



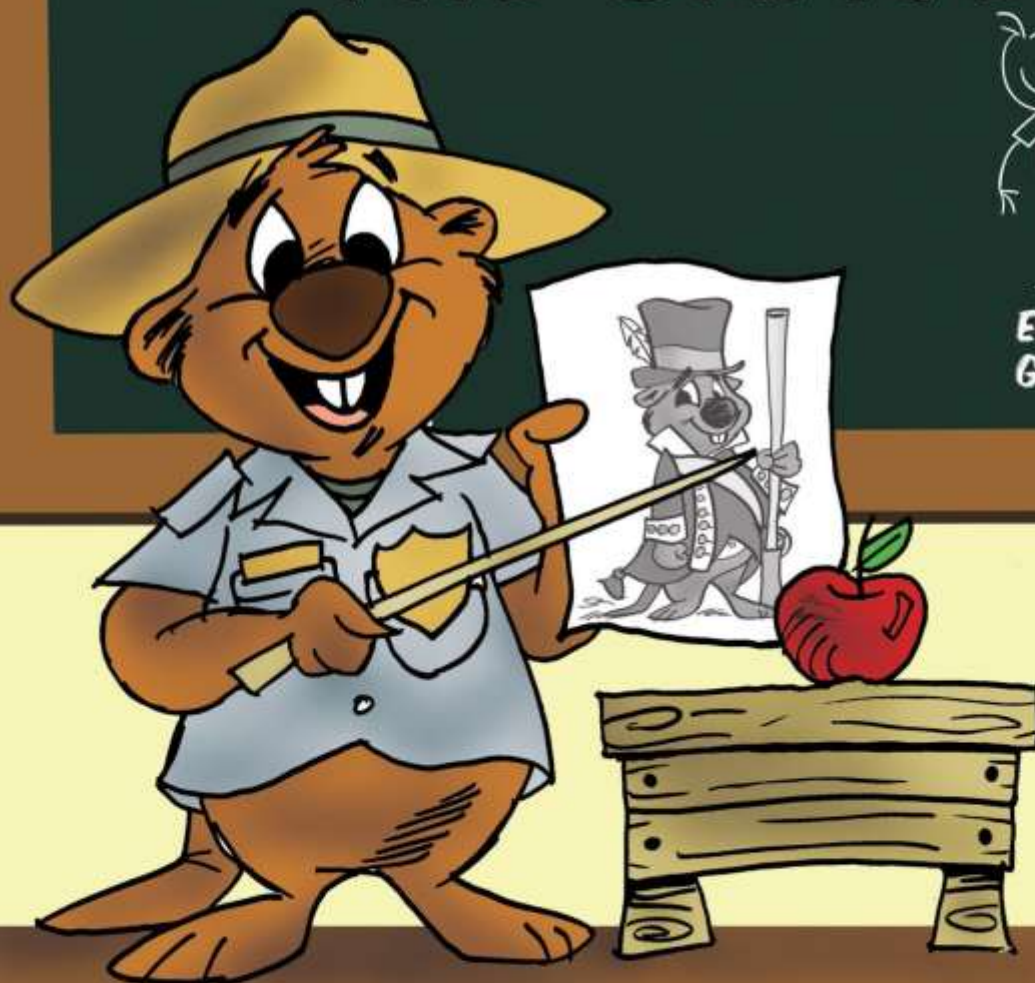
River Raisin National Battlefield Park Presents

THE WAR OF 1812:
BATTLES OF THE RIVER RAISIN

"LETTERS FROM THE GRAVE"



ELEMENTARY
GRADES 3-5



WITH
"PROFESSOR"
MAJOR
MUSKRAT

LESSON PLAN



SERVICE
LEADERSHIP
COLLABORATION
EXCELLENCE



River Raisin National Battlefield Park Elementary Lesson Plans

"LETTERS FROM THE GRAVE"



The War of 1812, Battles of the River Raisin

LESSON OVERVIEW:

In January of 1813 inhabitants of Frenchtown, a village in the Michigan Territory, and Kentucky militia fought British soldiers and Natives for control of the land and its passages that surrounded the River Raisin.

Students will examine and interpret primary and secondary source accounts from individuals that participated in the Battle of the River Raisin or witnessed the battle and its aftermath. They will also read about the daily lives of those individuals that led up to and included the Battle of the River Raisin. After reading these accounts they will create a brochure that illustrates their understanding of these individuals. Students will explore maps of the world, the Northwest Territory, and Frenchtown noting ribbon farms, battlefields and movement by inhabitants of the village and combatants of the war. Students will read and write about weapons and artillery used by both armies.

This lesson integrates reading, writing, and U.S. History Standards.

OBJECTIVES:

Students will:

- Identify which countries and native groups participated in the Battle of the River Raisin during the War of 1812.
- Identify where the Battles of the River Raisin took place on a map of Michigan.
- Identify other key areas of battle such as Brownstown, Detroit and Monguagon that took place in the Northwest Territory that eventually gave rise to the creation of several states including the state of Michigan.
- Compare battle artifacts and tools used by individuals during the Battles of the River Raisin.
- Tell why the Battles of the River Raisin took place and how the outcome of those battles shaped future battles of the War of 1812.
- Create a timeline that consists of events that occurred during the Battles of the River Raisin.

STANDARDS:

3-H3.0.5 – Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.

3-H3.0.6 – Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.

3-H3.0.7 – Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).

3-H3.0.10 – Create a timeline to sequence early Michigan history.

3-HG5.0.2 – Describe how people adapt to, use, and modify the natural resources of Michigan.

4-H3.0.2 – Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.

5-U1.1.1 – Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).

5-U1.1.3 – Describe Eastern Woodland American Indian life with respect to government and family structures, trade, and views on property ownership and land use.

5-U1.4.2 – Use primary and secondary sources to compare Europeans and American Indians who converge in the western hemisphere after 1492 with respect to governmental structure and views on the property ownership and land use.

5-U1.4.3 – Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians.

Time Required: Six Days for Unit/One Day per Lesson

RECOMMENDED GRADE LEVEL(S): Third through Fifth

TOPIC(S): Battles of the River Raisin during the War of 1812

ERA: United States History Standard Era 3, 1754 - 1820

PREPARATION:

Materials:

- Secondary sources of accounts of the Battle of the Raisin River
- Maps of the World, Northwest Territory, Michigan Territory, Frenchtown and Ribbon Farms
- Brochure of the Battle of the Raisin River Artifacts plus rubric
- Teacher Timeline – River Raisin Battle – War of 1812
- 8 ½ by 11 white paper for student timeline.
- Multiple choice test (to be given on Day 6)
- Pictures of replica items from 1812 time period
- Issue of “The Mitten, Nov 2001. Provided by the MC3 website

Resources:

Naveaux, Ralph. *Escape to Frenchtown*, Monroe County Historical Committee, 2000

The River Raisin National Battlefield Park, www.nps.gov/rira

EXTENSION ACTIVITIES:

Field Trip to River Raisin National Battlefield Park in Monroe, Michigan the site of the actual battles.

Students create their own “artifacts” that represent tools, weapons or items used by the French, the Americans, the Natives, or the British during the time period of the War of 1812

EVALUATION:

Brochure filled in by students daily (Rubric)

Compare and contrast from daily activities

Timeline filled in daily

Artifact writing done on Day 6 (Based on MEAP Writing)

Multiple choice test given on Day 6

For examples of successful lesson plans, please view published plans at:

<http://www.loc.gov/teachers/classroommaterials/lessons/>

PROCEDURE:

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



- ❑ Using the Battles of the River Raisin – War of 1812 Timeline as a reference, the teacher displays maps of the world and Michigan Territory.
- ❑ Students read the first page of “*The Mitten*”, *November 2001, The War of 1812*, providing them with background information about the War of 1812.
- ❑ Students then identify and mark on the map of the world; Great Britain, the United States, Michigan and water ways that were used during the war.
- ❑ Students should be able to identify the reasons listed in the given text as to why war has been declared. Maybe highlighting these reasons as they read.
- ❑ Using the map of the Northwest Territory, the teacher gives background provided on the Teacher Timeline of the establishment of the Northwest Territory and the migration of the French to Detroit and Frenchtown.
- ❑ **Using 11x14 papers, students begin to create a timeline that includes Michigan’s** establishment as a Territory, Treaty of Friendship, as well as the Declaration of War on the British signifying the beginning of the War of 1812.
- ❑ Teacher closes the lesson by telling the class that the focus of the remainder of the Unit will be on the Battles of the River Raisin. The teacher will explain that the class will meet four young people from the battle and explore their roles before, during and after the battle. And through exploring these four individuals, the class will understand the reasons for the battle and how it affected the outcome of the War of 1812.

