



River Raisin National Battlefield Park Presents

THE WAR OF 1812:
BATTLES OF THE RIVER RAISIN

"A SOLDIER'S NOTES FROM MICHIGAN'S BIG BATTLE"



MIDDLE
GRADES 6 - 8



WITH
"PROFESSOR"
MAJOR
MUSKRAT

LESSON PLAN



SERVICE
LEADERSHIP
COLLABORATION
EXCELLENCE



River Raisin National Battlefield Park Middle Grades Lesson Plan

"A SOLDIER'S NOTES FROM MICHIGAN'S BIG BATTLE"



The War of 1812, Battles of the River Raisin

LESSON OVERVIEW:

Students are going to learn about the Battles of the River Raisin that took place in the Michigan Territory during the War of 1812 in what is now present day Monroe, Michigan. This lesson will explore a secondary document that gives a personal account of the days prior to and during the Battles of the River Raisin.

Historians typically analyze the outcome of this war to be a stalemate between Great Britain and the United States. However, the Native Americans were the big losers in the war. They experienced a huge loss of lives and sovereignty.

After several years of war, ambassadors from both countries signed the Treaty of Ghent. This treaty resulted in maintaining United States/ Canadian boundaries as they were before the war which opened the way for westward expansion by the United States on the North American Continent. It also preserved the rights of the United States to freely navigate the open seas. The Treaty of Ghent resulted in lasting peace between Great Britain, what is now Canada and the United States.

OBJECTIVES:

Students will:

- Analyze United States maps and answer questions that relate to the maps and westward expansion of the United States.
- Demonstrate the ability to read a passage from a Journal in 1813, understand what the text says, and articulate what the text states in order to respond to creative or expository prompts.
- Take a stand on Battlefield preservation evidenced by a written response.
- Design a poster or create a PowerPoint presentation that includes at least 3 resources related to the Battles of the River Raisin.

STANDARDS:

National History Standard Era 4 -

Expansion and Reform (1801-1861)

Standard 1: United States territorial expansion 1801 and 1861, and how it affected relationships with external powers and Native Americans.

Michigan Standard - Challenges to an Emerging Nation

8 – U4.2.3 – Establishing America’s Place in the World – Explain the changes in America’s relationship with other nations by analyzing treaties with American Indian Nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. (National Geography Standard 13, p.169)

English Language Arts Common Core

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RECOMMENDED GRADE LEVEL(S): Sixth through Eighth

TOPIC(S): Military History, Michigan History and Battles of the River Raisin during the War of 1812

ERA: Era 4

TIME REQUIRED: Five to Ten Sessions

PREPARATION:

Materials:

- ☐ Copies of reading material and vocabulary sheet
- ☐ Drawing paper
- ☐ Line paper
- ☐ Pencils
- ☐ Color pencils
- ☐ Computer Access
- ☐ Map Study Worksheet
- ☐ Maps (3)
- ☐ Vocabulary Sheet
- ☐ Copy of Journal

Resources:

The Remember the Raisin website contains an excellent, detailed history of the River Raisin battle, examples of soldier's uniforms, soldier biographies. It also includes books and event information. www.riverraisinbattlefield.org

River Raisin Battlefield Park website contains information on visiting and supporting the Battlefield in Monroe, Michigan. www.nps.gov/rira

Glogster EDU is a safe and private classroom management platform used by many educators around the world. This resource helps students to create and exhibit online posters. www.glogster.com or <http://edu.glogster.com> Check out:

<http://www.glogster.com/alysofast/river-raisin-battle-war-of-1812/g-6lcm1n5q4s9vb1p2g9tgga0>

EXTENSION ACTIVITIES:

Have students create a timeline showing the events of the War of 1812. Students can create a timeline by hand or use the printable timeline tool. <http://www.readwritethink.org/materials/timeline/>

Have students locate and learn about the different French settlements in the United States that planted Ribbon Farms and write two similarities and two differences. Students may look in New Orleans, Detroit and Monroe Michigan to find Ribbon farm history.

EVALUATION:

- Students will complete and discuss the Map Study Worksheet.
- Students will complete Exit Ticket questions.
- Students will complete a drawing illustrating a paragraph from the secondary source and write a description of their drawing and the reason the drawing is important to the Battles of the River Raisin. When complete, the students will share their project with the class.
- Students will take a position and write about the meaning and value of the River Raisin Battlefield.
- Students will present a poster with at least three resources that related to the Battle of Frenchtown to the class and retell or explain history of the battle using those images.

BIBLIOGRAPHY:

Naveaux, Ralph. *Invaded on All Sides*. Marceline, MO: Walsworth Press, 2008.

Livesey, Robert and A.G. Smith. *Discovering Canada: The Defenders*. Brighton, Mass.: Fitzhenry and Whiteside, 1994.

"Journal of the Campaign of 1812." Edited by John C. Hench. In *Early American Imprints Second Series 1801-1819*. Worcester, Mass.: American Antiquarian Society, 1976.

PROCEDURE:

