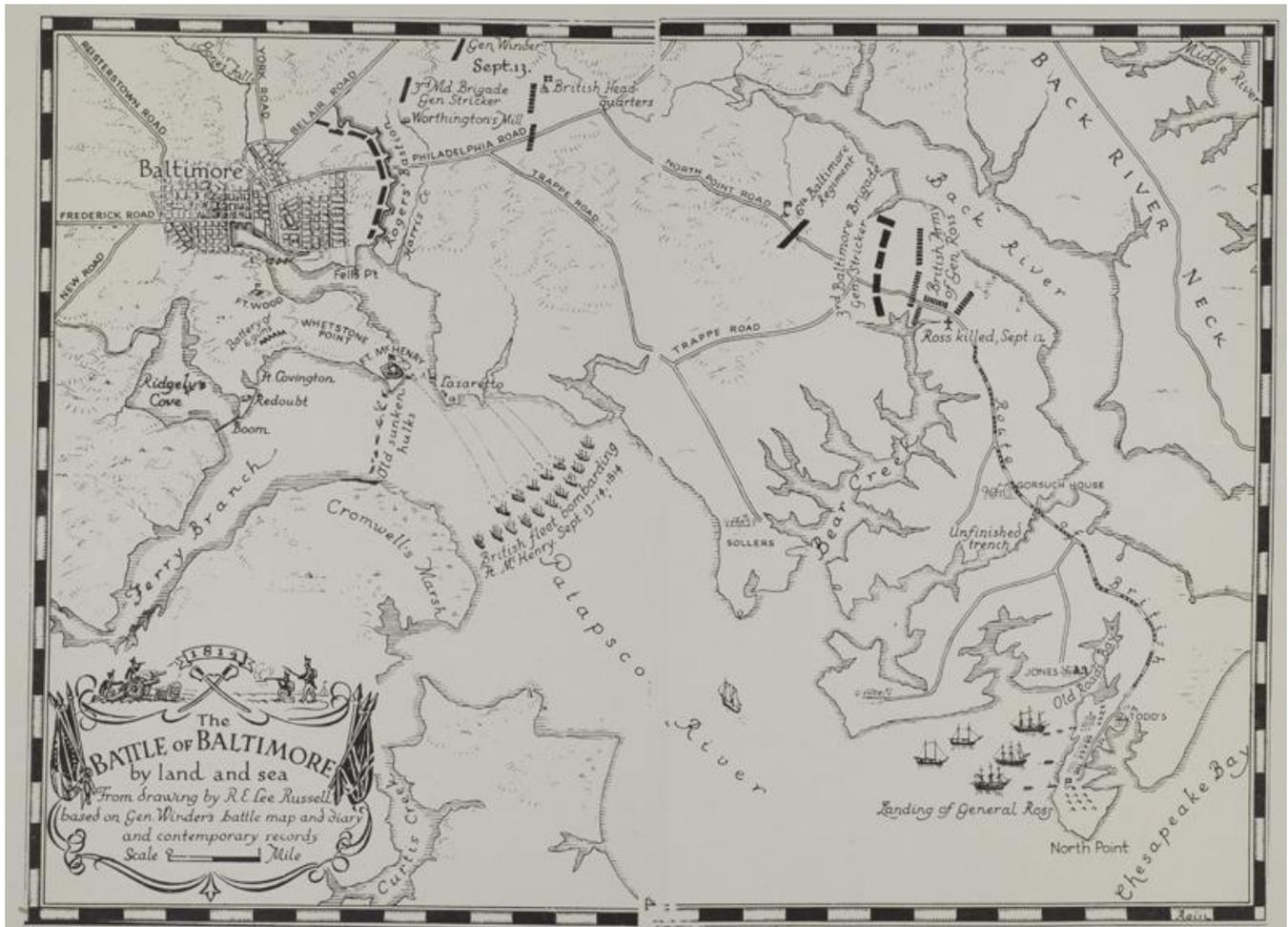
Map #3 Baltimore Region



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National Park Service. "Baltimore and Fort McHenry in 1814"  
<http://www.nps.gov/history/nr/twhp/wwwlps/lessons/137FOMC/137locate1.htm>>

Map #4: Baltimore Region



Johns Hopkins University, Special Collections. "The Battle of Baltimore." Accessed 20 May 2010.  
< <http://www.library.jhu.edu/collections/specialcollections/maps/BattleOfBaltimore1814.jpg> >

## **TEACHER'S GUIDE**

**\*NOTE: Most "answers" are only samples of the many various possible responses.\***

Name \_\_\_\_\_

## WAR OF 1812 GEOGRAPHY

### Part 1: Geography and Its Interaction with Conflict

1) Write down the definition for each of the terms. Then draw a picture to help you remember that term.

