



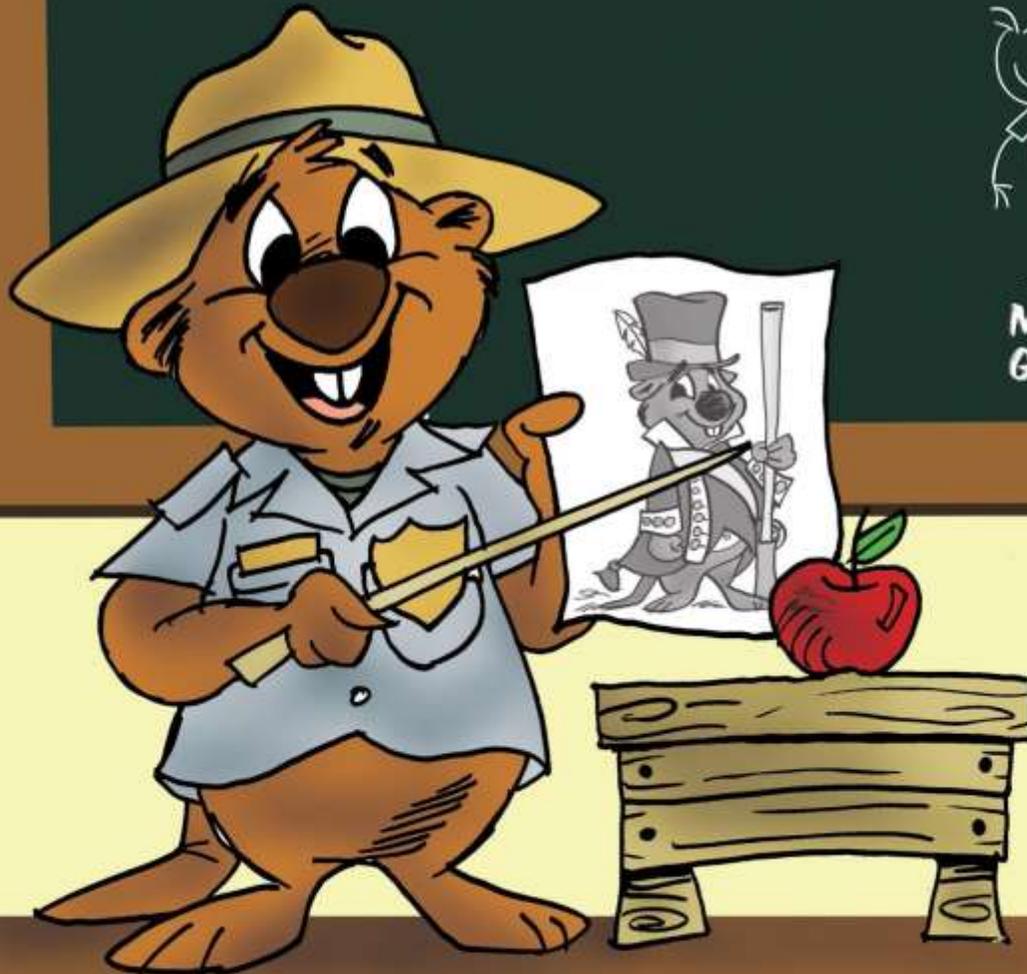
River Raisin National Battlefield Park Presents

THE WAR OF 1812:  
BATTLES OF THE RIVER RAISIN

# "BATTLES OF THE RIVER RAISIN PEN PAL PROJECT"



MIDDLE  
GRADE 8



WITH  
"PROFESSOR"  
MAJOR  
MUSKRAT

## LESSON PLAN



SERVICE  
LEADERSHIP  
COLLABORATION  
EXCELLENCE



# River Raisin National Battlefield Park 8<sup>th</sup> Grade Lesson Plan

## "BATTLES OF THE RIVER RAISIN PEN PAL PROJECT"



The War of 1812, Battles of the River Raisin

### **LESSON OVERVIEW:**

Those directly involved and impacted by the Battles of the River Raisin were both diverse and wide spread. From Kentucky to Upper Canada soldiers and citizens, many of whom were related or well acquainted, had their lives turned upside down by both the battles along the River Raisin at Frenchtown and the wider war. Letters home would have provided these individuals with a way to connect to those they loved and allowed them to share their fears and convictions about the tumultuous times in which they lived.

Students will explore the way the events of the Battles of the River Raisin reached beyond the Michigan Territory by researching the lives of soldiers and everyday citizens during the war period and creating an individual persona based on persons who were alive during the war of 1812. Once these characters have been developed students will write and exchange letters with their classmates who have done the same. These letters will reflect the lifestyle of the specific character, major events or happenings in his or her life in the days, weeks, and months surrounding the Battles of the River Raisin. Students will focus their letters on the attitudes and feelings their particular character may have had about specific events from the War focusing on those dark days along the River Raisin.

