



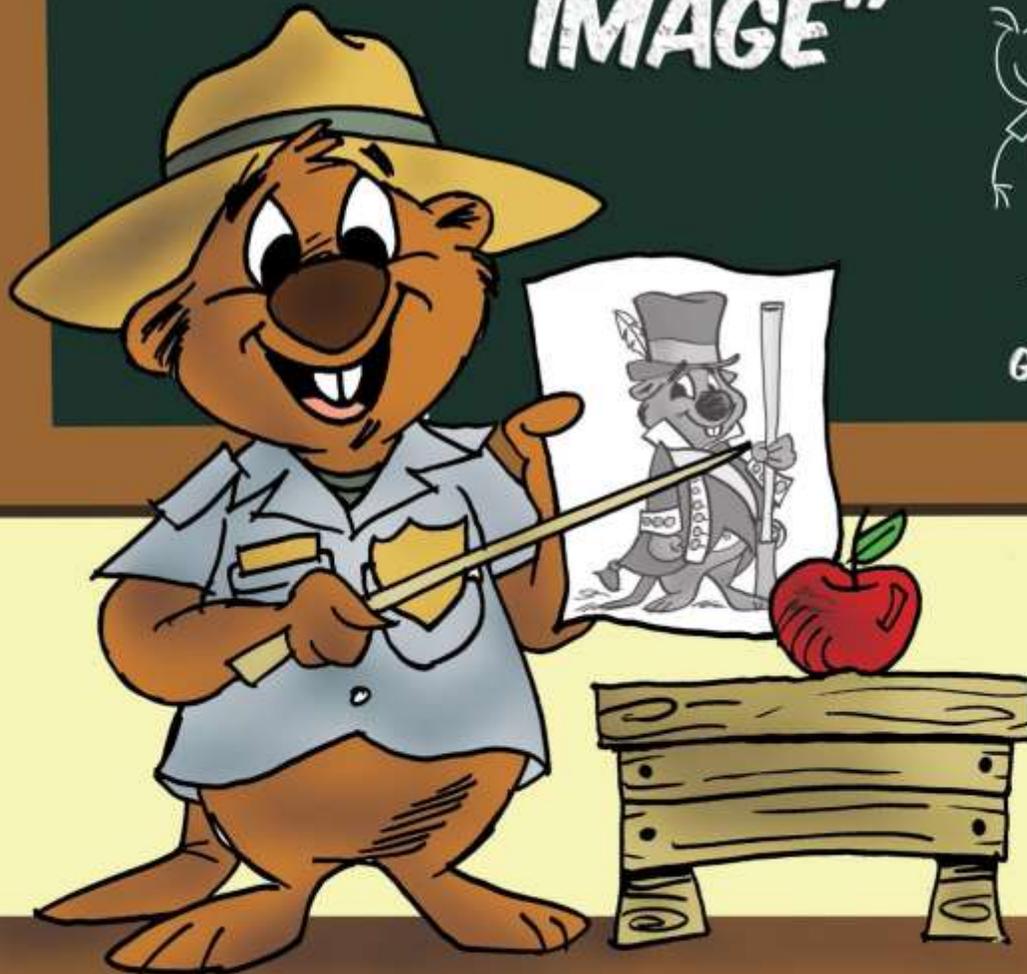
River Raisin National Battlefield Park Presents

THE WAR OF 1812:
BATTLES OF THE RIVER RAISIN

"ANALYZING A BATTLEFIELD MAP & CORRESPONDING IMAGE"



GRADES 7 - 8



WITH
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LESSON PLAN



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River Raisin National Battlefield Park 7th & 8th Grade Lesson Plan

"ANALYZING A BATTLEFIELD MAP & CORRESPONDING IMAGE"



The War of 1812, Battles of the River Raisin

This Lesson Plan was made possible by a grant from the National Park Foundation through the generous support of L.L. Bean, Disney, The Anschutz Foundation, and the Ahmanson Foundation.

LESSON OVERVIEW:

The Battles of Frenchtown – also known as the Battles of the River Raisin – were key battles in the Great Lakes region during the War of 1812. Though ending in a loss for the Americans, the battles nonetheless marked a turning point in the war on the Upper Great Lakes, thanks to the rally cry “Remember the Raisin!” that resulted from the aftermath of the Battles of the River Raisin.

In this lesson, students will analyze a series of maps and an image from the Battles of the River Raisin to gain an understanding of the events of the second battle. The student will then use his/her understanding of the two sources to interpret the historical accuracy of a battle image.

OBJECTIVES:

Students will:

After completing this lesson students will be able to:

1. Analyze a map as a primary or secondary source document
2. Explain the historical significance of a battlefield map
3. Compare an image of the battlefield with a battlefield map
4. Demonstrate an understanding of the significance of the Battles of the River Raisin and War of 1812 from their research and use of primary and secondary source documents

STANDARDS:

Michigan Grade Level Content Expectations – Grade 8

- U4.1 Challenges to an Emerging Nation – Analyze the challenges the new government faced and the role of political and social leaders
- 8 – U4.1.2 Establishing America’s Place in the World – Explain the changes in America’s relationships 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. (C4) (National Geography Standard 13, p. 169)
- U4.2 Regional and Economic Growth – Describe and analyze the nature and impact of the territorial, demographic, and economic growth in the first three decades of the new nation using maps, charts, and other evidence.
 - Transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3) (National Geography Standard 3, p. 148)
 - Immigration and the growth of nativism (National Geography Standard 9, p. 160)
 - Race relations

National Geography Standards 1 and 3

- Identify advantages and disadvantages of maps and other images
- Identify locations of places, as well as physical and human features

Common Core ELA and Lit Grades 6-8

- P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.
- P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.
- R.IT.06-08.04 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.
- P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.
- P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.
- S.IA.06-07.13 Communicate and defend findings of observations and investigations using evidence.

RECOMMENDED GRADE LEVEL(S): Seventh and Eighth Grades

TOPIC(S): Maps and geography, American History and Michigan History

ERA: Michigan GLCE USGH ERA 4
National Standard ERA 3-Revolution and the New Nation (1754-1820s)

TIME REQUIRED: One to five class periods depending on the depth of coverage and extension activities completed.

EXTENSION ACTIVITIES:

Using the maps and images provided as a guide, students should draw their own composite historical map of the Battles of Frenchtown. Include such items as locations of buildings, troop locations, geographical features, and selected settlers' plots of land.

Additional extension activities are provided on the "Teachers Guide to Analyzing Maps" and the "Teachers Guide to Analyzing Images".

EVALUATION:

Students will pull information from map and image analysis together to draw conclusions about the second battle.

Hand copies of Drawing Conclusions to each student in their groups and allow them to complete either individually or in their group. (10-15 minutes)

Evaluation of the Differences and Similarities Charts and analysis sheets should be for a participation grade. Drawing Conclusions assignment should be used as a summative evaluation according to the teachers' standards and grading practices.

PROCEDURE:

Each section of the lesson plan follows along with all of the necessary documents or where the materials can be obtained. This lesson plan is divided into sections by recommended days, but can be completed in any format that works best for the classroom. Read the following overview of the Battles of Frenchtown or The Battles of the River Raisin to better understand what took place before starting the lesson with your students.

Overview of the Battles of Frenchtown or The Battles of the River Raisin

The Battles of Frenchtown (Battles of the River Raisin in Monroe Michigan) were the largest battles ever fought on Michigan soil. The second battle was a major defeat for the Americans and was one of the bloodiest engagements during the War of 1812. The killing of some wounded soldiers the following day shocked and enraged Americans throughout the Old Northwest Territory. This incident soon became known to Americans as “The River Raisin Massacre” and the rallying cry “Remember the Raisin” was soon heard throughout America and the world.