**Physical characteristics** – a type of geographic characteristics that describe the natural environment of the place. This include physical features such as natural landforms and bodies of water.<sup>1</sup>

**Region** - an area that has one or more geographic characteristics in common.<sup>2</sup>

Term	Definition	Picture
Bay	Part of an ocean or a lake extending into the land and usually smaller than a gulf <sup>5</sup>	
River	A large stream of water that flows into a lake, ocean, or other body of water. The mouth of the river is where its waters flow into another body of water. <sup>4</sup>	
Creek	A small stream, usually shallow. It is generally flows into a river <sup>5</sup>	
Harbor	A sheltered area of water where ships can anchor safely. <sup>6</sup>	
Island	An area of land completely surrounded by water. <sup>7</sup>	
Forest	A dense growth of trees, plants, and underbrush covering a large area. <sup>8</sup>	
Marsh	An area of soft, wet, low-lying land, that has by grassy vegetation <sup>9</sup>	
Peninsula	Land surrounded by water on all sides but one. <sup>10</sup>	

<sup>1</sup> [http://mdk12.org/instruction/curriculum/social\\_studies/glossary.shtml](http://mdk12.org/instruction/curriculum/social_studies/glossary.shtml)

<sup>2</sup> [http://mdk12.org/instruction/curriculum/social\\_studies/glossary.shtml](http://mdk12.org/instruction/curriculum/social_studies/glossary.shtml)

<sup>3</sup> Dill, Bonnie. Teaching the Five Themes of Geography. Torrence, CA: Frank Schaffer Publications, 1994. Pg. 28

<sup>4</sup> Dill 1994 pg 28

<sup>5</sup> <http://www.thefreedictionary.com/Creek>

<sup>6</sup> Dill 1994 pg 28

<sup>7</sup> Dill 1994 pg 28

<sup>8</sup> <http://www.thefreedictionary.com/forest>

<sup>9</sup> <http://www.thefreedictionary.com/Marsh>

<sup>10</sup> Dill 1994 pg 28

2) Follow the directions below.

a. With your group, you are going to fill out ONE ROW of the chart below by answering the questions listed on the top of the chart for the physical feature you are given.

b. You will write your answers on chart paper and share them with your class.

c. You will fill out the remainder of the chart by writing down your classmates' responses on your sheet.

<b>Physical Feature</b>	<b>How might soldiers use this physical feature during the war?</b> (Consider how they might use it to fight the enemy, get protection, or meet their basic needs such as food and shelter)	<b>What challenges might this physical feature create for soldiers?</b> (Consider how the physical feature might make fighting difficult, or how the enemy could use the physical feature against you)
<b>Harbor</b>	- a safe place to keep ships	- If the enemy attacks, it might be difficult to retreat (you could be blocked in)
<b>Bay</b>	<ul style="list-style-type: none"> <li>- Use it for transportation (sail ships from ocean to land)</li> <li>- Use it for food (fish)</li> <li>- Might fight on it</li> </ul>	- It is deep, if you fall or your ship is destroyed you may drown
<b>River</b>	<ul style="list-style-type: none"> <li>- Use it for transportation (sail ships from ocean to land)</li> <li>- Use it for food (fish)</li> <li>- Might fight on it</li> <li>- You may need to cross it to get from one place to the next</li> </ul>	<ul style="list-style-type: none"> <li>- It might be difficult to cross (from one place to the next)</li> <li>- You might get stuck on it if the enemy blocks off the mouth of the river</li> <li>- It might be too shallow for boats</li> </ul>
<b>Forest</b>	<ul style="list-style-type: none"> <li>- Use the wood to construct forts/shelters</li> <li>- Chop trees down to make it difficult for the enemy to cross</li> </ul>	<ul style="list-style-type: none"> <li>- Hard to see the enemy</li> <li>- Hard to walk through it quickly</li> </ul>
<b>Peninsula</b>	- Good place to build forts and defenses to protect land from enemy ships.	- If the enemy moves in from the single side adjacent to land, you can become trapped.