### **OBJECTIVES:**

#### **Students will:**

After completing this lesson students will be able to:

1. Describe what daily life was like for soldiers and citizens alike before, during and after the battle.
2. Discuss key events in the War of 1812 from multiple perspectives.
3. Demonstrate a clearer understanding of how personal conditions effected individual attitudes about the war.

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## **STANDARDS:**

Michigan Social Studies Grade Level Content Expectations

- 8 – U4.1.2 **Establishing America’s Place in the World**
- 8 – U4.2.3 Westward Expansion
- 8 – U4.2.4 Consequences of Expansion

Common Core Standards

- 8.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 8.W.6 – Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with peers.
- 8.W.7 – Conduct short research projects to answer questions (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**RECOMMENDED GRADE LEVEL(S):** Eighth

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

**ERA:** Era 3 – Revolution and the New Nation (1754 to 1820)

**TIME REQUIRED:** 2 to 3 weeks

## **PREPARATION:**

Materials:

- The Battle of the River Raisin Pen Pals STUDENT INSTRUCTION SHEET
- The Battle of the River Raisin Pen Pals LETTER SCORING RUBRIC
- The Battle of the River Raisin Pen Pals Project ROLE CARDS
- The Battle of the River Raisin Pen Pals Project CHARACTER KWL CHART (What I Know, Want to Know, or Learned)
- The Battle of the River Raisin Pen Pals Project ROTATION SCHEDULE
- Guide for Writing 19<sup>th</sup> Century Letters

## Resources:

The Remember the Raisin website contains an excellent, detailed history of the River Raisin battle, **examples of soldier's** uniforms and soldier biographies. It also includes books and event information. [www.riverraisinbattlefield.org](http://www.riverraisinbattlefield.org)

River Raisin Battlefield Park website contains information on visiting and supporting the Battlefield in Monroe, Michigan. [www.nps.gov/rira](http://www.nps.gov/rira)

Letter Writing in America – Westward Expansion  
<http://www.postalmuseum.si.edu/letterwriting/lw03.html>

How to Post a Letter, 19<sup>th</sup> Century Style  
<http://parkslibrarypreservation.wordpress.com/2011/02/14/how-to-post-a-letter-19th-century-style/>

*Invaded on all Sides* – Ralph Naveaux

Letter from a War of 1812 soldier  
<http://www.iaw.com/~jsek/1812maas.htm>

Women During the war of 1812  
<http://war1812.tripod.com/women.html>

Kingwood College Library- American Cultural History: 19<sup>th</sup> Century 1810-1819  
<http://kclibrary.lonestar.edu/19thcentury1810.htm>

Waking Up as a British Soldier in the War of 1812  
<http://www.warof1812.ca/morningroutine.htm>

The Roles Women Played in the War of 1812  
<http://umbrigade.tripod.com/articles/women.html>

Canadian Perspective on the War of 1812  
<http://www.pbs.org/wned/war-of-1812/essays/canadian-perspective/>

The Battle of French Town – the Canadian Encyclopedia  
<http://www.thecanadianencyclopedia.com/articles/battle-of-frenchtown>

A Soldier's Family in the British Army during the War of 1812  
<http://www.warof1812.ca/family.htm>

The History of the Upper Midwest: An Overview  
<http://memory.loc.gov/ammem/umhtml/umessay2.html>

Native American Facts for Kids  
<http://www.native-languages.org/kids.htm>

### ***EXTENSION ACTIVITIES:***

Explore the written language of the Potawatomi at

<http://www.omniglot.com/writing/potawatomi.htm>

[http://content.wisconsinhistory.org/cdm4/doc\\_viewer.php?CISOROOT=/tp&CISOPTTR=28714&CISOBOX=0](http://content.wisconsinhistory.org/cdm4/doc_viewer.php?CISOROOT=/tp&CISOPTTR=28714&CISOBOX=0)

### ***EVALUATION:***

Evaluation of each letter is based on the rubric provided. Evaluation of how well the objectives were mastered is assessed by student answers to the essential question based on the rubrics provided.

### ***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.

# SECTION 1 — DAYS 1 — 3



1. Provide the students with internet access and have them conduct some rudimentary research about various conflicts (cultural, ethnical or religious) from around the world both historic and contemporary.

Examples of conflict that are affected by culture and/or ethnicity might include:

- Israel/Palestine
- Iraq
- Syria

2. Share with students the video “**The Three Wishes: Palestinian and Israeli Children Speak**”. The video is just over 1 hour long and is available on You Tube at:

<http://www.youtube.com/watch?v=8-jQfxJKf1A>

You may also want to use the book the video/play is based on:

“**The Three Wishes: Palestinian and Israeli Children Speak**” by Deborah Ellis.