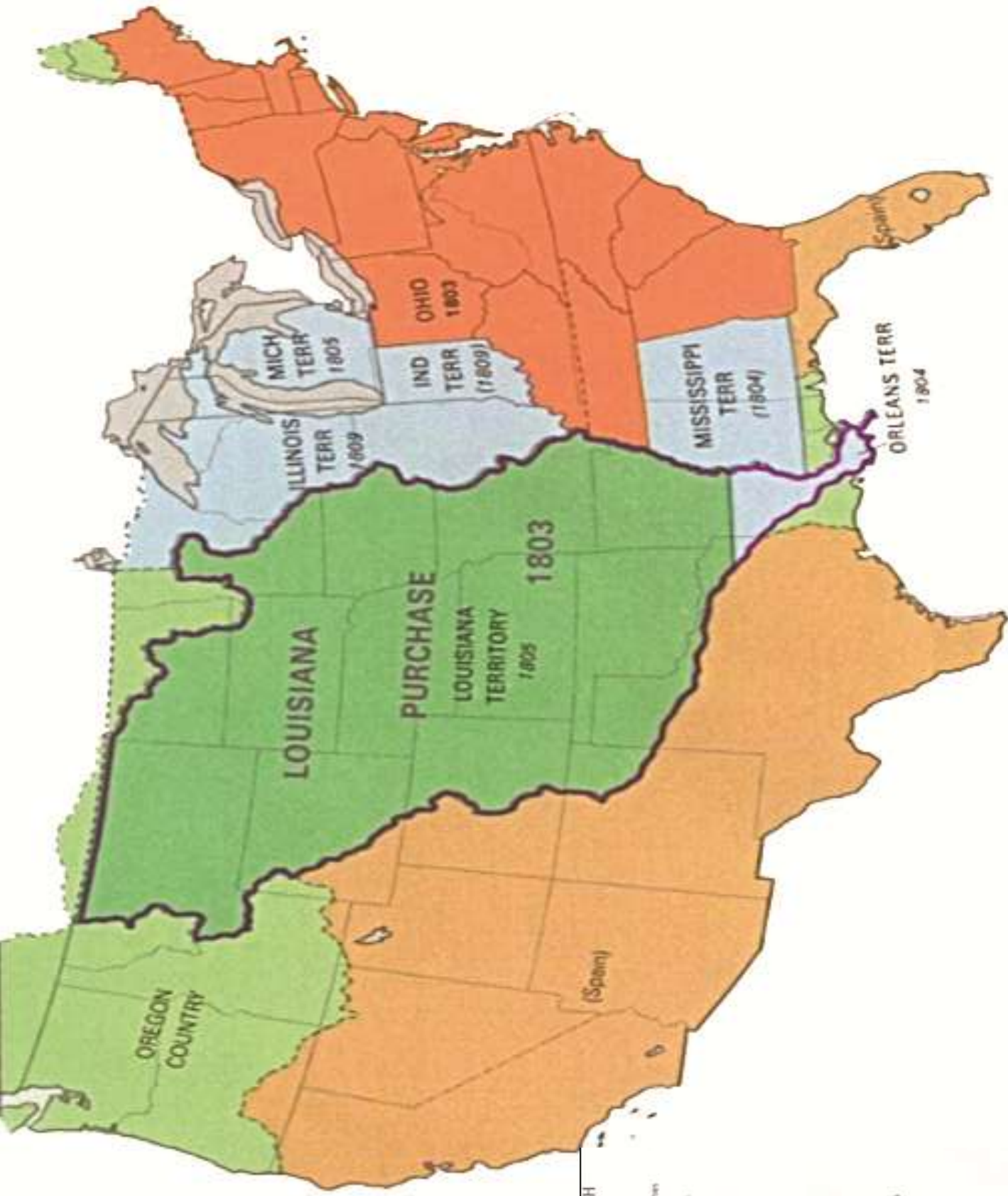
Each section of the lesson plan follows along with all of the necessary documents. The maps and illustrations can be reproduced in a larger format if that is more beneficial for your class.

SECTION 1 — HISTORICAL CONTEXT



Students will analyze a United States map that shows the Michigan Territory and its neighbor prior to the War of 1812. They will also analyze another United States map that shows the Michigan Territory after the War of 1812. After studying the maps, students will answer the following questions:

1. Locate Michigan on the map. Note the land mass extends beyond the current Michigan boundaries. In the War of 1812, President Madison planned to invade Canada. Why do you think much of the war was waged in the Great Lakes Region?
2. Study Maps A & B. What changed between 1810 and 1820? Name two differences on the 1820 map, one thing that is different about Michigan and one thing that is different about United States of America.
3. Share the additional maps with students to help them better understand what took place during the War of 1812 and at the Battles of the River Raisin.
4. Have the students complete the map study worksheet.



TERRITORIAL GROWTH

COLONIAL PERIOD: 1775

- Original Thirteen Colonies
- Other British territories

UNITED STATES: 1790-1820

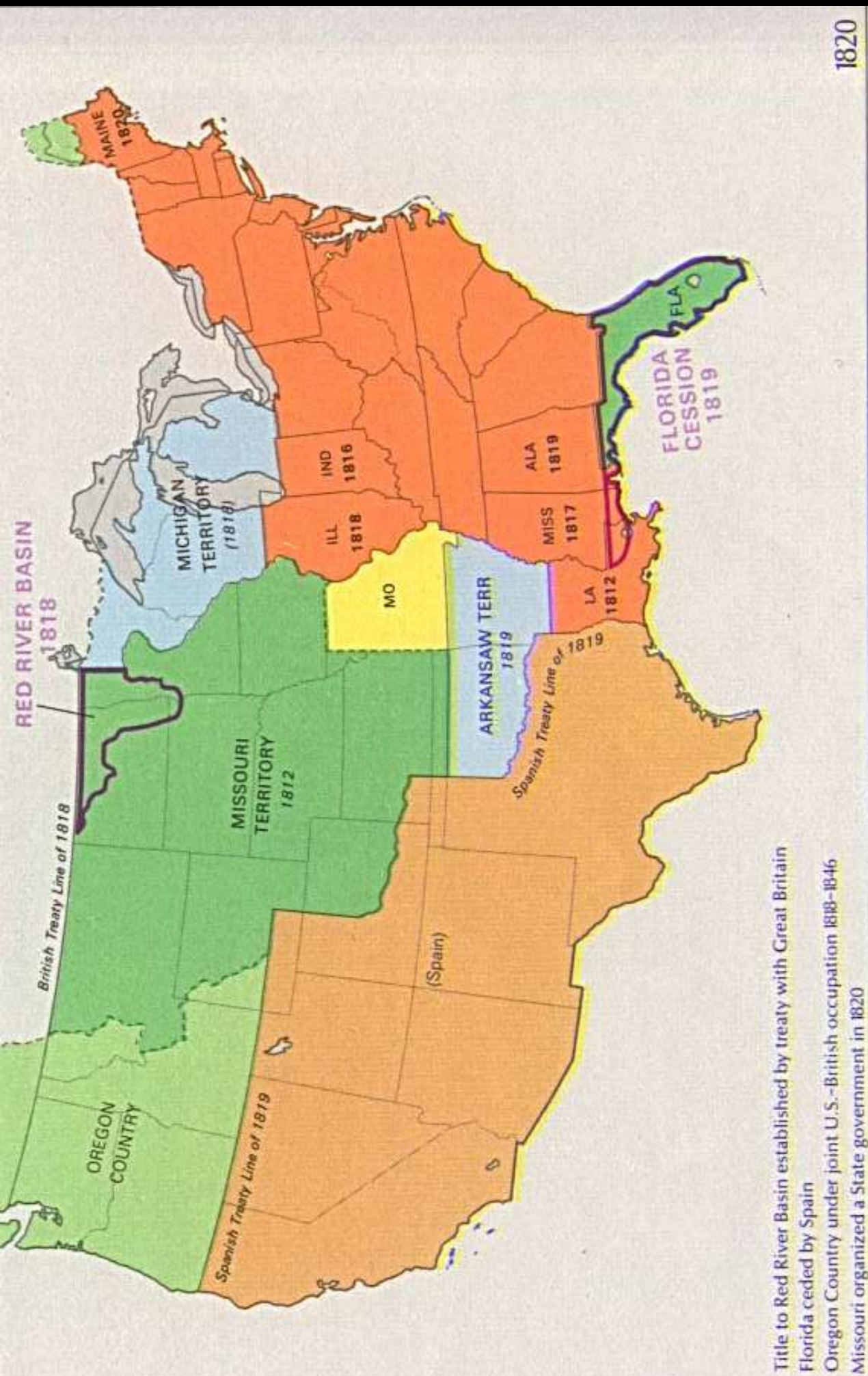
- States
- State claims
- Special status areas
- Territories
- Unorganized territories
- Claimed areas
- Foreign areas