## Part 2: Geography and the Battles of Washington and Baltimore

1) Circle all of the physical characteristics that you find on your maps of Baltimore and Washington, DC, using the following colors. If the physical feature is very big (such as a long river) circle only a small part of the feature. Also, make sure to circle any names of physical features that you find.

**Bay = Blue** River =

**Purple** Creek =

**Orange** Harbor =

**Red** Forest =

**Green** Marsh =

**Brown** Peninsula =

**Yellow**

2) Place a check mark next to each of the physical characteristics that you found on the Washington, DC map. Next, place a check mark next to each of the physical characteristics that you found on the Baltimore map. **NOTE: Even though forests are not found on the map, tell students that this physical feature was common in both areas. Likewise tell students that although our maps do not depict this, the Washington DC area has marshes.**

### Washington,

DC  Bay

River

Creek

Harbor

Island

Forest

Marsh

Peninsula

### Baltimore, Maryland

Bay

River

Creek

Harbor

Island

Forest

Marsh

Peninsula

3) Compare the physical features of Washington, DC and Baltimore, Maryland. Does their physical geography have more similarities or differences? Explain by giving at least two examples.

**More similarities. Examples will vary (ex. same bay, many rivers)**

4) Do you think that Washington, DC and Baltimore Maryland are in the same geographic region? Explain why or why not by giving at least one example.

**Yes. They share many of the same physical features (reference definition for a region).**

5) Listen as your teacher reads the following account of what happened during the British advance on Washington. Using a crayon, trace the route the British took. When you hear that a battle occurred, draw a star and label the Battle's name. **Key features/cities are highlighted.**

## THE ASSAULT ON WASHINGTON, DC

In 1814, British Rear Admiral Cockburn decided to proceed with a plan to capture **Washington D.C** and then attack **Baltimore**. According to this plan, Vice Admiral Sir Alexander Cochrane would be in charge of the naval [water] forces and Major General Robert Ross would lead the land troops.

Because the Americans thought that the British would attack Baltimore first, they felt it was unnecessary to focus defense efforts on the capital, Washington D.C.

American Commodore Joshua Barney and the U.S. Chesapeake Flotilla sailed south from Baltimore to fight the British at their naval base on **Tangier Island**. Barney commanded an assortment of small, quick gunboats, galleys, and barges that for weeks outmaneuvered the larger British ships in the shallow **Chesapeake** waters.<sup>11</sup> However, they met superior British naval forces near the **mouth** of the **Potomac River**. There was a brief fight, known as the Battle of Cedar Point. After this, Barney withdrew into the protection of **St. Leonard Creek** on the **Patuxent River**. For three days, the British naval forces attacked Barney's flotilla without success. These engagements have become known as the First Battle of St. Leonard Creek.

The British then started to raid towns along the Patuxent River. They hit hard at ordinary people living in that area. They stole food, farm animals and tobacco. They also burned property, farms and public buildings. They hoped that Barney's boats would leave the safety of the creek in order to try and stop them.

On, June 26, 1814, in a joint land and naval attack, the Americans fought the British. In this **Second Battle of St. Leonard Creek**, Barney was able to flee the creek and sail up the Patuxent.

In July, the British launched a three-part attack. Most of the British ships sailed up the Patuxent River and landed forces at **Benedict** to march over land to Washington. By August 20, more than 4,100 troops and marines began their march to Washington. With

<sup>11</sup> "The Burning of Washington." [memory.loc.gov](http://memory.loc.gov/ammem/today/aug19.html). The Library of Congress. Accessed 19 May 2010. <  
<http://memory.loc.gov/ammem/today/aug19.html>>



the route to Washington largely undefended, the British easily advanced, covering the 30 miles in three days. As the British army marched through the countryside, no attempt was made to impede its progress by felling trees, sniping at its flanks, or attacking its supply wagons. Perhaps most significantly, the bridge across the East Branch at Bladensburg was left intact and would be used by the British.<sup>12</sup>

They chose a route through the town of Bladensburg, as it offered the nearest fordable [crossable] 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.

