Fort McHenry Lessons
Grade 8 – MSDE Voluntary State Curriculum Standards

Lesson 1. Where in the World is Baltimore?
(2 Resource Sheets)

Lesson 2. Why Baltimore?
(2 Resource Sheets)

Lesson 3. Now Where Do We Place the Fort?
(2 Resource Sheets)

Lesson 4. The Star Fort
(2 Resource Sheets)

Lesson 5. Defenders of the Fort
(2 Resource Sheets)

Lesson 6. An African American Soldier Defends Fort McHenry
(5 Resource Sheets)

Lesson 7. Fort McHenry Measurements Today
(1 Resource Sheet)

Lesson 8. The Great Garrison Flag
(2 Resource Sheets)

Lesson 9. Francis Scott Key
(3 Resource Sheets)

Lesson 10. “The Star-Spangled Banner”
(3 Resource Sheets)

Lesson 11. The History of Fort McHenry
(2 Resource Sheets)

Where in the World is Baltimore?

Grade: 8

Class Periods/Duration: 1 class period

VSC Standards/Indicators:
Geography: Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.
3.A.1. Analyze geographic issues and problems using geographic tools
b. Explain interrelationships among physical and human characteristics that shaped the nation.

Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
6.F.1. Interpret information primary and secondary sources.
a. Interpret information in maps, charts and graphs.

Objectives:
1. Students will locate Baltimore in relation to the sailing trade routes of Great Britain.
2. Students will explain the importance of Baltimore's location to privateers during the War of 1812.

Teacher Background:

War of 1812

During the French Revolutionary War and the Napoleonic Wars, which were wars between Britain and France, both France and Britain overrode maritime rights of neutral powers. America, a neutral power, attempted to sell foodstuffs to both France and Britain during this time and was particularly harmed. Through impressments, Britain seized deserters and other British citizens, including naturalized Americans of British origin from American ships and forced them to serve in the Royal Navy. From 1802 to 1812, some 10,000 Americans were impressed by the British, which caused outrage in the United States. Additionally, Britain ordered that France be blockaded. The order was to seize any ship heading for France, which did not first dock at a British port. France enacted a similar blockade of Britain and ordered the capture of any ship, which stopped at Britain and then headed toward the continent. This meant that American ships were subject to attack by both the British and the French. An incident in 1807 in which the British frigate *Leopard* illegally fired on the American frigate *Chesapeake* and removed four men, three of which were U.S. citizens, brought tensions dangerously close to a breaking point.

As a result of this incident, Thomas Jefferson decided to enact economic sanctions rather than go to war. At Jefferson's wish, Congress passed the Embargo Act of 1807, which effectively prohibited any American ship from sailing overseas. The Embargo Act damaged the United States' economy more than that of Britain or France and was replaced with the Non-Intercourse Act of 1809, which forbade the U.S. to trade with Britain or France, though trade with any other European country was allowed. In 1810, when James Madison was President, Congress enacted Macon's Bill No. 2, which allowed trade with all nations, but stated that if either Britain or France rescinded its hostile decrees, the U.S, would impose an embargo on the other. Napoleon then announced the repeal of all hostile decrees against the United States, which forced the U.S. to declare an embargo on Britain.

In the congressional elections of 1810, a number of so called war-hawks who wanted more land for settlement, including Henry Clay, John C, Calhoun, and Felix Grundy were named to office. Calling for war with Britain to defend American sovereignty and honor, they proposed an attack on Canada both to affront the British and stop British support of the Native Americans who, lead by the Shawnee chief Tecumseh, opposed American westward expansion. The war hawks also wanted to annex Florida, which was held by Spain, which was Britain's ally. On June 18, 1812, Congress declared war on Britain.

Materials/Resources:
Maps of the Atlantic Ocean region (1 desk map per cooperative group)
Map of Baltimore's Harbor
Student Resource Sheet #1
Student Resource Sheet #2 – *Map Labels* (1 set for each cooperative group)

privateer – an armed pirate ship licensed to attack enemy shipping
trade route – one of the sea lanes ordinarily used for merchant ships

Lesson Development:

1. Divide the students into cooperative groups and distribute a map of the Atlantic Ocean region. Use classroom resources, such as maps, atlases and globes, to assist the group in locating and labeling the following sites on their desk map:

Atlantic Ocean	**Caribbean Sea**
Chesapeake Bay	**Baltimore**
Great Britain	**Gulf Stream**

2. Have the students decide the route that sailing ships would have taken to get from the Caribbean Sea to Great Britain. Use a marker or crayon to mark this route on the maps.
3. Ask the students to imagine that they are a sailing ship captain from Baltimore. Have them list the reasons why Baltimore was a good location for privateers. Encourage the students to use their maps as the basis for their ideas. Pose this problem to the students. Pretend that the port of Baltimore is not accessible to you as this ship's captain. Look at the map of the Atlantic region and select another

area where your ship could safely dock. Think about the two sites (Baltimore and the alternative site). Have the students write an entry into their journal reflecting on which port they would rather use. Make sure they list the reasons for their decision.

Assessment:
Assess the quality and accuracy of journal reflections.

Closure:
Display the maps that show the routes of the sailing ships. Have students share the journal entries.

Extension:
Visit Fort McHenry in Baltimore, Maryland.

Where in the World is Baltimore?
Student Resource Sheet #1

JOURNAL

May 9, 1811

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So entered, _____

Atlantic Ocean	**Caribbean Sea**
Chesapeake Bay	**Baltimore**
Great Britain	**Gulf Stream**

Atlantic Ocean	**Caribbean Sea**
Chesapeake Bay	**Baltimore**
Great Britain	**Gulf Stream**

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Atlantic Ocean	**Caribbean Sea**
Chesapeake Bay	**Baltimore**
Great Britain	**Gulf Stream**

Why Baltimore?

Grade: 8

Class Periods/Duration: 1 class period

VSC Standards/Indicators:
Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

6.A.1. Use appropriate strategies and opportunities to increase understandings of social studies vocabulary.
- **d.** Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression.

6.B.3. Use formal writing, such as multi-paragraph essays, historical investigations, editorials and letters to persuade

Objectives:

1. Students will identify the reason why the United States and Great Britain went to war in 1812.
2. Students will list the reason(s) why Britain wanted to attack and destroy Baltimore.

Teacher Background:

During the earlier years of the War of 1812, the United States fought primarily in Canada against British forces who allied with Canadian colonists and Native Americans. America planned to attack Canada in three places. General William Hull would attack from Detroit and march across upper Canada, Major General Stephen van Rensselaer was to take Queenston Heights from the Niagara River near the center of the Great Lakes, and Major General Henry Dearborn was to attack Montreal. All three of these attacks were poorly planned and failed. The only American forces to do well in 1812 were the American naval forces who won several single ship battles along the East Coast. The British eventually blockaded the United States coastline. The Americans also faired poorly in 1813. Again, they attacked Canada in three places. The east and central forces were beaten at Niagara and Montreal. The Americans did however succeed in the west when they retook Detroit. Oliver Perry sank the British fleet in Lake Erie in September of 1813, which was one of the last successes for the United States for a while.