1803 Dates of territorial acquisitions
1808 Dates of initial territorial organization
1809 Dates of later change within given time period
1812 Dates of admission to the Union

Map scale 1:14,000,000
Compiled by H. George Sull, Hammond Incorporated, 1967,
rev. by U.S. Geological Survey, 1970

Louisiana purchased from France

Map B: 1820 United States Map



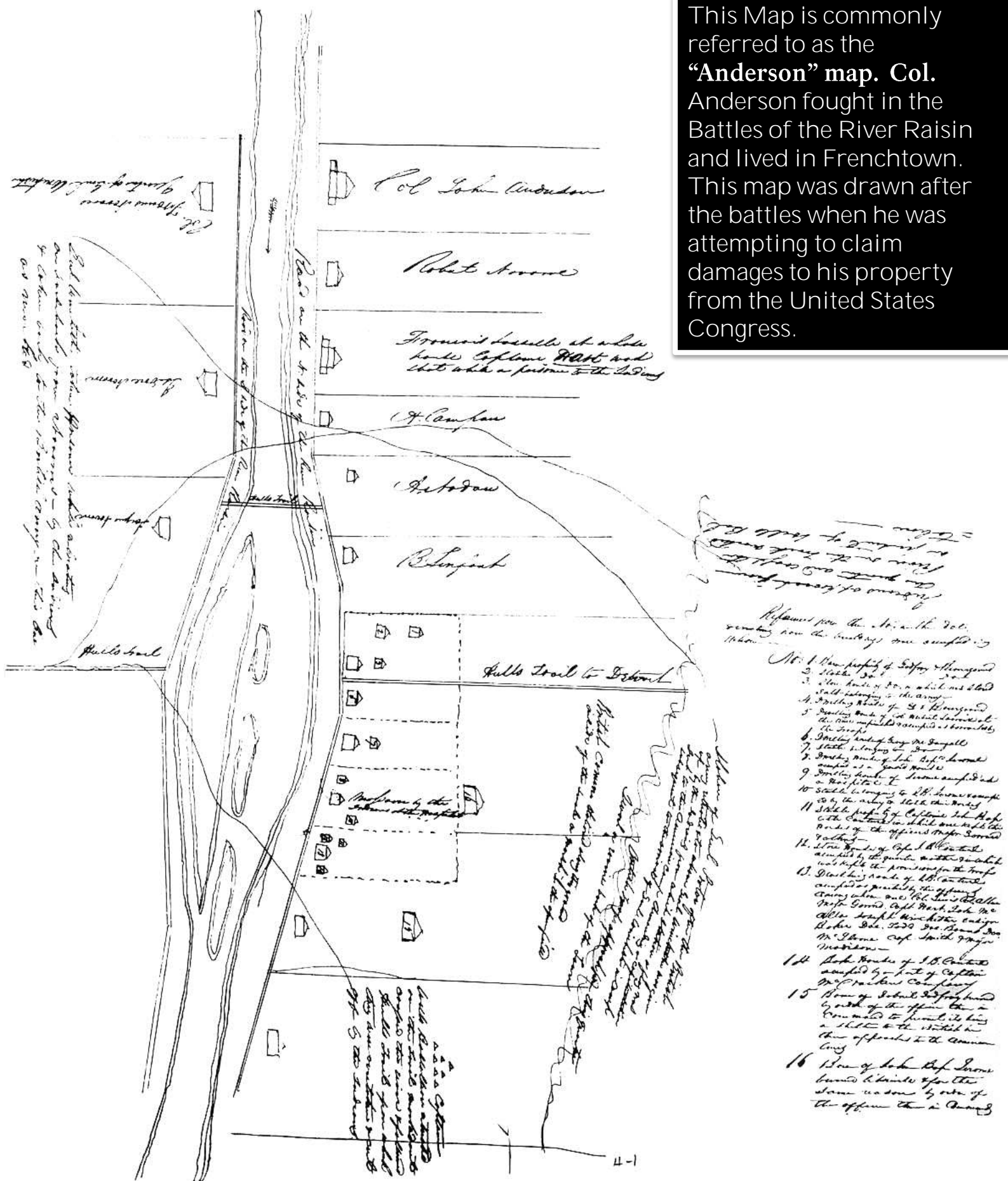
Title to Red River Basin established by treaty with Great Britain
Florida ceded by Spain
Oregon Country under joint U.S.-British occupation 1818-1846
Missouri organized a State government in 1820