Both the book and the play present the Israeli-Palestinian conflict from the view point of children, some of whom are contemporaries of your students.

While students view the video, have them identify **the way in which each character’s culture or ethnicity** affects his or her view of both their perceived adversary and the conflict in general.

After the video have students discuss their notes and the role that culture or ethnicity played in the view of the character.

Following the video and discussion have students free write a response to the following essential question:

- **How does a person’s cultural background affect their attitudes about conflict?**

This free write will serve as a pre assessment of the student’s learning.

## How does a person’s cultural background affect their attitudes about conflict?

4	3	2	1
Student response to question is clear and well developed and includes at least three relevant examples including a contemporary example.	Student response to question is well developed and includes at least three relevant examples	Student response to question is somewhat well developed and includes at least two examples only one of which is relevant	Student response to question is poorly developed and may or may not include one example.





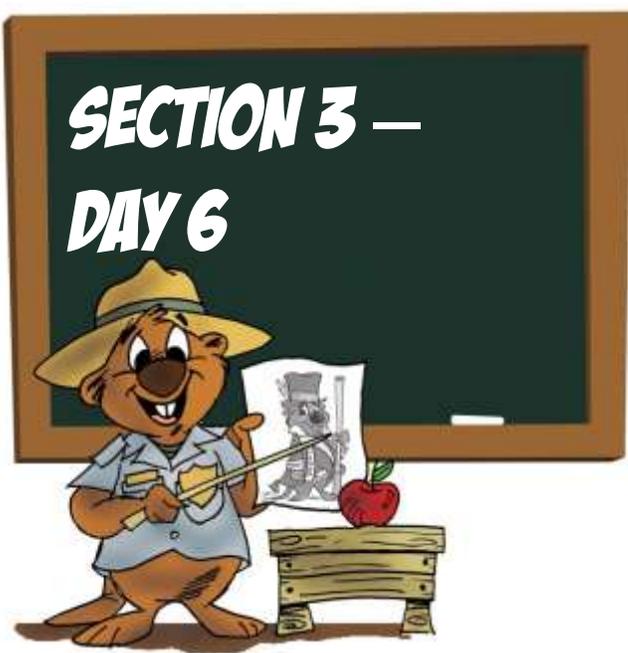
3. Once students have finished their free write, introduce them to the events of the War of 1812. A good overview is provided by First Invasion: War of 1812. This History Channel video series is available on YouTube.

[http://www.youtube.com/watch?v=c7Hh8W69cos&safety\\_mode=true&persist\\_safety\\_mode=1&safe=active](http://www.youtube.com/watch?v=c7Hh8W69cos&safety_mode=true&persist_safety_mode=1&safe=active)

Another good overview is the PBS documentary The War of 1812. This video is available on-line at:

<http://video.pbs.org/video/2089393539>

During the video presentation have students note the diverse cultural groups who were affected by the war.



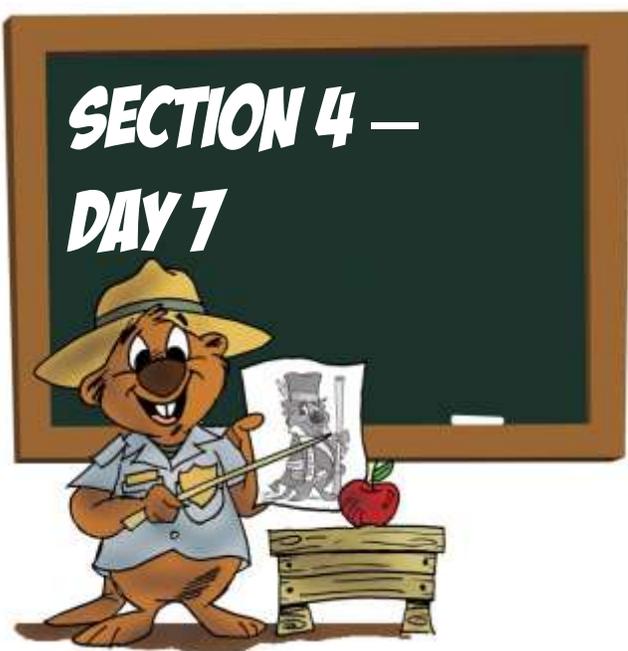
4. Have students explore the Battles of the River Raisin in detail by visiting River Raisin National Battlefield Park at:

<http://www.nps.gov/rira/index.htm> or <http://riverraisinbattlefield.org/>

During their free exploration of the web resources have students once again note the diverse cultural groups who were affected by the war.

5. Based on the video and web resources, discuss with students the diverse nature of the participants at the battles in Frenchtown, including Americans of French descent, Soldiers from Kentucky, Canadian militiamen, British soldiers, and Native Americans. Brainstorm ways in which cultural identity shaped attitudes about the war in general and the events at French Town specifically.