As 1814 began, the American army and navy faced defeat. The British defeated Napoleon and began to transfer a large number of ships and experienced troops to America. The British planned attacks on America in three areas, first in New York along Lake Champlain and the Hudson River in order to remove New England from the united forces, at New Orleans in order to block the Mississippi, and finally in the Chesapeake Bay as a diversionary maneuver. The British hoped that America would concede large

amounts of land in a peace treaty. American captain Thomas MacDonough won a naval battle at Lake Champlain, destroying the British fleet and forcing the British to retreat into Canada. Andrew "Old Hickory" Jackson successfully defended New Orleans, but only after the war had ended (but before receiving news of a peace treaty). However, the Americans were unable to muster a sizable defense at the Chesapeake Bay. British forces sailed up the Chesapeake and marched to Washington. President Madison and the American government were forced to flee into Virginia while the British troops set fire to the White House, the Capitol and other government buildings. Having received news of the British march on Washington, Baltimore had time to prepare itself for an invasion. There was a confrontation (Battle of North Point) within five miles of Baltimore, which the Americans lost. After retreating back to Baltimore, the Americans took defensive positions (Hampstead Hill), which the British could not attack without suffering many casualties. The British Navy advanced and started to bombard Fort McHenry, which blocked the approach to Baltimore. After two days, the British abandoned the assault and retreated from Baltimore.

Vocabulary/Concepts:
blockade - an action to keep supplies from getting into or out of an area
confiscate – to seize or take private property for the public good
ironworker – a person who works in a mill or factory in which iron or steel is made
merchant ship – a ship that carries goods
neutral – not favoring either side in a quarrel or war
privateer – an armed ship; a sailor on a ship who has permission to attack enemy ships
sail maker – a person who makes or repairs sails on a ship
shipwright – a person whose work is the construction and repair of ships

Materials/Resources:
Student Resource Sheet #1 - *Why Baltimore?*
Student Resource Sheet #2 - *Why Were These Countries Angry?*

Lesson Development:

1. Motivation: (Prearrange this role-playing demonstration with a student).
   Provide a student with a supply of pencils, erasers, rulers, etc. Tell the class that these supplies are the personal property of that student. Begin the lesson by taking one of the articles from the student's desk. Continue taking the supplies one by one without the permission of the student explaining as you take each item that the supplies are needed for other students or teachers. As you take the supplies, ask the students how they feel about the "confiscation" of the student's supplies. This exercise will demonstrate the unfairness of the usurpation of another's property and the emotions that it elicits.

2. Divide the class into cooperative groups and distribute the *Why Baltimore?* Resource Sheet. While reading, students should generate a list of words that describe what Baltimore was like in the early 1800's.

Using this list, have students discuss if Baltimore was a valuable city for people who wanted to trade with other parts of the world.

3. In their groups, have students complete Student Resource Sheet #2.

4. Using information listed on the chart, have students individually prepare a speech for President Madison that calls for a declaration of war on Great Britain.

Assessment:
Student product – Speech

Closure:
Have the students read/present their speeches to the class.

Extension:

1. Visit Fort McHenry in Baltimore, Md.

2. Have students explain how Baltimore came to be known as a "Nest of Pirates." Ask the students to pretend that they are British merchants. Have them write a letter to the British government (Parliament) asking for help in stopping Baltimore privateers from attacking their vessels. Have the students read the letters to the class which will act as Parliament. Allow a debate and vote to determine the letter's effectiveness.

Student Resource Sheet #1

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 maker, 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 neutral carrier for both countries, America's merchant ships sometimes were caught in the blockades, and all of the goods would be confiscated by one or the other of the two countries. In addition, the British frequently captured American seaman and forced them to serve in the royal Navy. Also, the Americans thought the British were encouraging the Indians in the West to attack frontier settlements. Shortly, the Americans became so angry about 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. These privately owned shops 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.

Why Baltimore?
Student Resource Sheet #2

Why Were These Countries Angry?

Why Britain Was Angry with the U.S.?	Why the U.S. Was Angry with Britain?

Now Where Do We Place the Fort?

Grade: 8

Class Periods/Duration: 1 class period

VSC Standards/Indicators:
Geography: Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.
3.A.1. Locate places and describe the human and physical characteristics of those places using geographic tools.

Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
6.F.1. Interpret information from primary and secondary sources.
a. Interpret information in maps, charts and graphs.

Objectives:
1. Students will determine the best location for a fort to defend Baltimore's harbor from attack.
2. Students will defend their choice by using evidence they determine from their research.

Vocabulary/concepts:
peninsula – a piece of land that projects into a body of water and is connected with the mainland by an isthmus
battery - an emplacement for one or more pieces of artillery

Materials/Resources:
Student Resource Sheet #1 - *Map of the Patapsco River and Bay Area*
Student Resource Sheet #2 - *Student Reading*
Chart Paper/Chalkboard
Markers/Chalk

Lesson Development:
1. Motivation: (Total Group) Ask the students to pretend that they are members of a search committee charged with finding the best location for a fort to defend Baltimore. Have students brainstorm requirements for an ideal location of <u>any</u> fort.

Ex: can be defended on all sides
approaching enemies can be easily spotted

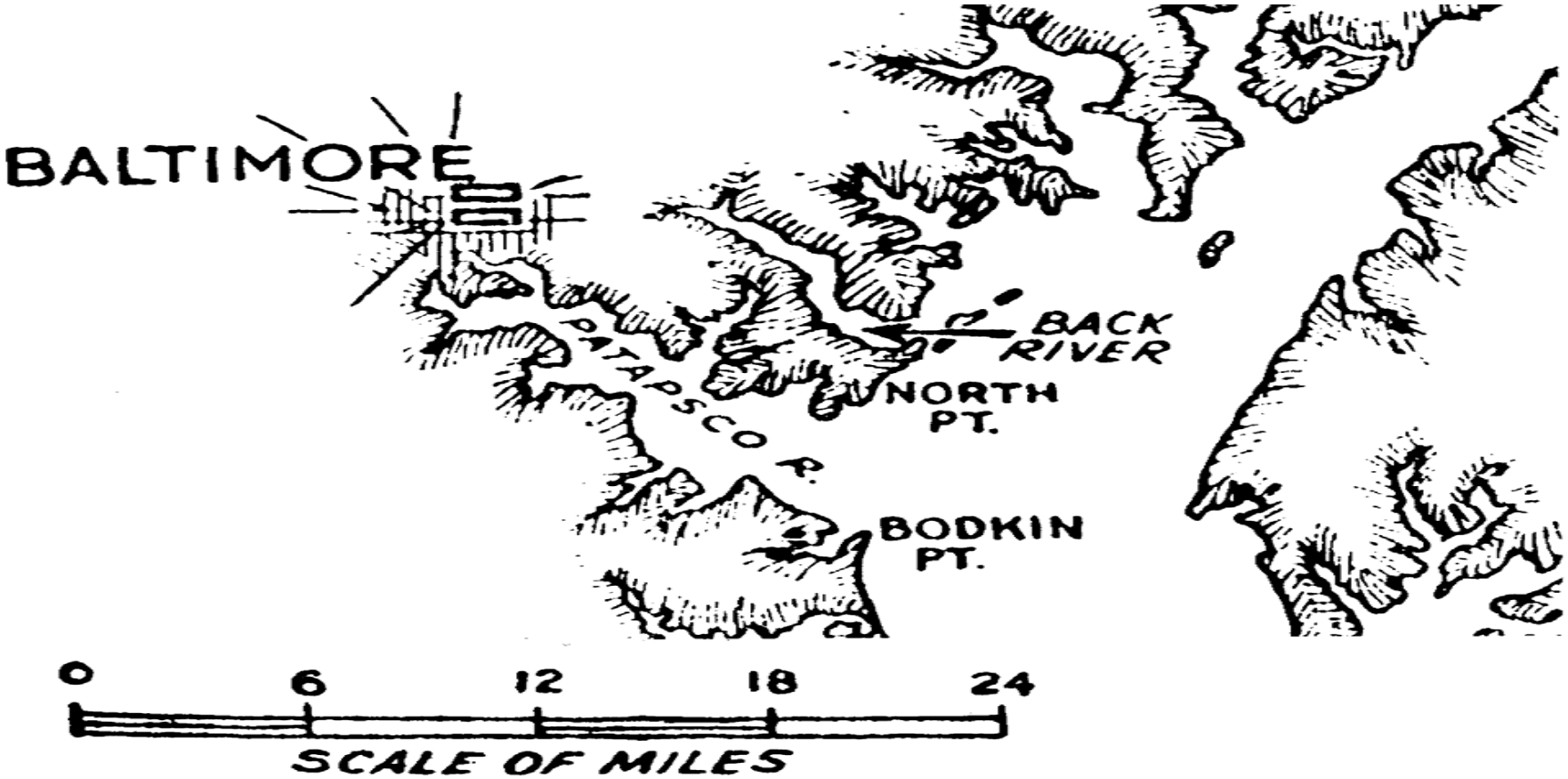
2. List students' responses on the chart paper/chalkboard.
3. Now have students add additional requirements for a fort.
4. Distribute Students Resource #1. Have students read background information.
5. Divide the students into cooperative groups. Distribute Student Resource Sheet #2. Have students place a star on the spot selected. The groups will each present their choice to the entire class, along with reasons supporting their decisions. Bring the class to consensus regarding the best site for a fort.