TERRITORIAL GROWTH

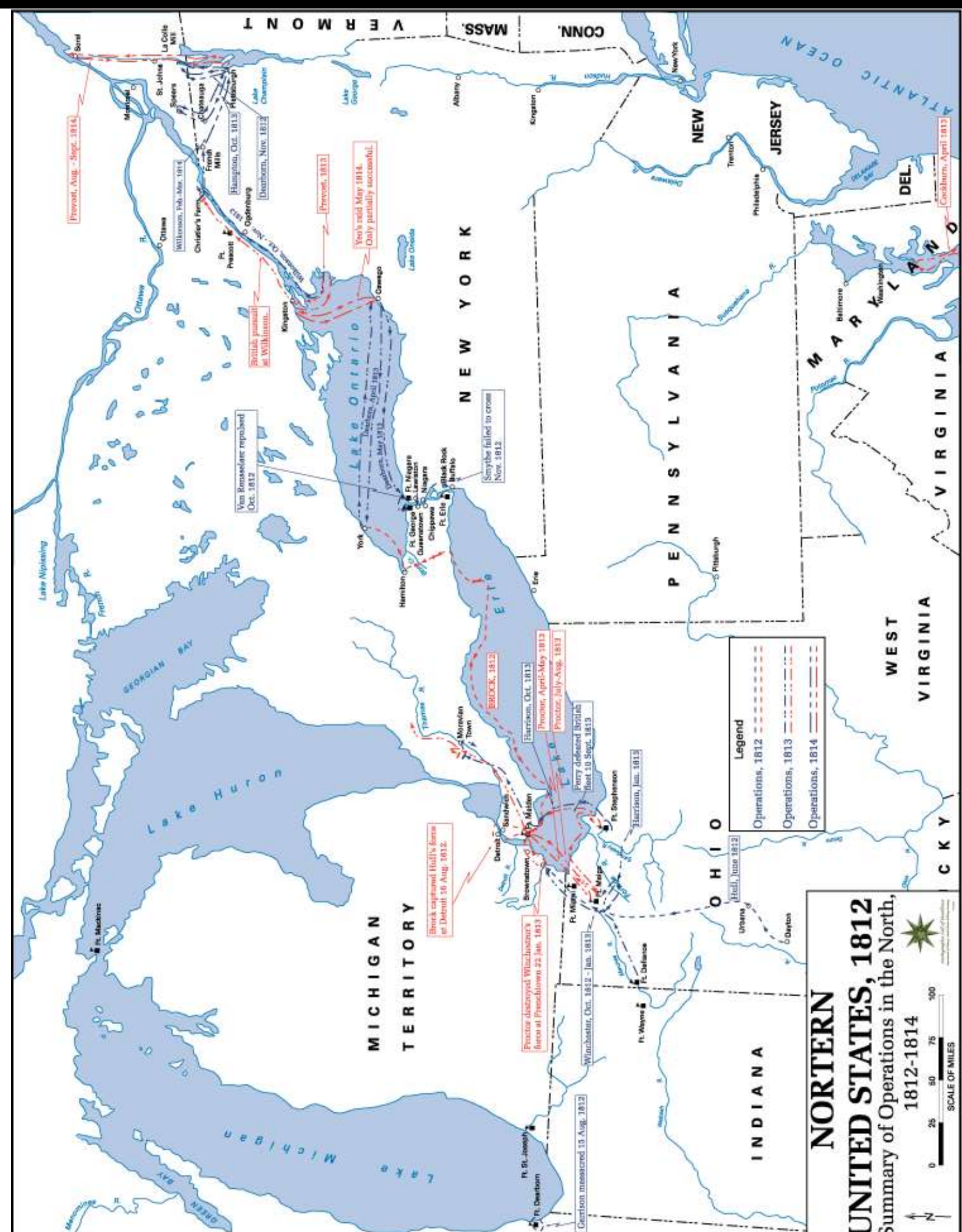
COLONIAL PERIOD: 1775

- Original Thirteen Colonies
- Other British territories

This Map is commonly referred to as the **“Anderson” map. Col.** Anderson fought in the Battles of the River Raisin and lived in Frenchtown. This map was drawn after the battles when he was attempting to claim damages to his property from the United States Congress.



Northern United States War of 1812 Map



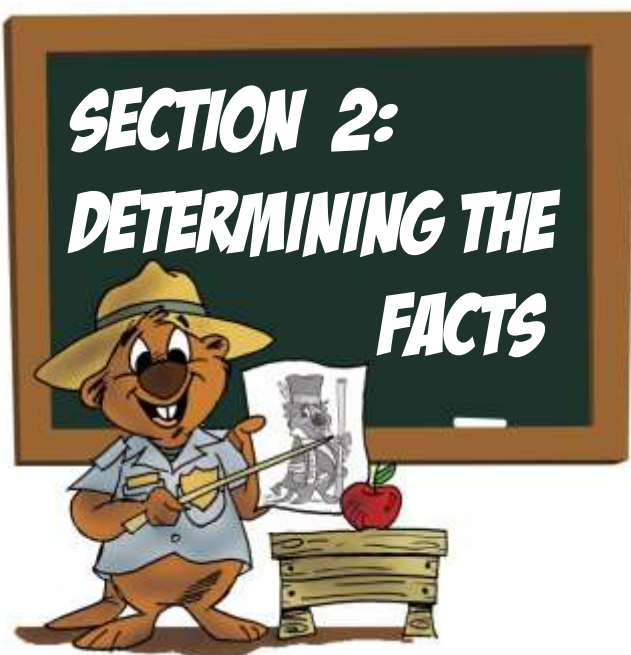
Early United States Map Study Worksheet

Name _____ Date _____ Class _____



Please study Map A that shows the United States and her neighbors before the War of 1812, in 1810, and Map B that shows the United States and her neighbors in 1820 after the War of 1812. From 1800 – 1853 the country acquired all the rest of the land that forms the continental United States. The War of 1812 happened during the westward expansion of the United States. The Congress was interested in using the war to expand the countries territory and secure maritime rights.

1. Find Michigan on the map A. Note the land mass extends beyond the current Michigan boundaries. As a goal of the War of 1812 President Madison was looking to invade Canada. Why do you think battles were waged in Detroit and Frenchtown?
2. Study Maps A & B. What changed between 1810 and 1820? Name two differences on the 1820 map, one thing that is difference about Michigan and one thing that is different about the United States.
3. Michigan does not become a state until 1848, why would Michigan be called a part of the Midwest and not the Northeast? Please explain your answer in terms that explain the westward expansion.



PART 1

- ☐ The teacher will talk about how Historians use personal accounts of events in history to enrich and expand their understanding of the event. Students will **read out loud “Journal of the Campaign”** which is an account from the Battles of the River Raisin from a secondary source in 1813. The vocabulary will be posted for everyone to view during the reading. After the reading, students will answer the following questions:
 1. Was **this record of a person’s experience in the War of 1812 written formally and for public consumption?** Remind students that this writing was part of a larger work and was in a journal presented by an editor.
 2. Personal accounts are highly subjective and will not always be chronological. Please give an **example from the text where information was out of sequence or expressed the author’s opinion.**

PART 2

- ☐ Students will re-read the personal account and select a descriptive passage from the text and draw an image or make a cartoon that depicts an action or environment. On a separate piece of paper the students will write a description of the drawing and why the image is important to understanding the Battles of the River Raisin.
 1. Each paragraph of the passage was numbered in order to identify the possible passages that students may choose to draw and discuss.
 - ☐ Paragraph 3 – Payment for volunteer soldiers
 - ☐ Paragraph 5 – Meeting Kentuckians
 - ☐ Paragraph 6 – Getting marching orders
 - ☐ Paragraph 10 – Image of farm/settlement
 - ☐ Paragraph 11 – Encounter with Frenchmen
 - ☐ Paragraph 13 – Battle scene
 - ☐ Paragraph 16 – Description of area
 - ☐ Paragraph 20 – Memory of bravery