Battles of the River Raisin – War of 1812 Timeline

1775 – American Revolutionary War

1776 – Declaration of Independence

1781 – Articles of Confederation adopted

1783 – Treaty of Paris

- Michigan/Old Northwest Territory becomes part of the newly created United States of America.
- Resistance from Native Americans and British troops at key points along fur trading routes.
- French Canadians begin to migrate from Detroit establishing ribbon farms along waterways draining into Lake Erie.

1784 – Francois Navarre (fur trader) becomes the first white settler on the River Raisin.

- French settlers (fur traders) begin to make personal deals with local Native group, Potawatomi who lived in the region.
- Ribbon farms gave settlers a frontage along the River Raisin and other streams.
- A bakery and distillery were built.

1787 – United States Constitution signed.

1796 – First American flag was raised over the village on the River Raisin.

1805 – Michigan Territory is established, William Hull is Territorial Governor.

- More ribbon farms established in area
- Militia established

1807 – Treaty of Friendship

- Potawatomi and Governor Hull: the natives gave up the title to the River Raisin lands.
- Tecumseh, Native leader urges natives to unite to preserve their lands and way of life.
- Ties between Natives and British become stronger.

1811 (November) – Battle of Tippecanoe

- Fear of war with Natives and British

1812 (June) – United States Congress declares war on Great Britain.

- Britain had restricted trade between France and America, forced Americans into the British Navy, and supported Native resistance in the Great Lakes Region.

1812 (Summer) – Settlers in Frenchtown are experiencing tension with Natives.

- Natives from outside the area were seen more near Frenchtown.
- Friendly encounters between the French and Natives gave way to tension and fear.
- Potawatomi children did not interact with French children anymore.
- Mackinac Island is captured by the British
- General Hull leads militia to Detroit to react to the taking of American vessels by the British carrying supplies for American army.
- General Hull expects to meet with Tecumseh and his Indians at the Huron River.
- Ambushes of Detroit and Brownstown take place, with many American militia killed in battle.
- Tecumseh reaches Frenchtown which is now under British rule.

1812 (Fall) – River Raisin settlements remain under British control.

- British, Natives and Canadian Militia are frequent to the village.

Battles of the River Raisin – War of 1812 Timeline

January 18, 1813 – Battle of the Raisin River

- Early morning hours, militiamen gather south of the River Raisin.
- North of the Frenchtown settlement, General Reynolds, the British Commander, positioned several hundred Canadians and Indians to defend the village.
- Militia from Kentucky led by Colonel Lewis was drawn into battle formation.
- Locals led by Captain Ambrose Charland joined in the attack.
- Cannons, muskets, buckshots were used in battle.
- As the French and Kentuckians advanced on the village of Frenchtown, the British retreated toward the woods.
- Natives and Indians fought the Kentuckians into the early hours of the next day.

January 19, 1813 – Frenchtown after the Battle

- Many homes damaged
- Militia stayed behind to help collect the dead
- Militia remained to reinforce pickets which surrounded settlement

January 22, 1813 – Battle of the River Raisin

- Drums started beating in the early morning hours.
- British began attacking by cannon fire.
- Militia were firing from windows of houses.
- General Winchester, who was staying at the Navarre house, arrived and ordered the regulars to fall back to protect the riverbank, the maneuver failed and the militia were chased by Natives across the river.
- American troops were sent out to defend against the Natives but never returned.
- British and Canadian troops tried to break through the fence line but were driven back by Kentucky militia.
- British cannons were moved closer to the fence line.
- Natives were moving between houses and along the riverbank.
- The Battle raged on for almost 5 hours.
- A truce was called around 11 a.m.
- General Winchester had been captured, and what was left of the American Army surrendered.

January 22 – 23 – After the Battle

- Gunfire begins to diminish.
- Natives set to searching houses and taking what they could.
- Natives burned homes of the settlers.
- Many settlers fled to Detroit and nearby towns.
- Half the population remained in Frenchtown.

December 24, 1814 – Treaty of Ghent signed to end war

North Atlantic World Map



Old Northwest Territory Map





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 Michiganiaan 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.

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."



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

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

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**Find the following
WAR OF 1812
words**

**FRENCHTOWN
BRITAIN
MACKINAC
CASS
WINCHESTER
MALDEN
CANADA**

Key Events & Causes of the War of 1812 Timeline

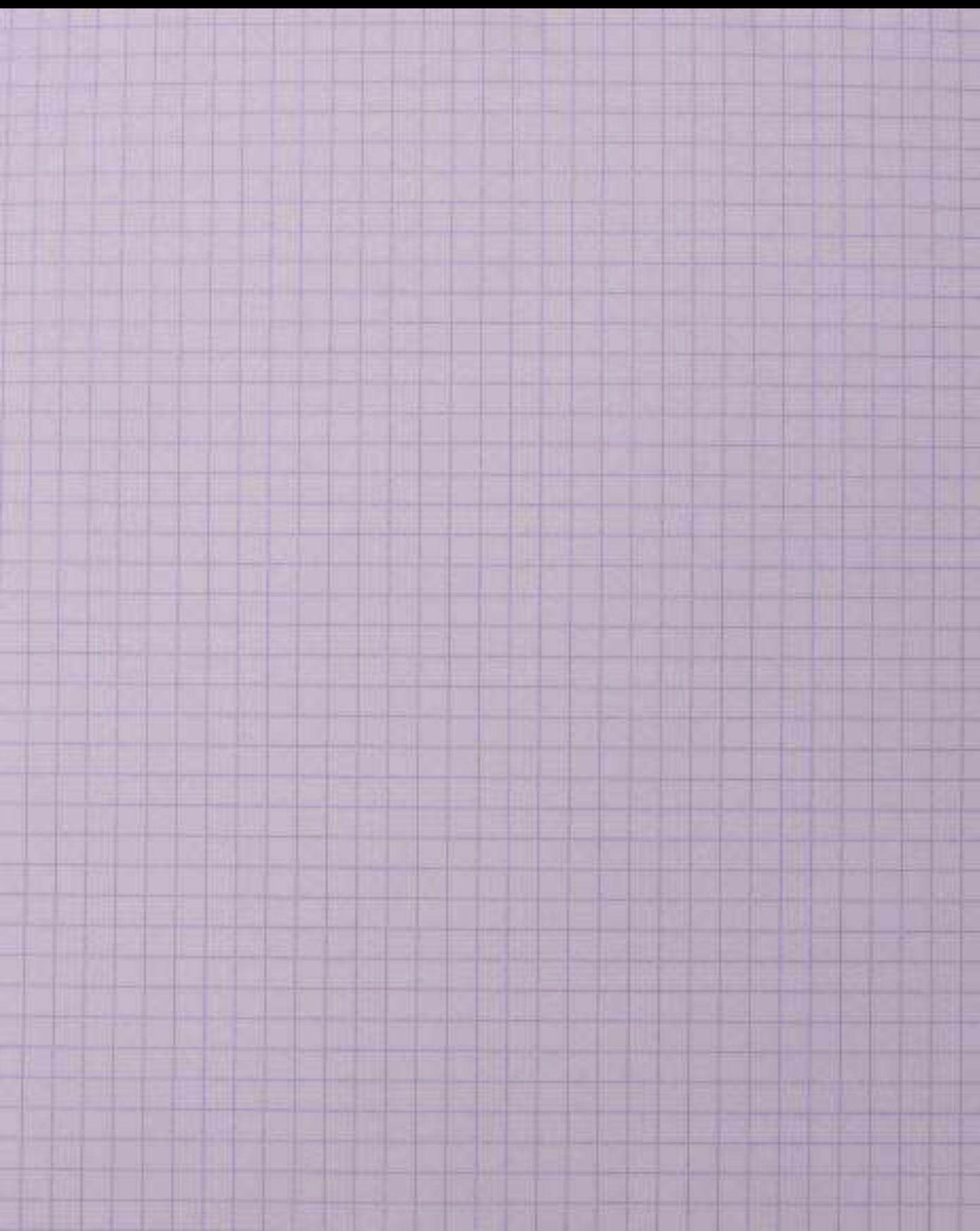
KEY EVENTS & CAUSES OF THE WAR OF 1812

Event	Date	Location	Significance
Napoleon excludes British goods from "fortress Europe"	1806	Europe	American ships caught in middle as British respond with blockade. British seize 1000 U.S. ships, French ca. 500.
British impress American sailors	1803-1812	High seas	British captains took over 10,000 American citizens to man ships.
Embargo Act	December 1807	Washington, D.C.	Jefferson's attempt at "peaceful coercion" resulted in economic disaster for merchants.
War Hawks elected to Congress	1810	U.S.	Calhoun, Clay, others bothered by insults to U.S. and Indian presence.
Congress declares "Mr. Madison's War"	June 18, 1812	Washington, D.C.	Pushed by War Hawks, Madison asked for declaration. All Federalists oppose it.
British capture Ft. Mackinac	August 16, 1812	Michigan	U.S. lost fort as British invade American territory.
Constitution vs. Guerriere	1812	Atlantic Ocean	Victory by U.S. ship ("Old Ironsides"). Other privateers captured or burned British ships.
Battle of Frenchtown (Battles of the River Raisin)	January 1813	Michigan	Kentucky troops repelled by British and Indians in bloody fighting. American survivors killed in River Raisin aftermath.
Battle of York (Toronto)	April 1813	Toronto, Canada	U.S. troops took control of Great Lakes, burn York. This action later returned by British burning of Washington, D.C.
Battle of Lake Erie	September 1813	Put-in-Bay	British naval attack repulsed by Capt. Perry.
Battle of Thames	October 1813	Ontario, Canada	Tecumseh killed in U.S. victory. NW Indians weakened by battle.
British plan 3-part invasion of U.S.: Chesapeake Bay, Lake Champlain, & mouth of Mississippi River	1814	Washington, D.C.	British burned capital's buildings, but were turned back at Baltimore harbor.
Treaty of Ghent	December 24, 1814	Ghent, Belgium	British and American diplomats agreed on status quo ante bellum.
Battle of New Orleans	January 1815	New Orleans	Jackson's forces defeated British. 700 British killed, 1400 wounded. U.S. losses: 8 killed, 13 wounded.