Assessment:
Teacher evaluation of student presentations.

Closure:
Show the students the actual location of Fort McHenry. Compare and discuss the class choice of that site.

Extension:
Visit Fort McHenry in Baltimore, Md.

Now Where Do We Place the Fort?
Student Resource Sheet #1



The Star Fort

Grade: 8

Class Periods/Duration: 1 class period

VSC Standards/Indicators:
Geography: Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.
3.A.1. Locate places and describe the human and physical characteristics of those places using geographic tools.

Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
6.F.1. Interpret information from primary and secondary sources.
  a. Interpret information in maps, charts and graphs.

Objective:
Students will describe the shape of Fort McHenry and determine at least two reasons why this shape was used.

Vocabulary/Concepts:
barracks - a building or group of buildings for housing soldiers
garrison - a fortified place with troops, guns, etc.
magazine - a space in which explosives are stored

Materials/Resources:
Student Resource Sheet #1 - *Star Fort Handout*
Students Resource Sheet #2 - *Diagram of Fort McHenry*
Drawing Paper
Markers
Writing Paper

Lesson Development:
1. Divide the students into cooperative groups and distribute Student Resource Sheet #1 - *The Star Fort*. Have the students make a list of the buildings mentioned in the reading. Ask them to write a short description of how each building was used.
2. Have the students draw a five-pointed star shape. Using the description from the reading, have them place symbols showing where they think each building was located.

3. Distribute Student Resource Sheet #2 - *Diagram of Fort McHenry*. Ask students to compare the diagram of the fort to their drawings. Make a list of any differences between the drawings and the diagram.

Assessment:
Have students present reasons for placement of specific buildings and the purpose of using a star-shaped structure. The teacher will determine from this discussion the depth of student understanding.

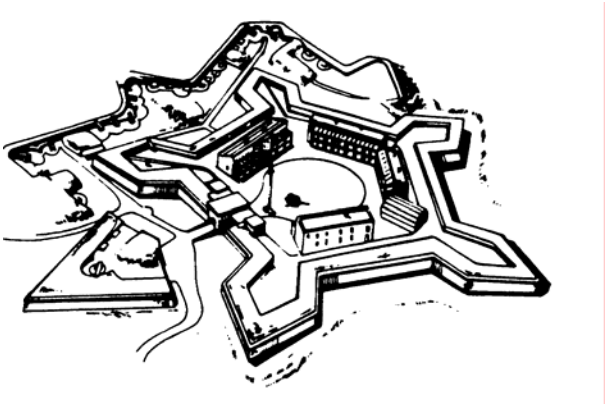
Closure:
Make a master list of student responses. Post the list with the students' drawings.

Extension:
Visit Fort McHenry in Baltimore, Maryland.

Research the shapes of other forts. Explore the reasons for the various designs. Compare the differences and the reasons for those differences and choose the design that you think is the most effective. Write a report about that design and defend your decision to select that design.