After General William Hull surrendered Detroit to British Major General Henry Proctor on August 16th, 1812 without a prolonged siege, President James Madison placed General William Henry Harrison in command of the Army of the Northwest Territory. This decision placed Harrison over the not so popular Brigadier General James Winchester. Winchester was then placed second in command under Harrison. **Harrison’s first plan of attack was to retake Fort Detroit during a winter campaign.** (At the time Detroit was considered a critical outpost being located at the Straits of Detroit, and would allow the American forces to invade Upper Canada.)



Against Harrison’s orders, but at the request of the local citizens of Frenchtown whose village had been occupied by the British and Indians, Winchester sent a relief detachment to Frenchtown from the Maumee River Rapids, under the command of Colonel Lewis. Lewis departed down the Maumee River to the frozen western shore of Lake Erie and then north to the River Raisin. In a sharp skirmish on January 18th, 1813 Lewis dispersed a small detachment of British and Indians freeing Frenchtown from British and Indian occupation.

General Winchester and around 250 reinforcements joined Lewis at Frenchtown on January 20th 1813. When Winchester departed the Maumee Rapids he had left word for Harrison explaining his actions that “**Nothing... but progressive actions**” would encourage the mostly Kentucky volunteers as the following month their six month enlistments would be up. (Prior to Frenchtown, Winchester’s army had not seen any heavy action.)

Harrison, pleased with the success of Lewis, feared that the British might overpower Winchester’s forces before additional troops could reach Frenchtown. Harrison arriving at the Maumee Rapids the day Winchester left for Frenchtown, immediately ordered additional troops to leave at once. Harrison, however, did not order Winchester to return to the Maumee Rapids. Instead, he sent Captain Nathaniel Hart to the River Raisin with a message “to hold the ground... at any rate”.

When Captain Nathaniel Hart arrived in Frenchtown, he found Winchester’s forces ill-prepared for a British and Indian counterattack. Even after receiving reports from the local residents that a large British force was headed toward the Frenchtown settlement on the River Raisin, Winchester maintained it would be “some days” before the British “would be ready to do anything”. The over-confident Winchester spread his troops

throughout the Frenchtown Settlement. Winchester had decided to put up for the night at an isolated home south of the river and west from the rest of his men (about 1 mile) well outside of the Frenchtown settlement, **taking with him the army's extra black powder supply.** Because of this arrangement, some say that Winchester failed to provide adequate security for his troops.

Colonel Henry Proctor, commander of the British forces in the Detroit River region, organized a counter attack after learning of this takeover of Frenchtown. He gathered troops from Fort Malden, consisting mostly of about 597 British regulars from the 41st of Foot and local militiamen, and 800 Indians led by the Wyandot Chief Roundhead and Walk-in-the-Water. In addition to their muskets, the British were armed with six small cannons. Proctor crossed the Detroit River and proceeded to Stony Creek, bringing his artillery with him over the ice. The troops assembled the night of January 21st, 1813 only 5 miles north of Frenchtown, in readiness for the dawn attack. His total force numbered over a thousand, perhaps as many as 1,300 compared to Winchester's 934.

Before sunrise on the morning of January 22nd, 1813, the British and Native forces surprised the Americans who took their positions quickly and returned fire. American guards had been posted the night before but no one was guarding the road to the north. Was it too late to save Frenchtown?

“Only 20 minutes into the battle the US regulars under British artillery fire and flanked by Proctor's Indians, withdrew from the fencerow toward the river. Two companies of Kentucky militiamen rushed to stabilize the regulars but they too were overwhelmed. As the regulars retreated Captain James C Price and the fifty men in his Jessamine Blues sought to retrieve the American wounded. Price's men quickly discovered that the Indians had encircled Frenchtown leaving a narrow road as the only avenue of escape. As the Kentuckians withdrew down the lane the Indians poured a withering fire into their ranks.”

Winchester was awakened that morning by artillery and gun fire and the sounds of Indian attacks. Jumping from bed and the comfort of the isolated farmhouse, he forgot his uniform coat. Minutes later Winchester arrived on the right flank just as it was crumbling. He tried to re-form the regulars on the opposite side of the river. This proved impossible. Winchester, his sixteen year old son and several aides were swept-up in the retreat, and were captured by Indians loyal to Chief Roundhead and taken to Proctor.

“During the rout, the US regulars broke into small groups and despite being outnumbered, continued to fight until overwhelmed. Lieutenant Ashton Garrett and about 20 men were surrounded and laid down their arms. Their Indian captors then began shooting them. Garrett was the only one to escape the massacre. Another group of Americans retreated about three miles before being over taken. About half of whom were shot or tomahawked. Some regulars removed their shoes so they could run through the snow in their stockings to leave deceptive footprints for the Indian pursuers. One of the men who employed this trick was Captain Richard Matson. He and about thirty others were the only regulars to escape death or capture.”

“As the Americans right flank collapsed, the Kentuckians in the picketed area on the left side of the line repulsed three British assaults with “coolness and intrepidity”. At one point during the battle, the Americans discovered that the British were moving to occupy a large barn 150 yards in front of the US positions. Ensign William O. Butler volunteered to set the barn on fire. Carrying a firebrand in the face of steady enemy gunfire, Butler raced to the barn and set it ablaze. He then returned to the barn to place more straw on the fire. By the time the ensign safely returned to his lines his clothing was riddled with bullets.”

“Around 11:00 am the British fire slackened. The Kentuckians on the left flank suffered five killed and about forty wounded. British losses were a staggering one-third killed and wounded. One British observer later noted that if the Americans had left their fortifications and charged, Proctor's right flank might have collapsed.”

“Unaware of the defeat of the US regulars, the Kentuckians’ confidence rose as a flag of truce advanced from the British line. However confusion replaced confidence when the volunteers saw that the bearer was **Major James Overton, General Winchester’s aide. Colonel Proctor who accompanied Overton delivered a letter from Winchester suggesting that the Kentuckians lay down their arms .Proctor had convinced Winchester that if the Kentuckians did not surrender the town buildings would be burned and the Indians would kill the US wounded. Winchester later claimed that he recommended the surrender because he believed the men behind the palisades were in a state of desperation.”**

Winchesters letter to surrender shocked the Kentuckians. The Kentuckians had vowed to fight to the end no matter what the consequence. **Other members of the Kentucky Militia pleaded with other officers “they would rather die on the field” than surrender. Major George Madison (a distant relative to President Madison) looked to the other American officers for advice. Madison then asked Proctor if the Americans would remain safe if he ask his troops to lay down their weapons. Proctor then replied “Sir, do you mean to dictate to me?” Madison then indicated that his men would rather die in battle than be massacred. Proctor agreed that all American property and wounded would be protected. Madison then surrendered knowing he was short of ammunition and surrounded by British and Indians. The Kentuckians reluctantly laid down their weapons. It was shortly after the Indians began robbing the Kentuckians. Madison objected to their behavior and threatened to have his men shoulder arms if Proctor did stop not the Indians. Proctor then replied “The Indians are fierce and unmanageable”, but when Proctor waved his sword the Indians stopped.**

Fearing that General William Henry Harrison would be sending reinforcements to the River Raisin (Frenchtown), the British rushed through the surrender ceremonies. Proctor departed for Fort Malden late in the afternoon on January 22, 1813, with the British regulars, Canadian militia and the Americans that could walk because there were not enough sleighs for the American wounded. American casualties totaled over 300 killed outright, about 60 seriously wounded and more than 500 taken prisoner Proctor reported 24 British killed and 158 wounded. There were no reports of the Indian casualties.