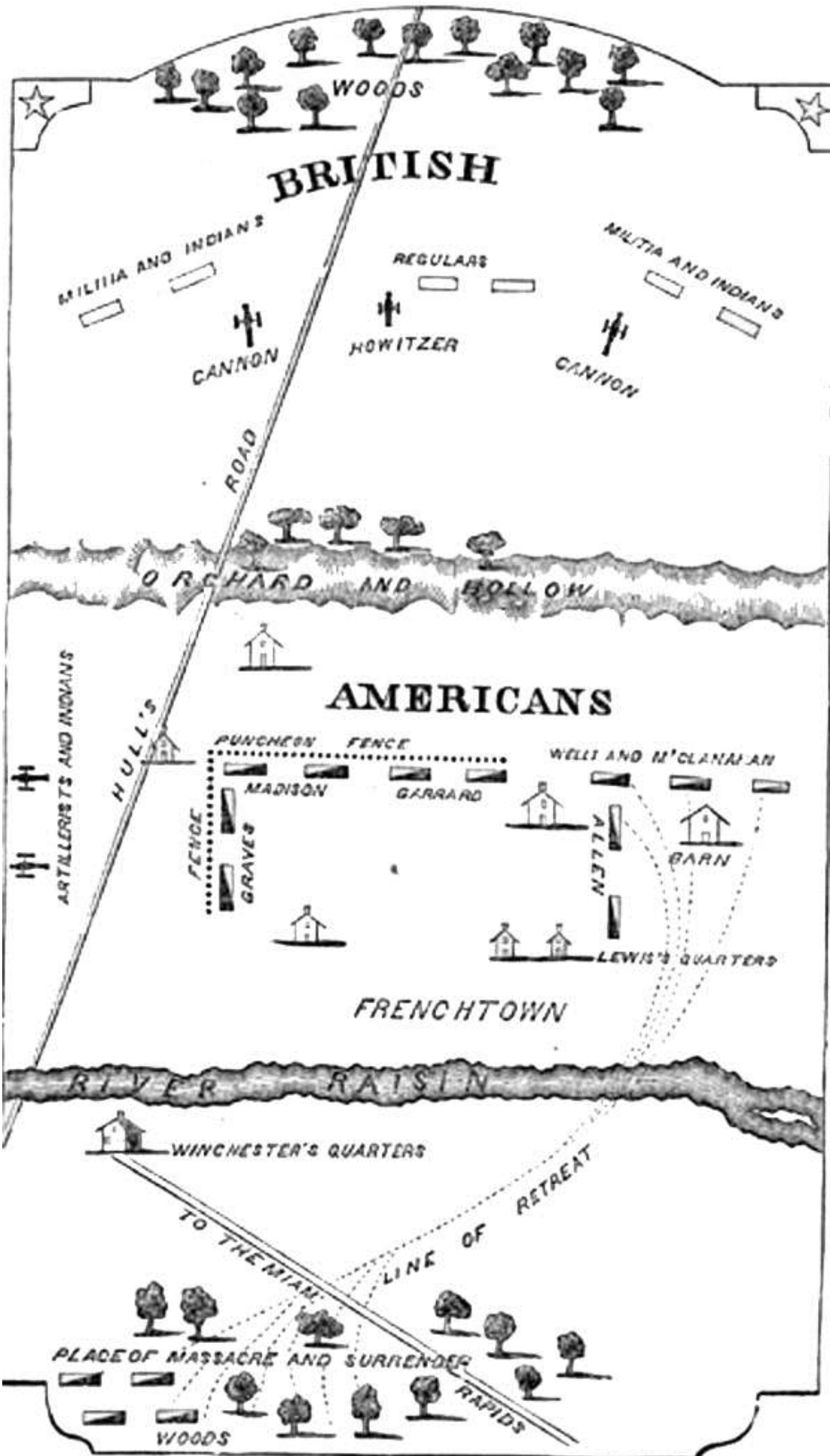


- ☐ Using River Raisin Battle – War of 1812 Timeline as a reference, teacher again displays maps of the world and Michigan Territory. Reviewing with the class through dialogue, who was fighting the war and where the war was taking place ending with the location of the Battles of the River Raisin. Reviewing points on the maps that were referred to in Day One.
- ☐ Using chart paper or teacher's choice of display, students generate a list referring to Day One's reading of "The Mitten", the reasons for the War of 1812.
- ☐ This list, along with the maps, should continue to be displayed in the classroom for the duration of the Unit and at hand when needed for future reference.
- ☐ The teacher displays the map of Frenchtown and the surrounding areas. Explaining that they will be exploring the Battles of the River Raisin and events that led up to it and events after.
- ☐ The teacher reminds the class that they will be meeting a different young person with connections to the Battles of the River Raisin each day for the next four days.
- ☐ The teacher displays the brochure that the students will be filling in (or they can create one using the directions provided with the example brochure), explaining the four sections that will be filled in with information about each person as well as other information the student deems important. The teacher also displays the rubric for the brochure.
- ☐ The teacher displays the letter from Alexis LaBeau. The letter is read aloud.
- ☐ After the first time the letter is read aloud, the teacher has the letter read aloud a second time. During this reading students are prompted to refer to the Map of Frenchtown, locating places mentioned on the appropriate map. The teacher also displays a map of the ribbon farms used by the settlers.
- ☐ Students are separated into groups and asked to write a description of Frenchtown based on the letter written by Alexis.
- ☐ Students share their descriptions as the teacher shares pictures of items such as the trading post, clothes, utensils, etc...used during that time.
- ☐ Brochures are passed out to the students. Students determine based on the letter that they read which section of the brochure to fill in.
- ☐ Students share the section they filled in on the brochure.
- ☐ Students fill in timelines with necessary dates.
- ☐ Students share their brochures and timelines.

