Slavery and the War of 1812: An Historical Investigation

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Grade 8</th>
<th>Unit: War of 1812</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. History</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Maryland State Curriculum:

1.A.3.a  Examine the effect that national interests have on shaping government policy, such as the abolitionist movement and slavery, states' rights, and regional commerce
2.C.1.a  Examine examples of conflict and compromise among different ethnic, religious, and gender groups
3.A.1.b  Explain interrelationships among physical and human characteristics that shaped the nation
4.A.2.b  Describe the importance of economic freedom and economic equity on growth in the North and South prior to 1860
4.B.1.a  Analyze how 19th century societies answered the basic question of what, how, and for whom to produce
5.C.2.b  Explain how the continuing conflict between Great Britain and France influenced the domestic and foreign policy of the United States
5.C.4.b  Analyze the experiences of African-American slaves, and free blacks

C3 Frameworks:

D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.
D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.
D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.
D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.
D3.1.6-8.  Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.6-8.  Evaluate the credibility of a source by determining its relevance and intended use.
D3.3.6-8.  Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
D3.4.6-8.  Develop claims and counterclaims while pointing out the strengths and limitations of both.

Chesapeake Bay Maritime Museum
Education Department
Common Core State Standards for Literacy in History/Social Studies:

Reading:
RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)
RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing:
WHST.6-8.1 Write arguments focused on discipline-specific content.
WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.
I. Engage the Students
Show the image of the Reward for Negro Frederick. (Text below)

**FORTY DOLLARS REWARD** – For apprehending and securing in jail . . . NEGRO FREDERICK; Sometimes calls himself FREDERICK HALL a bright mulatto; straight and well made; 21 years old; 5 feet 7 or 8 inches high, with a short chub nose and so fair as to show freckles, he has no scars or marks of any kind that is recollected; his clothing when he left home, two months since, was home made cotton shirts, jacket and Pantaloons of cotton, and yarn twilled, all white. It is probable he may be in Baltimore, having relation there. . . . BENJAMIN ODEN, Prince George's County, May 12th, 1814.

☐ Ask students how the advertisement describes Hall. Why is the focus on his physical appearance?
☐ Why did Benjamin Oden place this advertisement? What can we surmise about the relationship between Hall and Oden?
☐ As historians, is there anything else we may want to know about Hall?
☐ Ask students to make predictions about what may have happened to Hall. After hearing a number of ideas, share his biography below.

In the spring of 1814 Frederick Hall, a slave in Prince George's County, escaped. On April 14, Frederick, alias William Williams, enlisted as a private in the 38th U.S. Infantry. Despite the federal law prohibiting the enlistment of slaves, Williams received his bounty of $50 and was paid a private’s wage of $8 per month. In September, while taking part in the defense of Fort McHenry, Williams was "severely wounded, having his leg blown off by a cannon ball" and shortly thereafter died. His final resting place remains unknown.

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

**Compelling Question:**
How did the War of 1812 impact slavery along the Chesapeake Bay?
FORTY DOLLARS REWARD – For apprehending and securing in jail . . . NEGRO FREDERICK; Sometimes calls himself FREDERICK HALL a bright mulatto; straight and well made; 21 years old; 5 feet 7 or 8 inches high, with a short chub nose and so fair as to show freckles, he has no scars or marks of any kind that is recollected; his clothing when he left home, two months since, was home made cotton shirts, jacket and Pantaloons of cotton and yarn twilled, all white. It is probable he may be in Baltimore, having a relation there, a house servant to a Mr. Williams, by the name of Frank who is also a mulatto, but not so fair as Frederick.

BENJAMIN ODEN,
Prince George’s County, May 12th,
May 16, 1814.
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.

<table>
<thead>
<tr>
<th>Sourcing:</th>
<th>Close Reading and Asking Supporting Questions</th>
<th>Contextualizing</th>
<th>Corroborating</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ What is the text?</td>
<td>□ What does the text say explicitly?</td>
<td>□ What was the time when this source was created (historic setting)?</td>
<td>□ How does this text agree or disagree with the other sources?</td>
</tr>
<tr>
<td>□ Who created it and when?</td>
<td>□ What is the text’s purpose?</td>
<td>□ How did the historic setting influence the creation of the text?</td>
<td>□ Which texts are more reliable?</td>
</tr>
<tr>
<td></td>
<td>□ Is it credible? Why or why not?</td>
<td></td>
<td>□ Which are the best texts for answering the compelling question?</td>
</tr>
<tr>
<td></td>
<td>□ Assess the author’s/creator's:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ claim</td>
<td>□ How did the historic setting influence the creation of the text?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ evidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ perspective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Compelling Question:**

How did the War of 1812 impact slavery along the Chesapeake Bay?