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 the British land forces needed it.

Another small group of ships sailed up the Chesapeake to raid the upper Bay north of Baltimore and to further confuse the American forces.

Under order of the Secretary of the U.S. Navy, Barney destroyed his flotilla near Pig Point rather than have them be captured by the enemy.<sup>13</sup> Barney's men later participated in the Battle of Bladensburg.

The Americans had set up three defensive lines on the west side of the Eastern Branch of the Potomac at Bladensburg, however their troops were disorganized and in the end many fled. Although the Americans outnumbered the British at Bladensburg, they were poorly trained compared to the well-disciplined professional soldiers under the command of Major General Ross. On August 24, after thousands of American militiamen had retreated, only a small contingent of the flotilla—men and marines under Barney's command—managed a brave but futile counterattack. The British then proceeded into Washington.<sup>14</sup> 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 above reading is primarily adapted from the following resource:

“Assault on Washington.” [nps.gov](http://www.nps.gov/stsp/historyculture/assaultdc.htm). The National Park Service. Accessed 19 May 2010. <<http://www.nps.gov/stsp/historyculture/assaultdc.htm>>

Brief excerpts from the footnoted resources were also used.

<sup>12</sup>

Borneman, Walter R. 1812: The War That Forged a Nation. New York: HarperCollins Publishers, 2004. Pg. 226

<sup>13</sup>

Borneman, 2004. Pg. 224

<sup>14</sup>

“The Burning of Washington.” [memory.loc.gov](http://memory.loc.gov).

6. Give one example of how the BRITISH used a geographic feature to HELP them during the war.

Answers will vary. Example: as transportation (the bay and rivers), to create a naval base (Tangier Island), to have an escape route (Potomac River)

7. Give one example of how the AMERICANS used a geographic feature to HELP them during the war.

Answers will vary. Example: to escape the British fire (St. Leonard's Creek)

8. Give one example of a CHALLENGE that a geographic feature created for either the Americans or the British.

Answers will vary. Example:

Challenges for Americans: there are parts of the river that are shallow enough for the British to cross, the many rivers provide various opportunities for British to advance

Challenges for British: shallow rivers make it difficult to get boats across; deep rivers make it difficult to cross troops by land (especially if bridges are burned)

9. Give one example of how the Americans could have used a geographic feature to better defend themselves against the British.

Answers will vary. Example: They could have felled trees and created obstacles for the British, they could have burned more bridges to make it difficult for the British to near the White House, they could have anticipated how British would attack given various waterways and built a better and stronger system of defense (ex. more forts in strategic locations).

NOTE: May want to ask students as a follow-up question – Why do you think they failed to do these things? (ex. lack of resources, slow to gather needed troops (geographic distances helped create this challenge) and failure to recognize that the British identified Washington DC as a symbol of American nationalism)

## Part 4: Apply Your Knowledge!

### Directions:

1) Now that you know both the challenges and opportunities that physical geographic features offer soldiers, answer the following questions. Since we have decided that Washington, DC has similar geographic features when compared to Baltimore, use what you learned about the British Advance to Washington when answering these questions.

a) Look at the map of Baltimore. What physical features do you see? Name at least

three. **Rivers, creeks, marshes, harbors, peninsulas, the bay, etc.**

b) From where do you think the British are going to try and attack the city? Draw red X's on your map to show from where you think the British will attack.

c) Why do you think the British will attack from here? You must mention at least one physical feature in your answer.

**Answers will vary. Example: The British will attack from the ships positioned on the Patapsco River, as this is easy access to Baltimore.**

d) Look at the map of Baltimore. How do you think Baltimore's soldiers should defend the city? (Consider where any forts should be built, soldiers stationed, or ships placed.) Draw blue X's on your map to show from where you think Baltimore's defenders will attempt to protect the city. You may want to draw what these defenses will look like as well. **However, you may not use more than five X's!** Think strategically.

e) Why do you think that Baltimore's soldiers will defend the city using these methods and from these locations? You must mention at least one physical feature in your answer.