Did Proctor foresee the possibility of a counter attack? About 900 American reinforcements had already started the long exhausting march though rain, snow and mud. **When they learned of Winchester’s defeat, Harrison’s officers recommended they return to Maumee. Harrison did send 170 of his “most active men” to help any of Winchester’s men that may have escaped.**

Captain William Elliott and three interpreters, along with several volunteers and two US surgeons, John Todd and Gustave M. Bower, stayed behind to care for and guard the wounded. When the Americans expressed concern that the two US doctors were not adequate medical support, they were told, **“The Indians are excellent doctors” . As the wounded watched their comrades march away, Proctor proclaimed that he would return the following day with more sleighs to transport the wounded to Fort Malden.**

As light broke, the Americans prepared for the arrival of the British with sleds in tow, also looking south in hopes of seeing a relief column of troops arriving from the Maumee Rapids. But instead Dr. Todd witnessed the three interpreters leaving the Frenchtown Settlement. Captain Elliott also disappeared during the night.

It was 10:00am on January 23rd when Todd was approached by approximately 200 Indians who had entered the town. One of the Indians confronted Todd and asked why the wounded had not been moved to Fort Malden. While the doctor explained that the sleds would return today, the Indian referred to the British as **“damned rascals”, and continued that the wounded would be killed.**

Doctor Todd later recalled the Indians were seeking revenge for the lives lost from the previous day’s fighting, rather than drunk, as some have claimed. The Indians then invaded buildings that housed the wounded and began stripping them of their belonging. Some of the wounded that could walk were taken

captive. Those more seriously wounded were killed. Once the Indians began to set the buildings on fire, one could hear the cries from the wounded that could not escape the burning building, those that managed to crawl to safety were tomahawked at the door.

The brutal killing continued on into the mid afternoon when the Indians and captured Kentuckians left the Frenchtown settlement for Fort Malden. Those that were unable to keep up (according to one survivor) were **inhumanly butchered**. **Elias Darnell remember, “The road was for miles strewed with the mangled bodies”**. Estimates of the number of wounded who were actually murdered by the Indians on January 23rd range from half a dozen to 30 or 40. Of the nearly 1,000 Americans at Frenchtown, Only 33 were not killed, captured, or wounded. This incident soon became known by American’s as **“The River Raisin Massacre”** and the rallying cry in the war on the Great Lakes from that point on was **“Remember the Raisin”**.

The defeat at Frenchtown forced Harrison to cancel his projected winter campaign to recapture Detroit. Harrison instead took a defensive stand in Ohio and built Fort Meigs at the Maumee Rapids, known today as Perrysburg. After the War, Frenchtown was soon replaced by what is now Monroe, Michigan.

Information taken from <www.riverraisinbattlefield.org>



Students will be analyzing battlefield maps individually and as a group.

1. Using *The Mitten – The War of 1812* (four page handout that can be printed and distributed to your students), have the students read about the War of 1812 and discuss with them the background behind the Battles of the River Raisin. Explain the location, events leading up to the battles, the conflict itself, and the immediate aftermath of that conflict. (30 minutes)
2. Place students in groups of four to five.
3. Handout one copy of Maps “A-E” for each group and two copies of “Analyzing a Map or Image” to each student.
4. Have each students look at a different map in their group and answer the questions you select from the “**Teacher’s Guide to Analyzing Maps**”. Select questions from the “**observe, reflect, and question**” columns that you like and ask the questions to your students. Students should record answers on analysis sheet. (10 minutes)
5. Allow students in each group to compare answers from their analysis sheet. Since each student has a different map, answers will probably vary from group member to group member. (5 minutes)
6. After the groups have compared their answers have them find three things that all of the maps have in common and one thing that is unique about each map? Have the groups report back to the class their findings one group at a time. (15 minute)
7. Have one student in each group collect and hold the maps and all of the students’ “Analyzing a Map or Image” answer sheets until the next section or have them place them in a safe location. Have the students remember what group they are in so they can return to that group in the next section.



The War of 1812

On June 18, 1812, the U.S. Congress declared war on Great Britain.

There were many causes for this war. For years, the British had stopped U.S. ships, removed American sailors and forced them to work on British ships. Americans also blamed the British for Indian uprisings in the Ohio River valley. For years, Native Americans and American settlers fought with each other in Ohio.

When the British left Detroit after the American Revolution they built Fort Malden at Amherstburg.



During the early days of the war things did not go well for the Americans. In July 1812 Fort Mackinac was taken when the Americans were surprised by a British force. One month later, Detroit was surrendered to the British. The loss of Michigan's biggest settlement was a major setback for the Americans. The outlook of the

war improved for the Americans in September 1813 when a U.S. Navy force defeated a British fleet near present-day Sandusky, Ohio. The American victory at the Battle of Lake Erie forced the British to leave Detroit.

The War of 1812 ended in December 1814. Unlike many wars, this war ended without any exchange of territory. American troops reoccupied Fort Mackinac in July 1815.

The war, however, did have a terrible effect



In August 1812, General William Hull, Michigan's first territorial governor, surrendered Detroit to the British without a fight. Detroit is the only American city ever surrendered to a foreign enemy.

upon Michigan. As one Michiganian noted, "the desolation of the territory is beyond all perception." There was very little food and many of the homes and farms were in need of repair. The one bright spot was Michigan's new leader. In 1813, Lewis Cass, an Ohio officer who had come to Michigan to fight the British, was named Michigan's territorial governor.

BATTLE OF THE RIVER RAISIN

One of the most tragic battles of the War of 1812 was fought where the River Raisin enters Lake Erie at Frenchtown (present-day Monroe).

On January 18, 1813, an American force under the command of General James Winchester arrived at Frenchtown. Against orders, General Winchester had moved his 900-man army into Michigan when he heard that the British planned to burn Frenchtown.

When the Americans reached Frenchtown they defeated a smaller British force. Winchester's army also captured lots of flour and beef. For the first time in months the Americans ate well. But General Winchester failed to take the necessary **precautions** in case the British might attack his men. The American general also ignored reports that the British were headed back to Frenchtown.

At dawn on January 22, a British force of 1,300 men (500 soldiers and 800 Indians from a variety of tribes) attacked the unprepared Americans.



State Archives of Michigan

Although Indians did massacre American soldiers at River Raisin, this picture, created after the War of 1812, exaggerates what really took place.

Shortly after the battle started General Winchester was captured. The British commander told him that if the Americans did not surrender, his Indian **allies** might kill any American prisoners. Although many American soldiers were still fighting, Winchester ordered his men to lay down their guns. They surrendered, but only after receiving a promise

from the British that their wounded would be protected.

American **casualties** at the Battle of the River Raisin totaled 220 killed, 80 wounded and more than 500 taken

prisoner. Only a few Americans escaped. The British reported 24 killed and 161 wounded.

Fearing the arrival of more Americans, the British commander took his army and all Americans who could walk and left Frenchtown.

He left behind the wounded Americans. Early the next morning, about 200 Indians rushed into Frenchtown and killed many of the American soldiers.

The massacre of the Americans shocked the American public. The editor of one national newspaper described the event as one of the worst acts of “cold blooded butchery ever committed . . . by civilized man.” For many Americans the angry battle cry became “Remember the River Raisin.”

LEWIS CASS

One of the few good things to come out of the War of 1812 for Michigan was Lewis Cass.

Born in New Hampshire in 1782, Lewis Cass received a good education before moving to Ohio with his family. When the War of

1812 started he joined the Ohio militia. He was at Detroit when the city was surrendered in August 1812. The following year, President James Madison appointed Cass Michigan's new territorial governor.

Cass served eighteen years as governor—longer than any one else in Michigan history.

Cass worked hard to help Michigan recover from the war. He encouraged new settlers to come to Michigan. Under Cass's leadership, roads and lighthouses were built. When Cass left the governorship in 1831 to serve as the U.S. secretary of war, Michigan was ready to become a state.

Cass served in the U.S. Senate, as ambassador to France and as U.S. secretary of state. In 1848 Cass was the presidential nominee for the Democratic party, but he lost the election.