Reasons for the War of 1812

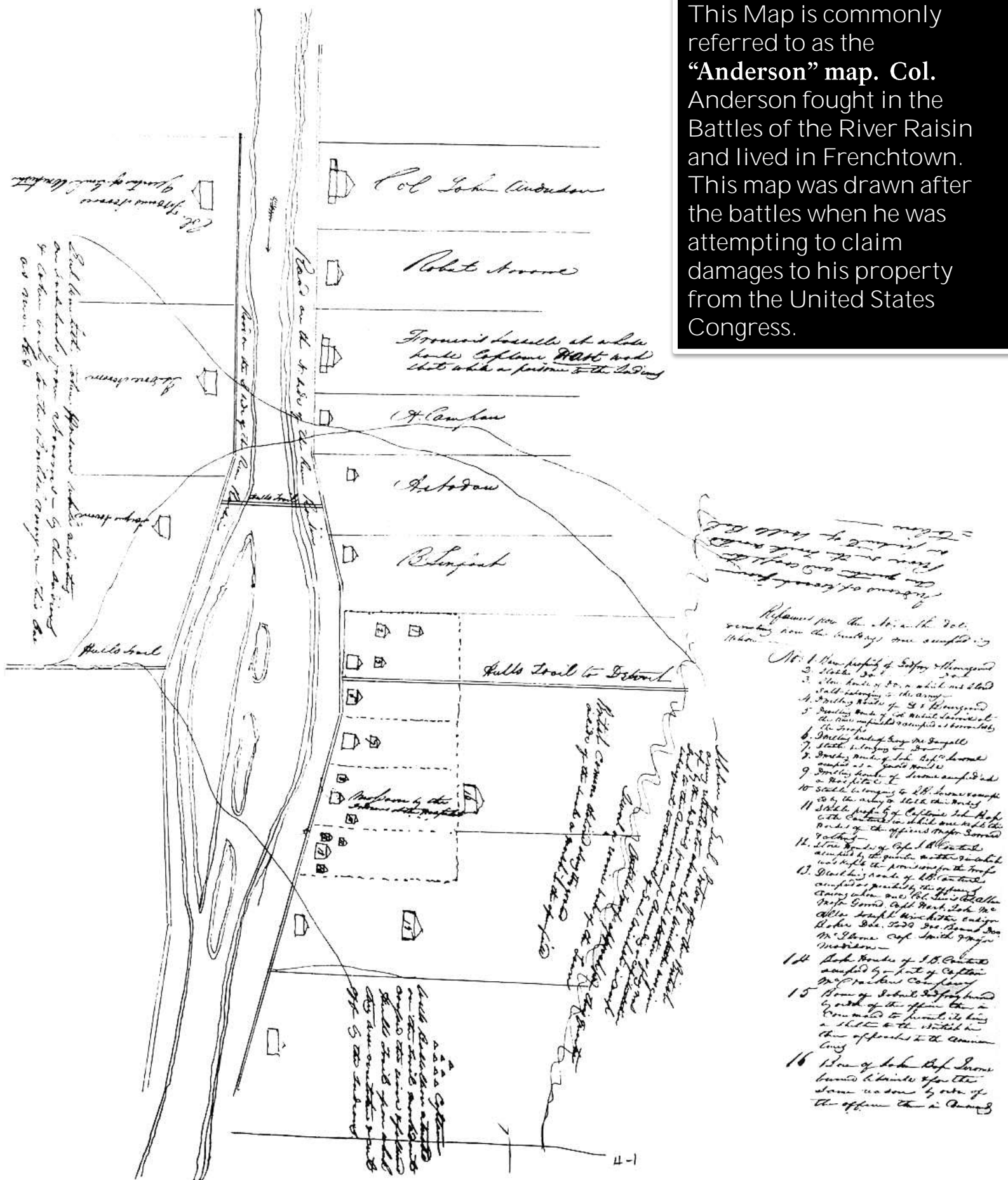


Frenchtown Battle Map One



MOVEMENTS AT FRENCHTOWN. 1

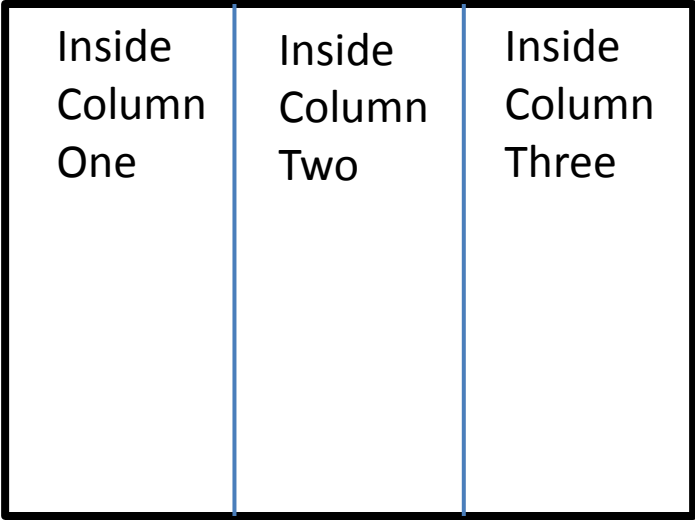
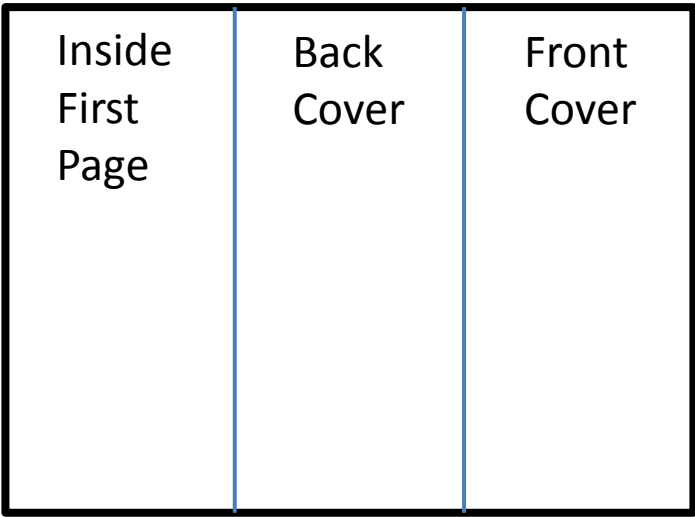
This Map is commonly referred to as the **“Anderson” map. Col.** Anderson fought in the Battles of the River Raisin and lived in Frenchtown. This map was drawn after the battles when he was attempting to claim damages to his property from the United States Congress.



Brochure Template and Instructions

Anyone can create a tri-fold brochure by hand or on a computer. Brochures are a great way to pass on important information or to advertise for products, events or something else you would like people to know about. Follow these simple steps:

1. Take a piece of paper (or on your computer) and place it in a landscape position (longest side on the top and bottom and shortest sides on the right and left).
2. Divide the paper into three equal areas as illustrated below:
3. Fold the paper so the cover is on top, the main information is in the middle and the closing or summary points and information are on the back.



4. The “Front Cover” should grab the attention of your audience (the people you want to read your brochure) using short sentences or phrases that make you want to read more along with graphics, drawings or photographs.
5. The “Inside First Page” is the start of your organized information or an introduction to what you are going to learn more about. For the purposes of our brochure we are going to start our information by presenting one of four perspectives on the Battles of the River Raisin.
6. The “Inside Columns” provide organized important information for your readers. The information should be limited to the main points or ideas you want to convey and can also include additional images, graphics, drawings or artwork.
7. The “Back Cover” is similar to the front cover and should grab the attention of the reader with either closing main points, graphics, drawings, images or photographs.

Using the attached example brochure make your own brochure about the Battles of the River Raisin following your teachers directions.

The Natives

Country or Territory of Allegiance

Reasons for fighting in the Battle of the River Raisin during the War of 1812.

Weapons and/or tools used in the Battle of the River Raisin.
Label and draw the weapon/tool.



New facts I learned about the Natives and their role in the Battle of the River Raisin in the War of 1812

“Remember the Raisin”

Four cultures battle for control of Frenchtown on the River Raisin in the territory of Michigan during the War of 1812.



Researched by:

Draw a scene from the Battle of the River Raisin. In this scene include the River Raisin and Frenchtown and label both. Include in this scene the four cultures: the British, the Americans, the French and the Natives. Illustrate at least two weapons used in the Battle of the River Raisin.

The British

Country or Territory of Allegiance

Reasons for fighting in the Battle of the River Raisin during the War of 1812.

Weapons and/or tools used in the Battle of the River Raisin.
Label and draw the weapon/tool.



New facts I learned about the British and their role in the Battle of the River Raisin in the War of 1812.

The Americans

Country or Territory of Allegiance

Reasons for fighting in the Battle of the River Raisin during the War of 1812.

Weapons and/or tools used in the Battle of the River Raisin.
Label and draw the weapon/tool.



New facts I learned about the Americans and their role in the Battle of the River Raisin in the War of 1812.

The French

Country or Territory of Allegiance

Reasons for fighting in the Battle of the River Raisin during the War of 1812.

Weapons and/or tools used in the Battle of the River Raisin.
Label and draw the weapon/tool.



New facts I learned about the French and their role in the Battle of the River Raisin in the War of 1812.

“Letters from the Grave” Alexis LeBeau Letter

Vocabulary:

- Ribbon Farm – a farm that is divided into narrow strips of land usually stretching from a river to a woods.
- Incessant – constant
- Snares – traps
- Cornmeal – food made from ground corn
- Mush – a meal boiled in water or milk until it forms a thick mass
- Embers – small pieces of burning or glowing wood in a dying fire
- Hearth – the floor of a fireplace
- Sparse – very little, low amount
- Charette – a French two wheeled cart usually pulled by horses or oxen
- Corduroy Road – a road made of tree trunks laid across a swamp
- Inhabitants – a person who lives in a certain place
- Acquire – to get
- Allies – a person who supports another in their goals, a friend
- Route – a path
- Teamsters – people who are hired to drive supplies from one place to another
- Ambushes – surprise attacks usually from behind trees or rocks
- Reassured – to get rid of any doubt
- Territorial – a certain area
- Ponder – to think deeply

August 1812

Bonjour! Mon Ami!

I'm thinking these hot August days are making me cross. Papa makes me get up with the sun to tend to our beans and corn here on our ribbon farm on Sandy Creek. The incessant mooing of the cows is another reminder that my chores await for me. They will need water soon. My sister Genevieve nags me to check my snares for rabbits in the garden and my traps for muskrat down by the creek before breakfast. My stomach rumbles with hunger at the thought of cider and cornmeal mush. Genevieve tends to the black iron kettle above the embers in the hearth. With Mother now gone, I do as I am told and follow her instructions, even though I am eight years old now. I know Papa fears our supplies for the winter will be sparse.

