

River Raisin National Battlefield Park Presents

THE WAR OF 1812:
BATTLES OF THE RIVER RAISIN



"It's Not My Fault"

Engaging Point of View & Historical Perspective through Social Media

- Reduce Conflict
- Reach Compromise
- View Different Perspectives
- Understand



3rd to 5th Grades



WITH
"PROFESSOR"
MAJOR
MUSKRAT

By Michele Anderson, Dawn M. Spears,
Jacqueline Pecora, Sarah Luckow,
Sara Metzger, Jennifer Young,
Shannon Ross-Albers, Chuck Estep,
Rosemary Johnson, David Hales,
Yvonne Juzyk, and Scott Hoppert

LESSON PLAN



SERVICE
LEADERSHIP
COLLABORATION
EXCELLENCE



River Raisin National Battlefield Park
3rd to 5th Grade Lesson Plans

Unit Title: “It’s Not My Fault”: Engaging Point of View and Historical Perspective through Social Media – The War of 1812 Battles of the River Raisin

Overview:

This collection of four lessons engage students in learning about the War of 1812. Students will use point of view and historical perspective to make connections to American history and geography in the Old Northwest Territory. Students will learn about the War of 1812 and study personal stories of the Battles of the River Raisin. Students will read and analyze informational texts and explore maps as they organize information. A culminating project will include students making a fake social networking page where personalities from the Battles will interact with one another as the students apply their learning in fun and engaging ways.

Topic or Era: War of 1812 and Battles of River Raisin, United States History Standard Era 3, 1754-1820

Curriculum Fit: Social Studies and English Language Arts

Grade Level: 3rd to 5th Grade (can be used for lower graded gifted and talented students)

Time Required: Four to Eight Class Periods (3 to 6 hours)

Lessons:

1. “It’s Not My Fault”: Point of View and Historical Perspective
2. “It’s Not My Fault”: Battle Perspectives
3. “It’s Not My Fault”: Character Analysis and Jigsaw
4. “It’s Not My Fault”: Historical Conversations Using Social Media

Lesson One

“It’s Not My Fault!”: Point of View and Historical Perspective

Overview: This lesson provides students with background information on point of view and perspective. Students will explore point of view using mentor text and evaluate evidence from the text to support their thinking. Students will then explore point of view in the context of their own experiences.

Lesson Objectives:

- Students will compare and contrast the point of view from which stories are narrated.
- Students will understand that events in history are interpreted and retold by groups with varied points of view or perspectives.

Common Core State Standards for Literacy:

CCSS.RL.3.1; CCSS.RL.3.3; CCSS.RL.3.6; CCSS.RI.3.6; CCSS.RL.4.1; CCSS.RL.4.3; CCSS.RL.4.6; CCSS.RL.5.1; CCSS.RL.5.3; CCSS.RL.5.6

Recommended Time Frame: One class period; 30-45 minutes

Preparation:

- **Materials:**
 - Pencils or other writing materials
 - Large Box or object to obscure views
 - “Point of View” worksheet (Attachment “1-A”)
 - “My Point of View” worksheet (Attachment “1-B”)
 - Mentor Text to use as example of Point of View (Mentor Text are stories that help illustrate a point of view.)

Lesson Resources:

- Mentor Texts – One Mentor Text is required to complete this lesson plan, but you can select the one that you would like to use. This unit uses “Dear Mrs. LaRue: Letters from Obedience School” By Mark Teague, but other recommendations are below:

- **Unit Designed Using:**

[Dear Mrs. LaRue: Letters from Obedience School](http://www.amazon.com/gp/product/0439206634/ref=pd_lpo_k2_dp_sr_1/191-8199521-4121325?pf_rd_m=ATVPDKIKX0DER&pf_rd_s=lpo-top-stripe-1&pf_rd_r=1EVPW2CJ6G5EFVCH69E8&pf_rd_t=201&pf_rd_p=1535523722&pf_rd_i=0545315204) by Mark Teague

[http://www.amazon.com/gp/product/0439206634/ref=pd_lpo_k2_dp_sr_1/191-8199521-4121325?pf_rd_m=ATVPDKIKX0DER&pf_rd_s=lpo-top-stripe-](http://www.amazon.com/gp/product/0439206634/ref=pd_lpo_k2_dp_sr_1/191-8199521-4121325?pf_rd_m=ATVPDKIKX0DER&pf_rd_s=lpo-top-stripe-1&pf_rd_r=1EVPW2CJ6G5EFVCH69E8&pf_rd_t=201&pf_rd_p=1535523722&pf_rd_i=0545315204)

[1&pf_rd_r=1EVPW2CJ6G5EFVCH69E8&pf_rd_t=201&pf_rd_p=1535523722&pf_rd_i=0545315204](http://www.amazon.com/gp/product/0439206634/ref=pd_lpo_k2_dp_sr_1/191-8199521-4121325?pf_rd_m=ATVPDKIKX0DER&pf_rd_s=lpo-top-stripe-1&pf_rd_r=1EVPW2CJ6G5EFVCH69E8&pf_rd_t=201&pf_rd_p=1535523722&pf_rd_i=0545315204)

Hear the book read online: http://www.youtube.com/watch?v=kaBvntxITSo**

- **Unit Options:**

- **Historical Fiction with point of view related to the War of 1812:**

- [Whispers of War: The War of 1812 Diary of Susanna Merritt](#) by Kit Pearson
- [The Town that Fooled the British: A War of 1812 Story](#) (Tales of Young Americans) by Lisa Papp
- [The Battle for St. Michaels](#) (I Can Read Book 4) by Emily Arnold McCully

- **Fiction:**

- Diary of a Worm by Doreen Cronin
- Diary of a Spider by Doreen Cronin
- Voices in the Park by Anthony Brown
- My Big Dog by Janet Stevens and Susan Stevens
- The Other Side by Jacqueline Woodson
- The Spider and the Fly by Tony DiTerlizzi and Mary Botham Howitt
- The True Story of the 3 Little Pigs! By Jon Scieszka

- Points of view or perspectives on the War of 1812 can be found at the following PBS website:
<http://www.pbs.org/wned/war-of-1812/classroom/elementary/multiple-perspective-war-1812/>

Suggested Focus Questions:

- What does point of view mean?
- What can affect a person's (or character's) point of view?
- How do authors show characters' points of view?
- Why is it important to consider the points of view of others?