Note brainstorm ideas on poster paper that will remain posted in the classroom.



6. Talk about the difficulties regarding communication during this period in American History, especially in a time of war and conflict. Compare the tools available to early 19th century people with those available today and discuss the challenges that 19<sup>th</sup> century communications tools created for those living then. Discuss the options available to people to share their hopes and fears as well as information about important happenings? What kinds of barriers might there be to communication among diverse peoples? How do hostilities like war hamper communication?
7. Share with students the following two web source. Walk through both resources with students.

Letter Writing in America – Westward Expansion

<http://www.postalmuseum.si.edu/letterwriting/lw03.html>

How to Post a Letter, 19th Century Style

<http://parkslibrarypreservation.wordpress.com/2011/02/14/how-to-post-a-letter-19th-century-style/>

Talk about what letter writing meant to people in the early 19th century.

8. Distribute to each student a copy of The Battles of the River Raisin Pen Pals Project Instruction Sheet and The Battles of the River Raisin Pen Pals Project Rubric. Discuss with students what the project entails and their responsibilities.

## Pen Pals Project – Student Instruction Sheet

In early 19th century America, one way to share information was through the post. Letters to far flung friends and relatives helped keep people informed of important events and allowed them to share their ideas and attitudes about the events that shaped their lives. Those who were there at the Battles of the River Raisin, and those they knew and loved, were no different.

You are about to go back in time, assuming the identity of a person who was either at the battles or was associated with a person who was. You will become battle pen pals with others who were also there or an important part of the life of someone who was. Your letters back and forth will be based on specific important events in the life of French Town and the broader War of 1812. Once you have researched and developed your character you will share the news with your pen pal with a specific attitude and point of view depending on who you are and your interest in the war.

1. You will read an overview of the conflict at the River Raisin to gain a better understanding of what happened there and its impact on the broader war. This, in conjunction with your general study of the **War of 1812 and America in the early 1800's**, will give you perspective regarding your character and the world they lived in.
2. You will select a role card at random. The card has important information including your name and basic relationship to French Town or a person directly involved in the conflict.
3. You will use that information to develop a K-W-L chart regarding your character. This will help you identify their experiences and points of view with regard to the battles and war. These attitudes and points of view will color how you report about and react to events in your letters. A variety of on-line and print resources will be available to assist your research.
4. Once you have enough information to have developed a clear sense of who your character is and what his or her point of view is, you will begin your pen pal exchange.
  - A. One partner will begin the process by writing the introductory letter to the other. Once that letter has been passed, the partner will respond.
  - B. Your letters should be written as a friendly letter. Your first letter should tell a little bit about you and your life (either based on fact or based on the norms of the time) assuming that your partner has not seen you for some time.
  - C. Your letter should also report to your partner the facts about a specific historical event associated with the War of 1812. Your letter should reflect the attitude and point of view that you feel your character would have based on your research.
  - D. The format of your letter should be as authentic as possible. A format for writing 19th century letters will be provided.
  - E. Once you have taken the letter through the writing process you will print two copies, one to send to your pen pal and one for your teacher to assess. The one for your teacher need not be in the authentic format described in the guidelines. A scoring rubric will be provided to guide your writing.
  - F. Once your letter is complete it should be posted. Your teacher will designate a place in the **classroom as the "mailbox."** **Once the letters are posted your teacher will do double duty as the letter carrier**, or maybe appoint a student letter carrier, and deliver them to the appropriate recipients.
  - G. Once you receive a letter based on the predetermined schedule, it is time to write back. Reply letters should use the same guidelines noted above with the addition of commenting on those viewpoints in the letter you are responding to.
  - H. In addition, your reply will share specific facts about another event significant to the battles and the larger war.

# Battles of the River Raisin Pen Pals Project Scoring Rubric

## LETTER RUBRIC

Holistic Score	4	3	2	1
Main Points	Well-developed main points directly related to the historical topic. Supporting examples are concrete and detailed. The narrative is developed with a consistent and effective point-of-view, showing the story in detail.	Three or more main points are related to the historical topic, but one may lack details. The narrative shows events from <b>the author's point of view</b> using some detail.	Three or more main points are present. The narrative shows the events, but may lack details.	Less than three main points, and/or poor development of ideas. The narrative is undeveloped, and tells rather than shows, the story.
Organization	Logical progression of ideas with a clear structure that enhances the thesis. Transitions are mature and graceful.	Logical progression of ideas. Transitions are present equally throughout essay.	Organization is clear. Transitions are present.	No discernible organization. Transitions are not present.
Style	Writing is smooth, skillful, coherent. Sentences are strong and expressive with varied structure. Diction is consistent and words well chosen.	Writing is clear and sentences have varied structure. Diction is consistent.	Writing is clear, but sentences may lack variety. Diction is appropriate.	Writing is confusing, hard to follow. Contains fragments and/or run-on sentences. Inappropriate diction.
Character	<b>The character's</b> voice sounds natural and creates interest in the <b>story</b> . <b>The character's</b> point of view is clear.	<b>The character's</b> voice can usually be heard. His or her point of view is present.	<b>The character's</b> voice can be heard. His or her point of view is present but unclear.	<b>The character's</b> voice is weak. His or her point of view is hard to understand.
Mechanics	Punctuation, spelling, capitalization are correct. No errors.	Punctuation, spelling, capitalization are generally correct, with few errors. (1-2)	A few errors in punctuation, spelling, capitalization. (3-4)	Distracting errors in punctuation, spelling, capitalization.