Journal of the Campaign – Year 1813

Vocabulary

- ☐ **Accouterments** – military dress and arms, the devices and equipment worn by soldiers
- ☐ **Ammunition** – projectiles to be fired from a gun. Information that can be used to attack. Any stock of missiles
- ☐ **Artillery** – Large but transportable armament (Cannon)
(This word derived from the Latin “artillaria” = equipment of war)
- ☐ **Auspicious** – Trending to favor or bring good luck
- ☐ **Battalion** – A body or group of troops
- ☐ **Centinel** – A soldier, a guard whose job is to stand watch (Sentinel)
- ☐ **Cessation** – pause or interruption
- ☐ **Commissary** – A retail store that sells equipment and provisions (usually to military personnel)
- ☐ **Contempt** – Lack of respect accompanied by a feeling of intense dislike
- ☐ **Depredations** – a destructive action
- ☐ **Detachment** – A group of troops on a separate mission
- ☐ **Dwelling** – Residence
- ☐ **Encomium** - A speech or piece of writing that praises someone or something highly
- ☐ **Execution** - carrying out of putting in place a plan
- ☐ **Express** – that which is sent by an express messenger or message
- ☐ **Flank** – the side of military or naval formation
- ☐ **Haughtiness** – Overbearing pride evidenced by a superior manner toward inferiors
- ☐ **Interspersed** – Scattered among or between other things
- ☐ **Laurels** – Crowned with or as if with laurel symbolizing victory (honor)
- ☐ **Mounted** – Equestrian (riding a horse)
- ☐ **Odium** – general or widespread disgust directed toward a person as a result of their actions
- ☐ **Pantaloons** – A historical men’s close-fitting breeches fastened below the calf or at the foot

- ❑ **Picketing** – A small body of troop or single soldier sent out to watch the enemy or a pointed wooden stake driven in to the ground.
- ❑ **Post** – A military station; the place at which a soldier or a body of troops is stationed.
- ❑ **Regiment** – Army unit smaller than a division
- ❑ **Reluctance** – a certain degree of unwillingness
- ❑ **Resolutely** – Showing firm determination or purpose
- ❑ **Scalped** – Remove the scalp
- ❑ **Supercilious** – Having or showing arrogant superiority to and disdain of those one views as unworthy
- ❑ **Vigorous** – strong and active physically or mentally
- ❑ **Wilderness** – A wild area or region uncultivated by human beings

Journal of the Campaign Year 1813

For a few years, past differences existed between the United States of America and the Kingdom of Great Britain. Every possible means had been used on the part of the Executive and Legislative departments of the general government of the United States, to adjust those differences upon honorable and equitable terms. But Great Britain treated every reasonable proposition with haughtiness and contempt; and still persisted in violating the just rights of the Americans, by committing depredations on the high seas and by impressing the citizens of the United States of America – the service of his majesty, and employing the savages to murder the defenseless inhabitants of the frontiers.

The United States having long borne these outrages with great patience; at length wearied with insults, resorted to the last and painful alternative of declaring war, (which was done on the 18th of June 1812); and the government having called for volunteers, more than gents of this state, rallied around their countries standard, ready to assist in a vigorous persecution of the war, in order to hasten a speedy and honorable peace.

General Hull having been appointed by the general government to take possession of Canada his forces amounting is about 3,000, three regiments of volunteer Infantry and one United States infantry amounting it all to about 2,300 were called and gathered to assist him. The first regiment was commanded by Colonial John Scott, the 5th regiment was commanded by Colonial William Lewis, the L & M rifle regiment by Samuel Wells, the whole under the command of Brigadier General Payne.

We draw two months pay in advance. There being a general complaint amongst the volunteers respecting 16 dollars, which were expected to be drawn; Major Graves paraded his battalion and gave them choice to go on without the 16 dollars, or return home. Six chose to return, these to fix odium upon them, were drummed out of camp and through town.

We received information of General Hull – having surrendered Detroit and Michigan Territory to General Brock, on the 16th of the September while in permission of the necessary means to hold that post against forces of Upper Canada. This we could not believe until confirmed “as good authority”, when this was confirmed it appeared to make serious impressions on the minds of Officers and Privates. Those high expectations of participating with General Hull in the Laurels to be acquired by the conquest of Malden and Upper Canada were abandoned.

We draw our arms and accouterments and erosed the Ohio on the 27th. Our destiny was thought to be Fort Wayne. We arrived in Fort Wayne, and met with a reinforcement of 500 mounted riflemen and cavalry from Kentucky. General Harrison not being legally authorized by the general government, commander of the Army, devolved to General Winchester. This resignation of general Harrison’s was done with much reluctance as he had placed great confidence in Kentuckians; and found he was their choice – General Winchester being a stranger and having the appearance of a Supercilious Officer. He was generally disliked.

General Orders ~ Fort Wayne September 22nd 1812

The Army will march in the following order, to the guard in 3 lines, 2 deep in the road in Indian file on the flanks, at a distance of 50-100 yards from the center line, when not prevented by obstruction.

Fort Winchester October 27th 1812

With great pleasure the General announces to the Army, the prospect of an early supply of winter clothing amongst which are the following articles exported from Philadelphia sent on the 9th of September: 10,000 pairs of shoes, 5,000 blankets, 5,000 round jackets, 5,000 pairs of pantaloons. Yet a few days, and the General consoles himself with the idea of seeing those whom he honor to command, clad in warm woolen, capable of resisting the Northern Mists of Canada.

These Frenchmen solicited protection and assistance, stating the abuse they received from Indians, and the danger they were in of losing their lives and property.

November 25th Arrived in the camp this morning, clothing from Kentucky – The ladies who sent this clothing deserve the highest encomiums, may they long live under the auspicious protection of a free government; and may heaven reward them unparalleled benevolence! Another Frenchman came to camp confirming what was stated by the others—we now began to recruit after our laborious march. We have her in our possession many large fields of corn. (Ribbon farms) The inhabitants fled, and the Indians or British have burned their houses, leaving some chimneys standing. By every appearance this has been a respectable settlement.

A Frenchman came yesterday from the River Raisin, he said companies of British had arrived from Canada, and the Indians were collecting, and intended to burn Frenchtown in a few days. By the repeated solicitation of the French, being counseled by some Field Officers, the general has been induced to order out detachment of 570 men, destined to the River Raisin; it was said, contrary to the instructions of General Harrison. The detachment started and each proceeded with three-day provisions.