Student Resource Sheet #1

The Star Fort

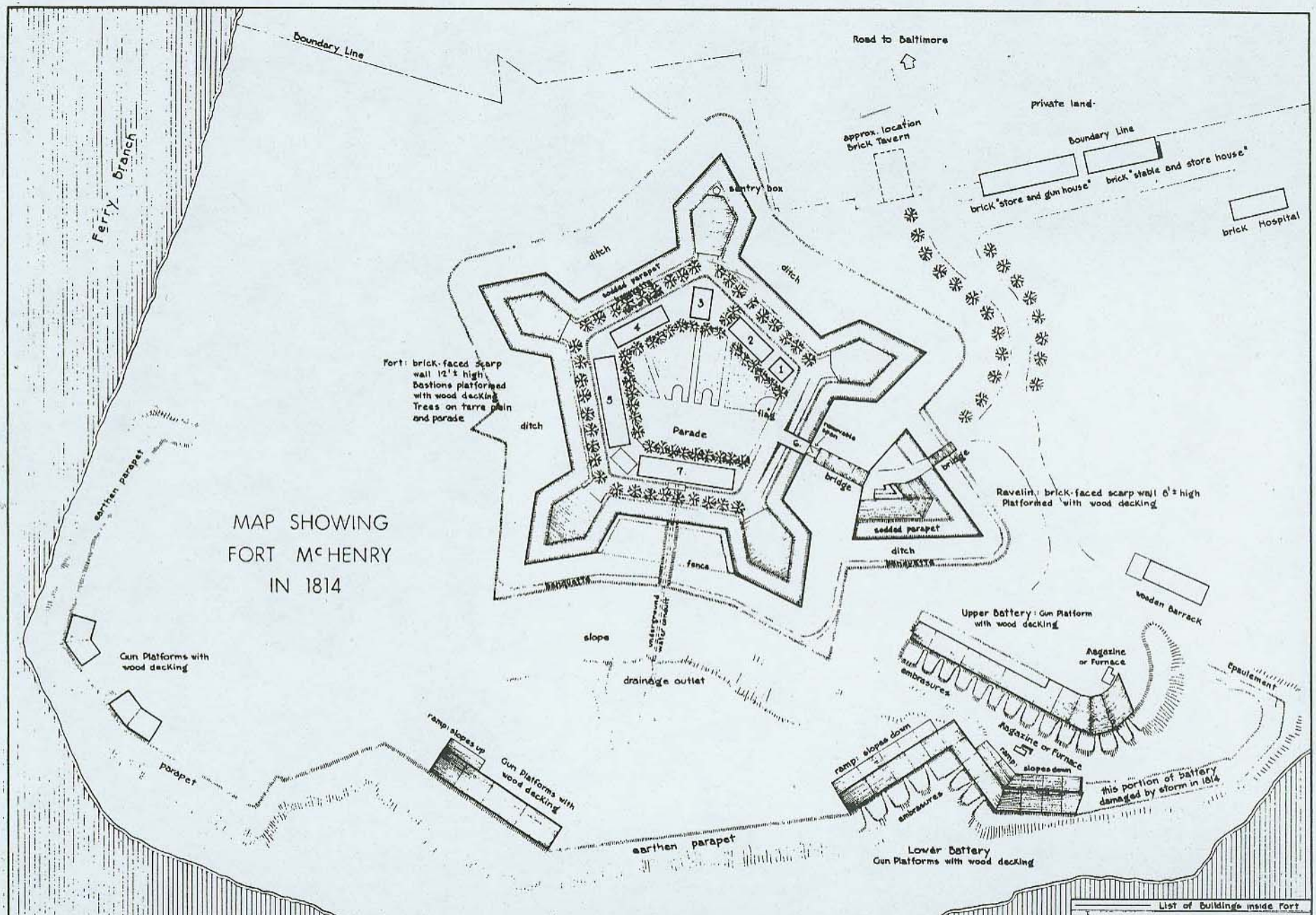


Fort McHenry was constructed between 1798 and 1803. It was in the shape of a five-pointed star, which was a popular design during the period. Each point of the star was visible from the point on either side; and every area of land surrounding the fort could be covered with as few as five men.

The walls of Fort McHenry and the buildings within were constructed of brick. There were four barracks to house the garrison consisting of the Commanding Officer's Quarters, Junior Officers' Quarters and two buildings for the enlisted men. A guardhouse stood next to the Commanding Officer's Quarters. Here, soldiers of the Fort McHenry Guard lived and worked; sometimes-unruly soldiers were confined in the guardrooms. The Powder Magazine, where the gunpowder was stored, stood between the Commanding Officer's Quarters and the Junior Officers' Quarters. The magazine was of solid enough construction to protect the gunpowder from sparks, fire and explosion.

During the 1830's, major improvements were made to the fort. Second stories were added to the barracks and two new guardhouses were built on each side of the Sally Port to replace the earlier guardhouse.

While you are visiting the fort, try to imagine how it looked during its early years.



List of Buildings inside Fort	
1	Guard House
2	Commanding Officer's Quarters and Office
3	Powder Magazine
4	Officers' Quarters
5	No 1 Soldiers' barracks
6	Sally Port
7	No 2 Soldiers' Barracks

BASIC DATA:
1805 Plan · National Archives · Records of the War Dept · Cartographic Section · Record Group 77 · drawer 81 · sheet 1
1819 Plan · National Archives · Records of the War Dept · Cartographic Section · Record Group 77 · drawer 81 · sheet 2
Bradford, Sydney and others, Fort McHenry: Historical and Archaeological Research Project 1957-1958, Nat. Park Service, 1958
Nelson, Lee H., An Architectural Study of Fort McHenry, Nat. Park Service, Historic American Buildings Survey, 1961
MacKenzie, G.C., "Narrative to Accompany Historical Base Map"
Existing Conditions

A GIFT OF LEE H. NELSON
UNDER DIRECTION OF UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE, BRANCH OF PLANS AND DESIGN

NAME OF STRUCTURE
FORT McHENRY
FORT McHENRY NATIONAL MONUMENT AND HISTORIC SHRINE · BALTIMORE COUNTY · BALTIMORE · MARYLAND

SURVEY NO. MD. 63

HISTORIC AMERICAN BUILDINGS SURVEY
SHEET 1 OF 11 SHEETS

LIBRARY OF CONGRESS INDEX NUMBER

Now Where Do We Place the Fort?
Student Resource Sheet #2

Fort McHenry

Fort McHenry is located on the tip of a narrow peninsula called Whetstone Point. This peninsula was considered to be of great strategic value even during the Revolutionary War. It separates the North West Branch and the Ferry Branch of the Patapsco River. The North West Branch is where all of Baltimore's port facilities were located. During the Revolutionary War, the Provisional Convention of Maryland directed its Council of Safety to defend Baltimore. A group of local patriots were stationed at the fort on March 16, 1776. Though the fort never came under direct attack during the Revolutionary War, it did deter British ships from harassing Baltimore.

Knowing the relations with Europe were strained after the Revolutionary War, the Maryland House of Delegates passed a resolution in 1793 allowing the federal government to build a fort on Whetstone Point. In March of the following year, congress enacted legislation to fortify Baltimore and allocated $4, 225.44 for the erection of a twenty-gun battery as well as a small fortification. John Jacob Ulrich Rivardi, an experienced artilleryman and military engineer, was directed by the Secretary of War to visit the city in order to draw up plans for a permanent harbor defense. He found conditions at Whetstone Point to be very favorable, the governor was willing to cooperate, the local militia was more than happy to assist and the soil at Whetstone Point was ideal for erecting batteries. Given so little money, Rivardi was forced to suggest that the already existing fortification be improved, which consisted of an upper and lower battery as well as imperfectly designed fortifications.

In1798, Major Louis Tousard was ordered to survey the existing defense works and submit recommendations for their improvement. He regarded as insufficient the $20,000 allotted for this purpose and turned his plans over to a committee of local citizens who agreed to raise an additional $10,963.44. It is likely that the fort today closely resembles the fort as it did during the late 1790's. Just before the turn of the century, James McHenry, the Secretary of War, was honored by having the fort named after him.

Defenders of Fort McHenry

Grade: 8

Class Periods/Duration: 1 class period

VSC Standards/Indicators:
Social Studies Skills and Processes:
6.A.1. Use appropriate strategies and opportunities to increase understandings of social studies vocabulary.
d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression.
6.D.1. Identify primary and secondary sources of information that relate to the topic/situation/problem being studied.

Objective:
The students will distinguish between the three groups of defenders of Fort McHenry.

Vocabulary/Concepts:
artillery - large caliber weapons for discharging iron balls and bombs
corps - a group of soldiers acting under one command
militia - armed citizens
broadside - something such as an advertisement or public notice that is printed on a large sheet of paper and generally nailed or pasted to a wall or tree.

Materials/Resources:
Student Resource Sheet #1 - *The Defenders*
Student Resource Sheet #2 - *Journal*

Lesson Development:
1. Distribute Student Resource Sheet #1 - *The Defenders* to the students. Have the students read the handout to compare and contrast the three groups of defenders. Have them use a Venn diagram or other graphic organizer to illustrate the differences and similarities among the defenders.
2. Have students identify which picture represents each defender.
3. Ask the students to select a defender type and research that group. Research should include information about that group's uniform and gear, origins, famous members and any other relevant facts.
4. Have students design a recruitment broadside encouraging citizens to join the selected group. (Students can visit various historical websites to view actual broadsides so that they can design them in the form and style of the 1800's).
5. Have students write a journal entry that their chosen defender would have written while protecting the fort. The journal entry should include job of the

defender, how the defender felt during the siege, and at least one event that happened during the siege.

Assessment:
The teacher should assess the accuracy of the student labeling.

Closure:
Using Student Resource Sheet #1 the students will select the defender with whom they think they would most like to have been associated. The students will complete the sheet and discuss their reasons.
Students should be asked to share their journal entries.

Extension:
Visit Fort McHenry in Baltimore, Maryland.

