

Geography of the Chesapeake and the War of 1812: An Historical Investigation

Social Studies U.S. History Geography	Grade 4	Unit: War of 1812
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Maryland State Curriculum:

- 3.A.1.b Use photographs, maps, charts, graphs, and atlases to describe geographic characteristics of Maryland/United States
- 2.B.1.b Compare human characteristics of different places and regions of Maryland the United States, including human-made features, language, religions, political systems, economic activity, and population distribution
- 2.B.1.c Describe how geographic characteristics of a place or region change over time and affect the way people live and work
- 2.C.1.b Explain how changes in transportation and communication led to the growth and development of towns and cities in Maryland and United States
- 4.A.1.a Identify opportunity cost of economic decisions made by individuals, businesses, and governments
- 4.B.1.b Give examples of the kinds of goods and services produced in Maryland during different historical periods
- 5.A.1.c Describe the establishment of slavery and how it shaped life in Maryland
- 5.C.2.a Describe Maryland's role in the War of 1812

C3 Frameworks:

- D2.Eco.2.3-5 Identify positive and negative incentives that influence the decisions people make.
- D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations.
- D2.Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations.
- D2.Geo.2.3-5 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
- D3.Geo.4.3-5 Explain how culture influences the way people modify and adapt to their environments.
- D2.Geo.5.3-5 Explain how the cultural and environmental characteristics of places change over time.
- D2.Geo.6.3-5 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
- D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.
- D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.



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- D2.His.6.3-5. Describe how people’s perspectives shaped the historical sources they created.
- D2.His.10.3-5. Compare information provided by different historical sources about the past.
- D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself.
- D2.His.16.3-5. Use evidence to develop a claim about the past.
- D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
- D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources.
- D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.
- D3.4.3-5. Use evidence to develop claims in response to compelling questions.
- D4.1.3-5. Construct arguments using claims and evidence from multiple sources.
- D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

Common Core State Standards for Literacy in History/Social Studies:

Reading:

- RI1.4 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI3.4 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI7.4 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI9.4 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Writing:

- W1.4 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W2.4 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W7.4 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W8.4 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W9.4 Draw evidence from literary or informational texts to support analysis, reflection, and research.



I. Engage the Students

Locate the Chesapeake Bay on Google Earth. This can be done as a class or students may use the program individually/in small groups, depending on technology and class needs. (Alternatively: Share a map of the Chesapeake Bay with students.)

- Ask students to examine the Chesapeake Bay area on Google Earth. What do they notice by zooming in and zooming out to different scales?
- Ask students to trace one of the Chesapeake Bay's tributary rivers. Can they determine where the water in the Chesapeake Bay comes from? Where does it go? How can they tell?
- What evidence do they see of how people live along the Chesapeake Bay? Are there some areas that are more populated than others? How do people use the land? What evidence do they see to support their conclusions?
- Lead a discussion with students about the resources of the Chesapeake Bay. What do they already know about the area? How does the map present those resources?
- What would be the advantages of living in this area? Disadvantages?
- Based on the resources of the region, how do you think the Chesapeake area contributes to the economy and resources of the United States as a whole?
- Ask students how they think the Chesapeake Bay region has changed in the last two hundred years. What similarities or differences do they think exist in how people used the land/water in the region? In the resources available? Advantages and disadvantages to living in the region?

Share that students will conduct an Historical Investigation based on the compelling question below:

Compelling Question:

Why was the Chesapeake Bay area a tempting target for the British during the War of 1812?



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II. Conduct the Investigation

In order to address the compelling question, the students will examine several documents independently. As they analyze each document, they will record answers to the following questions on an Historical Investigation Resource Sheet.

Sourcing:	Close Reading and Asking Supporting Questions	Contextualizing	Corroborating
<input type="checkbox"/> What is the text? <input type="checkbox"/> Who created it and when?	<input type="checkbox"/> What does the text say explicitly? <input type="checkbox"/> What is the text's purpose? <input type="checkbox"/> Is it credible? Why or why not? <input type="checkbox"/> Assess the author's/creator's: <ul style="list-style-type: none"> <input type="checkbox"/> claim <input type="checkbox"/> evidence <input type="checkbox"/> perspective 	<input type="checkbox"/> What else was going on during the time this source was created (historic setting)? <input type="checkbox"/> How did the historic setting influence the creation of the text?	<input type="checkbox"/> How does this text agree or disagree with the other sources? <input type="checkbox"/> Which texts are more reliable? <input type="checkbox"/> Which are the best texts for answering the compelling question?