Procedure:

1. Gather students together and introduce "point of view." Tell students that a point of view is an outlook that a person has on an event or experience. This outlook is based on the experiences that a person has already had. Point of view is also called *perspective*. In a book, an author chooses to tell the story from a point of view, which allows the reader to think about a character's feelings. One character's points of view may be different from that of other characters. Consider having the students complete the "Point of View Activity" found in attachment "1-C".
2. Choose a mentor text to use to explore point of view. The lesson procedure will describe this lesson using Dear Mrs. LaRue: Letters from Obedience School.
3. Show the cover of the book. Before reading, ask students to turn and tell a neighbor what points of view might be considered in this text. Discuss as a group.
4. Be sure that students have the "Point of View" worksheet ready (Attachment "1-A"). As the story is read aloud, students should decide whose point of view is being considered. They should also use evidence from the text to support their thinking. Students will take notes on the "Point of View" worksheet page as they listen to the story. After reading a few pages; stop.
5. Have students turn and tell a neighbor whose points of view they have heard so far in the story and the evidence from the text that supports their thinking. Discuss as a group.
6. Before continuing to read, tell students to pay particular attention to the illustrations in the book, and decide whether the illustrations are evidence of different points of view.
7. Continue reading, or stop and discuss how a character's (or person's) point of view affects how they tell a story or how they interpret events. It is not necessary to read the entire book to accomplish this objective.
8. Have students take time to reflect upon a time that they disagreed with someone. Discuss the reasons for disagreeing with others. (Ex: arguing with a sibling over a toy; having a fight with a friend; disagreeing with another team over a call in a game.) Discuss several situations, and how different people's points of view may have been different, depending on their perspective on the situation.
9. Give the "My Point of View" worksheet to students (Attachment "A-2"). Students will use the worksheet to show how one event could be seen by different points of view.
10. Tell students that the rest of the unit will help them understand the War of 1812, and the different points of view that existed during this time in history. This is called *historical perspective*. Accounts of history are different based on the points of view, or perspectives, of the groups or individuals involved.

Optional Lesson Extensions:

1. Using a piece of historical fiction related to the War of 1812, ask students to listen and determine the point of view from which the story is being told. Students may use the “Point of View” worksheet, notebooks or other notepaper, or simply discuss with one another.
2. Ask students to think about the points of view/perspectives of the other characters within the story, and how those points of view/perspectives might differ from the one being presented by the author.
3. Ask students if there are other points of view related to this historical event that would involve characters who were not mentioned in the book. For example, are the points of view of the Native Americans considered in this account?

Evaluation:

Formative Assessments:

1. “Point of View” and “My Point of View” worksheets
2. Class discussion and participation in the lesson.

Vocabulary:

Point of View

Historical perspective

****NOTE:** Other vocabulary words will be dependent on which mentor text you use.

Lesson Two

“It's not my fault!": Battle Perspectives

Overview: This lesson provides students with background for the War of 1812. Students will learn about important events, characters, and places during the Battles of the River Raisin during the War of 1812. Using background information provided, students will begin to develop an understanding of how historical perspective is shaped by one's involvement in historical events.

Lesson Objectives:

- Students will identify people involved in the War of 1812 and the Battles of the River Raisin and explain their significance.
- Students will analyze and illustrate important locations of the Battles of the River Raisin on a map.
- Students will interpret events of the War of 1812 and Battles of the River Raisin based on an informational text and class discussion.
- Students will organize information on the War of 1812 and Battle of the River Raisin.

Common Core State Standards and Michigan Grade Level Content Expectations:

CCSS.RI.3.1, CCSS.RI.3.3, CCSS.RI.3.4, CCSS.RI.3.7, 3-H3.0.6, 3-H3.0.7, 3-G5.02, CCSS.RI.4.1, CCSS.RI.4.3, CCSS.RI.4.4, CCSS.RI.4.7, 4-H3.0.2, CCSS.RI.5.3, CCSS.RI.5.5, CCSS.RI.5.6, CCSS.RI.5.9, CCSS.W.5.8, CCSS.W.5.9 (b), 5-U1.4.2, 5-U1.4.3

Preparation:

- **Materials:**
 - “Point of View” graphic organizer (Attachment “2-A”)
 - Video resources/clips list on War of 1812 (See list below.)
 - Suggested focus questions (See list below.)
 - “Fast Facts: Battle of the River Raisin” document (Attachment “2-B”)
 - River Raisin Battlefield Map(s) (Attachment “2-C”)
 - Crayons/colored pencils
 - Pencil/pen/highlighter
 - Vocabulary
 - “3,2,1, Exit Slip” (Attachment “2-D”)

Lesson Resources:

- **Suggested Video Clips and On-line Resources:**
 - The History Channel 3 minute clip on Americans and British Face Off in the War of 1812.
<http://www.history.com/topics/war-of-1812/videos#americans-and-british-face-off-in-war-of-1812>
 - Michigan at War: The Struggle for the Old Northwest, 1812-1815 30 minute documentary film.
<http://www.mistreamnet.com/vidflv.php?who=mich.war1812.091412>
 - River Raisin National Battlefield Park official website www.nps.gov/rira
 - Historical information on the Battles of the River Raisin <http://www.riverraisinbattlefield.org/>

Suggested Focus Questions:

- What was the meaning of the War of 1812 for each of the following groups: Great Britain? United States? Native Americans? French Habitants?
- How did the different groups react to the Battles of the River Raisin?
- What groups disagreed with other groups? Why?
- Why was Michigan (and the River Raisin) important in the War of 1812?