Student Resource Sheet #1

The Defenders

The 1,000 men who defended Fort McHenry during the Battle of Baltimore were members of three fighting units. The first group was 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. These men came from all walks of life - bakers, tailors, shipbuilders, merchants, bankers and lawyers. 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 was a group 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 in operating the cannons helped defend Baltimore. Cannon firing was a difficult and dangerous job. Artillery soldiers drilled long and hard, until they could load and fire the guns four times in one minute. There was always the possibility that a cannon might explode, killing the crew members. Often, men lost their hearing from the frequent, loud cannon blasts.

Defenders of Fort McHenry
Student Resource Sheet #2

JOURNAL
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Entered on this date_____

Signed_____

An African American Soldier Defends Fort McHenry

Grade: 8

Class Periods/Duration: 1 class period

VSC Standards/Indicators:
Peoples of the Nation and World:
2.C.1.d. Describe how the War of 1812 created a spirit of emerging nationalism within the United States.
Social Studies Skills and Processes:
6.G.1.a. Describe how the state has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers and other sources.

Objective:
The students will detail the events in the life of William Williams.

Vocabulary/Concepts:
mulatto - a person of mixed white and black ancestry
muster roll- a list of the officers and men in a military unit
recruit - to enlist as a member of an armed service
rigger - one who works with sails and masts of ships

Materials/Resources:
Student Resource Sheet #1 - *A Black Soldier Defends Fort McHenry*
Student Resource Sheet #2 - *Graphic Organizer*
Student Resource Sheet #3 - *Broadside of Runaway Slave Ad*
Student Resource Sheet #4 - *Double Entry Journal*
Teacher Sample of Student Resource Sheet #4

Lesson Development:

1. Distribute Student Resource Sheet #1 - *A Black Soldier Defends Fort McHenry*.
2. Prior to reading the selection have students discuss:
    a. Who was William Williams?
    b. Based on the picture, what do you think he did?
3. Distribute Student Resource Sheet #2. Instruct the students to read the story and complete the graphic organizer using facts from the story.
4. Distribute Student Resource Sheet #3 - *Broadside of Runaway Slave Ad*
5. Have students read the Broadside and record their reactions to the elements of the ad (how the slave was described, the amount of the reward, the dates listed, etc.)
6. Using the facts from the graphic organizer and the facts from the broadside, have students write a double entry journal.

Assessment:
Have students write a poem, song, rap, create a picture or make a plaque that honors the actions of Private Williams.

Closure:
Share the poems, songs, raps, pictures, plaques or other student made products with the entire class.

Extension:
Bring or send examples to Fort McHenry and share them with the Rangers.

A Black Soldier Defends Fort McHenry

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 and should not warrant a second glance, but this recruit is different. Williams was a 21 year-old, black runaway slave laborer.

Williams was a native Marylander slave. He had run away from his owner Benjamin Oden in the spring of 1814. Williams was enlisted as a private in the U.S. Army and was assigned to the 38th U.S. Infantry Regiment. Federal law at the time prohibited the enlistment of slaves into the army because they "could make no valid contract with the government."

The officer who enlisted Williams did not question him. A reward notice posted at the time, by his owner, described Williams as "a bright mulatto.... and so fair as to show freckles." Nevertheless, Williams received his enlistment bounty of $50 and was paid a private's wage of $8 per month.

In early September 1814, the 38th U.S. Infantry was ordered to march to Fort McHenry. During the bombardment, Williams was severely wounded, having his leg "blown off by a cannonball." 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 at this time. There are numerous records of black sailors. George Roberts, a free black, served on the privateers Chasseur ("Pride of Baltimore") and Sarah Ann. Charles Ball was a seaman in Commodore Joshua Barney's U.S. Chesapeake Flotilla who later published his memoirs in 1836.

Gabriel Roulson was an Ordinary Seaman on the U.S. Sloop of War Ontario. Baltimore also had many skilled free blacks who, as naval mechanics, sailmakers, riggers, carpenters and ship caulkers, helped build naval ships and privateers that would bring war to the British merchant fleet and navy. 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 save Baltimore during its time of crisis in 1814.

An African American Soldier Defends Fort McHenry

Student Resource Sheet #2

List the events of William Williams' life in the appropriate column.

BEFORE THE ATTACK	DURING THE ATTACK	AFTER THE ATTACK

William Williams		Joseph Chew
	Born	
	Lived	
	Worked	
	Died	
	Believed	
	Desired	

William Williams		Joseph Chew
Sample for teachers		
I was born sometime around 1793 probably in Maryland.	Born	I was born sometime around 1780. I don't know where I was a born.
I lived in Maryland.	Lived	I lived in Maryland.
I worked as a slave laborer until I ran away and joined the military.	Worked	I worked on a plantation for my master.
I died from the wounds that I received during The Battle of Baltimore in 1814.	Died	No one knows how or when I died.
Note to teacher: The next two entries are the opinions of the student writer.		
I believe that no man should be the slave of another.	Believed	I believe that no man should be the slave of another.

An African American Soldier Defends Fort McHenry
Student Resource Sheet #3
(Courtesy of the Maryland Historical Society)

$100 REWARD.

Ran away from the subscriber, living eight miles from Baltimore, on Falls turnpike road, on Tuesday 22d July, 1814,

Negro Job,

He is a stout black man, about 35 years of age, 5 feet 10 or eleven inches high, stoops when walking fast, flat footed and turns his toes out when in the act of walking, stutters a little in common conversation, but when alarmed increases it—a lump or mark on his shin occasioned by a kick from a horse, has no whiskers and but a small beard—he is fond of dress and occasionally wears a watch, he also is fond of company, and if he drinks any spirits is very apt to use words which he doth not understand the signification of—and amongst his companions he is very noisy, calls himself Joseph Chew—he was seen in the neighborhood of York Haven, about the 1st of January 1817, has been employed by John Gross near York Haven and by John Shelly, on Shelly's island, but he may have left that.

I will give the above reward if he is secured in any jail so that I get him again, and all reasonable charges if brought home or lodged in Baltimore jail.

THOMAS JOHNSON.

Rockland, July 20, 1819.

Not For Publication

Fort McHenry Measurements Today

Grade: 8

Class Periods/Duration: 1 Class Period

VSC Standards/Indicators:
Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
6.F.1. Interpret information from primary and secondary sources.
- **a.** Interpret information in maps, charts and graphs.

Note to Teacher: *While this lesson appears to be primarily a mathematics lesson, the intent is to illustrate to the students the amount of careful planning that went into the construction of the fort to ensure adequate fortification. This lesson can be taught in conjunction with a mathematics measurement unit.*

Objectives:
1. Students will calculate the perimeter of the fort's walls.
2. Students will calculate the area of the inside of the fort.
3. Students will evaluate the capacity of the fort to house the required number of soldiers to protect the fort and the city.
4. Students will calculate the available space for construction of additional barracks within the fort's walls.

Vocabulary/Concepts:
obsolete – no longer in use
dimensions – measure of sides

Materials/Resources:
Student Resource Sheet #1 - *Fort McHenry Today*

Lesson Development:
1. Divide the students into cooperative groups and distribute the Student Resource Sheet #1 - *Fort McHenry Today*.
2. Have the students determine the perimeter of the fort's walls. Remind them that all of the dimensions are on the drawing. They will have to be accurate in planning how to determine the number of walls and the matching length measurement. *Model how to identify a wall and its length.*
3. Have the students use the inside measurement on the diagram to determine the area of the grounds. Once the area has been calculated, have the students consider the following: If 1,000 soldiers were protecting the fort, did they have a lot of space to hide from British bombs and

rockets? *(Note: A simulation would facilitate student understanding. Have the students calculate the area of the classroom. Note the number of students who currently occupy the room. Compare that to the area of the fort and the number of soldiers protecting the fort.)*

4. Using the calculations from above, have students design additional barracks. The building must fit within the available space based on the dimensions from the diagram.