We had been nearly 5 months in the wilderness exposed to every inconvenience and excluded from everything that had the appearance of a civilized country. When the inhabitants of the village discovered us – they met us with a white flag, and expressed friendship. They informed us the British and Indians had left Frenchtown days ago and gone to Brownstown. An express came from the River Raisin informing Colonel Lewis there were 400 Indians and 2 companies of British there, and Colonel Elliot was to start the next morning from Malden with a reinforcement.

December 18th – we started in order to get there before Colonel Elliot. After traveling fifteen miles mostly on the ice we received information of the enemy being they're waiting for us. We were then in three miles of Frenchtown. We proceeded on with no other view than to conquer or die. When we advanced in sight of town, the British saluted us by the firing of a piece of cannon. They fired it three times but no injury was sustained. During this time we _____ the line of battle, and raising a shout "Go down field briskly"; then soon commenced their firing of their small guns, but this did not deter us from a charge; we advanced close and let loose on them, they gave way and soon we had possession of the village, with the loss of a man. 12 of their warriors were slain and scalped. In retreating they kept up some firing. We pursued them half a mile to the woods, which were very brushy and suited to their mode of fighting. As we advanced they were firing the

misgives behind the logs, trees to the best advantages; our troops rushed on them resolutely and gave them Indian play. A length after a battle of three hours and five minutes, we were obliged to stop the pursuit, on the account of the approach of night and retire to the village. We collected our wounded and carried them to the village, leaving our dead on the ground. In this action Kentuckians displayed great bravery, after being much fatigued with marching on Ice. Our loss in action was 11 killed and 55 wounded. Their loss exceeded ours. A Frenchman stated they had 54 killed and 140 wounded; part of who were carried to the house on Sandy Creek.

Some dispute arose between Indians and some of the French, on Sandy Creek; the Indians killed the old man and his wife; in consequence of this, the French were enraged, and resolved to get revenge. They applied to us for assistance, but it was thought improper to leave the village; some of them had assisted us, and fought in the front battle.

January 19th - In going over the battleground. Great signs were seen (by the blood and where they had been dragged through the snow) two of the wounded died. The River Raisin runs an east course through level country; interspersed with well-improved farms is 70 or 80 yards wide the banks are low. Frenchtown situated on the north side of the river that empties into Lake Erie. There is a row of dwelling houses about 20 in number, near the bank, surrounded with a fence made in the form of picketing, with split timber from 4 and 5 feet high.

January 21st, a reinforcement of 230 men arrived in the afternoon, also General Winchester, Colonial Wells, Major McClanahan, Captain, Surgeons Irvin and Montgomery and some other gentlemen. A Frenchman arrived here late in the evening from Malden, and stated that a large number of Indians and British were coming on the Ice with artillery to attack us; he judged their number to be 3,000, this not believed by some of our leading men, but the generality of the troops put great confidence in the Frenchman's report and expected some fatal disaster to befall us; principally because General Winchester had taken up his head quarters nearly half a mile from any part of the encampment, and because the right wing was exposed. Colonial Lewis treated the report with coolness, thinking the persons seen were only some gentlemen from town.

Just as daybreak the revilee (revelry) began to beat as usual; this gave joy to the troops who had passed the night under the apprehensions of being attacked before day. The revile had not been beating more than two minutes before the centinels fired three guns in quick succession. This alarmed our troops who quickly formed and were ready for the enemy before they were near enough to do execution. The British immediately discharged their artillery loaded with balls, bombs, and grapeshot, which did little injury. They then attempted to make a charge on those in the pickets, but were repulsed with great loss. Those on the right being less secure from the want of fortification, were over powered by a superior force, and were ordered and retreat to a more advantageous ground. They got in disorder and could not be formed. The Indians pursued them from all quarters, and surrounded, killed and took most of them. The enemy again charged on the left with redoubled vigor, we were forced to retreat. After a long bloody contest the enemy finding they could not either by strategy or force drive us from our fortification. A sleigh was seen 3 or 4 hundred yards from our lines going toward the right, supposed to be laden with ammunition to supply the cannon; four or five men rose up and fired at once, and killed the man and wounded the horse.

At this time bread from the commissary house was handed round among our troops, who sat composedly eating and watching the enemy at the same time. Being refreshed we discovered a white flag advancing toward us, it was generally supposed to be a cessation of arms, thus our enemy might carry off their dead,

which was numerous, altho' they had been bearing away both dead and wounded during action. But how we were surprised and mortified when we heard that General Winchester with Colonial Lewis had been taken prisoner by the Indians in attempting to rally the right wing, and General Winchester had surrendered us prisoners of war to Colonial Proctor – Major Madison, then the highest command, did not agree to this until Colonial Proctor had promised them prisoners should be protected from Indians, the wounded taken care of – the dead collected and buried and private property protected. It was with extreme reluctance; our troops accepted this proposition – There was scarcely a person that could refrain from shedding tears! Some plead with the Officers not to surrender; saying they would rather die on the field!

In this battle Officers and Privates exhibited the utmost bravery. Whilst the men were at their post firing at the enemy, were passing along the lines supplying them with gartidges Major Graves, passing round the line, was wounded in the knee. He sat down in a tent, bounded his wound, and cried " Bors I am wounded, never mind me, but Fight On!



- ❑ The teacher asks students why it may be important to remember the events of the Battles of the River Raisin as Michigan history and as U.S. military history. Students of history may enjoy the stories and valor on the River Raisin as well as learn from the battle's outcome and impact on the rest of the War of 1812.
- ❑ The teacher asks students, “How might we remember Michigan’s biggest battle?” The teacher makes students aware of River Raisin National Battlefield Park as a place that holds the memory of the battle. The students will begin to think about the purpose(s) of preserving battlefields for communities to visit. A discussion may include issues of land use, its educational value, value as a place to pay tribute and honor veterans, economic value through tourism and what would be appropriate to have at a National Battlefield Park (i.e. monuments, buildings, trails, etc.). A debate could be setup for students to discuss what would be appropriate or not appropriate at a National Battlefield Park. For example, should there be a children’s playground or should the site be treated as sacred/hollowed ground?
- ❑ Students will brainstorm and write down ideas on why it is important to preserve Battlefields in preparation for completing the short answer on the Exit Ticket exercise later in the lessons.



- ☐ Students will collect resources that give information on the Battles of the River Raisin or Frenchtown and create a digital poster, a PowerPoint or a hand drawn poster with at least three resources. Provide the students a copy of the poster rubric. When complete, the students will present their projects in class.
- ☐ Have the students complete the War of 1812 Exit Ticket.