Procedure:

1. Review point of view/historical perspective with kids. Think about the previous day's focus questions on why people disagree.
2. Show a video clip of your choice (suggestions provided on the previous page) about the War of 1812 and the Battles at the River Raisin. While the video is playing have students begin work on the point of view graphic organizer (Attachment "2-A").
3. Students complete the graphic organizer and share ideas with the class. Be sure to connect the discussion to the events at the Battles of River Raisin.
 - **See resources for focus questions and "Fast Facts: Battle of the River Raisin" document (Attachment "2-B"). You may also want to use historical biography fact files from the National Park Service website at: <http://www.nps.gov/rira/index.htm>
4. Using the Battles of River Raisin Fast Facts, have students read and analyze events that occurred during the Battle. Students may want to take notes or highlight on the fast facts page. Vocabulary suggestions are also provided.
5. Using the graphic organizers and Fast Facts, students complete a map of perspectives on the Battle of the River Raisin. Map samples and links are included for your choice of classroom use (Attachment "2-C"). Students should illustrate and/or organize locations of the four major groups involved in the battle on their map (British, French Habitants, Native Americans, and American).
6. Students complete a "3,2,1, Exit Slip" (Attachment "2-D") to assess their knowledge at the end of the lesson. On a sheet of paper, students explain 3 things they learned, 2 things they still wonder about, and 1 thing they found interesting.
7. Students will use these resources to assist them in future lessons.

Optional Lesson Extensions:

1. Have students consider other points of view. For example: how would the Canadian point of view differ from the American or British point of view? How would they view events differently? How would these differing view points have affected the outcome of the battle? How might the way history is written be impacted by point of view?
**Note: There is a possible character connection with Hubert LaCroix (additional info at <http://www.riverraisinbattlefield.org/lacroixs.htm>).
2. "What if" Game: Students analyze the decisions made during the Battles of River Raisin and the War of 1812. They should consider key points such as: What if Winchester and the military supplies were closer? What if reinforcements had arrived? What if the regular army and militia had been closer together? Students could create a trading card or question answer game to analyze the decisions made. A decision making tree could also be used (sample decision organizer provided in Attachment "2-E") for analyzing and synthesizing events of the battles.

Evaluation:

Informal formative assessment suggestions:

- Graphic organizers on each major group's point of view from the video and discussion
- Battlefield maps evaluated by group locations and general map skills (this could be extended to include student interpretation and opinion on battle events)
- "3,2,1 exit slips" evaluated on including 3 things students learned, 2 things students still wonder about, and 1 thing students thought was interesting.

Vocabulary:

Occupied	Skirmish	Siege	Massacre	Conflict	Alliance	Territory
Surrender	Militia	Colonel	General	Habitant		

Lesson Three

“It's not my fault!”: Character Analysis and Jigsaw

Overview: This lesson has students work with a template to analyze historical characters and their actions during the War of 1812 and the Battles of the River Raisin. Using this template and a jigsaw discussion, students will develop different points of view for the cultural groups involved in the battles by studying individual historical figures.

Lesson Objectives:

- Students will identify people involved in the War of 1812 and the Battles of the River Raisin and explain their significance.
- Students will research an individual character from the Battles of the River Raisin and the War of 1812 to develop point of view.
- Students will compare and contrast perspectives from French, Americans, British and Native Americans involved in the War of 1812 and Battles of the River Raisin.
- Students will analyze French, Americans, British and Native Americans involved in the war through a jigsaw activity in order to formulate an individual opinion.

Common Core State Standards and Michigan Grade Level Content Expectations:

CCSS.W.3.4, CCSS.W.3.7, CCSS.W.3.8, CCSS.W.4.3(b), CCSS.W.5.1, CCSS.5.7, CCSS.W.5.8, CCSS.RI.5.3, CCSS.RI.5.5, CCSS.RI.5.6, CCSS.RI.5.7, CCSS.RI.5.9, CCSS.SL.5.1, CCSS.SL.5.1(a), CCSS.SL.5.1(b), CCSS.SL.5.1(c), CCSS.SL.5.1(d), CCSS.SL.5.4

Recommended Time Frame: Approximately one hour, one or two class periods.

Preparation:

- **Materials:**
 - Teacher Model for Decision Making Model Anchor Chart copies for each student (Attachment “3-A”)
 - Individual Point of View Graphic Organizers copied for each student (Attachment “3-B”)
 - Computers/Internet access to research individual points of view
 - List of Historical Characters from the War of 1812 & Biographies (Attachment “3-C”)
 - Jigsaw Model (Attachment “3-D”)
 - Students Cost-Benefit Chart (Attachment “3-E”)
 - Chart Paper
 - Sticky Notes

Lesson Resources:

- Jigsaw Model: <http://www.jigsaw.org/>
- *Decision Making Model Anchor Chart*

Suggested Focus Questions

- What was the meaning of the War of 1812 for Great Britain? The United States? The Native Americans? The French Habitants?
- Why were the Americans in support of Frenchtown and the Northwest Territories during the War of 1812?
- Why were the British in support of Native Americans and who did they want to control the Northwest Territories during the War of 1812?
- Why did the French habitants support the Americans during the War of 1812?
- Why did the Native Americans support the British during the War of 1812?