Lewis Cass returned home to Michigan in 1861. He died five years later and was buried in Detroit.

Lewis Cass (top) used this sword while serving in the War of 1812. Today, the sword can be seen at the Michigan Historical Museum.



RIVER RAISIN BATTLEFIELD VISITOR'S CENTER

Located on a portion of the battlefield, this museum has exhibits on the soldiers who fought at the Battle of the River Raisin. A short interpretive trail guides visitors through the action that took place in the biggest battle ever fought in Michigan. The museum is located at 1403 East Elm Avenue in Monroe. Telephone (734) 243-7136.

MICHIGAN HISTORICAL MUSEUM

Exhibits on display about the War of 1812 period at the Michigan Historical Museum include Lewis Cass's War of 1812 sword, a wooden canteen and Native American weapons. The museum is located at 717 West Allegan, Lansing, MI 48918. Telephone (517) 373-3559, TDD: (800) 827-7007 or visit on-line at www.sos.state.mi.us/history.

Learn more about THE WAR OF 1812

FORT MALDEN NATIONAL HISTORIC SITE

During the War of 1812, Fort Malden was the center of British defenses on western Lake Erie. Today, the site includes remains of defensive earthworks and four buildings, including a brick barracks built in 1819. The fort is located on Laird Avenue in Amherstburg. Telephone (519) 736-5416 or visit on-line at http://parks.canada.pch.gc.ca/parks/ontario/fort_malden.



British reenactors at Fort Malden

FORT MACKINAC

Built on Mackinac Island by British soldiers during the American Revolution, Fort Mackinac was captured by the British in July 1812. The British held the fort until 1815. Today, visitors can tour exhibits covering more than 150 years of the fort's history. Operated by the Mackinac Island State Historic Parks, the fort is open from May until October. Telephone (906) 847-3328 or visit on-line at www.mackinacparks.com/fortmackinac/.

What Did You Learn?

BONUS:

Who did Americans blame for Indian uprisings in the Ohio River valley?

- a. the Spanish
- b. the French
- c. the British

1. *What is the only U.S. city ever surrendered to a foreign enemy?*

- a. St. Ignace
- b. New York
- c. Detroit

2. *What was the name of one of the most tragic battles of the War of 1812?*

- a. the Battle of the River Raisin
- b. the Battle of Lake Huron
- c. the Battle of Fort Mackinac

3. *Who was Michigan's first territorial governor?*

- a. William Hull
- b. Lewis Cass
- c. Richard Amherst

Vocabulary WORDS



precautions: to prepare in advance against danger

allies: people joined in a common cause

casualties: people killed, wounded or captured in battle

nominee: a person chosen to be a candidate

The Mitten is produced by the staff of Michigan History magazine, which is part of the Michigan Historical Center. The Michigan Historical Center is part of the Department of History, Arts and Libraries. Dedicated to enhancing the quality of life in Michigan, the department also includes the Mackinac Island State Park Commission, the Library of Michigan, the Michigan Film Office, and the Michigan Council of Arts and Cultural Affairs.

For more information, contact Michigan History at (517) 373-3703 or visit us on-line at www.sos.state.mi.us/history/mag

B R N M F E U O S B S H Q D Q H K I C F
 R E W E E K D Q Z B C A N A D A R A W B
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 C E H A Z A J Z N H U R C U Q S V Y G T
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Find the following WAR OF 1812 words

**FRENCHTOWN
 BRITAIN
 MACKINAC
 CASS
 WINCHESTER
 MALDEN
 CANADA**

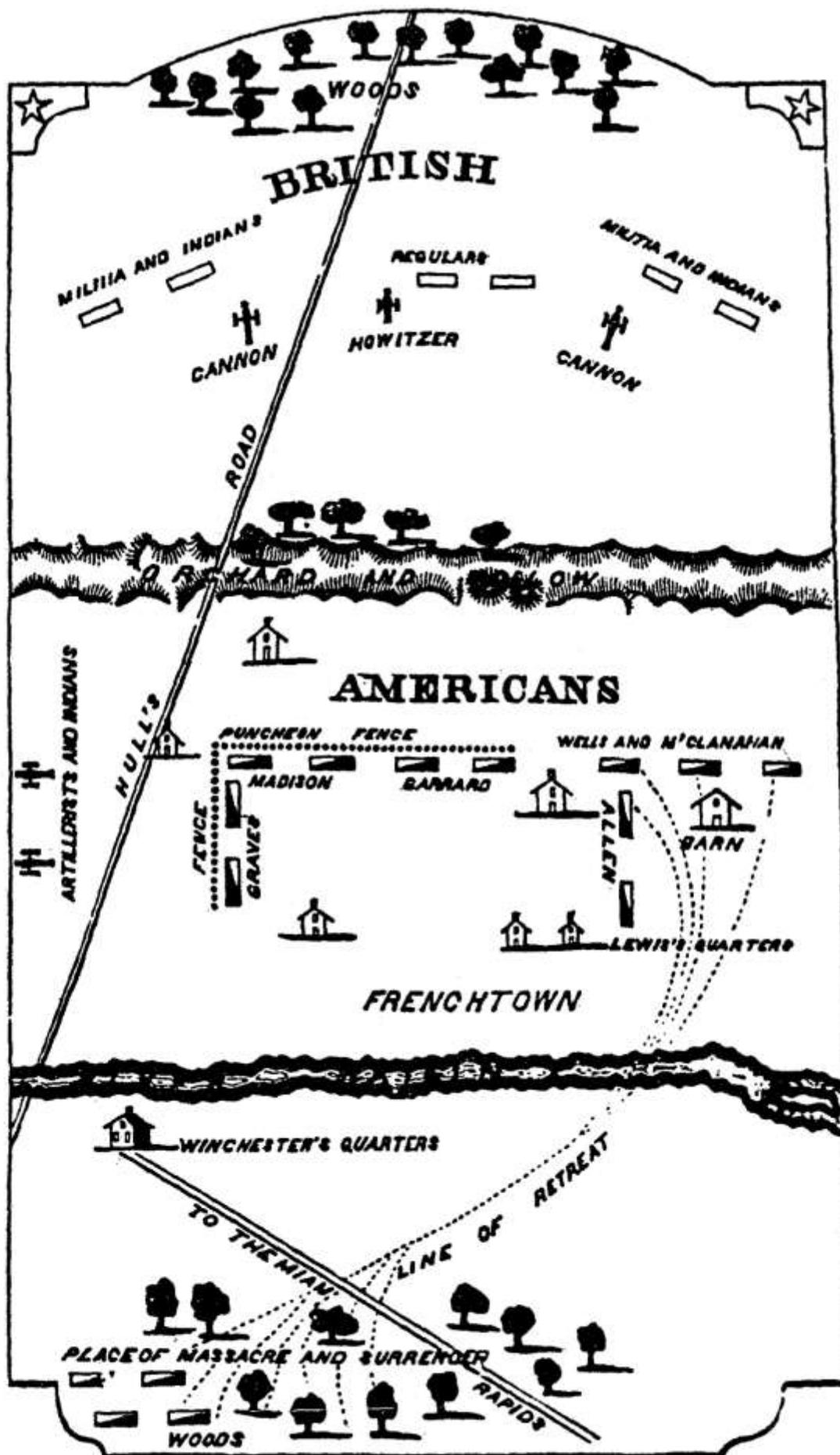


Fig. 6 This map of the Battle of the River Raisin appears to be an early printed version of the Boerstler map illustrated in the previous plate. *Loosing, Pictorial Field-Book of the War of 1812*