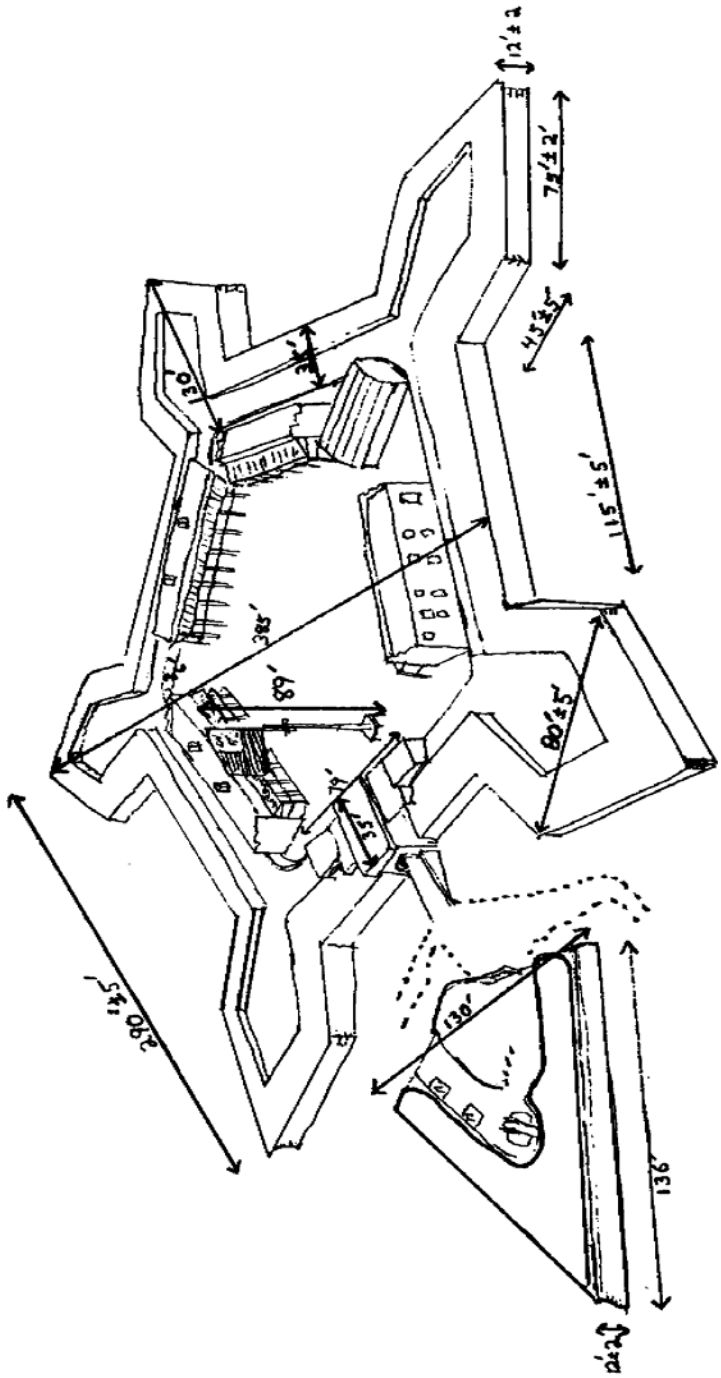
Assessment:
Determine the accuracy of the calculations and student understanding of the size of the fort compared to the demands placed upon it during this time.

Closure:
Review the purpose of the fort and the physical dimensions. Have students discuss whether or not they would feel safe and/or comfortable being housed at Fort McHenry at the time of the Battle of Baltimore.

Extension:
Have groups of students draw all the possible lines of fire from the fort. Determine if they understand the popularity and effectiveness of the five-pointed star fort design? Have them discuss the question: If this design was so important in 1812, why was Fort McHenry obsolete by the end of the Civil War? Students can conduct research to answer this question.

Visit Fort McHenry in Baltimore, Maryland

Fort McHenry Measurements Today
Student Resource Sheet #1



FORT MCHENRY TODAY

Wall Measurements

The Great Garrison Flag

Grade: 8

Class Periods/Duration: 1 class period

VSC Standards/Indicators:
Social Studies Skills and Processes:
6.E.2. Organize information from print sources.

Objectives:

1. Students will explain the reason the flag was so large.
2. Students will demonstrate the size of the Great Garrison Flag.

Materials/Resources:
Student Resource Sheet #1 - *The Great Garrison Flag*
Student Resource Sheet #2 - *Fill In the Blanks*

Lesson Development:

1. Divide the students into cooperative groups.
2. Distribute Student Handout #1 - *The Great Garrison Flag*.
3. Have each group read the handout to identify the following information:
   a. dimensions of the Great Garrison Flag
   b. dimensions of the storm flag
   c. size of a single star on the flag
   d. size of a single stripe on the flag
   e. number of stars on the flag
   f. number of stripes on the flag
   g. the person who wanted to fly such a huge flag
   h. why the flag was made so large
   i. the person who made the flag
   j. the people who ordered the flag to be made
   k. the person who wrote a poem after seeing the flag
   l. where you can see the flag today
4. Have groups report findings to the total class.
5. Identify another flag from this period of history (You can select a flag from the Revolutionary era.) Provide as much of this information as possible:
   - When was the flag designed?
   - Who designed/made the flag?
   - Was there a specific purpose for the flag?
   - What were the dimensions?
   - Is there any folklore attached to the flag?
6. Design a poster comparing both flags. Draw a picture of each along with the information for each.

Assessment:
Quality and accuracy of posters

Closure:
Discuss and display posters.

Extension:
Have groups brainstorm ways to demonstrate the dimensions of the Great Garrison Flag. Have students decide which of the ideas is the most practical way of showing the size of the flag.

Note to Teacher:
Some ideas could be:

1. standing around the perimeter of the flag's dimensions,
2. creating a copy of the flag on the school's playground,
3. use string or rope to create the flag's outline.

Take a picture of the class's demonstration for showing the flag's dimensions. Bring it to Fort McHenry and share it with the Rangers.

GREAT GARRISON FLAG

During the War of 1812, the people of Baltimore were certain that the British would attack the city. Not knowing for sure when an attack would occur, they spent months preparing for it. Everything was made ready at Fort McHenry to defend Baltimore. But, there was no suitable flag to fly over the Star Fort. Major George Armistead, the commanding officer, desired "to have a flag so large that the British will have no difficulty in seeing it from a distance."

Major Armistead got his wish when General John S. Stricker and Commodore Joshua Barney ordered two flags, especially made for the garrison, from Mary Pickersgill, a well-known flag maker in Baltimore. She worked relentlessly on the heavy, woolen flags, one of which was to be the largest battle flag ever flown. It measured 30 feet wide by 42 feet long. The other flag, called a "storm flag," measured 17 feet by 25 feet.

The larger of the two flags had stripes two feet wide and stars 24 inches from point to point. At that time, it was the practice to add one star and one stripe for each new state joining the Union. In 1814, the official United States flag had 15 stars and 15 stripes.

The 30' X 42' flag was the one that Francis Scott Key saw on the morning of September 14, 1814. It inspired him to write the words to "The Star-Spangled Banner." Today, this flag is displayed in the Smithsonian Institution's National Museum of American History, Washington, D.C.