## SECTION 5: DAYS 8 – 9



9. After cutting out two sets of role cards per class from *The Battles of the River Raisin Pen Pals Project* **ROLE CARDS** have student select a card at random. It may be necessary to plan the distribution of roles in a strategic manner depending on the needs of individual classes.

\*\*At this point a determination should already have been made regarding the anonymity of student partners. If you wish students to NOT know who their classroom partner is be sure to give instruction to that effect prior to the distribution of cards.

10. Distribute to each student a copy of *The Battles of the River Raisin Pen Pals Project* **CHARACTER KWL CHART**. Students should use their role cards and any information gleaned from the battlefield websites to write down in the “K” column everything they already know about their character.

Once they have listed all they know they should determine **AT LEAST** five things they “would like to know” about their character. This should be information that will help students discern their particular character’s point of view with regard to the war in general. This will help them to develop the “voice” of their character in their letters to one another. These questions should be listed in the “W” column of their chart.

Once they have formulated 5 questions they have about their character they may use the resources noted above or any others available to research their questions. The answers to these questions or what they “learned” should be noted in the “L” column on their **KWL** chart.

It is important to help students understand how the many facets of each character’s background helps shape their attitudes and ideas regarding historical events. This includes where they live, their socio-economic status, their ethnic heritage and its relationship with other peoples, their political beliefs, their level of education, etc. The idea that beliefs and values are multi-faceted is important for students to understand in their creation of a profile for their assigned character.

# Character Cards

<p><u>Battles of the River Raisin</u> A1 Pen Pals Role Card</p> <p>Name: Archange LaCroix</p> <p>Female resident of French Town at the time of battles. Wife of Hubert LaCroix</p>	<p><u>Battles of the River Raisin</u> A2 Pen Pals Role Card</p> <p>Name: Hubert LaCroix</p> <p>Male resident of French Town at the time of the battles. Husband of Archange LaCroix</p>	<p><u>Battles of the River Raisin</u> B1 Pen Pals Role Card</p> <p>Name: James Knaggs</p> <p>Male resident of French Town at the time of the battles. Son of Rachel Knaggs</p>	<p><u>Battles of the River Raisin</u> B2 Pen Pals Role Card</p> <p>Name: Rachel Knaggs</p> <p>Female Resident of French Town at the time of the battles. Mother of James Knaggs</p>
<p><u>Battles of the River Raisin</u> C1 Pen Pals Role Card</p> <p>Name: Angelique Charland</p> <p>Female Resident of French Town at the time of the battles. Married to Ambrose Charland</p>	<p><u>Battles of the River Raisin</u> C2 Pen Pals Role Card</p> <p>Name: Ambrose Charland</p> <p>Male Resident of French Town at the time of the battles. Married to Angelique Charland</p>	<p><u>Battles of the River Raisin</u> D1 Pen Pals Role Card</p> <p>Name: Lt. Col. Francois Navarre</p> <p>Founder of settlement at French Town. Commanded local militia at French Town. Father of Peter Navarre.</p>	<p><u>Battles of the River Raisin</u> D2 Pen Pals Role Card</p> <p>Name: Peter Navarre</p> <p>Son of Francois Navarre. fought in the Battles of the River Raisin on January 22</p>
<p><u>Battles of the River Raisin</u> E1 Pen Pals Role Card</p> <p>Name: Major James Garrard</p> <p>Kentuckian. Brigade Inspector of the 2<sup>nd</sup> Brigade of the Raisin Force. Son of James Garrard.</p>	<p><u>Battles of the River Raisin</u> E2 Pen Pals Role Card</p> <p>Name: James Garrard</p> <p>Kentuckian. Father of Major James Garrard.</p>	<p><u>Battles of the River Raisin</u> F1 Pen Pals Role Card</p> <p>Name: Dr. John Todd</p> <p>Kentuckian. Surgeon of the 5<sup>th</sup> Kentucky Volunteer Regiment. Brother of James Todd.</p>	<p><u>Battles of the River Raisin</u> F2 Pen Pals Role Card</p> <p>Name: Robert S. Todd</p> <p>Kentucky banker, slave holder. Brother of Dr. John Todd</p>
<p><u>Battles of the River Raisin</u> G1 Pen Pals Role Card</p> <p>Name: Black Hawk</p> <p>Leader and warrior of the <a href="#">Sauk American Indian</a> tribe.</p>	<p><u>Battles of the River Raisin</u> G2 Pen Pals Role Card</p> <p>Name: Tecumseh</p> <p><a href="#">Native American</a> leader of the <a href="#">Shawnee</a> and a large tribal confederacy</p>	<p><u>Battles of the River Raisin</u> H1 Pen Pals Role Card</p> <p>Name: John Richardson</p> <p>Canadian. Gentleman volunteer with the British <a href="#">41st of Foot</a>. Son of Madelaine Richardson.</p>	<p><u>Battles of the River Raisin</u> H2 Pen Pals Role Card</p> <p>Name: Madelaine Richardson</p> <p>Mother of John Richardson, Gentleman volunteer with the British <a href="#">41st of Foot</a>.</p>