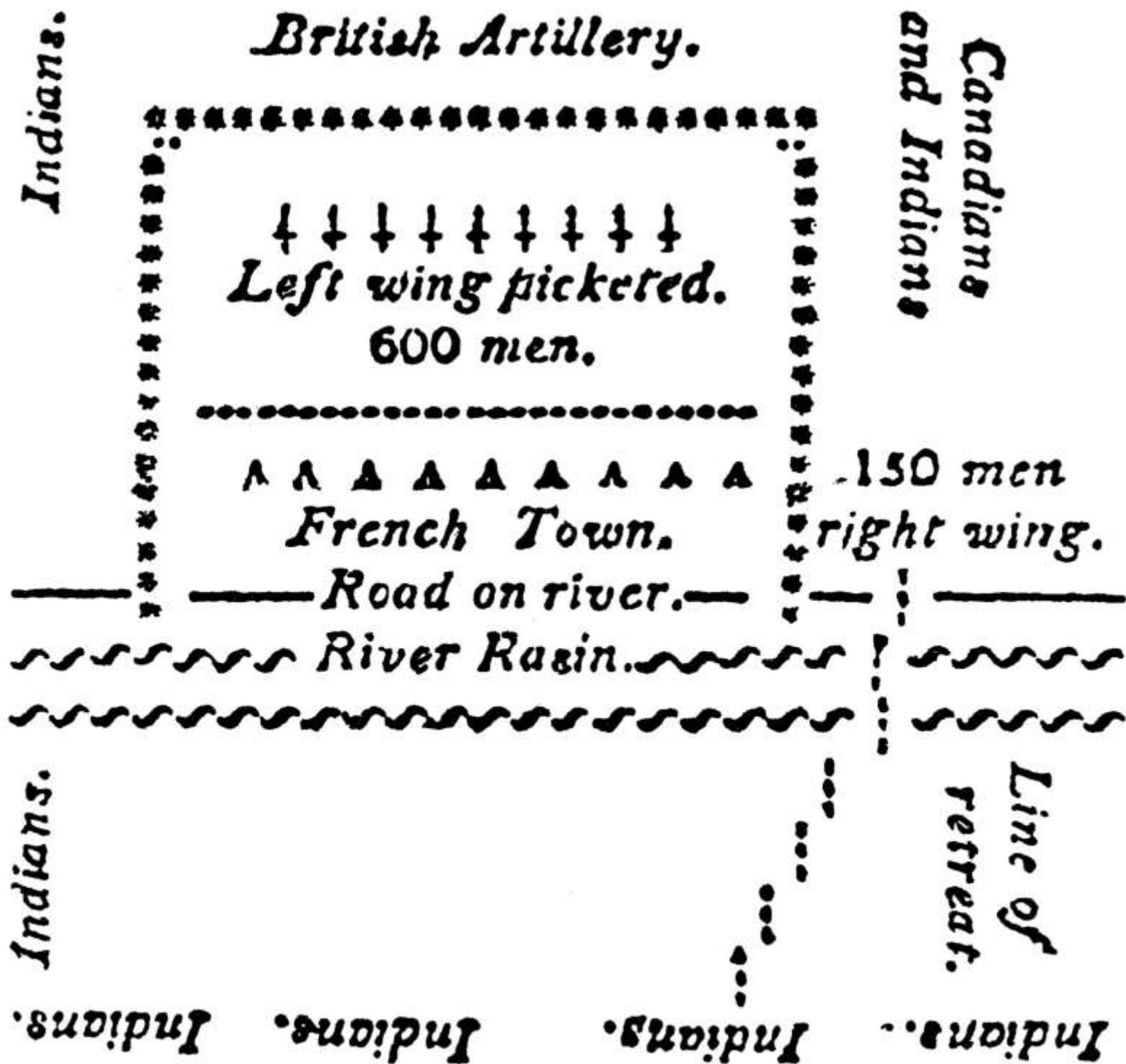
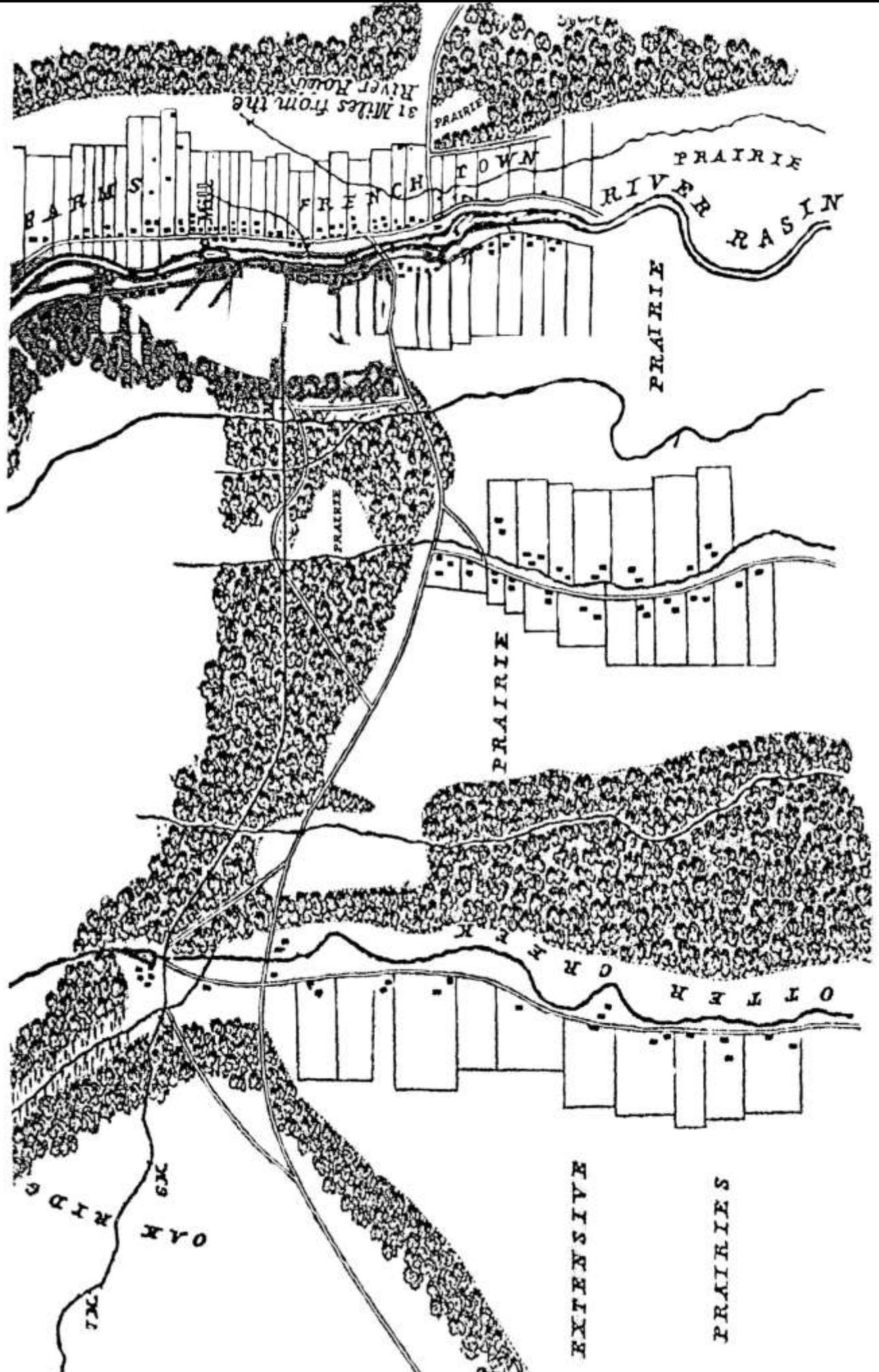