The Great Garrison Flag

Revisit the text to fill in the blanks below.

a. Dimensions of the Great Garrison Flag _____

b. Dimensions of the storm flag _____

c. Size of a single star on the flag _____

d. Size of a single stripe on the flag _____

e. Number of stars on the flag _____

f. Number of stripes on the flag _____

g. The person who wanted to fly such a huge flag

_____

h. Why the flag was made so large _____

i. The person who made the flag _____

j. The person who ordered the flag to be made

_____

k. The person who wrote a poem after seeing the flag

_____

l. Where can you see the flag today? _____

Francis Scott Key

Grade: 8

Class Periods/Duration: 1 class period

VSC Standards/Indicators:
Peoples of the Nations and World: Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States and the World through both a multicultural and historic perspective.
2.0.B.1. Analyze how Maryland society was influenced by the contributions of people and groups.

- **a.** Describe the contribution of individuals and groups, such as Francis Scott Key, Benjamin Banneker, Mary Pickersgill, Clara Barton and Freedmen's Bureau.

Social Studies Skills and Processes
6.D.1.a. Gather and read appropriate print sources, such as journals, textbooks, timelines, trade books, and web sites.

Objectives:

1. Students will create a timeline summarizing the life of Francis Scott Key.
2. Students will write a newspaper interview or article describing the events that led to the writing of "The Star Spangled Banner."

Vocabulary/Concepts:
artillery - large caliber weapon for discharging iron balls and bombs
bombardment - to attack, especially with artillery
handbill - a small printed sheet to be distributed by hand
ministry - the office, duties, or functions of a government official
pleurisy - a disease of the lungs

Materials/Resources:
Student Resource Sheet #1 - *Francis Scott Key*
Student Resource Sheet #2 - *Timeline*
Student Resource Sheet #3 - *Newspaper Article*
Blackboard or Chart Paper for teacher timeline

Lesson Development:

1. Distribute Student Resource Sheet #1 - *Francis Scott Key* to the students.
2. Have the students read the handout and create a timeline showing the stated and implied dates and events of Key's life using Student Resource Sheet #2 – *Timeline.*
3. Have students share their timelines and create a model class timeline using that information.

4. Using the information from the timeline and Student Resource Sheet #2, have the students imagine that they are newspaper reporters in 1814. They are to conduct an interview, complete with questions and answers, with Francis Scott Key. The interview should provide information regarding how Key came to be involved in the attack of Fort McHenry and why he was moved to write the poem that became "The Star Spangled Banner."

Assessment:
Quality and accuracy of student's timelines and newspaper articles.

Closure:
Review timelines and post student papers.

Extension:
Have students select another prominent historical figure from War of 1812 campaign and research his/her life (Ex: Mary Pickersgill, James Madison, General Armistead, etc.) Students are to record facts about that figure on a timeline and prepare a report about that person

Student Resource Sheet #1

Francis Scott Key

Francis Scott Key was born on August 1, 1779, in western Maryland. His family was very wealthy and owned an estate called "Terra Rubra."

When Francis was 10 years old, his parents sent him to grammar school in Annapolis. After graduating at the age of 17, he began to study law in Annapolis while working with his uncle's law firm. By 1805, he had a well-established law practice of his own in Georgetown, a suburb of Washington, D.C. By 1814, he had appeared many times before the Supreme Court and had been appointed the United States District Attorney.

Francis Scott Key was a deeply religious man. At one time in his life, he almost gave up his law practice to enter the ministry. Instead, he resolved to become involved in the Episcopal Church. Because of his religious beliefs, Key was strongly opposed to the War of 1812. However, due to his deep love for his country, he did serve for a brief time in the Georgetown field artillery in 1813.

During the War of 1812, Dr. William Beanes, a close friend of Key's was taken prisoner by the British. Since Key was a well-known lawyer, he was asked to assist in efforts to get Dr. Beanes released. Knowing that the British were in the

Chesapeake Bay, Key left for Baltimore. There Key met with Colonel John Skinner, a government agent who arranged for prisoner exchanges. Together, they set out on a small boat to meet the Royal Navy

On board the British flagship, the officers were very kind to Key and Skinner. They agreed to release Dr. Beanes. However, the three men were not permitted to return to Baltimore until after the bombardment of Fort McHenry. The three Americans were placed aboard the American ship and waited behind the British fleet. From a distance of approximately eight miles, Key and his friends watched the British bombard Fort McHenry.

After 25 hours of continuous bombing, the British decided to leave since they were unable to destroy the fort as they had hoped. Realizing that the British had ceased the attack, Key looked toward the fort to see if the flag was still there. To his relief, the flag was still flying! Quickly, he wrote down the words to a poem which was soon handed out as a handbill under the title "Defence of Fort McHenry." It was renamed "The Star- Spangled Banner" by an adoring public. It became a popular patriotic song. It was not until 1931, however, that it became our National Anthem.

After the war, Francis Scott Key continued to live a very religious life. He was well-liked by his friends and was active in society. On January 11, 1843, while visiting his daughter in Baltimore, Key died of pleurisy. To honor the author of "The Star-Spangled Banner," there are monuments at: Fort McHenry; on Eutaw Street in Baltimore; at Mt. Olivet Cemetery in Frederick, Maryland; and at the Presidio in San Francisco, California.

Francis Scott Key
Student Resource Sheet #2

Using the information from the text, list the important events in Francis Scott Key's life on the timeline below. Remember to:

- List the most important events.
- Space the events in the correct sequence and intervals by date.
- Give the timeline a title.

1779_____1843

Francis Scott Key
Student Resource Sheet #3

Use this worksheet to gather and record information about Francis Scott Key.

WHO?
WHAT?
WHERE?
WHEN?
WHY?

“The Star-Spangled Banner”

Grade: 8

Class Periods/Duration: 1 class period

VSC Standards/Indicators:
Social Studies Skills and Processes:
Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
6.A.3. Use strategies to monitor understanding and make meaning from text (during reading).

g. Visualize what was read for deeper meaning.

Objectives:

1. Students will interpret the figurative language of the first verse of “The Star-Spangled Banner.”
2. Students will rewrite the first verse using their own words.
3. Students will read a transcript from a page of Francis Scott Key’s memoirs.

Vocabulary/concepts:
rampart - a wall-like ridge

Materials/Resources:
Student Resource Sheet #1 - *“The Star-Spangled Banner”*
Student Resource Sheet #2 - *Graphic Organizer*
Student Resource Sheet #3 - *Transcription of a page of Key’s Memoirs*
Lesson Development:

1. Divide the students into cooperative groups and distribute the Student Resource Sheet #1 - *“The Star-Spangled Banner”*. Ask the groups to read the first verse of the poem.
2. Have the groups do a Think-Pair-Share activity to brainstorm ideas regarding what they think the words represent.
3. Have students rewrite the first verse of the poem in their own words.
4. Using Student Resource Sheet #3 have students compare the words from verse one of the poem with Key’s later recollections of that night.

Assessment:
Check students’ understanding based on the accuracy of the responses on the worksheets.

Closure:
Have students share their interpretations of the first verse of the poem.

Extension:
Have students use the first verse as the basis for a paragraph or short report on the attack on Fort McHenry. They can imagine that they are newspaper reporters who are interviewing Francis Scott Key and the first verse is a description of what he saw happen during the attack on the fort.