# Character KWL Chart

K

What I KNOW about  
my character

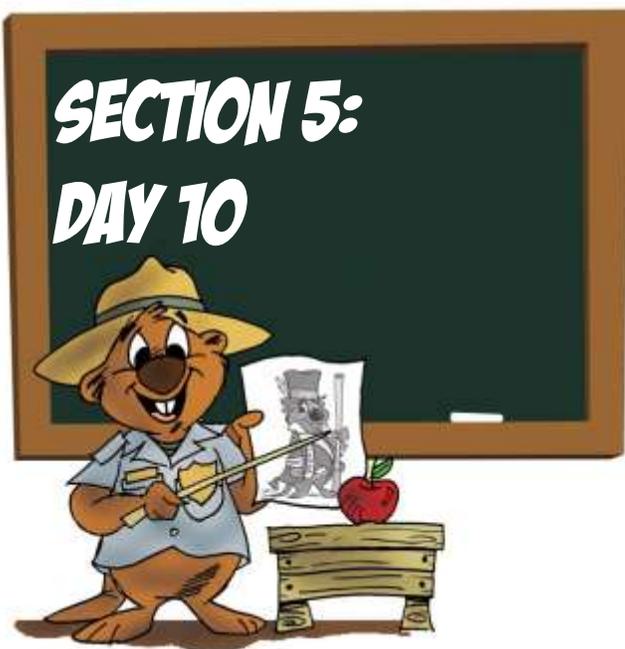
W

What I WANT to  
know about my  
character

(min. 5 questions)

L

What I LEARNED  
about my character



11. Distribute to each student a copy of The Battles of the River Raisin Pen Pals Project ROTATION SCHEDULE. It may also be beneficial to post this schedule in the classroom. The schedule includes the specific events from the War of 1812 the students will be writing to one another about. Review with students how the rotation works, and again what the contents of each letter should be.

Distribute to each student three copies of The Battles of the River Raisin Pen Pals Project HISTORIC EVENT GRAPHIC ORGANIZER. Explain to students that this will help them organize the facts necessary to gather information for each historical event and provide information they can write about in their letters.

Provide each partner with an opportunity to conduct initial research on the event they will be responsible for writing about in their first letter. Subsequent research will have to be done out of class.

# Rotation Schedule

The second line begins with a letter and a number:



Battles of the River Raisin

A1 Pen Pals Role Card

Name: Archange LaCroix

Female resident of French  
Town at the time of battles.

Wife of Hubert LaCroix

The letters indicate the partner groups and the numbers **represent the basis for the “postal rotation”**. The topics below will be the basis for each letter. Each student will write a total of three letters as he/she corresponds with his/her partner. Students will write the letters from the **perspective of their character found on their “Pen Pals Role Card”**.

Topics for Graphic Organizer and Letters	Letter From	Letter To
Battles of the River Raisin and subsequent aftermath	1	2
Battle of Lake Erie	2	1
Battle of the Thames	1	2
Burning of Washington	2	1
Hartford Convention	1	2
Battle of New Orleans	2	1

For example, if your “Pen Pals Role Card” had “A1” on the second line you will write the introductory letter about the “Battles of the River Raisin and subsequent aftermath” from the perspective of Archange LaCroix to your partner, who would be “A2” or Hubert LaCroix. Your letter will tell your partner what your character may know or have heard about the Battles of the River Raisin and the aftermath that followed. These same **instructions hold true for letters of the alphabet B through H**. Your letter must be “posted” within 2-3 days of the beginning of the project and thereafter for all letters.