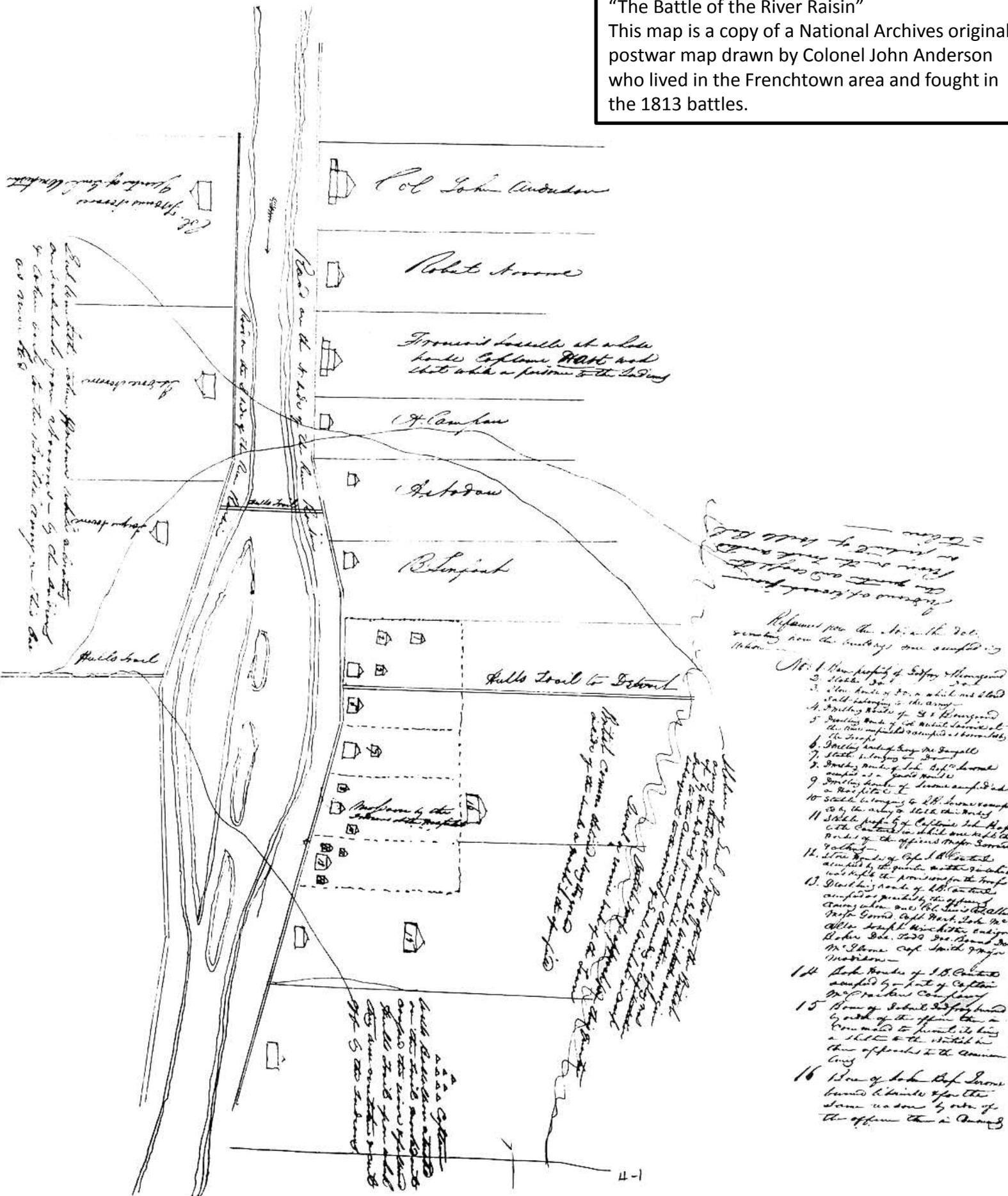
Fig. 7 This map of the Battle of the River Raisin -- January 22 -- appeared in The (Pittsburg) Mercury, February 25, 1813.

Map "C" Ribbon Farms Map of Frenchtown



Map "D" - Anderson Postwar Battle Map

"The Battle of the River Raisin"
 This map is a copy of a National Archives original postwar map drawn by Colonel John Anderson who lived in the Frenchtown area and fought in the 1813 battles.



Referenced from the 1813-14 Vol. 1
 showing some of the buildings now occupied by
 them

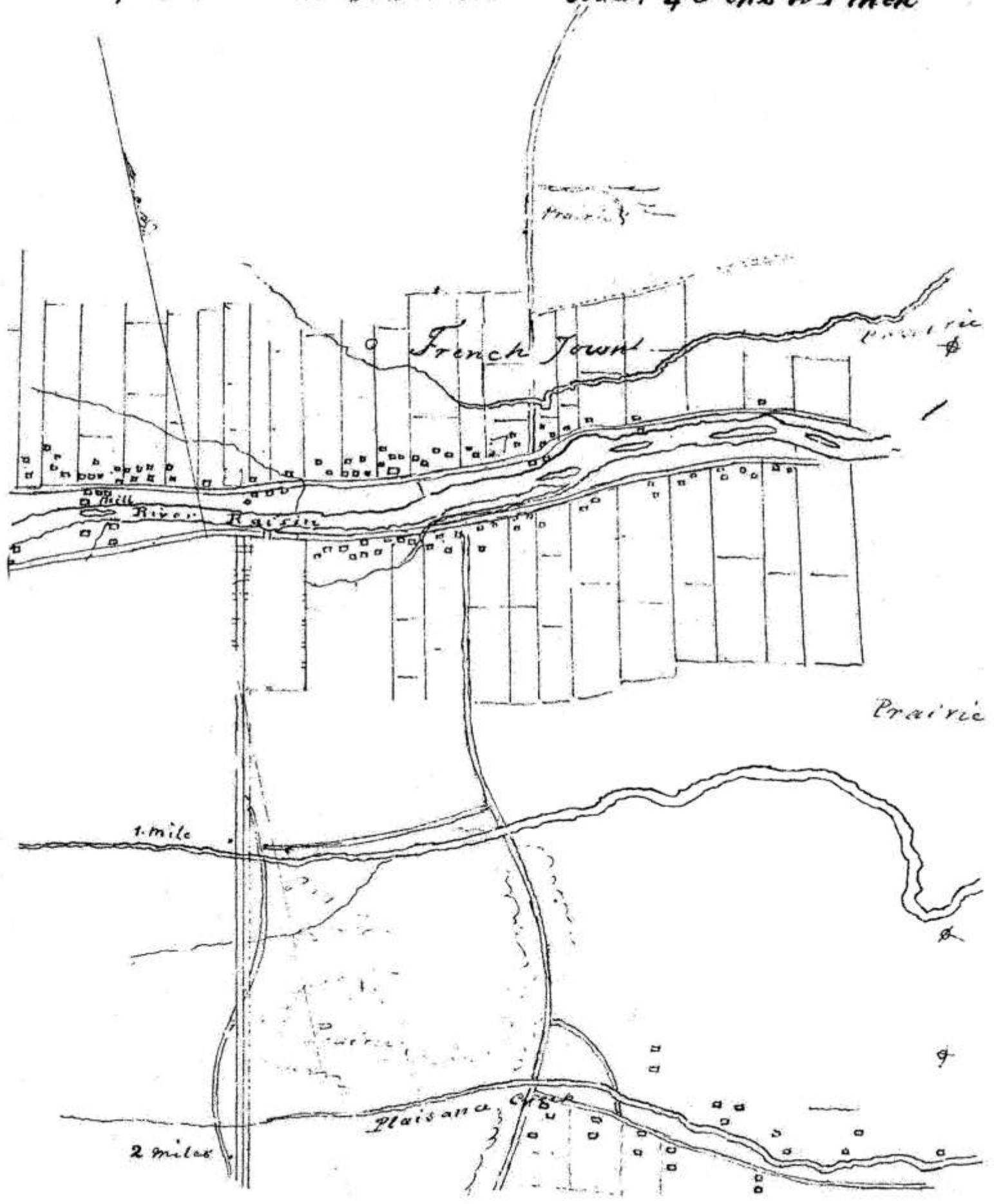
1. Camp of Major G. S. Thompson
2. Stable, 30 ft
3. The house of 20 ft x 20 ft white oak shed
4. Small building in the army
5. Building made of 2 x 4 Thompson
6. Building made of 2 x 4 white oak shed
7. Stable belonging to Thompson
8. Building belonging to Thompson
9. Building belonging to Thompson
10. Stable belonging to Thompson
11. Stable belonging to Thompson
12. Stable belonging to Thompson
13. Building belonging to Thompson
14. House belonging to Thompson
15. House belonging to Thompson
16. House belonging to Thompson

Handwritten notes and annotations on the map, including a large note on the right side that reads: "Referenced from the 1813-14 Vol. 1 showing some of the buildings now occupied by them".