Compelling Question:

Why was the Chesapeake Bay area a tempting target for the British during the War of 1812?

- Source 1: Lumber raft on the way to Baltimore From Fielding Lucas, *Progressive Drawing Book*
- Source 2: "An Overseer Doing His Duty," Courtesy of Maryland Historical Society
- Source 3: Transporting tobacco to market by boat, wagon and rolling barrel From William Tatham, *The Culture and Commerce of Tobacco*, Courtesy of Library of Congress
- Source 4: Watermen hauling and drying their nets from Fielding Lucas, *Progressive Drawing Book*, Courtesy of Maryland Room, Talbot County Free Library, Easton, Maryland
- Source 5: "Admiral Cockburn Burning & Plundering Havre de Grace" by William Charles, Courtesy of the Maryland Historical Society
- Source 6: "The Taking of the City of Washington in America," Courtesy of the Library of Congress

III. Discussion

Students will work together in small groups and share their interpretations of the compelling question citing documents as evidence. Supportive questions may be addressed at this time. Multiple interpretations can emerge and may or may not be accepted by all.

IV. Report Findings

Formulate an argument/opinion that answers the compelling question, citing evidence from the sources. When you write an opinion piece/argument, remember:

- Reasoning used in building an argument should be logical and clear.
- Arguments should have a beginning, middle, and end; beginning with author's claim.
- Cite evidence from multiple sources.
- Some arguments can include an opposing or alternative opinion.



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Historical Investigation Resource Sheet: As you analyze the primary source documents, complete the organizer below.

Compelling Question: Why was the Chesapeake Bay a tempting target for the British during the War of 1812?

<p>Sourcing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is the text? <input type="checkbox"/> Who created it and when? 	<p>Close Reading and Asking Supporting Questions</p> <ul style="list-style-type: none"> <input type="checkbox"/> What does the text say explicitly? <input type="checkbox"/> What is the text's purpose? <input type="checkbox"/> Is it credible? Why or why not? <input type="checkbox"/> Assess the author's/creator's: <ul style="list-style-type: none"> <input type="checkbox"/> claim <input type="checkbox"/> evidence <input type="checkbox"/> perspective 	<p>Contextualizing</p> <ul style="list-style-type: none"> <input type="checkbox"/> What else was going on during the time this source was created (historic setting)? <input type="checkbox"/> How did the historic setting influence the creation of the text? 	<p>Corroborating</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does this text agree or disagree with the other sources? <input type="checkbox"/> Which texts are more reliable? <input type="checkbox"/> Which are the best texts for answering the compelling question?



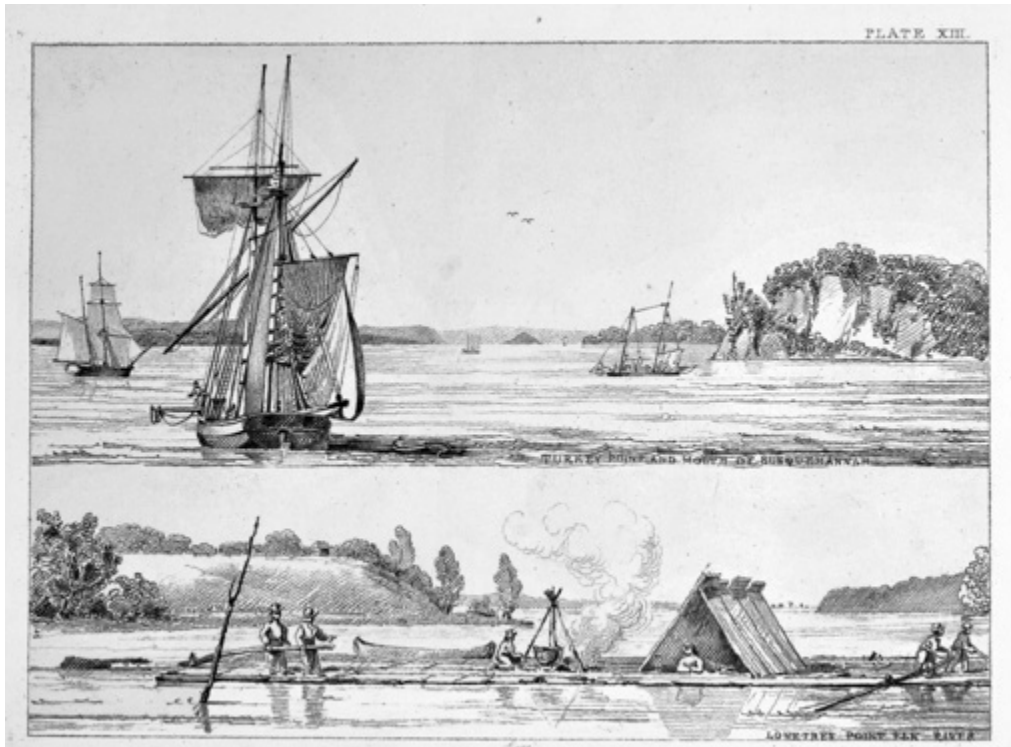
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Source #1: Lumber raft on the way to Baltimore From Fielding Lucas, *Progressive Drawing Book*, Courtesy of Maryland Room, Talbot County Free Library, Easton, Maryland