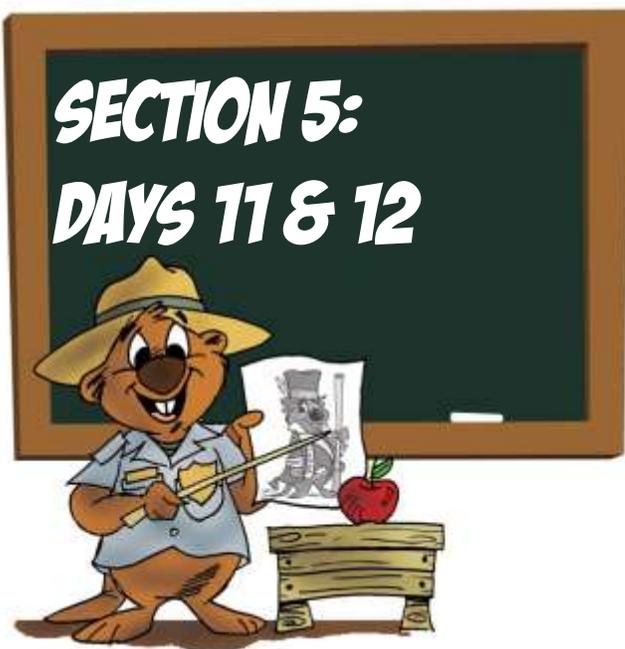
If you have “A2” in the corner of your “Pen Pals Role Card” you will have received a letter from your partner within 2-3 days of the beginning of the project. A reply will not only address the points made by the original letter but will share what your character may know or have heard about the Battle of Lake Erie. Your letter must be posted within 2-3 days of when you received one.

Remember: Your letters must reflect the attitudes and point of view that you feel your character would have about the events in the postal rotation chart above based on your research. Your letter must respond to the letter received and talk about your new topic as **outlined in the “Topics for Graphic Organizer and Letters above” each time**.

The rotation continues from that point based on the chart above. Your teacher may want to determine specific due dates for the letters at each point in the schedule.

# Historical Event Graphic Organizer

Event?	When did it take place?	Where did it take place?
Why did it occur?	Who was involved?	What was a significant happening or outcome?



12. Distribute to each student a copy of *Guide for Writing 19<sup>th</sup> Century Letters*. Review with students how letter writing in the 19<sup>th</sup> century is different from letter writing today with regard to format and vocabulary. Emphasize those things students can do to “authenticate” their letters.

Provide students with time to take the information they researched both about their character and their historical event and draft their letters. Once they have completed a draft they should share their letter with someone other than their pen pal partner and **peer edit one another’s papers**. **Prior to peer editing it may** be helpful to discuss with students the peer editing process. A good guide to *Peer Review* can be found at

<http://www.readwritethink.org/professional-development/strategy-guides/peer-review-30145.html>

**\*\*NOTE** students who are second in the rotation at any given point need the letter from their partner to complete the actual “reply” portion of their letter writing requirements. **So, while they may not have a letter to respond to, they can prepare for the factual content of their reply and assist others in peer editing.**

13. Once students have taken their letters through the peer review process they should develop a final copy based on the *Guide for Writing 19<sup>th</sup> Century Letters*, as well as the web based letter resources from step 5, and post their letter.

## Guidelines for Writing 19<sup>th</sup> Century Letters

19<sup>th</sup> Century letters are written on small, folded pieces of plain white, blue, or blue-lined paper. Paper sizes can be foolscap (13 ½ by 17 inch) or smaller. Do not use standard 8 ½ by 11 inch paper without first folding or cutting it down. The paper should be folded into a sort of “booklet” unless you are writing on small sizes of paper. After you fold your paper in half, write on it as though it were a small “book” (in other words, if you fold a piece of 8 ½ by 11 inch paper in half, you would have four pages). You will need some small envelopes; just buy some cheap thank-you notes and recycle the notes. Civil War era envelopes were usually tan, yellowish-brown or white, but War of 1812 letters would most likely have been folded letters sealed with a wax. If you want to be very correct, you might make some envelopes from tan good quality rag paper.

1. Put today’s date and your location (the name of your town or country) in the upper right hand corner. For example:

January 22, 1813  
Frenchtown, Michigan Territory

2. Typically, you would address your correspondent by his/her title, not the first name. Capitalize the relationship, e.g., Dear Husband, Beloved Brother, Dearest Friend, Honored Sir, etc. No matter how close you are, don’t address the person by their first name. Yes, sometimes you do see it, but addressing people by their first name in a 19<sup>th</sup> Century letter was rare.
3. Writing a 19<sup>th</sup> Century letter you might begin by stating the obvious: You are writing a letter. Although many etiquette books made fun of this silly habit, it was quite common. For example: “I take my pen in hand...” or “I take this opportunity to answer...”

For some reason women often begin letters by apologizing, especially when they are writing to men. You might make excuses for your bad writing, the poor quality of the ink, pen, or paper, your inability to express yourself, etc. In 19<sup>th</sup> Century letters it is rare to see a lady’s letter that did not apologize in this way, except for wives of long standing.