- What were some of the costs or benefits to the Americans, British, French, and Native Americans during the War of 1812?
 - Who had the most to gain? Why?
 - Who had the most to lose? Why?

Procedure:

1. Review point of view/historical perspective with students. As a class, review/discuss what they learned about the War of 1812 in lesson 2 and create a class list of the events.
2. Have a whole class discussion and scaffold students to lead them to the determination that there were four main perspectives or points of view in the War of 1812 (French Habitants, Native American, the British army, and the American army).
3. Using an overhead or handouts, show students the *Decision Making Model Anchor Chart* (Attachment “3-A”) and discuss that the objective for today is to determine each group’s point of view.
 - a. ***In order to determine the point of view, tell the students that they will be doing research on a historical character from the War of 1812 and the Battle of the River Raisin. They will then discuss their historical character with others.
4. Give the students the *Individual Point of View Graphic Organizers* (Attachment “3-B”) and assign them a historical character to research (Attachment “3-C”). Discuss all of the components of the organizer as a group and check for understanding of the directions. This organizer will also be used in Lesson 4 so it will need to be completed prior to Lesson 4.
5. Using computers and/or copies of the *Historical Character Biographies* (Attachment “3-C”), have students research their assigned historical character and fill in the graphic organizer.
6. Once they have their individual research completed, have the students jigsaw (Attachment “3-D”). Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same historical perspective (French Habitant, Native American, British, or Americans). Give students in these expert groups time to discuss the main points of their research and to rehearse the presentations they will make to their original jigsaw group.
7. Divide students into groups of four so that each group has one of the four points of view represented. Appoint one student from each group as the leader.
8. Have students discuss their findings and focus on the costs and benefits of participating in the war from each group using the *Student Cost/Benefit Chart* (Attachment “3-E”). Students may want to update the information on their organizer while they discuss with their group.
9. Once students have had a chance to discuss and move through the jigsaw groups, bring the class back together. Using an overhead projection system, have students discuss the cost and benefits while filling in the *Teacher Model for Decision Making Anchor Chart* (Attachment “3-A”) together as a class. Students should have a strong opinion about the costs and benefits for each individual group after the class discussion is complete.
10. Exit Slip: Prepare four pieces of chart paper. Label one “French Habitant”, one “Native American”, one “British army”, and finally one “American army”. Using sticky notes have students write their final opinion about the Battles of the River Raisin and the historical characters on the sticky note and place it on the chart paper that corresponds with the group that they feel had the most to gain and why they should have been involved in the War of 1812.

Evaluation:

Informal formative assessment suggestions:

- Graphic Organizers on participants and major groups' point of view.
- Sticky Note “exit slips” opinion of who had the most to gain.

Important Vocabulary:

French Habitants	Americans	British	Native Americans	Historical character
Point of View	Cost	Benefit	Nation	Affiliation
Alliance	Nickname			

Lesson Four

“It's not my fault!”: Historical Conversations Using Social Media

Overview: This lesson provides students with the opportunity to create a social media profile for historical characters from the War of 1812. Students will build upon the background knowledge developed in earlier lessons and create conversations between historical characters. A paper template will be created, as well as the option for creating an online Fakebook profile.

Lesson Objectives:

- Students will create a fake social media site for a historical figure illustrating their point of view on the Battle of the River Raisin and War of 1812.
- Students will organize information on the War of 1812 and Battles of the River Raisin.
- Students will analyze information and perspectives from the Battles of the River Raisin.

Common Core State Standards:

CCSS.W.3.4, CCSS.W.3.6, CCSS.W. 3.8, CCSS.W.4.3 (b), and CCSS.W.4.6.

Recommended Time Frame: Approximately 30 minutes, additional time in lab required if you wish to complete the digital component to the lesson.

Preparation:

- **Materials:**
 - Fakebook template for students (Attachment “4-A”).
 - Pencil/pen.
 - Computers with Internet access (Firefox browser recommended for optimal results).
 - Battles of the River Raisin Historical Figure organizers (completed in Lesson 3).
 - How to Create a Historical Fakebook Page Directions (Attachment “4-B”).
 - URL’s to Example Fakebook War of 1812 Pages (Attachment “4-D”).

Resources:

- Fakebook template website: <http://www.classtools.net/fb/home/page>
- Fakebook help website: http://www.classtools.net/main_area/fakebook/helpsheet.pdf

Suggested Focus Questions:

- What influences a person’s point of view or historical perspective?
- How does point of view affect what a character might post on a social media profile?

Procedure:

1. Students use the Battles of the River Raisin Historical Figure Organizers from “Lesson 3” to complete the Fakebook template (Attachment “4-A”) for their assigned point of view.
2. After students have completed the Fakebook template for their point of view, they should switch papers with other students and “post” comments from historical friends and enemies on the template. Posts and comments should show connections between figures and the content should be appropriate for events occurring during the War of 1812. Depending on student age and ability, humorous and/or sarcastic posts may be appropriate for making connections. Students should add 4 posts on their template. Students may want to use notes from their jigsaw activity and previous lesson materials to help create posts/comments. Fakebook example URLs are included in Attachment (4-D).

3. Once students have finished posting and discussing from multiple points of view, share templates as a whole class group. Be sure to make connections between points of view and the events that occurred at the Battles of River Raisin and the War of 1812.