POSTER RUBRIC

Holistic Score	4	3	2	1
Number of Images/Facts	<ul style="list-style-type: none">At least 7 accurate facts are displayed on the poster	<ul style="list-style-type: none">5 to 6 accurate facts are displayed on the poster	<ul style="list-style-type: none">3 to 4 accurate facts are displayed on the poster.	<ul style="list-style-type: none">Less than 3 accurate facts are displayed on the poster.
Presentation	<ul style="list-style-type: none">The poster is exceptionally attractive in terms of design, layout, and neatness.	<ul style="list-style-type: none">The poster is attractive in terms of design, layout and neatness.	<ul style="list-style-type: none">The poster is acceptably attractive though it may be a bit messy.	<ul style="list-style-type: none">The poster is distractingly messy or very poorly designed. It is not attractive.
Relevance to the Battles of the River Raisin	<ul style="list-style-type: none">All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	<ul style="list-style-type: none">All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	<ul style="list-style-type: none">All graphics relate to the topic. Most borrowed graphics have a source citation.	<ul style="list-style-type: none">Graphics do not relate to the topic or several borrowed graphics do not have a source citation.
Language	<ul style="list-style-type: none">Uses purposeful and appropriate terminologyUtilizes strong and precise word choice	<ul style="list-style-type: none">Utilizes strong grade-level word choice	<ul style="list-style-type: none">Utilizes vague or basic word choice	<ul style="list-style-type: none">Utilizes incorrect or simplistic word choice

War of 1812 Exit Ticket

Match the word(s) that correctly complete the statements below and write them on the blank provided. Complete question five.

- ☐ **FRENCHTOWN**
- ☐ **ANN ARBOR**
- ☐ **VIRGINIA**
- ☐ **DETROIT**
- ☐ **GENERAL WINCHESTER**
- ☐ **COLONEL PROCTOR**
- ☐ **PENNSYLVANIA**
- ☐ **KENTUCKY**



1. Militia Men came from which U.S. state to help fight the war in Michigan?
_____.
2. The Battles of the River Raisin occurred in which Michigan town?
_____.
3. The commander of the U.S. forces during the Battles of the River Raisin was
_____.
4. General Hull surrendered the city of _____ on September 16, 1812.
5. Do you think battlefields are important historical places? Write one or two reasons why you think battlefields should or should not be preserved and visited by citizens.



RIVER RAISIN NATIONAL BATTLEFIELD PARK

SCHOOL FIELD TRIP RESERVATION FORM

FAX Completed forms to: 734-244-5501



Today's Date: _____

School Name and District: _____

Contact Person: _____ Phone: _____

Email: _____

City: _____ State: _____ Zip Code: _____

Depending on the goals you have for your fieldtrip, you should plan on a minimum of 3 hours at the Battlefield. Your group is welcome to plan to bring sack lunches and eat them at the battlefield, but please let us know as the number of picnic tables and benches are limited.

Number of Students: _____ Number of Adults: _____

Field Trip Date: _____ Alternate Date: _____

	<u>Arrival Time:</u>	<u>Departure Time:</u>	<u># In Group:</u>	<u>Grade:</u>	<u>Special Needs:</u>
Group One:	_____	_____	_____	_____	_____
Group Two:	_____	_____	_____	_____	_____
Group Three:	_____	_____	_____	_____	_____
Group Four:	_____	_____	_____	_____	_____

Are groups planning to eat their sack lunches at the Battlefield. YES NO

School fieldtrip transportation scholarships are available to students in the 3rd through 8th grades that attend schools identified as "Ticket to Ride" program eligible schools who agree to: (see back for eligible schools)

1. Use and provide feed back on one of the pre-visit Curriculum Guides/Units specified below:
 - "Letters from the Grave" - A 6-day lesson plan for grades 3 to 5
 - "A Soldier's Notes from Michigan's Big Battle" - A 5 to 10 day lesson plan for grades 6 to 8
 - "Analyzing a Battlefield Map & Corresponding Image" - A 2-day lesson plan for grades 7 and 8
 - "Remember the Raisin Adventure" - A 2-day lesson plan for grades 6 to 12
 - "Battle of the River Raisin Pen Pal Project" - a 2 to 3 week lesson plan for grade 8 and up

2. Complete a short post fieldtrip evaluation

Fieldtrip scholarship of up to \$150.00 are available per full-size school fully occupied school buses. To maximize the number of students able to benefit from this program we ask that you only request the amount of scholarship funding necessary for your fieldtrip to be possible.

Number of Buses Required: _____ Number of Students Per Bus: _____

Funding Requested per Bus: \$ _____ x the number of buses =

Total Funding Requested: \$ _____

You will be notified within 5 business days of submitting your reservation about availability and scholarship funding.

**MAJOR
THANKS...**



Ticket to Ride Eligible Schools

Ticket to Ride schools include select 3rd through 8th grade classrooms in Monroe and Wayne Counties, Michigan schools. To determine if your school/classroom is eligible please contact the Battlefield at 734-243-7136. Ticket to Ride scholarships have been funded by many generous supporters of the Battlefield.

Reservation Forms may be returned to the Battlefield by:

Fax: 734-244-5501

Email: daniel_downing@nps.gov

Phone: 734-243-7136

Preparing Students...

Before you visit River Raisin National Battlefield Park, prepare your students for what they will experience and provide them some background information using the curriculums that were developed by fellow teachers. Curriculums available include:

1. "Letters from the Grave" - A 6-day lesson plan for grades 3 to 5
2. "A Soldier's Notes from Michigan's Big Battle" - A 5 to 10 day lesson plan for grades 6 to 8
3. "Analyzing a Battlefield Map & Corresponding Image" - A 2-day lesson plan for grades 7 and 8
4. "Remember the Raisin Adventure" - A 2-day lesson plan for grades 6 to 12
5. "Battle of the River Raisin Pen Pal Project" - a 2 to 3 week lesson plan for grade 8 and up

While the curriculums have been designed for specific grades based upon state and national education standards, you are welcome to utilize any of the curriculums that work best for your students. Below are a few other questions you might discuss with them and vocabulary words you might have them look up! There are also some suggestions for possible activities while traveling to the Battlefield and while at the Battlefield!

Questions:

1. What events or actions might lead a country to go to war? If they struggle with this or have a limited background you could ask what people fight about and then expand on their answers.
2. Is it common or uncommon for citizens to agree on the reasons for going to war?
3. Ask the students if they know who the United States went to war with in 1812?
4. Ask the students if they know why the United States went to war in 1812?
5. Ask the students if they would have supported the United States going to war in 1812? (why or why not)

Vocabulary:

- ☐ Captive
- ☐ Commerce
- ☐ Constrained
- ☐ Conquer
- ☐ Detention
- ☐ Embargo
- ☐ Foreign
- ☐ Harass
- ☐ Hostile
- ☐ Impressment
- ☐ Jurisdiction
- ☐ Maritime
- ☐ Plundered
- ☐ Port
- ☐ Pretensions
- ☐ Provocation
- ☐ Ravage
- ☐ Seizures



Important information for you and your students...