Tomorrow I will ride with Papa in our two wheel cart called a charette to go see Mr. Anderson at the trading post along the River Raisin. The trading post is always an exciting place to visit. People come by birch bark canoes or travel on Hull Road, the newly built corduroy road, to get there. The French, Americans, and the Native inhabitants all gather to trade goods, acquire information, and build friendships. Papa says he goes for trading, but I know he goes to hear the news.

There has been much talk lately all along the River Raisin. The fort at Mackinac fell to the British and their Indian allies without even a battle! Worse yet, the route which is used by contracted teamsters, hired wagon drivers, to transport our much needed supplies from Detroit was cut due to the ambushes and fighting at Maguagan and Brownstown. Papa has reassured Genevieve and me that we are not to fear our Indian neighbors. But, I still wonder to myself if they, too, will join with the British in their fight against the Americans. Papa says Tecumseh, the Shawnee chief, is a good man and he will influence our territorial tribes like the Potawatomi, Wyandotte, and Huron to continue to be our friends and not our enemies. Will that fighting come closer to our home? My stomach, however, reminds me that I have no time now to ponder and worry for I must get to my chores.

Your New Friend,

Alexis LeBeau

River Raisin Photograph – Day Two Lesson



1812 Period Clothing – Day Two Lesson



Above Left: Capote - The Capote is a wool coat used by French settlers and Native Americans to keep warm.

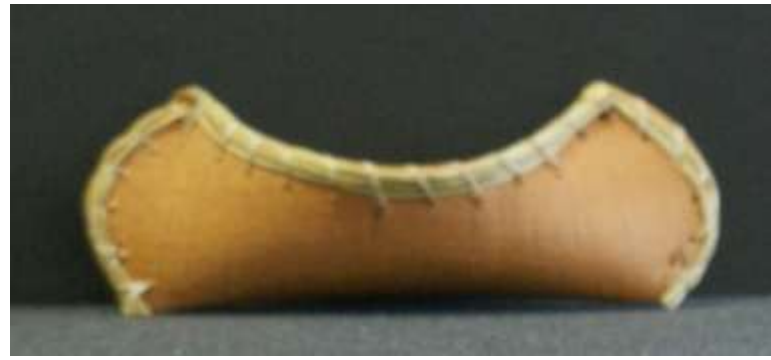
Above Right: A linen shirt used by French settlers and Native Americans.

Below Left: Blue linen dress with adjustable ribbons and mop cap used for daily wear by French women.

Below Right: Brown linen dress for daily wear over a chemise or white undergarment also shown.



1812 Jewelry, Toys and Utensils – Day Two Lesson



Above Left: Beaded Necklace and Trade Silver Brooches.

Above Right: Children's toys including a Birch Bark Canoe, Corn Husk Doll, and Cup and Ball game.

Below Left: Forged Iron Fork and Handmade wax candle.

Below Right: Tin Cup for drinking and Turkey Feather used for decoration to wear or as a writing utensil to dip in ink.







- ☐ The teacher reviews maps, timeline, Reasons for War of 1812 display, and brochure from Day Two. The teacher and students briefly talk about the letter read yesterday about Alexis.
- ☐ The teacher displays the letter from Sarah Ruland and has it read aloud.
- ☐ After the first reading, the letter is read aloud again. During this reading, students are prompted to refer to the map of Frenchtown, locating places mentioned. Also point out **any similar places mentioned in Alexis' letter from Day Two.**
- ☐ The teacher displays pictures of items that Native Americans may have used during this time period.
- ☐ The teacher displays the Tomahawk Axe and Tool description. The information is read and discussed. The display is left visible for the remainder of the unit to use as a reference.
- ☐ The students and teacher generate a small list of differences of the relationship between the Native Americans and the Frenchtown inhabitants before the war is declared and after.
- ☐ The students take out their brochure and fill in the appropriate section for Sarah. Prompt students to also record any other information that is important.
- ☐ Students share their brochures both in small groups and with the whole group.
- ☐ Students fill in the timelines with any necessary dates.
- ☐ Students share brochures and timelines.

“Letters from the Grave” Sarah Ruland Letter

Vocabulary

- Surrendered - to yield or give up
- Bordering - the part or edge that forms the outer boundary
- Commotion - a noisy disturbance
- Prowling - to sneak about as if looking for prey
- Ribbon Farms - farms divided in long narrow stretches of land beginning at a river
- Shriek - loud shrill cry
- Established - to settle or build permanently in a location
- Long Knives - soldiers from the State of Kentucky who carried very long knives
- Militia - citizen soldiers who volunteered to fight
- Plea - to beg
- Ignored - to give little or no attention to
- Disregarding - to treat with no respect or ignore
- Plundering - to rob of goods
- Wielding - to use a weapon effectively
- Scurried - to move about quickly
- Relieved - free from fear

Dear Students,

I am dying to tell you of my adventures today. . . .

Beads of sweat dripped down my face. My sky blue hair ribbon, my one and only Christmas present from last winter, bounced from side to side as I ran through the empty dark woods bordering the River Raisin towards the safety of Frenchtown. I passed empty cabins and farms that had recently been deserted. Back in August, these neighbors had quickly packed and moved out of the Frenchtown area and headed to what they thought would be the safety of Fort Detroit. It is shocking now to know that Commander Hull surrendered Detroit to the British.

There is so much commotion going on lately. The local Indians have been prowling our woods and ribbon farms and some say they are taking things like livestock and vandalizing homes. This has brought much worry to all of us here. This morning a whole band of those Indians burst into my own home. Fortunately, I was out in the chicken coop gathering eggs, when I heard the shrieks of my sister. Without delay, I made haste to get help.

I entered Frenchtown and found a towering Indian speaking loudly to others in his group. They all looked very serious and appeared to be in a very important discussion. I did not let that deter me. This man, who they addressed as Tecumseh, appeared to be the leader. He had established Frenchtown as his summer headquarters and was organizing the Indians north and south of the River Raisin for the upcoming war against the Long Knives, militia men coming from the State of Kentucky.

I went right up to that big Indian and pulled on the bottom of his coat. The giant man ignored my plea of attention, but I am stubborn and I refused to be ignored. Disregarding the proper manners I had been taught and the stories of punishment given to children who misbehave for interrupting their elders, I tugged again, even harder this time. I said to him, the best a six year old can, in my broken French language, "Come to our house, some bad Indians are at our house." Together we hurried back to my home, and found several Indians dragging my family's trunk out of the house. To my surprise there were also British soldiers plundering our belongings too! Tecumseh got really angry, wielded his tomahawk, and shouted "Dogs, I am Tecumseh!" Quickly, those Indians dropped the trunk and scurried into the woods. I was so scared. Tecumseh then confronted the soldiers shouting, "You are worse than dogs!"

Those soldiers apologized to my mother for their bad behavior and offered to post a guard for the security of my family. I was relieved when my mother declined the offer and stated "I will not need your soldiers. So long as that man is around, we feel safe." As I ran to the comfort of my mother I heard the distant sound of drumming and I wondered if it was Indian drums or militia drums. It mattered to me not as I was in the safety of my mother's arms for I knew she was right.

Your new friend,
Sarah Ruland

Tomahawk Axe Weapon and Tool

Native Americans, explorers, trappers, traders, as well as the American Militia and British Army carried tomahawks. Tomahawks were used as both a tool and a weapon. Tomahawks are probably the most well-known of the Native American weapons. Like an axe or hatchet, the Tomahawk was made of wood with metal blades.

The combination of a long, straight wooden handle and a weighted head made the Native American tomahawk a device that could strike an enemy swiftly and accurately. It was still the preferred weapon for close combat during the War of 1812 battles. The Tomahawk was such a powerful tool and weapon the United States military began to make the Tomahawk.

Tomahawks were a vital part of early trade. Many of the other tribes would trade furs, gems, and other valuable items in an effort to obtain Tomahawks. Native American tomahawks were effective weapons because they could be used in close hand to hand combat, or they could be thrown at the enemy from a distance. Native American tomahawks were also used in celebrations and ceremonies.





Chief Tecumseh

Tecumseh was a Native America Chief of the Shawnee tribe who lead **the formation of the largest confederation of Native American's in history.** Chief Tecumseh's confederation united many native peoples to defend their lands and ways of life against Western expansion and the threat of change – a struggle that continues in many ways today.

Chief Tecumseh did not fight at the Battles of the River Raisin, but his confederation did and for some time his headquarters was located just outside of Frenchtown in what is now Monroe, Michigan. The **combined forces of Tecumseh's confederation demonstrated their** strength and power on the battlefield at the River Raisin. With their true power being realized for the first time as a significant military force during the War of 1812, many throughout the new United States feared what would happen if they were not stopped.