Optional Lesson Extensions:

1. If time and resources permit, students can use the on-line Fakebook creation page to create a digital Fakebook pages for their point of view. Fakebook digital directions are included in Attachment "4-B".
2. Students may also conduct additional research to determine other characters involved in the Battles of River Raisin or the War of 1812 and create additional Fakebook pages representing these characters.

Evaluation:

Informal formative assessment suggestions:

- Fakebook template and/or Fakebook website.
 - Please see Fakebook rubric (Attachment "4-C").

Examples of posts/comments for William Henry Harrison:

- Post #1 – "Mad" Anthony Wayne: Take good care of Fort Wayne for me Henry!"
William Henry Harrison: "You can count on me!"
- Post #2 – Anna Tuthill Symmes: "Congratulations on winning the Presidency honey!"
John Tyler: "Looking forward to working with you Old Tipp"
- Post #3 – William Henry Harrison: We won the Battle of the Thames, boo ya! Remember the Raisin!
James Winchester: You wouldn't have without us bro. You totally left me hangin' at the Battles of River Raisin!!!!!!"
- Post#4 – John Tyler: "The weather for today's inauguration doesn't look good buddy."
Anna Tuthill Symmes: "Dress warmly dear, you don't want to get sick."
William Henry Harrison: "Don't worry; I won't talk too long, LOL."

A Special Thanks

The “It’s Not My Fault”: Engaging Point of View and Historical Perspective through Social Media – The War of 1812 Battles of the River Raisin was made possible through the efforts of several partners working together to ensure exceptional student learning experiences. Special thanks to:

- The National Park Foundation through the generous support of ARAMARK through the Yawkey Foundation and the Fernandez Pave the Way Foundation
- The Monroe County Intermediate School District
- The Wayne Regional Educational Services Agency
- The River Raisin National Battlefield Park Foundation, Inc.
- Ralph Naveaux, Author and Historian
- The National Park Service
- Educators: Michele Anderson, Dawn M. Spears, Jacqueline Pecora, Sarah Luckow, Sara Metzger, Jennifer Young, Shannon Ross-Albers, Chuck Estep, Rosemary Johnson, David Hales, Yvonne Juzyk, Scott Hoppert, and Jim Dornberg.

_____ Name _____ Date _____

Point of View

Title of Book _____

Event in Story	Whose Point of View?	Evidence from Text

Choose one of the events from the story listed in your chart. Think about another character who may have had a different point of view on the event. On the lines below, tell about the event from the other character's point of view.

Event _____

A different point of view from _____

Tell how your other character might have viewed the event:

Is there an obvious reason the character wants you to accept his or her particular version of the story?

What is the character's motive in writing or reason for telling the story?

What might the character have something to gain by how they tell the story?

What do you gain from the character's perspective that you might not gain elsewhere?

_____ Name _____ Date _____

My Point of View

Think about a time that you had a disagreement with someone else. Describe the event on the lines below.

Now think about your point of view and the other person's (or people's) points of view to fill in the chart below.

My Point of View	_____ 's Point of View

Now, describe the event from the other person's perspective.

How are your points of view different?

Point of View Activity: (10 Minutes)

Our beliefs, experiences, knowledge, assumptions, emotional convictions, values, and culture all influence our perspective or how we view a particular event or piece of information. Our perspective often makes it difficult to understand other individuals or groups who view the same event or piece of information from different points of view. To reduce conflict and reach compromise we must learn to view events or information from different viewpoints, so we understand the other person's perspective.

Materials:

- Large Box or object that can be used to obscure students views.

Procedure:

- Arrange your students around one desk with your large box or object placed on top.
- Select 2 to 4 volunteers and have them step out of the room until you call them in.
- One at a time, have each student come in and stand facing one side of the large box. Make sure each student views the box from a different side (i.e. student one faces north, student two faces south, student three faces east and student four faces west).
- Have the student state four things that they see in the room as they face the box and record the student's observations (or have another student write them down). Once they have stated their four things the student may sit down and observe the other students.
- Compare what was observed from each student's perspective.

Vocabulary:

- Beliefs - a feeling of being sure something exists or is true.
- Experiences - life lessons, where you have been or something you have seen or done personally.
- Knowledge - what you have been taught by others or learned.
- Assumptions - what you believe to be true based on your experiences or knowledge, but may not really know.
- Emotional convictions – what you feel is right
- Values - what we believe to be good or bad or right or wrong
- Culture – the beliefs, customs, arts, manners, foods, government, institutions and other products of human work in and around where we live.

Additional Activity:

Have your students go to the following URL and play the PBS Kids Point Out the View game to discover how what you see depends on upon where you stand.