Brief Description of the Source and/or Background Information:

Water has always been important for trading. Along the Chesapeake Bay, farmers used the network of rivers to ship products like tobacco, grain, and lumber. When the ships returned, they brought back manufactured goods and news from around the world.



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Source #2: "An Overseer Doing His Duty," Courtesy of the Maryland Historical Society



11964.0081.1211 An Overseer Doing His Duty, near Fredericksburg, Virginia, ca. 1790. Watercolor on paper by Benjamin Henry Latrobe, Marine Department.

Copy of original owned by the Maryland Historical Society. No reproduction or use without permission.

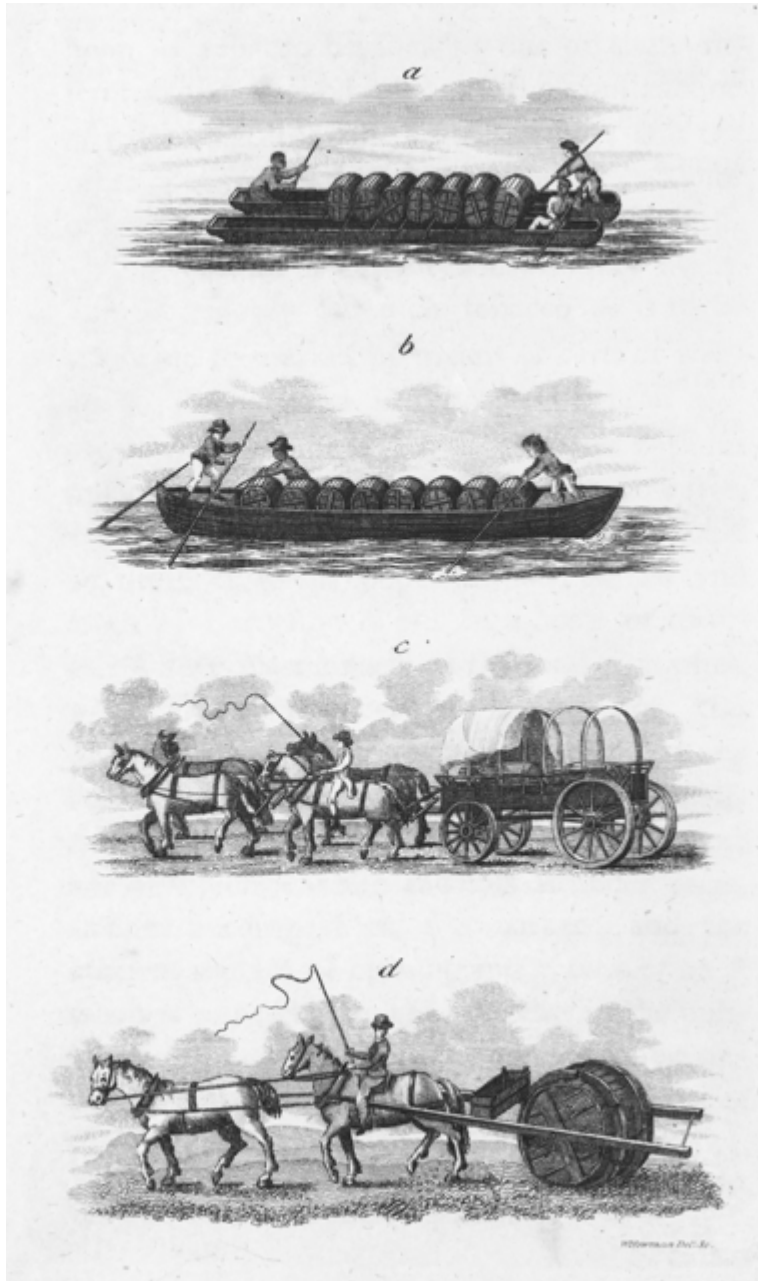
Brief Description of the Source and/or Background Information:

Farming was an important industry in the Chesapeake region. Many farms relied on slave labor to produce crops like tobacco. Other slave owners hired out their slaves to build or work on ships. Owners made money based on their slaves' hard work.



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Source #3: Transporting tobacco to market by boat, wagon and rolling barrel From William Tatham, *The Culture and Commerce of Tobacco*, Courtesy of Library of Congress



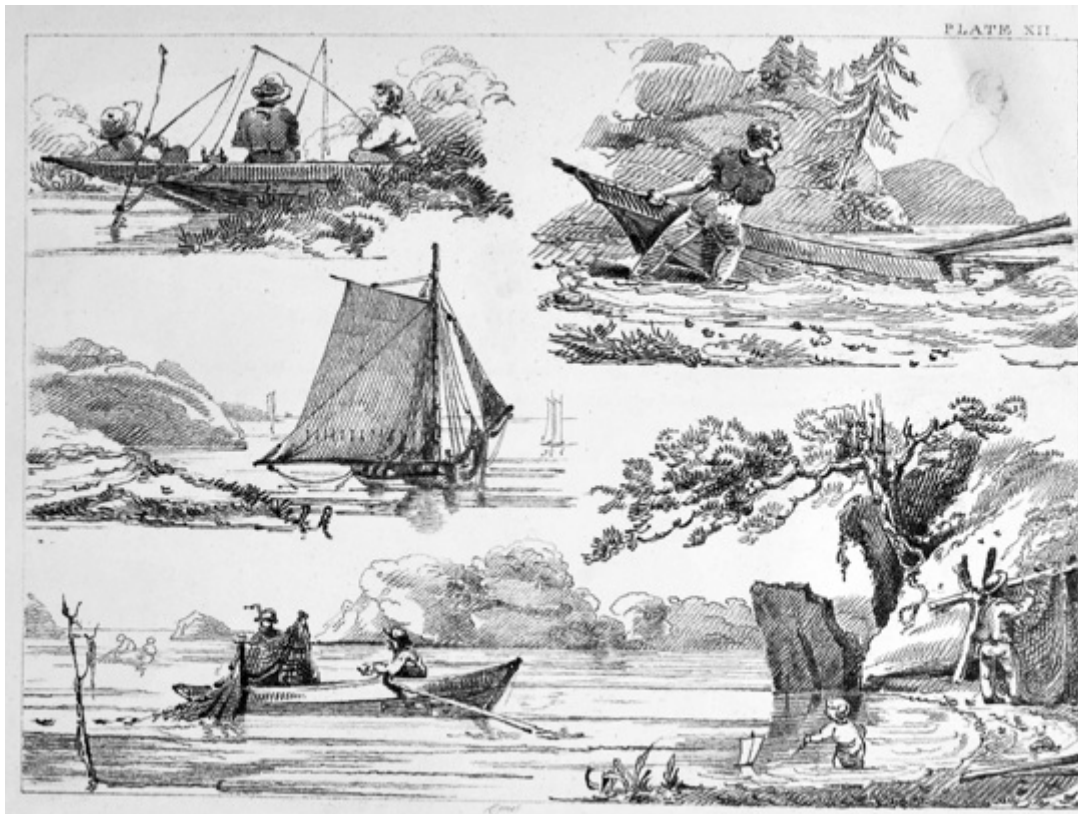
Brief Description of the Source and/or Background Information:

In the 1700s, many farmers in the Chesapeake Bay region grew tobacco. Farmers relied on slaves to do the hard labor required. This cash crop made some farmers wealthy, but became unpredictable. By the 1800s, many farmers grew wheat instead of tobacco, as a more reliable cash crop.