**Answers will vary. Example: The Americans should build a fort on the peninsula close to the north branch of the Patapsco River, since it would allow them to defend Baltimore before any British ships got into the city's immediate harbor.**

f) Who do you think will win this battle? Explain why you think so giving at least two

reasons. **Answers will vary.**

**2) Directions:** Listen as your teacher reads the following account of what happened during the British advance on Washington. Using a crayon, trace the route the British took. When you hear of a defense that the Americans created, draw it in. Key features/cities are highlighted.

## BATTLE OF BALTIMORE

As events unfolded in Bladensburg and Washington, Baltimore's citizens, including free blacks, worked hard to build defenses in Baltimore. More than a mile of earthworks stretched north from the harbor to protect the approach from the bay. Will need to note where North is on this map.

These earthworks were to protect Baltimore from a land attack on the east. The forts, sunken hulls, chain of floating masts and gun barges protected the city from water approaches. Note how they built their defenses in consideration of geography. Fort McHenry, point out where this fort was built 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, British Major General Robert Ross was mortally wounded in a skirmish before the Battle of North Point. The British troops reached 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.

Adapted from the *Star-Spangled Banner National Historic Trail Feasibility Study and Environmental Impact Statement*, National Park Service, US Department of the Interior, Northeast Region, March 2004

<<http://starspangled200.org/History/Pages/BattleofBaltimore.aspx>>

### 3) Answer the following questions

a) Did the Battle of Baltimore turn out the way you expected? Give at least two examples of events that either matched what you predicted or did not match what you predicted.

Answers will vary.

b) Why do you think the Battle of Baltimore was successful while the battle to save Washington was not? State at least one way that Baltimore's citizens used the city's geographic characteristics to prepare for the Battle of Baltimore that you think made them more successful.

Answers will vary. Example: They made sure to build defenses along the waterways that the British would most likely use for transportation.

c) If a friend asked you, "Does geography affect the events and outcomes of a conflict?" how would you answer? Give at least two reasons or examples to support your argument.

Answers will vary. Example: Yes, a place's geography determines the conflict's movement, the resources used during the fight, and the location of defenses.

## Part 5: EXTENSION: SAVE WASHINGTON!

1. Create a clay replica of the area surrounding Washington, DC. You must include the following features.

- Chesapeake Bay
- Potomac River
- Patuxent River
- Washington, DC
- Bladensburg

2. Understanding how the British will attempt to use the area's geographic features to plan their attack on Washington, DC., how would you defend the city? Place defenses (soldiers, ships, forts) in strategic locations. Also, consider how else you might use the geographic features to your advantage.

**NOTE: You cannot surround the city of Washington, DC with a fort. This would take too long to build and you do not have enough resources or manpower.**

3. Answer the following questions on an index card to be placed next to your clay model.

a) Explain why you chose to place **each** of your defenses where you did. (For example, why did you expect the British to be passing through that area?)

b) How did you use physical features to help you defend Washington, DC? Give at least two examples.

c) Why do you think your plan will protect Washington, DC., when the original American plan failed?

**Defending the Chesapeake Region  
Student Packet**

Name: \_\_\_\_\_

## Part 1: Geography and Its Interaction with Conflict

1) Write down the definition for each of the terms. Then draw a picture to help you remember that term.

Physical characteristics - \_\_\_\_\_

\_\_\_\_\_

Region - \_\_\_\_\_

Term	Definition	Picture
Bay		
River		
Creek		
Harbor		
Island		
Forest		
Marsh		
Peninsula		



2) Follow the directions below.

a. With your group, you are going to fill out ONE ROW of the chart below by answering the questions listed on the top of the chart for the physical feature you are given.

b. You will write your answers on chart paper and share them with your class.

c. You will fill out the remainder of the chart by writing down your classmates' responses on your sheet.

<b>Physical Feature</b>	<b>How might soldiers use this physical feature during the war?</b> (Consider how they might use it to fight the enemy, get protection, or meet their basic needs such as food and shelter)	<b>What challenges might this physical feature create for soldiers?</b> (Consider how the physical feature might make fighting difficult, or how the enemy could use the physical feature against you)
<b>Harbor</b>		
<b>Bay</b>		
<b>River</b>		
<b>Forest</b>		
<b>Peninsula</b>		

**Part 2: Geography and the Battles of Washington and Baltimore**

1) Circle all of the physical characteristics that you find on your maps of Baltimore and Washington, DC, using the following colors. If the physical feature is very big (such as a long river) circle only a small part of the feature. Also, make sure to circle any names of physical features that you find.