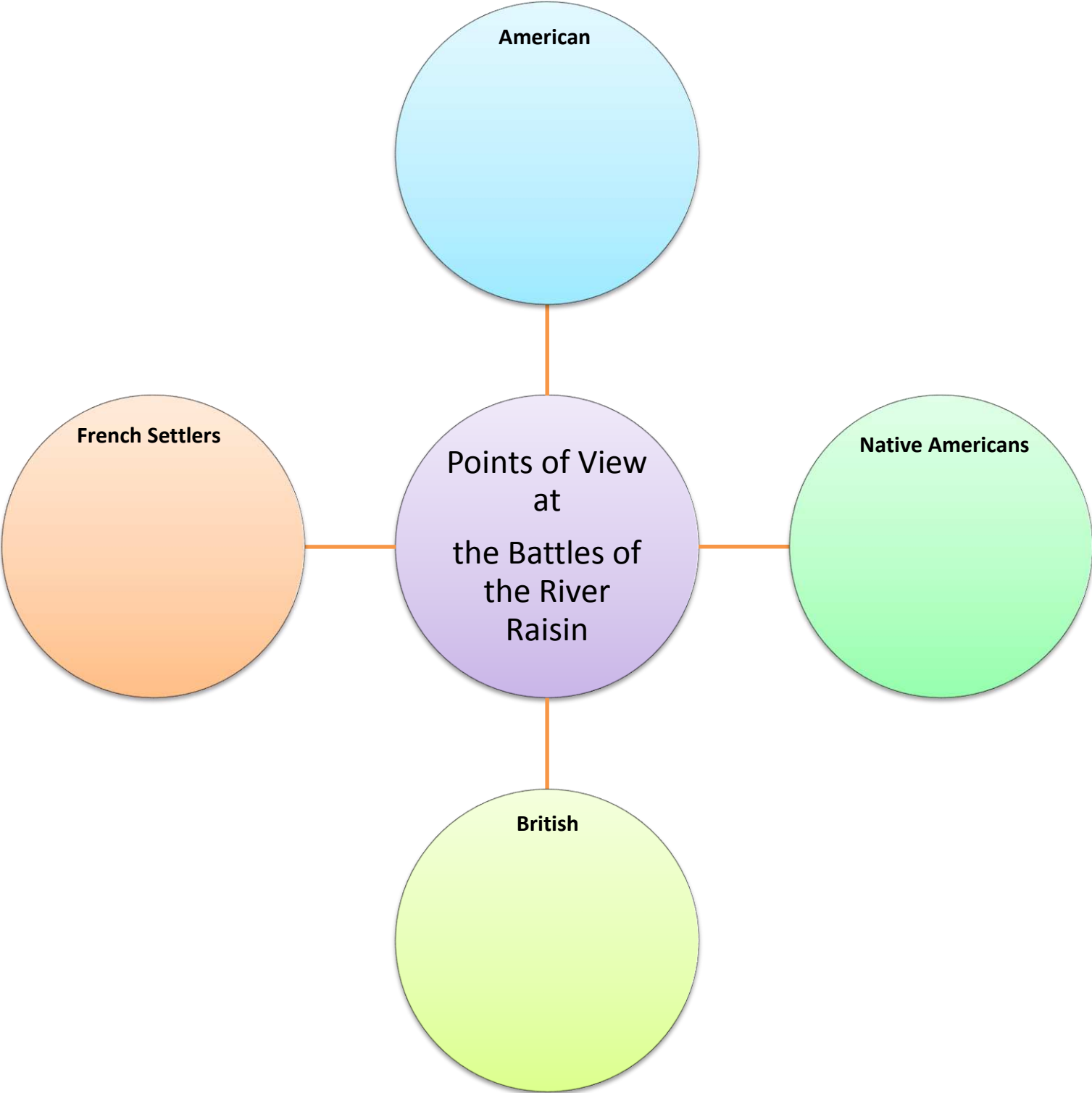
<http://pbskids.org/cyberchase/math-games/point-out-view/>



_____ Name _____ Date _____

"Point of View" graphic organizer

Based on the information you are learning about the War of 1812 and Battles of the River Raisin, list 3 to 4 different perspectives for each of the people groups listed on the graph below. What might have each group thought about what the War is over or why they are fighting? What might their objective be?



Fast Facts: The Battle of the River Raisin

January 18, 22 & 23, 1813

The 5 "W"s of the Battles of the River Raisin:

- **Who?** American soldiers lead by General Winchester, the Native American Confederation allied with the British, the French Habitants, the British army\Canadian militia.
- **Where?** Frenchtown/the River Raisin (now Monroe, Michigan)
- **When?** January 18-23, 1813
- **What?** A multiple day conflict between General Winchester's American army and the British/Native American alliance that resulted in the largest number of U.S. battle fatalities in any battle fought during the War of 1812.
- **Why?** A battle for supremacy or survival to control of the Michigan Territory and area trade routes\waterways

The Battles of the River Raisin are clear examples of the different points of view people had that resulted in the multinational and cultural War of 1812 and land battles in the Old Northwest Territory.

- The British wanted to gain more power over the Great Lakes region, its waterways, and the fur trade. They did not want to give up any more of the North American continent to the United States and wanted to maintain world dominance over the young nation.
- The French habitants who had settled in Frenchtown wanted to continue to live peacefully with little interference from the United States or British. The French had developed a prosperous working relationship with local Native Americans and wanted to continue to grow their successful settlement – Frenchtown. Frenchtown was the second largest settlement in the Michigan Territory (Detroit was the largest).
- The Americans wanted to re-take the Michigan Territory and continue their land campaign into the British controlled Upper Canada to increase the size of the United States and remove British control in North America. The United States also wanted to remove any threat of Native American interference with the expansion of the country.
- The Native Americans wanted to protect their land and native ways from the American expansion.

The Battles of the River Raisin were the deadliest battles ever fought on Michigan soil. Of all of the battles in the War of 1812, these battles had the most American casualties. Following the battles and aftermath, "Remember the Raisin" became a rallying cry that galvanized the young nation, helped unify the cause for war in America, and influenced U.S. policy regarding Native Americans.