Abandoned Farm One – Day Three



Abandoned Farm Two – Day Three



Items Native Americans May Have Used In 1812 – Day Three



Above Left: Pipe Tomahawk.

Above Right: Mortar and Pestle used for grinding food and medicine.

Below Left: Wooden Spoon for coking.

Below Right: Pot Scrubber used for cleaning pots and other things.



Items Native Americans Wigwam – Day Three





- ☐ The teacher reviews maps, timeline, Reasons for War of 1812 display and brochure from previous day. The teacher also briefly refers back to the letters from Alexis and Sarah using the student's filled in brochure as a reference.
- ☐ The teacher displays the letter from Jessie Cook. The letter is read aloud.
- ☐ After the first reading, the letter is read aloud again. During this reading, students are prompted to refer to the map of Frenchtown, locating places mentioned. Also point out any similar places mentioned in Alexis' letter from Day Two and Sarah's letter from Day Three.
- ☐ The teacher displays pictures of items that American Militia may have used or worn during this time period.
- ☐ The teacher displays a Flintlock Musket description. Students read and discuss the description. The description is displayed with the Tomahawk Axe from Day Three.
- ☐ The students take out their brochure and fill in the appropriate section for Jessie. Prompt students to also record any other information that is important.
- ☐ The students share their brochures both in small groups and with the whole group.
- ☐ The students fill in their timelines with any necessary dates.
- ☐ The students share their brochures and timelines.

“Letters from the Grave” – Jesse Cook Letter

Vocabulary

- ☐ Anticipate – to look forward to
- ☐ Adorned – to make more pleasing (enhance or add to the beauty of)
- ☐ Frock – a coarse outer jacket worn by workers or militia
- ☐ Sabre – a cavalry sword with a curved blade
- ☐ Enlisted – to join voluntarily
- ☐ Frigid – very cold
- ☐ Haversack – a soldier’s bag worn over one shoulder to carry supplies
- ☐ Reveille – a signal as from a drum to arise and give attention
- ☐ Ruckus – a noisy commotion
- ☐ Belittled – to look upon as being less important than others
- ☐ Savages – fierce, wild or rugged, furiously angry
- ☐ Resident – a person who lives in a place
- ☐ Descending – to go from higher to lower
- ☐ Puncheon fence – a plank or wooden fence designed by connecting sections together
- ☐ Flanks – sides

17 January 1813

Dear Americans,

When we left Kentucky back in August, we did not anticipate such harsh winter conditions. Back in our beloved Kentucky, it is not like this. We began our journey with American pride dressed in our dark blue linen frock edged with red trim. What is left is worn bare and our tall black hats adorned with red feathers are no longer very tall. I must also admit that they do very little to keep our ears warm. The soldiers also have a leather belt on which is often attached their sabre or tomahawk. I, however, must carry my drum and wooden sticks. Rat-a-tat-tat. Rat-a-tat-tat. Always drumming to keep the men's spirits lifted and the troops moving. This is how I help the army.

At 12 years of age, I enlisted much against my mother and father's wishes. General Winchester, leader of the American army, said he would keep me safe under his wing. I am assigned to stand in the back of the troops during gunfire and drum out the communication commands of the leaders. I feel safer back here but we have yet to face the enemy under fire. I do hope they don't target drummers.

18 January 1813

I write to you with numb fingers after a long day of battle. They are chilled to the bone and perhaps a bit frostbitten from the cold winter winds and frigid temperatures here in the southeast area of the Michigan Territory. This morning I feared I would not be much of a drummer if these fingers did not thaw out. Luckily, Captain Ballard, warmed them with a small blood stained cloth he had in his haversack, and all went well. It was my duty to play the long drum rolls of the reveille so that all the Kentucky militia could begin their charge crossing the frozen snow covered River Raisin. All along the front, Colonel Lewis, Major Graves, and Major Madison gave the command to advance. Oh the noise and ruckus! There were shouts of men like roosters, some barked like dogs, while others belittled the British for their tiny canons. It was a delight to see the British and those Savages retreating back to the woods. We now hold Frenchtown! Kuzza!! Kuzza!!

22 January 1813

Despite the fact that 18 of us slept in the tiny home of the Frenchtown resident Jean Baptiste-Couture last night, I had a restful night's sleep. The floor was a bit hard but the warmth from the hearth warmed my aching shoulders and numb fingers. I was abruptly kicked awake by Couture's son. The British had come back! Grabbing my drum and sticks, I followed the officer's out the door to see a sight I had not anticipated. There had to be almost 1,000 American soldiers scrambling to gather their weapons to the shouts of "To Arms! To Arms!" Canon balls were flying over the settlement like angry eagles descending on their prey. Flashes of muskets surrounded the entire encampment. The Indians had crept up on both the left and right flanks. Our sharpshooters were taking aim behind the puncheon fence and in the cabins while others were scurrying out to burn down the outbuildings. Oh the excitement, action, noise... BANG!!!! The pain.

I will never drum "Three Camps" again.

Jessie Cook





Items Used by the American Militia – Day Four



Above Left: Signal Whistle used to communicate signals in the field.

Above Right: Haversack Bag used to carry personal items such as food and ammunition.

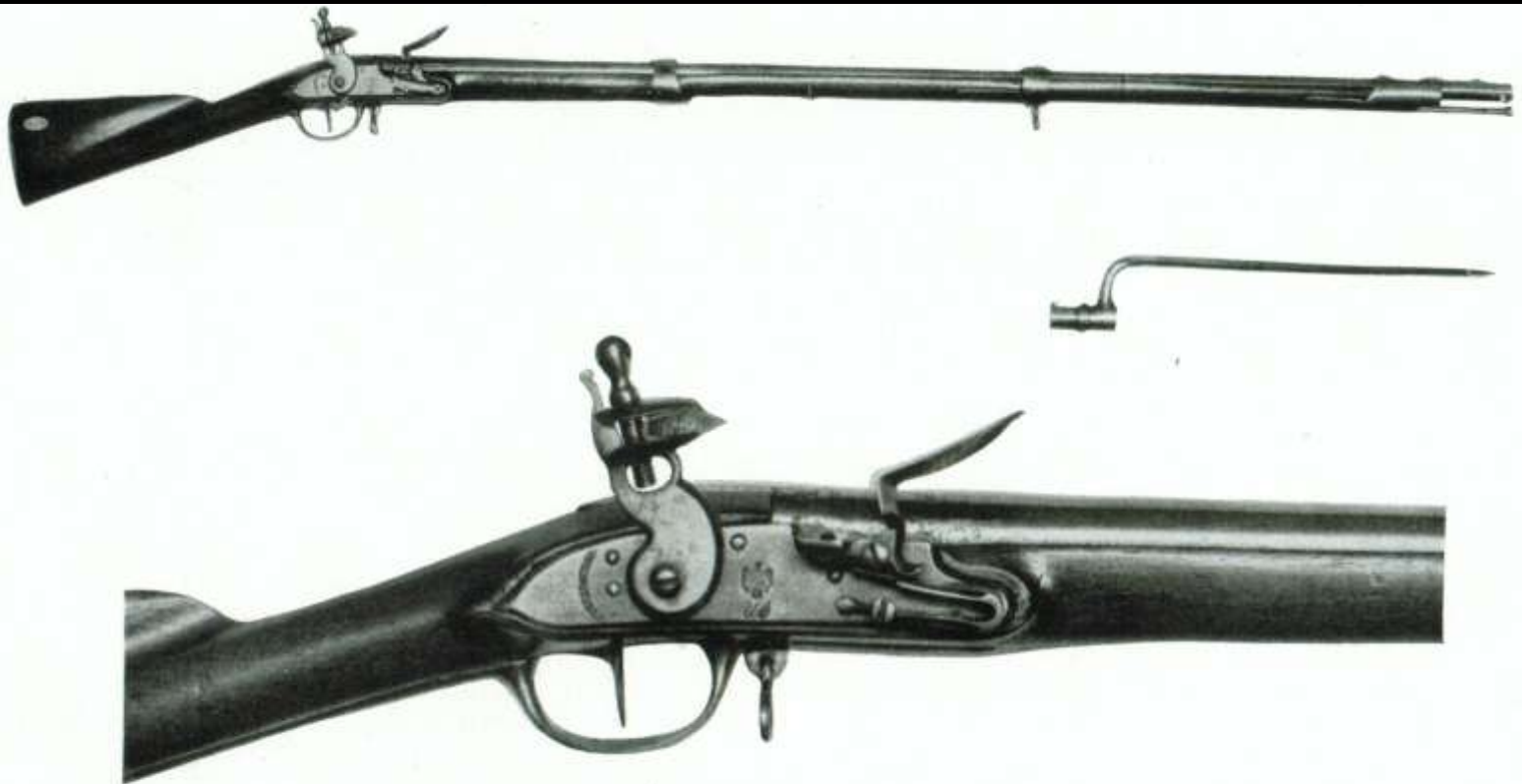
Below Left: Musket Balls for ammunition for the muskets and Flint from the mineral quartz to produce a spark to ignite gunpowder in the muskets.