- □ Source 1: “An Overseer Doing His Duty,” Courtesy of Maryland Historical Society
- □ Source 2: Proclamation by Vice-Admiral Sir Alexander Cochrane, April 1814, Courtesy, Admiralty Archives, Public Record Office, London
- □ Source 3: Henrietta Ogle’s claim for her runaway slaves, transcribed and excerpted, Courtesy of the Maryland State Archives
- □ Source 4: "Philanthropie Moderne," Courtesy of the American Antiquarian Society
- □ Source 5: Points of Origin for Escaped Slaves during the War of 1812
- □ Source 6: Charles Ball’s Reminiscence of Escaping Slaves from *Fifty Years in Chains*

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

**Compelling Question:** How did the War of 1812 impact slavery along the Chesapeake Bay?

<table>
<thead>
<tr>
<th>Sourcing:</th>
<th>Close Reading and Asking Supporting Questions</th>
<th>Contextualizing</th>
<th>Corroborating</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ What is the text?</td>
<td>□ What does the text say explicitly?</td>
<td>□ What else was going on during the time this source was created (historic setting)?</td>
<td>□ How does this text agree or disagree with the other sources?</td>
</tr>
<tr>
<td>□ Who created it and when?</td>
<td>□ What is the text’s purpose?</td>
<td>□ How did the historic setting influence the creation of the text?</td>
<td>□ Which texts are more reliable?</td>
</tr>
<tr>
<td></td>
<td>□ Is it credible? Why or why not?</td>
<td></td>
<td>□ Which are the best texts for answering the compelling question?</td>
</tr>
<tr>
<td></td>
<td>□ Assess the author’s/creator’s:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ claim</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ evidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ perspective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Chesapeake Bay Maritime Museum
Education Department
**Historical Investigation Resource Sheet:** As you analyze the primary source documents, complete the organizer below.

**Compelling Question:** How did the War of 1812 impact slavery along the Chesapeake Bay?

<table>
<thead>
<tr>
<th>Sourcing:</th>
<th>Close Reading and Asking Supporting Questions</th>
<th>Contextualizing</th>
<th>Corroborating</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ What is the text?</td>
<td>□ What does the text say explicitly?</td>
<td>□ What else was going on during the time this source was created (historic setting)?</td>
<td>□ How does this text agree or disagree with the other sources?</td>
</tr>
<tr>
<td>□ Who created it and when?</td>
<td>□ What is the text’s purpose?</td>
<td>□ Is it credible? Why or why not?</td>
<td>□ Which texts are more reliable?</td>
</tr>
<tr>
<td></td>
<td>□ Assess the author’s/creator’s:</td>
<td>□ How did the historic setting influence the creation of the text?</td>
<td>□ Which are the best texts for answering the compelling question?</td>
</tr>
<tr>
<td></td>
<td>□ claim</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ evidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ perspective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Brief Description of the Source and/or Background Information:

In the 1700s, the Chesapeake region was controlled by a small group of plantation owners. More than two thirds of households on the Eastern Shore owned slaves by 1780, but few plantations had more than 100 slaves. The area also had a growing population of free blacks.

Over the time, the economy in the region became more complex, causing changes in slavery. Farm work was only one of several options for slaves. Owners also began hiring out their slaves to work alongside free blacks and white carpenters building ships. Others served as crew on ships trading throughout the East Coast of the U.S. and in Europe. Many slaves became increasingly anxious, with freedom just over the border in Pennsylvania.
Brief Description of the Source and/or Background Information:
After this proclamation was issued on April 2, 1814, news spread quickly to slaves throughout the Chesapeake region. The British turned Tangier Island into a training base for escaped slaves. Before the war ended, as many as 600 former slaves fought with the British throughout the Chesapeake Bay and along the coast of Georgia.
Source #3: Adapted from the Ogle’s claim for compensation for runaway slaves, courtesy of the Maryland State Archives

In presenting this claim, we shall prove positively that the Negroes claimed were on board the British ship, *Menelaus*.

In consequence of suspecting her slaves had gone on board the British fleet which lay in view of her Farm, Mrs. Ogle wrote to one of the Officers and received an answer from Captain Dix dated on Board his Ship, the *Menelaus*. The Captain said, “your Negroes” referring to Mrs. Ogle’s statement, and therefore confirming beyond a doubt the evidence of her neighbor, Mr. Cross.

It is very certain that some of the slaves changed their names after they fled to the enemy, and from evidence of certified to by Supreme Court Justice Duvall, Mrs. Ogle was not permitted to see her slaves while she went on board the fleet. With permission from James Madison, the President of the United States, she did go, but got no satisfaction. Mrs. Ogle was told by Commodore Gordon that the Negroes were sent to Bermuda, but he offered no evidence, and might have told Mrs. Ogle this merely to get rid of her.

Now that I have proved the Negroes were on board the *Menelaus*, I respectfully ask for compensation for all twenty Negroes carried off, with interest.