Student Resource Sheet #1

"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:

O say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars, through the perilous fight,
O'er the ramparts we watched, were so gallantly streaming!
And the rockets's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there:
O say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On the shore, dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the mornings' first beam,
In full glory reflected now shines on the stream:
'Tis the star-spangled banner! O long may it wave
O'er the land of the free and the home of the brave!

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

O thus be it ever, when freemen shall stand
Between their loved homes and the war's desolation!
Blest with victory and peace, may the heaven-rescued land
Praise the Power that hath made and preserved us a nation
Then conquer we must when our cause it is just
And this be our motto: "In God is our trust."
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave!

“The Star-Spangled Banner”
Student Resource Sheet #2

Read the words of the first verse of “The Star-Spangled Banner” in column one.
In column two, rewrite the words of each line in your words.

COLUMN 1	COLUMN 2
O say, can you see, by the dawn’s early light,	
What so proudly we hailed at the twilights, last gleaming?	
Whose broad stripes and bright stars, though the perilous fight,	
O’er the ramparts we watched, were so gallantly streaming!	
And the rockets’ red glare, the bombs bursting in air,	
Gave proof through the night that our flag was still there:	
O say, does that star- spangled banner yet wave	
O’er the land of the free and the home of the brave?	

"The Star-Spangled Banner"
Student Resource Sheet #3

This is a transcription of a page from Francis Scott Keys Memoirs written years after his experience during the War of 1812.

…But Tuesday night (13th) exceed anything we had yet seen. It was cloudy and very dark, there being no moon, and the bright flashes of the bomb mortars at every discharge and they were sometimes _____ from the different vessels, with the red glare of the rockets as they went whirring through the air and now and then the bursting of a shell before it fell would light up the whole scene with a fearful brightness. When the fleet, the Fort, the River and the Town, could all be seen in horrid grandeur; the bombardment was light up, until as near as I could tell about midnight, when suddenly the firing ceased and a most awful stillness followed….

(Courtesy of the Maryland Historical Society)

Reread the first verse of *"The Star-Spangled Banner."* Compare those words with the Key's memoir description of that night.
Answer these questions:

Are there differences in the two documents? If so, list them: _____

_____

Are there similarities in the two documents? If so, list them: _____

_____

As a historian which document do you think provides the most accurate information? State your reasons:

_____

_____

_____

_____

The History of Fort McHenry

Grade: 8

Class Periods/Duration: 2 class periods (with additional time provided for research)

VSC Standards/Indicators:
Social Studies Skills and Processes:
Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
6.E.2. Organize information from print sources.
d. Construct various types of graphic organizers, maps and charts to display information.

Objectives:
1. Students will create a timeline that provides a summary of the information found in the Student Handout #1 - *History of Fort McHenry*.
2. Students will research various uses of the fort.

Vocabulary/Concepts:
bombardment -to attack especially with artillery
sympathizers - to share similar beliefs

Materials/Resources;
Student Resource Sheet #1 - *History of Fort McHenry*
Student Resource Sheet #2 - *Timeline*
Poster Board or Exhibit Boards

Lesson Development:
1. Distribute the Student Resource Sheet #1 - *History of Fort McHenry*.
2. Have students read it to determine the dates and the events to be listed on the timeline.
3. Have students create a timeline with the correct dates and events paired.
4. Ask students to select one of the uses of Fort McHenry discussed in the reading. Have the students prepare a display showing the use of Fort McHenry both in pictures and text.
5. Allow students to report to the class using their display.
6. Place the displays in the hallway for others to view.

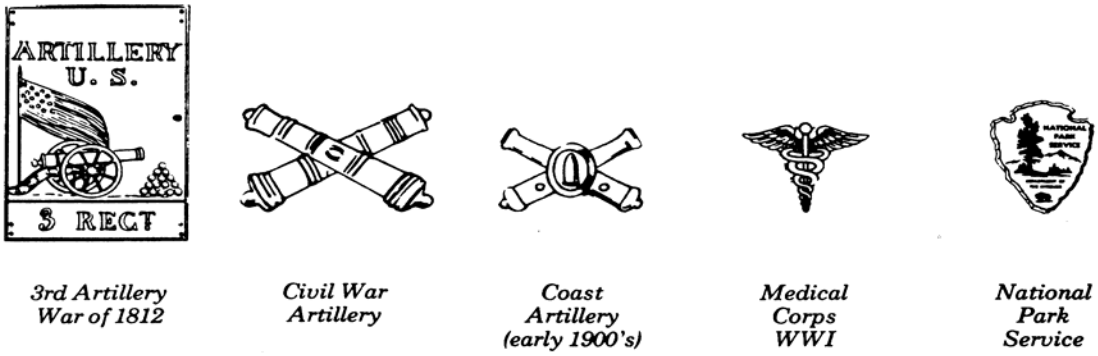
Assessment:
Quality and accuracy of reports/displays

Closure:
Summarize the lesson by discussing the various uses of the fort as illustrated in the student reports.

Extension:
Visit Fort McHenry in Baltimore, Maryland.

Student Handout #1

History of Fort McHenry



Insignia of Organizations Stationed at Fort McHenry During Its History

Fort McHenry's history began in 1776 during the Revolutionary War. The people of Baltimore feared an attack by the British and wanted to build a fort for protection. Anticipating an attack at any time, a fort of earthen mounds was constructed quickly. Originally, it was called Fort Whetstone, because of its location on Whetstone Point. Whetstone Point was an excellent location for a fort for two reasons. It was located far enough from Baltimore to provide protection without endangering the city and the area was a peninsula - a body of land surrounded on three sides by water. Constructing the fort on this site meant that enemy ships, sailing into Baltimore, would have to pass the fort first.

The Revolutionary War ended without an attack on Baltimore, but improvements to the fort continued. In 1798, a French engineer was directed by the Secretary of War to draw plans for a new fort on Whetstone Point. These plans were expensive and it was difficult for the people of Baltimore to raise money for construction. However, James McHenry, a well-known politician, was instrumental in raising funds for the new fort. The fort was named "Fort McHenry" in his honor.

Fort McHenry became famous when the British tried to attack Baltimore during the War of 1812. When the bombardment began on September 13, 1814, there were 1,000 soldiers defending the fort. Some were federal soldiers who were stationed at Fort McHenry all the time. Many were volunteers from the city of Baltimore. Their commanding officer was Major George Armistead. For 25 hours, the British bombarded Fort McHenry, but the fort's artillery fire kept the British away. Baltimore was saved.

In the 1860's the United States was torn apart by the Civil War. Union troops were stationed at Fort McHenry to help keep Baltimore out of the hands of those who would have Maryland join the southern cause. The fort's guns were turned toward the city. Fort McHenry was used as a prison where political prisoners suspected of being Confederate sympathizers were held, often without trial. Many Confederate soldiers were imprisoned at the fort as well.

In 1917 during the first World War, General Hospital No. 2 was established at Fort McHenry by the War Department. It was the largest military hospital in the country with over 100 temporary buildings to accommodate wounded American soldiers returning from the war in Europe.

When the war ended, the need for the hospital slowly diminished and in 1925 the temporary buildings were torn down. Fort McHenry became a national park which today is administered by the National Park Service as the country's only National Monument and Historic Shrine. Exhibits around the fort will help you visualize life at Fort McHenry during the various stages of its history.

The History of Fort McHenry
Student Worksheet #1 Timeline

Plot the history of Fort McHenry using facts from the story. Illustrate each event on the timeline.

1776_____1925_____Today