Below Right: Powder Horn made out of cow or buffalo horns to carry black powder to prime and fire muskets & rifles.



Flintlock Musket Firing – Day Four





U. S. Model 1795 Flint Lock Musket

Plate VIII

THE FLINTLOCK MUSKET

A musket used in the War of 1812 took soldiers 19 steps just to fire and was not very accurate. The soldiers would aim their muskets in the direction of the enemy, and, at the order of the officer in command, fire at the same time. The spray of bullets and loud blasts of the muskets along with the clouds of blue smoke made for a panicky atmosphere on the battle field.

A musket was a muzzle-loading long gun loaded with a round lead ball, but it could also be loaded with shot for hunting. For military purposes, the weapon was loaded with ball, or a mixture of balls with several large shot (*called buck and ball*), and had an effective shooting range of about 50 or 60 feet.

Military flintlock muskets tended to weigh approximately ten pounds, as heavier weapons were found to be too heavy, and lighter weapons were not rugged or heavy enough to be used in hand to hand combat. They tended to be fired in mass volleys. Military flintlocks muskets were approximately five or six feet in length. A flintlock musket was given to the British army during the War of 1812 and was known as the Brown Bess, it was a slow loading musket as it took 19 steps to fire and was not very accurate. The Americans carried the Tennessee Rifle which was more accurate than the British Brown Bess but also slower to load.





- ☐ Teacher reviews maps, timeline, Reasons for War of 1812 display and brochure from previous days. Teacher briefly refers to letters by Alexis, Sarah and Jessie.
- ☐ Teacher displays Letter from Robert Richardson. The letter is read aloud.
- ☐ After the first reading, the letter is read aloud again. During this reading, students are prompted to refer to the map of Frenchtown, locating places mentioned. Also point out **any similar places mentioned in Alexis' letter from Day Two, Sarah's letter in Day Three and Jessie's letter on Day Four.**
- ☐ Teacher displays pictures of items, weapons and clothes that British military may have used during this time period.
- ☐ Teacher displays description of the Three Pound British Cannon. Students read and discuss. Description is displayed with the Tomahawk from Day Three and Musket from Day Four. Description is left displayed until end of unit.
- ☐ Students split into small groups and fill in Compare and Contrast sheet comparing British Army to American Militia.
- ☐ Students take out their brochure and fill in the appropriate section for Richard. Prompt students to also record any other information that is important.
- ☐ Students share their brochures both in small groups and whole group.
- ☐ Share brochures and timelines.

“Letters from the Grave” – Robert Richardson Letter

Vocabulary

- ☐ Midshipman – an officer in training for the Navy
- ☐ Stockade – a large triangular shaped hat usually black and made of wool
- ☐ Agonizing – filled with much pain and distress
- ☐ Attendant – a person who is present and performs a service
- ☐ Regiment – ground soldiers divided into groups
- ☐ Inflicted – to deliver pain or punishment
- ☐ Superiors – high in rank or importance
- ☐ Rebel – a person who resists authority
- ☐ Couriers – one who delivers messages
- ☐ Retaliation – to get revenge or to get back at someone for their actions
- ☐ Defenseless – without defense
- ☐ Ransom – the price paid for the freedom of a captured prisoner
- ☐ Scalped – **the removal of the skin and hair, as one, from the top of one’s head**
- ☐ Wretched – miserable, pitiful

23 January 1813

Ohoy Mates!

My midshipman's uniform hangs on the brass hook connected to the canvas of the tent. My black leather shoes with gold buckles sit on the snow covered ground, and my stockade hat is no where to be found. My shattered right leg throbs with pain from the musket ball that was fired by those sharpshooting Long Knives. My last memory of battle was of me lighting the match for the cannon and then the sudden agonizing pain.

An attendant has just said that I am safely in the British camp at Stoney Creek. I have to wait for the next available sleigh to take me to Brownstown and then on to Amherstburg where, hopefully, they will save my leg. On the flap of the tent I am relieved to see symbols of the 41st regiment surgeon's tent. What a relief! Let me explain.

My father is a British surgeon, and need I say, he was very much against my participating in this land battle. My request to be doctored at the 41st rather than my father's regiment has been granted. It would have been more painful to have had to see my father's displeased face than the wound I have been inflicted with.

I have disobeyed not only my father, but my superiors as well. Woe is me. I was assigned as a midshipman, an officer in training, on Lake Erie as part of Robert Barclay's fleet of ships. I was unhappy with this lot in life due to almost no action or battles. We already have control of the Lakes. Everyone knows the little rebel American Navy has no chance against our superior fleet. But I didn't want to just sit around writing in my journal watching the officers barking out commands. I was tired of studying and the cramped spaces below deck. I wanted action! Real action. But, because of the choices I have made, if I should die, I will die in shame.

Couriers are now entering our tent with unexpected news from the Frenchtown battlefield. Our great army is quickly heading back to Detroit with hundreds of captured Americans. . . those weary wretched souls. Our sleighs have brought the brave British soldiers who have been wounded. There is no room here for the injured Americans and there are no extra sleighs for their transportation. Those cowardly Americans who are injured are now left defenseless in the hands of our allies.

Later that day. . .

More news has arrived from Frenchtown. Without our protection, and without the leadership of the great Tecumseh warrior, the wounded at the River Raisin are at the mercy of the local Indians. The smoke from their burnt homes can be seen rising in the distance, and their fate goes beyond any words I could write. Hopefully, the savages ransomed and adopted some of them, and did not scalp them all. I question what the retaliation will be. The Americans are sure to "Remember the Raisin."

Robert Richardson,
British Midshipman

Surgical Tent – Day Five



British Midshipman with Cannon – Day Five



Cannon Firing – Day Five



Items Used by the British – Day Five



Above Left: Regimental Plates used as insignia for uniform hats. The brass plate with “GR” on it stands for King George Rex. The 41 stands for the British 41st Regiment of Foot.

Above Right: Wooden Canteen for holding drinking water.

Below Left: Three pound cannonball used by the British artillery. Six cannons are reported to have been used at the Battles of the River Raisin.

Below Right: British Red Coat made from wool and worn by the British 41st Regiment of Foot or elite grenadier's as they were also known by.



BRITISH THREE POUND CANNON



The British cannons used during the War of 1812 were deadly. Cannons were named by the weight of the pig iron balls called 'round shot' they fired. The British light 3~pounder cannon fired a 3~ pound solid ball with a range of about a half mile. The British weapons during the Battle of the River Raisin on January 22nd 1813 consisted of six small cannons, mostly 3-pounder cannons. The cannons did not seriously affect the American Militia behind the puncheon fencing surrounding the small settlement of Frenchtown in the Battle of the River Raisin.

A light British three pounder is a cannon designed to fire a round cast iron 'round shot' weighing three pounds. This weight of ball is 2.9 inches in diameter hence the cannon is named a three pounder. Some of the 3-pounders were also named 'grasshoppers' because the carriages on which they were mounted would bounce, or 'jump' when they were fired.



Sled-Mounted Cannon for Winter



Carriage Mounted Cannon for Summer

Graphic Organizer Compare and Contrast – Day Five

Within
each box, _____

Topic: _____

Similarities:



- ☐ Students are given a short period of time to complete their Brochure and Timelines.
- ☐ The teacher administers the War of 1812 Battles of the River Raisin Student Assessment and Writing Prompt.
- ☐ Students are given the remainder of time to complete the Test and Writing Prompt.
- ☐ Students are provided with a Rubric for the Writing Prompt.