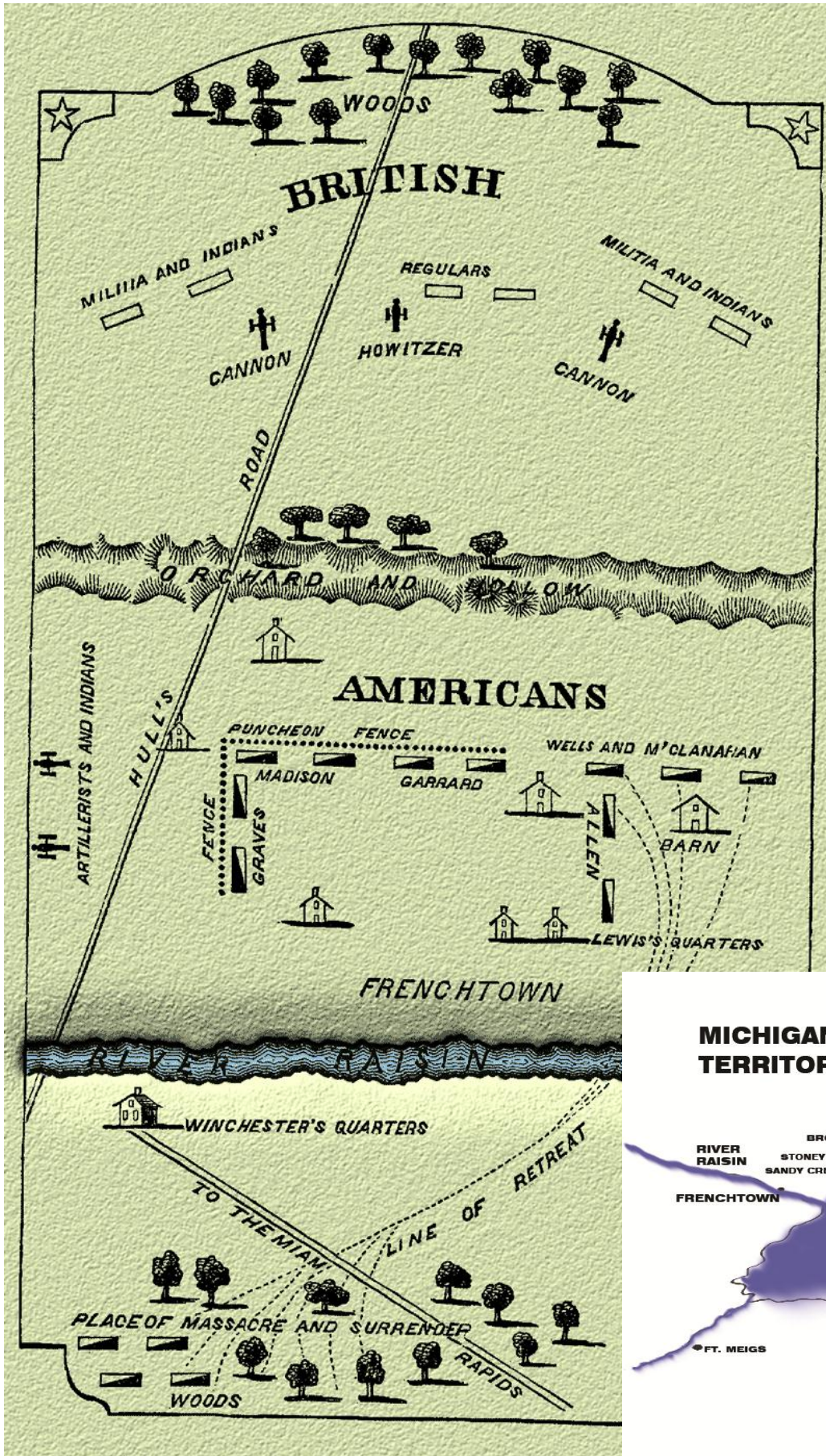
Important Vocabulary:

Occupied	Skirmish	Siege	Massacre	Conflict	Alliance	Territory
Surrender	Militia	Colonel	General	Habitant		

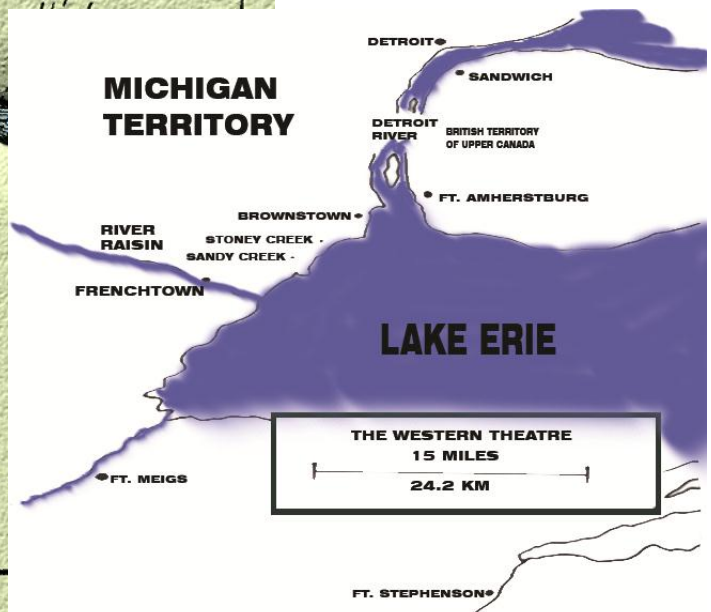
Additional Resources for Information:

- <http://www.nps.gov/rira/historyculture/index.htm>
- http://www.riverraisinbattlefield.org/the_battles.htm
- <http://www.thefreeresource.com/facts-about-battle-of-frenchtown-or-the-river-raisin-massacre-for-kids#sthash.e2KtdUS5.dpuf>