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Source #4: Watermen hauling and drying their nets from Fielding Lucas, *Progressive Drawing Book*, Courtesy of Maryland Room, Talbot County Free Library, Easton, Maryland



Brief Description of the Source and/or Background Information:

The Chesapeake Bay and its connected rivers have always provided many sources of food, such as fish, crabs, and oysters. For hundreds of years, watermen have harvested these food sources, both to sell and feed their families.



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Source #5: "Admiral Cockburn Burning & Plundering Havre de Grace" by William Charles, Courtesy of the Maryland Historical Society



181317 Artist: Cockburn Burning and Plundering Havre de Grace on the 1st of June, 1813. Engraved by William Gould, in 1813. Hulton-Deutsch Collection. Copy of drawing owned by the Maryland Historical Society. No reproduction in any medium permitted.

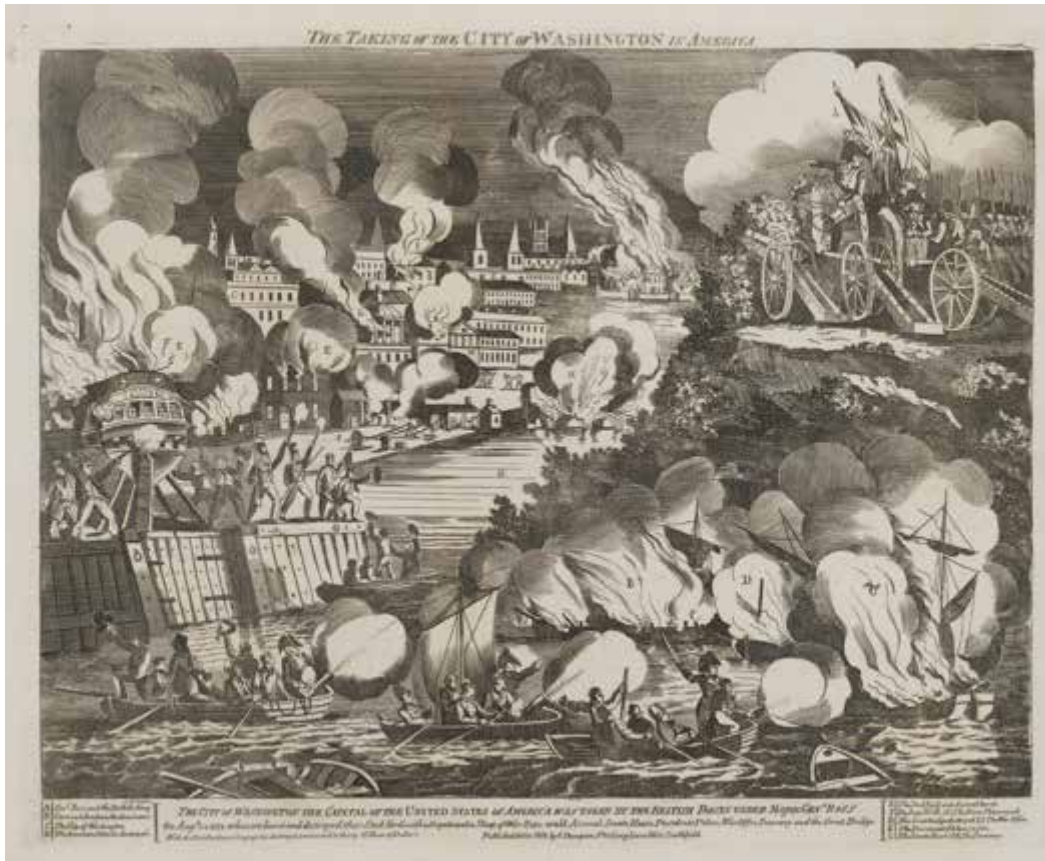
Brief Description of the Source and/or Background Information:

On May 3, 1813, 150 British Royal Marines attacked the town of Havre de Grace, Maryland. More than 40 of the town's 60 buildings were destroyed. The British also plundered the town, taking the possessions of the town's citizens. What are the British soldiers doing in this picture?



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Source #6: "The Taking of the City of Washington in America," Courtesy of the Library of Congress



Brief Description of the Source and/or Background Information:

On August 24, 1814, British troops captured Washington, DC. Many Americans did not expect the attack. To keep resources like the naval yard and supplies from the British, Americans set fire to some buildings themselves. The British burned buildings like the Capitol and the White House to embarrass the American government. How does this artist show the attack on Washington?



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