Map "E" - Anderson Frenchtown Sketch Map

Sketch by Lt Col J. Anderson.

Scale: 40 chs to 1 inch



Analyzing a Map or Image Answer Sheet

Name: _____

Directions: Look at the map or images provided by your teacher. Record the answers to the questions your teacher asks you on the lines below.

Observe

Reflect

Question

Further Investigation:

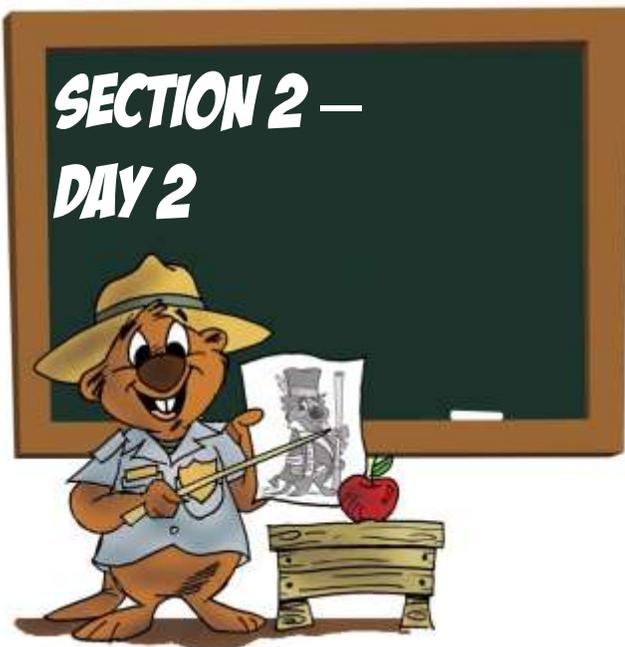
Teacher's Guide to Analyzing Maps

- Observe:** Have students identify and note details.
- Reflect:** Encourage students to generate and test hypotheses about the source.
- Question:** Have students ask questions to lead to more observations and reflections.

Observe	Reflect	Question
Describe what you see.	Why do you think this map was made?	What else about the location do you wish you knew?
What do you notice first?	Who do you think the audience was for this map?	How can you find out those answers?
What on the map looks strange or unfamiliar to you?	How do you think this map was made?	Do you think the map maker was present when the battle took place? Why or Why not?
Describe anything that looks like it does not belong on the map?	If this map was made today, what would be different?	How does your battlefield map differ from other types of maps you use?
What place or places does the map show?	How do you think the location shown might have changed in 200 years?	What do you wonder about who, what, when, where, why, and how?
What if any words do you see?	How does this map compare to current maps of this place?	
What is missing on the map?	What does this map tell you about what the people who made it knew and what they did not know?	
What graphical elements do you see?	If this map was made today, what would be the same?	

Extension Activities:

- A. Help students identify questions appropriate for further investigation, and develop a research strategy for finding out the answers.
- B. Have the students write a brief description of the map in their own words.
- C. Have the students study two more maps of Monroe, Michigan from different time periods in addition to the maps provided. Have the students arrange the maps in their chronological order and compile a list of changes over time and other differences and similarities between the maps.



Students will be analyzing battlefield images.

1. Place students in the same groups they were in for “Section 1”.
2. Handout one copy of each of the images “A-E” for each group and have the students get out their blank copy of the “Analyzing a Map or Image” answer sheet.
3. Have each student look at a different image in their group and answer the questions you select from the “Teacher’s Guide to Analyzing Images”. Select questions from the “observe, reflect, and question” columns that you like and ask the questions to your students. The students should record answers on analysis sheet. (10 minutes)
4. Allow students in each group to compare answers from their analysis sheet. Since each student has a different image, answers will probably vary from group member to group member. (5 minutes)
5. After the groups have compared their answers have them complete the “Differences and Similarities Chart” explaining similarities and differences between the images. Have the groups report back to the class their findings one group at a time. (15 minute)
6. Have one student in each group collect and hold the maps, images and all of the student’s “Analyzing a Map or Image” answer sheets until the next section or have them place them in a safe location. Have the students remember what group they are in so they can return to that group in the next section.

Image "A"



Map "B"

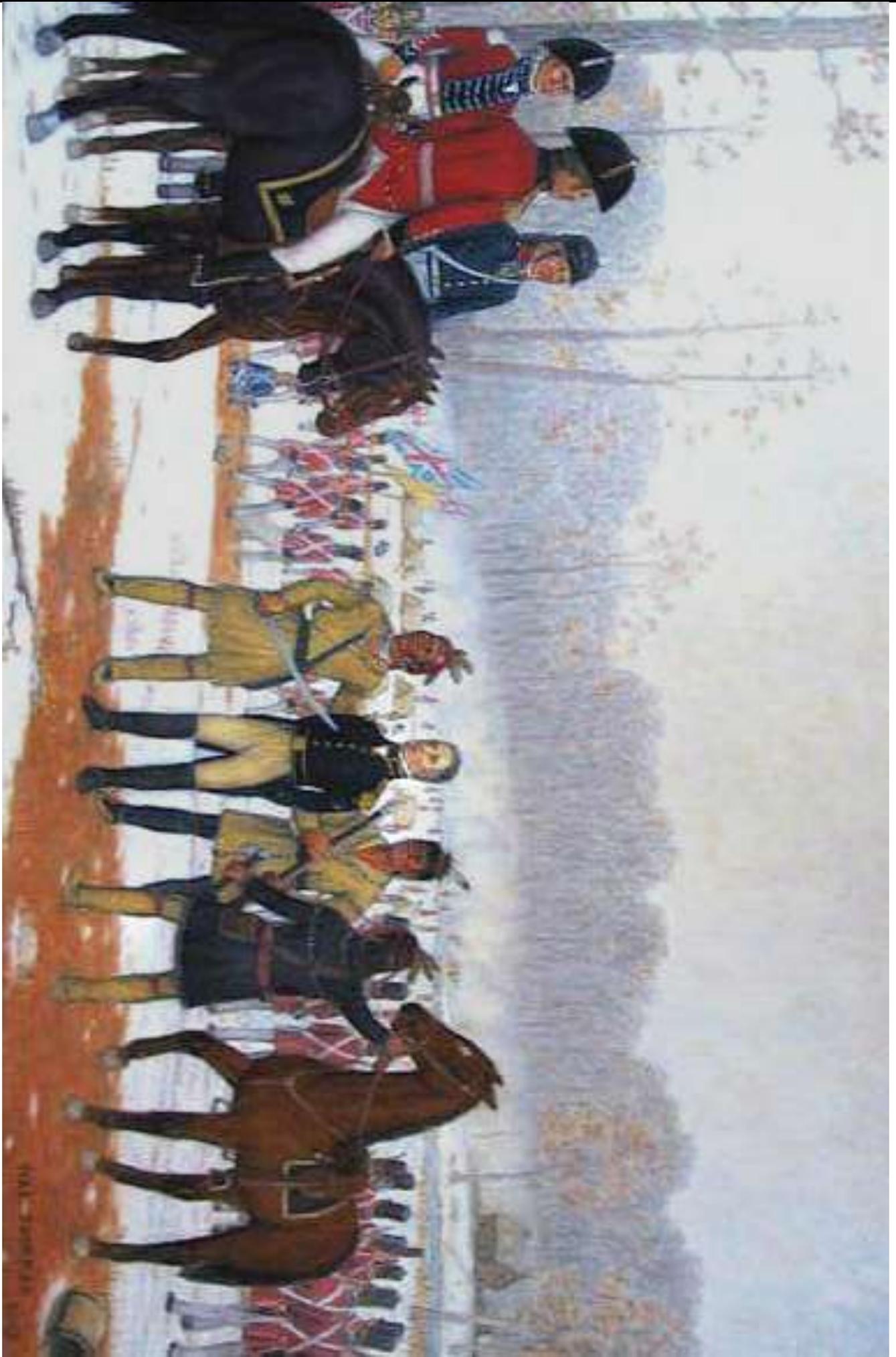


Image "C"