**Bay = Blue River =**

**Purple Creek =**

**Orange Harbor =**

**Red Forest =**

**Green Marsh =**

**Brown Peninsula =**

**Yellow**

2) Place a check mark next to each of the physical characteristics that you found on the Washington, DC map. Next, place a check mark next to each of the physical characteristics that you found on the Baltimore map.

**Washington, DC**

- Bay
- River
- Creek
- Harbor
- Island
- Forest
- Marsh
- Peninsula

**Baltimore, Maryland**

- Bay
- River
- Creek
- Harbor
- Island
- Forest
- Marsh
- Peninsula

3) Compare the physical features of Washington, DC and Baltimore, Maryland. Does their physical geography have more similarities or differences? Explain by giving at least two examples.

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4) Do you think that Washington, DC and Baltimore Maryland are in the same geographic region? Explain why or why not by giving at least one example.

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5) Listen as your teacher reads the following account of what happened during the British advance on Washington. Using a crayon, trace the route the British took. When you hear that a battle occurred, draw a star and label the Battle's name.

## THE ASSAULT ON WASHINGTON, DC

In 1814, British Rear Admiral Cockburn decided to proceed with a plan to capture **Washington D.C** and then attack **Baltimore**. According to this plan, Vice Admiral Sir Alexander Cochrane would be in charge of the naval [water] forces and Major General Robert Ross would lead the land troops.

Because the Americans thought that the British would attack Baltimore first, they felt it was unnecessary to focus defense efforts on the capital, Washington D.C.

American Commodore Joshua Barney and the U.S. Chesapeake Flotilla sailed south from Baltimore to fight the British at their naval base on **Tangier Island**. Barney commanded an assortment of small, quick gunboats, galleys, and barges that for weeks outmaneuvered the larger British ships in the shallow **Chesapeake** waters.<sup>15</sup> However, they met superior British naval forces near the **mouth** of the **Potomac River**. There was a brief fight, known as the Battle of Cedar Point. After this, Barney withdrew into the protection of **St. Leonard Creek** on the **Patuxent River**. For three days, the British naval forces attacked Barney's flotilla without success. These engagements have become known as the First Battle of St. Leonard Creek.

The British then started to raid towns along the Patuxent River. They hit hard at ordinary people living in that area. They stole food, farm animals and tobacco. They also burned property, farms and public buildings. They hoped that Barney's boats would leave the safety of the creek in order to try and stop them.

On, June 26, 1814, in a joint land and naval attack, the Americans fought the British. In this **Second Battle of St. Leonard Creek**, Barney was able to flee the creek and sail up the Patuxent.

In July, the British launched a three-part attack. Most of the British ships sailed up the Patuxent River and landed forces at **Benedict** to march over land to Washington. By August 20, more than 4,100 troops and marines began their march to Washington. With the route to Washington largely undefended, the British easily advanced, covering the

<sup>15</sup> "The Burning of Washington." [memory.loc.gov](http://memory.loc.gov/ammem/today/aug19.html). The Library of Congress. Accessed 19 May 2010. <  
<http://memory.loc.gov/ammem/today/aug19.html>>

30 miles in three days. As the British army marched through the countryside, no attempt was made to impede its progress by felling trees, sniping at its flanks, or attacking its supply wagons. Perhaps most significantly, the bridge across the East Branch at Bladensburg was left intact and would be used by the British.<sup>16</sup>

They chose a route through the town of Bladensburg, as it offered the nearest fordable [crossable] 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.

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 the British land forces needed it.

Another small group of ships sailed up the Chesapeake to raid the upper Bay north of Baltimore and to further confuse the American forces.

Under order of the Secretary of the U.S. Navy, Barney destroyed his flotilla near Pig Point rather than have them be captured by the enemy.<sup>17</sup> Barney's men later participated in the Battle of Bladensburg.