War of 1812 – Battles of the River Raisin Student Assessment

Name: _____

THE WAR OF 1812 "BATTLES OF THE RIVER RAISIN" ***STUDENT ASSESSMENT***

1. Who was the leader of the Native Americans during the War of 1812 but did not participate in the Battle of the River Raisin?
 - A. Tecumseh
 - B. Proctor
 - C. Winchester
 - D. Hull

2. What city has the River Raisin running through it?
 - A. Frenchtown
 - B. Detroit
 - C. Toledo
 - D. Mackinac

3. What state sent a large militia to fight against the British and Native American allies at the Battles of the River Raisin?
 - A. Tennessee
 - B. Florida
 - C. Kentucky
 - D. Ohio

4. During what season did the Battle of the River Raisin take place?
 - A. Summer
 - B. Spring
 - C. Winter
 - D. Fall

5. Most of the settlers who lived in Frenchtown back in 1812 were:
 - A. Spanish
 - B. German
 - C. French
 - D. Irish

6. News of the battles and aftermath was shared with the rest of America by:
 - A. phone calls and texting
 - B. letters and newspapers
 - C. television and the internet
 - D. books and magazines

7. **“Militia” is another word for:**
- A. military or fighting men
 - B. a bread the French ate
 - C. a ship that fought in the war
 - D. a farm tool
8. What were the French farms called that were located along the River Raisin?
- A. Plot farms
 - B. Organic farms
 - C. Ribbon farms
 - D. Pioneer farms
9. An axe type tool that was made and used by the Native Americans during the war was called:
- A. the musket
 - B. the tomahawk
 - C. the rifle
 - D. charette
10. **Why was Anderson’s Trading Post established along the River Raisin?**
- A. The roads were the best form of transportation
 - B. They traded a lot of fish
 - C. Forts were too dangerous
 - D. The location of the river made trading posts very profitable
11. Choose one of the following groups of people: the British, French, Native American, or Kentucky militia. Explain why this one group of people fought in the war of 1812 and what they had hoped to win or accomplish.

Fill in the blank. Use words from the following list:

**Tecumseh
tall ship
allies
territory**

**militia
Colonel Proctor
massacre
La Croix**

**hardtack
tomahawk
gun boat**

12. The Battles of the River Raisin happened in 1813. A British soldier by the name of _____ led and fought for the British. This was the third time the British and Americans had fought.
13. Michigan during this time was not yet a state, instead it was called a _____.
14. One weapon that the Native Americans used during the War of 1812 was a _____.
15. Some considered the aftermath of the Battles of the River Raisin a _____ because of the killing of the wounded American soldiers that were prisoners of war.
16. The British and some Native Americans both fought against the Americans during the war. Since they were partners they were called _____.

Answer Key

1. A
2. A
3. C
4. C
5. C
6. B
7. A
8. C
9. B
10. D
11. Written Answer
12. Colonel Proctor
13. Territory
14. Tomahawk
15. Massacre
16. Allies

THE BATTLE OF THE RIVER RAISIN ARTIFACTS WRITING ASSESSMENT

Tomahawk Axe & Tool



Flintlock Musket



Mounted 3-Pound Cannon



Directions: As a *historian* you have read and analyzed three artifacts from the Battles of the River Raisin. Now as a *writer* you will choose an artifact/tool and a writing topic. *Your audience will be interested adults.*

Topic 1. Choose one artifact from the Battles of the River Raisin, which weapon or tool would have helped you to be the most successful in this battle? *Describe at least three examples of how this tool or weapon will help you in battle.*

OR

Topic 2. After studying the artifacts, compare two of the above artifacts to each other in terms of their use and their purpose. How the artifacts are similar how they are different? For example, the musket and the cannon both use ammunition. *Describe at least three examples of similarities and differences of the two artifacts in your writing.*

OR

Topic 3. Which artifact would have been the most difficult to use in your militia or army? *Describe at least three examples of why this artifact would be difficult to use in your writing.*

Name: _____

Date: ____/____/____

Topic: _____

INFORMATIONAL/EXPLANATORY WRITING RUBRIC

Holistic Score	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Information	<ul style="list-style-type: none">▪ Responds skillfully to all parts of the prompt.▪ Demonstrated a strong understanding of the topic	<ul style="list-style-type: none">▪ Responds to all parts of the prompt▪ Can show an understanding of the topic	<ul style="list-style-type: none">▪ Responds to most parts of the topic.▪ Demonstrates a limited understanding of the topic.	<ul style="list-style-type: none">▪ Responds to some or no parts of the topic.▪ Demonstrated little or no understanding of the topic.
Organization	<ul style="list-style-type: none">▪ Organizes ideas and information into logical, coherent paragraphs that are clear to the reader▪ Uses linking words and ideas to connect ideas together.▪ Has at least three examples to support their idea.	<ul style="list-style-type: none">▪ Organizes ideas and information using a clear topic, at least three examples.▪ Information is grouped together.▪ Uses effective linking words and phrases to connect ideas.	<ul style="list-style-type: none">▪ Organizes ideas and information in an incomplete paragraph structure.▪ Grouping of ideas lacks cohesion.▪ Provides at least one example but not three.	<ul style="list-style-type: none">▪ Organizes with no evidence of paragraph structure.▪ Does not group ideas together.▪ Provides only one clear example.
Support/ Evidence	<ul style="list-style-type: none">▪ Uses relevant information from prior lessons/information taught in class.	<ul style="list-style-type: none">▪ Uses relevant information taught in class without explanation.	<ul style="list-style-type: none">▪ Lacks sufficient information taught in class to support their response.	<ul style="list-style-type: none">▪ Does not use relevant or sufficient information.
Language	<ul style="list-style-type: none">▪ Uses purposeful and varied sentence structure.▪ Utilizes strong and precise word choice.	<ul style="list-style-type: none">▪ Uses varied sentence structure. Utilizes strong grade-level word choice.	<ul style="list-style-type: none">▪ Uses some correct sentence structure.▪ Utilizes vague or basic word choice.	<ul style="list-style-type: none">▪ Uses little or no correct sentence structure.▪ Utilizes incorrect or simplistic word choice.

BATTLES OF THE RIVER RAISIN BROCHURE RUBRIC

Student: _____

CATEGORY	4	3	2	1
Content - Accuracy	All facts in the brochure are accurate.	One of the facts in the brochure is not accurate.	Two or more in the facts in the brochure are not accurate.	There are many errors in the brochure.
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 include 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 include at least two new facts learned about the British, Americans, French, or the Natives in the Battles of the River Raisin.	The student is able to include at least one new fact learned about the British, Americans, French, or the Natives in the Battles of the River Raisin.	The student is not able to include at least one new fact learned about the British, Americans, French, or the Natives in the Battles of the River Raisin.
Battle Scene Illustration	The student drew a scene from the Battle 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 has illustrated at least two weapons used in the Battles of the River Raisin.	The student drew a scene from the Battles of the River Raisin. The River Raisin and Frenchtown are drawn and labeled. The four cultures: British, Americans, French, Natives are not all represented in the illustration.	The student drew a scene from the Battles of the River Raisin. The River Raisin or Frenchtown was not labeled. The four cultures are missing.	Student did not follow directions for the scene of the Battles of the River Raisin or it is missing.

WHAT HAPPENED TO THE MAIN CHARACTERS IN THE BATTLES OF THE RIVER RAISIN?

Alexis Labeau:

- Lived in Detroit 2 years with older brother
- Moved back to Sandy Creek just outside of Frenchtown
- Married Angelica Lenfant by the River Raisin
- Had 18 children with Angelica Lenfant
- Had 2 other wives but no more additional children
- Died at age 82 in 1886
- Funeral was held at St. Mary’s Church in Monroe, MI

Sarah Ruland:

- Research is still in progress to trace Sarah’s life after the battles
- Research about Sarah’s brothers have already been found

Jesse Cook:

- Died on the battlefield at Frenchtown (now Monroe, MI) in the Battles of the River Raisin

Robert Richardson

- Rode in a sleigh to Detroit then crossed the Detroit River to Amherstburg, Canada
- Died 2 years later due to an infection in his battle wound

Tecumseh:

- Continued to be an ally for the British
- Continued to build a Confederation of Native American Tribes
- Killed at the Battle of Thames in Canada by American soldiers avenging the River Raisin “Remember the Raisin”
- His body was never recovered from the battle



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>
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Group One:	_____	_____	_____	_____	_____
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Group Two:	_____	_____	_____	_____	_____
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Group Three:	_____	_____	_____	_____	_____
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Group Four:	_____	_____	_____	_____	_____
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Are groups planning to eat their sack lunches at the Battlefield. YES NO

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

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

2. Complete a short post fieldtrip evaluation

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

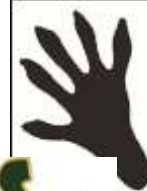
Number of Buses Required: _____ Number of Students Per Bus: _____

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

Total Funding Requested: \$ _____

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

**MAJOR
THANKS...**



Ticket to Ride Eligible Schools

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

Reservation Forms may be returned to the Battlefield by:

Fax: 734-244-5501

Email: daniel_downing@nps.gov

Phone: 734-243-7136

Preparing Students...

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

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

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

Questions:

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

Vocabulary:

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



Important information for you and your students...

Writing surface and utensils

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

Bathroom and Drink Breaks

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

Picnic Areas

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

Souvenir Shopping

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

Inclement Weather Planning

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

“Hanging Out” Time

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

The Best Chaperone Ever!

Dynamic Small Group Activities

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

On the way to and from the Battlefield...

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

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

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

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



The Best Chaperone Ever!

Dynamic Small Groups

While at River Raisin National Battlefield Park...

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

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



The Star Spangled Banner Lyrics

By Francis Scott Key 1814

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

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

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

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