Image "D"





MASSACRE of the AMERICAN PRISONERS, at FRENCH-TOWN, on the River Raisin, by the SAVAGES
Under the Command of the British Genl PROCTOR : January 23^d 1813.

Teacher's Guide to Analyzing Images

- Observe:** Have students identify and note details.
- Reflect:** Encourage students to generate and test hypotheses about the image.
- Question:** Have students ask questions to lead to more observations and reflections.

Observe	Reflect	Question
Describe what you see.	Why do you think this image was made?	How do you feel the location in this image has changed over the last 200 years?
What do you notice first?	What is happening in this image?	Do you think the artist of this image was an eyewitness to this event? Why or Why not?
What people or objects are shown?	When do you think this image was made?	What, if anything, in the image looks inaccurate to you?
How are buildings or homes arranged if there are any?	Who do you think the audience is for this image?	What else do you want to know about this image?
What is the physical setting?	What can you learn from examining this image?	How can you find the answers to your questions?
What other details to you see?	What is missing from this image?	What do you wonder about who, what, when, where, why, and how?
Does anything in the image look out of place?	What does this image tell you about what the people who made it knew and what they did not know?	
What graphical elements do you see?		

Extension Activities:

- Help students identify questions appropriate for further investigation, and develop a research strategy for finding out the answers.
- Have the students write a brief description and caption of their image in their own words.
- Have the students predict what will happen one hour after the scene shown in the image and explain the reasoning behind their prediction.

SECTION 3 — DAY 3



Students will compare the Battlefield Maps and Images and then draw conclusions.

1. Place the students in the same groups they were in for “Section 1 & 2”.
2. Have the students pass back out their maps, images and completed “Analyzing a Map or Image” answer sheets. Handout one copy of the “Drawing Conclusions” sheet per group.
3. Have the students compare the images and maps based upon their analysis sheets and select the map and image that they feel best corresponds with each other. (5 minutes)
4. Allow students in each group to answer the “Drawing Conclusions” sheet. (15 minutes)
5. Have the groups report back to the class their findings one group at a time. (15 minutes)
6. Assign extension activities you would like the students to complete.
7. Schedule a class visit to River Raisin National Battlefield Park!

Drawing Conclusions Activity Sheet – Page 1 of 2

Group Members' Names: _____

Directions: Select the Map and Image that you feel go best together and answer the following questions.

Describe the area of the battlefield you think the battle image you selected was taken from and circle that location on your map.

What two pieces of evidence from the map indicate the image might have been from that location?

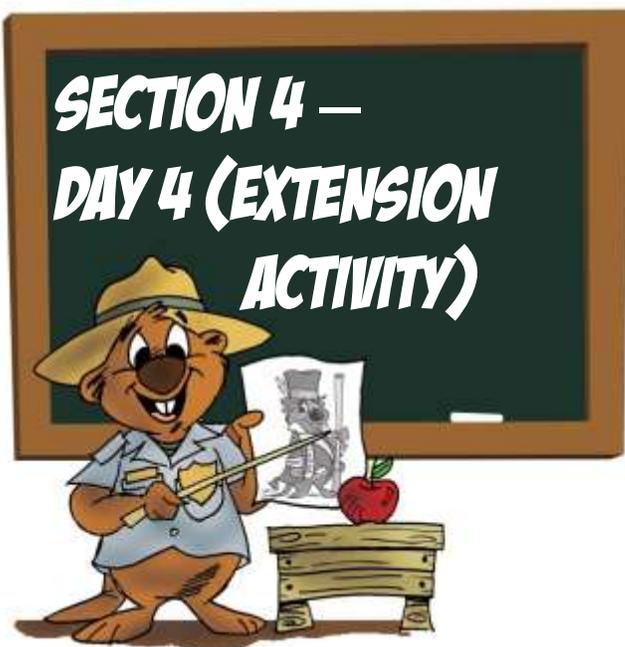
1. _____

2. _____

What two pieces of evidence from the image indicate that the map relates to the image?

1. _____

2. _____



1. Pass out a large blank piece of paper for each student and a copy of the “Battles of the River Raisin Drawing Rubric”.
2. Using the maps and image as a guide, have the students draw their own composite historical map of the Battles of Frenchtown. Include such items as locations of buildings, troop locations, geographical features, and selected settlers’ plots of land. Make sure the students include information about all four of the different cultures the collided in the Battles.
3. Inform the students that this activity will be graded based upon the rubric provided. This can be started in class and then used as a take-home activity to complete.

Battles of the River Raisin Drawing Rubric

Student: _____

CATEGORY	4	3	2	1
Content - Accuracy	All facts on the map are accurate.	One of the facts on the map is not accurate.	Two or more facts on the map are not accurate.	There are many errors on the map.
Conventions	No errors in spelling; punctuation, or grammar.	No more than 2 errors in spelling, punctuation, or grammar.	No more than 4 errors in spelling, punctuation, or grammar.	Numerous spelling errors remain in the brochure.
Knowledge Gained	The student is able to show new facts for each of the four cultures: the British, Americans, French, and the Natives in the Battles of the River Raisin.	The student is able to show at least two new facts learned about the British, Americans, French, and the Natives in the Battles of the River Raisin.	The student is able to show at least one new fact learned about the British, Americans, French, and the Natives in the Battles of the River Raisin.	The student is not able to show at least one new fact learned about the British, Americans, French, and the Natives in the Battles of the River Raisin.
Battle Scene Map	The student drew a map from the Battles of the River Raisin, labeled the River Raisin, and labeled Frenchtown. All four cultures are included in the scene: British, Americans, French and Natives.	The student drew a map from the Battles of the River Raisin. The River Raisin and Frenchtown are drawn and labeled. At least three of the four cultures: British, Americans, French, Natives are all represented on the map.	The student drew a map from the Battles of the River Raisin. The River Raisin or Frenchtown was not labeled. Two or more of the four cultures are missing.	The student did not follow directions for the map drawing activity.
Content Included	The map includes all of the necessary buildings, troops, geographical feature (prairies, rivers, roads, etc.) and settler land plot locations to fully understand what took place.	The map includes most of the necessary buildings, troops, geographical features and settler land plot information and is understandable.	The map includes some of the necessary buildings, troops, geographical features and settler land plot information, but is difficult to understand.	The map does not tell the story of the Battles of the River Raisin and lacks the necessary buildings, troops, geographical features and settler land plots.

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.

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.



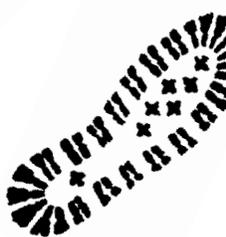
The Best Chaperone Ever!

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!