The Americans had set up three defensive lines on the west side of the Eastern Branch of the Potomac at Bladensburg, however their troops were disorganized and in the end many fled. Although the Americans outnumbered the British at Bladensburg, they were poorly trained compared to the well-disciplined professional soldiers under the command of Major General Ross. On August 24, after thousands of American militiamen had retreated, only a small contingent of the flotilla—men and marines under Barney's command—managed a brave but futile counterattack. The British then proceeded into Washington.<sup>18</sup> 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 above reading is primarily adapted from the following resource:

“Assault on Washington.” [nps.gov](http://www.nps.gov/stsp/historyculture/assaultdc.htm). The National Park Service. Accessed 19 May 2010. <<http://www.nps.gov/stsp/historyculture/assaultdc.htm>>

Brief excerpts from the footnoted resources were also used.

<sup>16</sup> Borneman, Walter R. 1812: The War That Forged a Nation. New York: HarperCollins Publishers, 2004. Pg. 226

<sup>17</sup> Borneman, 2004. Pg. 224

<sup>18</sup> “The Burning of Washington.” [memory.loc.gov](http://memory.loc.gov).

6. Give one example of how the BRITISH used a geographic feature to HELP them during the war.

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7. Give one example of how the AMERICANS used a geographic feature to HELP them during the war.

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8. Give one example of a CHALLENGE that a geographic feature created for either the Americans or the British.

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9. Give one example of how the Americans could have used a geographic feature to better defend themselves against the British.

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#### Part 4: Apply Your Knowledge!

**Directions:**

1) Now that you know both the challenges and opportunities that physical geographic features offer soldiers, answer the following questions. Since we have decided that Washington, DC has similar geographic features when compared to Baltimore, use what you learned about the British Advance to Washington when answering these questions.

a) Look at the map of Baltimore. What physical features do you see? Name at least three.

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b) From where do you think the British are going to try and attack the city? Draw red X's on your map to show from where you think the British will attack.

c) Why do you think the British will attack from here? You must mention at least one physical feature in your answer.

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d) Look at the map of Baltimore. How do you think Baltimore's soldiers should defend the city? (Consider where any forts should be built, soldiers stationed, or ships placed.) Draw blue X's on your map to show from where you think Baltimore's defenders will attempt to protect the city. You may want to draw what these defenses will look like as well. **However, you may not use more than five X's!** Think strategically.

e) Why do you think that Baltimore's soldiers will defend the city using these methods and from these locations? You must mention at least one physical feature in your answer.

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f) Who do you think will win this battle? Explain why you think so giving at least two reasons.

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**2) Directions: Listen as your teacher reads the following account of what happened during the British advance on Washington. Using a crayon, trace the route the British took. When you hear of a defense that the Americans created, draw it in.**

## **BATTLE OF BALTIMORE**

As events unfolded in Bladensburg and Washington, Baltimore's citizens, including free blacks, worked hard to build defenses in Baltimore. More than a mile of earthworks stretched north from the harbor to protect the approach from the bay.

These earthworks were to protect Baltimore from a land attack on the east. The forts, sunken hulls, chain of floating masts and gun barges protected the city from water approaches. 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.

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<<http://starspangled200.org/History/Pages/BattleofBaltimore.aspx>>

**3) Answer the following questions**

a) Did the Battle of Baltimore turn out the way you expected? Give at least two examples of events that either matched what you predicted or did not match what you predicted.

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b) Why do you think the Battle of Baltimore was successful while the battle to save Washington was not? State at least one way that Baltimore's citizens used the city's geographic characteristics to prepare for the Battle of Baltimore that you think made them more successful.

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c) If a friend asked you, "Does geography affect the events and outcomes of a conflict?" how would you answer? Give at least two reasons or examples to support your argument.

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## **Part 5: EXTENSION: SAVE WASHINGTON!**

1. Create a clay replica of the area surrounding Washington, DC. You must include the following features.

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- Potomac River
- Patuxent River
- Washington, DC
- Bladensburg

2. Now that you understand how the British will attempt to use the area's geographic features to plan their attack on Washington, DC. how would you defend the city? Place defenses (soldiers, ships, forts) in strategic locations. Also, consider how else you might use the geographic features to your advantage.

**NOTE: You cannot surround the city of Washington, DC with a fort. This would take too long to build and you do not have enough resources or manpower.**

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b) How did you use physical features to help you defend Washington, DC? Give at least two examples.

c) Why do you think your plan will protect Washington, DC. when the original American plan failed?