Benjamin Ogle II

### Brief Description of the Source and/or Background Information:
Henrietta Margaret Hill was the widow of former Maryland governor, Benjamin Ogle. During the War of 1812, 20 of her slaves escaped to the British fleet at Kent Island. When Henrietta received word of the escapes, she boarded the British ship *Menelaus* to ask for the return of her slaves. British officers refused, and she left the ship empty handed. In 1828, more than a decade after her death, one of her sons made a claim for the 20 slaves that fled to the British. The family received compensation of $280 for each of the twenty escaped slaves.
Brief Description of the Source and/or Background Information:
This 1813 political cartoon was created by a New York artist. In the picture, a British soldier sets fire to Washington, while another holds a paper that claims “Freedom for Black Slaves.” How does the artist use symbols such as clothing and fire to criticize the British policy of helping slaves escape during the War of 1812?
Source #5: Points of Origin for Escaped Slaves during the War of 1812

<table>
<thead>
<tr>
<th>State</th>
<th>Origin of Escaped Slaves According to Naval Records</th>
<th>Origin of Escaped Slaves Whose Owners Received British Compensation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Slaves</td>
<td>Percent of Total</td>
</tr>
<tr>
<td>Virginia</td>
<td>1,721</td>
<td>38.2%</td>
</tr>
<tr>
<td>Maryland</td>
<td>714</td>
<td>15.8%</td>
</tr>
<tr>
<td>Georgia &amp; South Carolina</td>
<td>1,763</td>
<td>39.1%</td>
</tr>
<tr>
<td>Louisiana</td>
<td>259</td>
<td>5.7%</td>
</tr>
<tr>
<td>Mississippi</td>
<td>22</td>
<td>0.5%</td>
</tr>
<tr>
<td>Alabama</td>
<td>18</td>
<td>0.5%</td>
</tr>
<tr>
<td>DC</td>
<td>3</td>
<td>0.1%</td>
</tr>
<tr>
<td>Delaware</td>
<td>2</td>
<td>0.1%</td>
</tr>
<tr>
<td>Total</td>
<td>4,502</td>
<td></td>
</tr>
</tbody>
</table>

Brief Description of the Source and/or Background Information:

Slaves first escaped to the British in the winter of 1813 and quickly became a valuable source of manpower and information. In April 1814 the Royal Navy began offering freedom and resettlement to convince others to run away. Nearly all former slaves first went to Bermuda. Some moved on almost immediately to Nova Scotia, Canada or settled throughout the Caribbean. Approximately 600 single men remained behind to work or join the British military.

It remains uncertain how many slaves actually escaped. During the 1820s, both sides settled on 3,582 as the basis for British compensation of $1,204,960 to slave owners. A more likely number is 4,800, but some estimates are as high as 6,000. What is clear is that when the British were near, slaves voted with their feet and pursued freedom.
In the spring 1813, the British fleet came into the Chesapeake Bay. In May, a British vessel of war came up the river. Then the British marched two miles into the country, burned the house of a planter [wealthy farmer], and brought away with them several cattle and more than twenty slaves, which were never again returned to their owner; although, on the following day, he went on board the ship with a flag of truce, and offered a large ransom for these slaves.

These were the first black people whom I had known to desert [leave] to the British, although the practice was afterwards so common. In the course of this summer, and the summer of 1814, several thousand black people deserted from their masters and mistresses, and escaped to the British fleet. None of these people were ever recaptured by their owners, as the British naval officers treated them as free people.

In the fall, Mrs. Wilson, who owned more than a hundred slaves, lost them all in one night, except one man. Two or three of the men agreed that they would run away and go to the British fleet. They stole a canoe one night, and went off to the ship closest to the shore. When on board, they informed the officer of the ship that their mistress owned more than a hundred other slaves, whom they had left behind them. The British officers advised return home, and remain there until the next night. Then if they brought all the slaves on the plantation to the beach, the officer promised that he would send a group of boats to the shore. The fugitives returned before day to their cabins on the plantation of their mistress.

On the next night, having shared their plans with the other slaves, they rose about midnight and left with all the slaves on the plantation. When they reached the beach, they built a fire as had been planned with the British officers, and the boats of the fleet came and carried all of the slaves to the ship. In the morning, when the overseer of Mrs. Wilson arose, and went to call his workers to the field, he found only empty cabins, with a single man remaining, to tell what had become of the others.

This was the greatest disaster that happened to any individual in our neighborhood, in the course of the war. A large number of gentlemen met together to find a way to recover the fugitive slaves. They decided to send a group of gentlemen on board the British ship, with a flag of truce, to ask for the return of the slaves. They had strong hopes that the runaways might be convinced to return to the service of their mistress, as she had never treated them with great harshness.

All of the runaways were on board this ship, lounging on the main deck, or leaning against the sides of the ship. I talked to them a long time, on the subject of returning home; but found that their heads were full of notions of liberty and happiness in some of the West India islands.

**Brief Description of the Source and/or Background Information:**

Charles Ball was born into slavery in Calvert County, Maryland and sold to a plantation owner in South Carolina in 1805. After several attempts, he finally escaped back to Maryland. In 1813, Ball joined the American navy and fought in the Chesapeake during the War of 1812. This account of slaves escaping to the British navy is from Ball’s *Fifty Years in Chains.*
Writing Prompt: How did the War of 1812 impact slavery along the Chesapeake Bay?

Using your research from the lesson, answer the compelling question: How did the War of 1812 impact slavery along the War of 1812? Be sure to cite evidence from each of the sources in your argument.