Another way you might begin your letter is by thanking the correspondent for his/her previous letter and/or apologizing for the length of time it took you to answer it. If it has been some time since you heard from the other person you might chide them for not writing sooner. A letter is often called a “favor.” For example, “thank you for your favor of the 14<sup>th</sup>”. By the way, the current month was called the instant, or “inst.,” and the previous month was called the ultimo, or “ult.” In other words, in a business letter (not a letter to a relative) you might say, “this is in reply to yours of the 14<sup>th</sup> ult.” meaning that you are replying to his letter of the 14<sup>th</sup> of last month.

4. The subject of many 19<sup>th</sup> Century letters included writing about crops, slaves, farm news, neighbors, deaths, births, engagements, everybody’s health, the weather, livestock, family members doings, and in the time of war how the war was impacting the family. It is fine to be a little humorous or cheerful if the events of the letter are appropriate to that demeanor.
5. 19<sup>th</sup> Century letters often included some comments about the current situation, but you do not have to talk about politics or war news unless it is impacting you or your family. Few letters by women discussed war news in general; if anything they made some comments about what was taking place with the war locally.

# Guide for Writing 19<sup>th</sup> Century Letters

6. Tell your correspondent how you feel about him (it is acceptable for wives to tell husbands they miss them and pray for them, for example).
7. Close with your relationship and your full name, for example: “Affectionately yours, your wife, Jane Edith Smith.”
8. Feel free to be creative (this does not mean purposely misspelling words, but does mean you can take some liberty in making works more expressive or culturally relevant) with your spelling, and do not worry too much about punctuation. A few example phrases would be:
  - A. I take my pen in hand to write... to answer...
  - B. I have a few minutes and so I improve upon this opportunity to write...
  - C. Thank you for your favor (referring to a letter you received from the person you are corresponding with)
  - D. Please pardon the poor paper, the scratchy pen, the ungraceful language...
  - E. How long it has been since we last...
  - F. My thoughts/prayers are often with you...
  - G. Do you yet recall...
  - H. The folks often ask about you...
9. For someone very close, like a sister or wife, close your letter with “Affectionately yours” or “With Sincere Regard Your Loving Wife (Sister, Cousin, etc.)”. Closing your letter to your father or uncle, or someone you do not know well, close using “Respectfully” or “Faithfully.” Remember to always sign your relationship and full name.
10. The envelope is addressed on the front just as it would be today. On the back, or in the upper left hand corner of the front, you write your initials and last name, for example: “J.E. Johnson”, and the town and/or county. If you live on a farm, you would only include the county if one existed.
11. About Crossed Lines: If paper was scarce, people sometimes turned their letters sideways and carefully wrote across the letter at a 45 degree angle. I would not bother crossing the lines, because that will be difficult to read and there were not that many letters that were crossed. Generally, only the last paragraph was crossed, if at all.
12. Mailing the Letter: As mentioned above, the envelopes should be pretty small and do not use sealing wax unless your letter is written before 1857 or 1858. After this time envelopes had come into general use, and those were gummed or glued shut. Before the 1850’s sealing wax was used to glue together sheets of writing paper, but that was before envelopes were invented. If you do want to using sealing wax, then do not use an envelope. Leave a blank space on the back of your letter for the address. Before writing, fold your paper into the size of a small period-style envelope and write the address in a space about 2 ½ by 3 inches. You will also have to leave a space for the sealing wax. Then write your letter and when you are done seal the back.
13. The stamp goes in the same place that stamps go today. Ideally you would cancel the stamp... you could design a rubber stamp to do this! The stamp is cancelled with a double circle with a double line through the middle that contains the date. It actually looks just like a modern hand-cancellation.
14. If you send packages, just cut apart a brown paper grocery bag or use brown Kraft paper. Tie the package with hemp twine and put extra stamps on it!

# SECTION 5: DAY 13 TO 17



14. Once the rotation schedule has been completed, administer the post assessment based on the essential question asked at the beginning of the lesson.

**How does a person's cultural background affect their attitudes about conflict?** Be sure to discuss at least three examples from our study of the War of 1812 as well as the Battles of the River Raisin.

## How does a person's cultural background affect their attitudes about conflict?

4	3	2	1
Student response to question is clear and well developed and includes at least one relevant example from the War of 1812 and one from the Battles of the River Raisin as well as a contemporary example.	Student response to question is well developed and includes at least one relevant example from the War of 1812 and one from the Battles of the River Raisin.	Student response to question is somewhat well developed and includes at least one relevant example from the War of 1812 and/or the Battles of the River Raisin.	Student response to question is poorly developed and may or may not include one example.

# 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 3<sup>rd</sup> through 8<sup>th</sup> 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 3<sup>rd</sup> through 8<sup>th</sup> 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](mailto: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, 18<sup>th</sup> 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!