Writing surface and utensils

If your students will be completing the Muskrat Militia March, Blaze the River Raisin Heritage Trail VISA, or Battlefield Scavenger Hunt please make sure they bring a pencil. We suggest that each participant also bring a crayon if doing the VISA program.

Bathroom and Drink Breaks

Accessible restrooms and a water fountain are available in the Visitor Center. These restrooms are single stall restrooms so be sure to schedule ample time for breaks. There are no other restrooms or drinking fountains at the Battlefield. Restrooms and drinking fountains are available at Sterling State Park and the Monroe County Historical Museum if traveling the River Raisin Heritage Trail.

Picnic Areas

The Boy Scouts of America built a picnic area for the Battlefield in 2011. This area will seat 33 adults and 2 wheel chairs. The picnic area may not be reserved, but is available for use if not occupied. You may also find other outdoor areas to sit on the ground to eat picnic lunches. It is possible to reserve the visitor center map room for short periods of time to eat meals during the winter months when it is too cold to go outside. Even if reserved, if the weather permits groups are asked to eat outdoors. At no time is any food or beverages allowed outside the map room when indoors. Please remember to have the students pick up all trash and put it in the proper receptacles, or bring along a large trash bag to dispose of the trash.

Souvenir Shopping

The Battlefield store stocks an array of items – books, postcards, pens, period toys and articles, and etc. at a broad range of prices. If your students will be souvenir shopping in the Battlefield store they must be closely chaperoned at all times. **100 percent of the store's proceeds benefit the Battlefield and educational programming.**

Inclement Weather Planning

Please require your students to dress for the outdoors and for the forecasted weather. This means that they should have sturdy walking shoes or good sneakers and should avoid sandals. Additional preparation includes sunblock, bug spray and water bottles. It is important to make sure the students are comfortable, as uncomfortable students do not learn well.

“Hanging Out” Time

Some free exploration time is a good thing, but please provide options to the chaperones and students for this time – such as doing the Battlefield Scavenger Hunt, souvenir shopping, trying period games or circle-group discussions. Please avoid allowing students to congregate or lounge in the visitor center or on the porches of the visitor center as it may disrupt other visitors.

The Best Chaperone Ever!

Dynamic Small Group Activities

The students in your small group will learn the most, behave the best, and will be safest on a field trip where they are continually engaged in fun learning experiences. Below are activity ideas for students of every age, that will help to make you the best chaperone ever!

On the way to and from the Battlefield...

Sit together on the bus, and establish a partner system (battle buddy) for bathroom breaks and on-site activities. Make sure each of your students has read, signed and understands the Field Trip Enlistment Contract for Students. Share some of your ideas for the day and ask the students for some of theirs.

Challenge the students to occupy their free time on the way to the River Raisin with only those activities that would have been available to them as War of 1812 soldiers (i.e. no cell phones, iPods, gaming systems). Some soldiers passed time like this:

- ❖ DICE – Each player takes an equal number of rolls on a pair of dice, and then totals the points from the rolls to determine a winner. Or a game board is made with a square containing each number, 2 through 12. Each player places a marker inside a box of his or her choice, and then the dice are rolled. The player who guesses the correct number receives all of the markers or is declared the winner.
- ❖ SKETCHING – Sketch a War of 1812 camp scene as you imagine it. A great deal has been learned about the life of a soldier from the sketches that the soldiers and artists made during wars.
- ❖ LETTER WRITING – Write a letter to a friend or family member, describing your experiences as a “soldier.” **What do you miss about home? What is the hardest part about being a soldier? Etc.**
- ❖ CARD PLAYING – Many card games were popular. What games do you like to play?
- ❖ DOMINOES, CHECKERS, or CHESS – Follow the directions given with your set as these games have not really changed since the soldiers played them around a campfire.
- ❖ SINGING – Soldiers would sing a variety of songs – hymns, melancholy (sad) songs about home, or rousing patriotic songs. For starters, lead a sing-along of “The Star Spangle Banner” which was written during the War of 1812 as the British bombarded Fort McHenry (copy of words are included in this packet).

As you get close to the Battlefield review the itinerary and rules for the day with students. Familiarity will decrease trip anxiety and orientation time, and will increase excitement for the day as well as knowledge retention. If any of the students have been to the Battlefield before, ask them to share their experience with others in the group.



The Best Chaperone Ever!

Dynamic Small Groups

While at River Raisin National Battlefield Park...

- ❖ Immediately upon arrival, establish an emergency meeting location (rally point) – an easy place to find from all directions, such as a flagpole or obvious landmark.
- ❖ Be sure to have plenty of copies of the Battlefield Scavenger Hunt if your group is doing this. No pens in the visitor center please... only pencils.
- ❖ Assign each student a role for the day, and remind them that they are to become experts by the end of the day on their role, write down 5-10 interesting facts or stories about that role. Some roles to choose from include:
 - Native American, 18th Infantry soldier, Kentucky Militia, British soldier, Frenchtown civilian, Michigan Militiamen, Colonel Lewis, Colonel Allen, General Winchester, General Proctor, Roundhead, Walk-in-the-Water, Waindaway, or Split Log.
- ❖ Brainstorm questions for your Park Ranger or Park Guide. Make sure each student has a possible question. Listen and look throughout the day for the answers; those that are not answered by the end of the tour or day can ask the leader, or send it to a Park Ranger at the Battlefield.
- ❖ Encourage exploration of the entire visitor center and loop trail, and not just for answers.
- ❖ Assist students, but be sure that they are working together and doing the work themselves.
- ❖ Promote discussion if the students express opinions.
- ❖ Praise a found answer or earnest attempt.
- ❖ Provide direction for difficult segments and encouragement.

Remind students to leave no trace of their visit...



The Star Spangled Banner Lyrics

By Francis Scott Key 1814

Oh, 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 thru the perilous fight,
O'er the ramparts we watched were so gallantly streaming?
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
Oh, 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 morning's first beam,
In full glory reflected now shines in the stream:
'Tis the star-spangled banner! Oh 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!

Oh! thus be it ever, when freemen shall stand
Between their loved home and the war's desolation!
Blest with victory and peace, may the heav'n 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!