Battles of the River Raisin Map

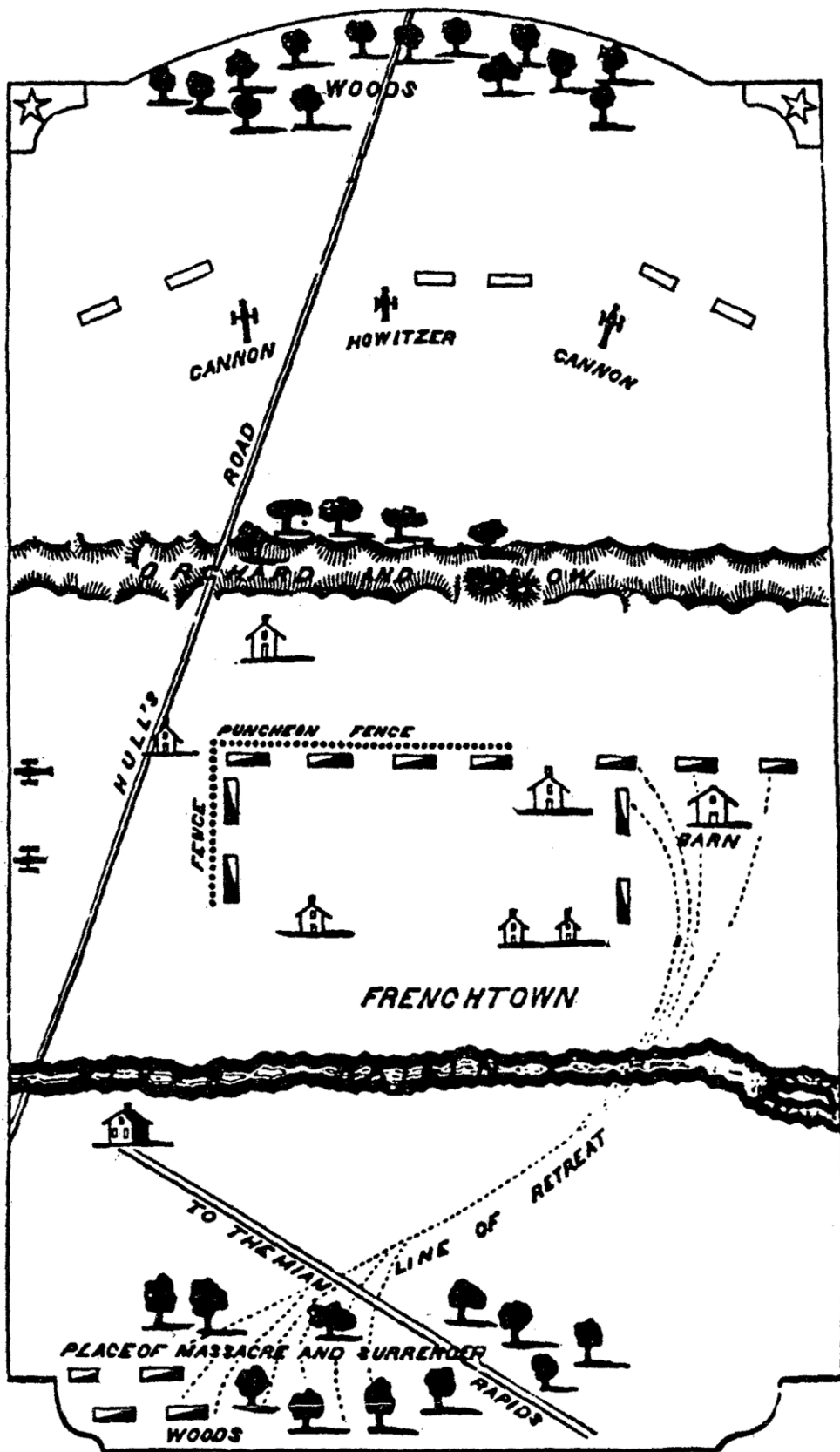


During the second Battle of the River Raisin, the American Kentucky Militia forces were located inside the Frenchtown fence line, the American Regular Army was camped just outside the fence, and General Winchester's headquarters and the American extra supplies were setup south of the River and Frenchtown. When the British and Native Americans launched their surprise attack at dawn on January 22, 1813, they were able to quickly overrun the American regulars camped outside of Frenchtown and capture General Winchester. This left the Kentucky Militia inside the Frenchtown fence with little ammunition. Ultimately, the British convinced the Kentucky Militiamen to surrender. After the Battles were over, only 33 of the nearly 1,000 Americans escaped death or capture.



Map of Perspectives

Label the map of the Battles of the River Raisin with the location of the different participants. On the right side of the map list two reasons each of the different perspectives were engaged in battle in Frenchtown during the War of 1812.



Americans:

1.

2.

French Habitants:

1.

2.

British:

1.

2.

Native Americans:

1.

2.

_____ Name _____ Date _____

"3-2-1 Exit Slip"

Explain 3 things you have learned about the viewpoints and the War of 1812:

- 1. _____

- 2. _____

- 3. _____

List 2 things you still wonder about viewpoints and the War of 1812:

- 1. _____

- 2. _____

Describe 1 thing you found interesting about viewpoints and the War of 1812:

- 1. _____

_____ Name _____ Date _____

Decision Organizer

Question:



Option 1:

Option 2:

Pros:

Cons:

Pros:

Cons:

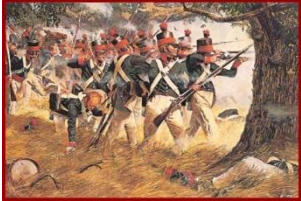



Option Chosen:

Possible Outcomes:

Teacher Model for Decision Making Model Anchor Chart

To be used while Jigsaw groups present their information about the different perspectives of the key people at the Battles of the River Raisin.

Instructions: After hearing about and discussing the four different perspectives of the people involved in the Battles of the River Raisin, what is your opinion? Who had the most to gain? Who had the most to lose? Write your answer in complete sentences. Be sure to support your opinion with details and examples.

	Benefits	Costs
<p>Americans</p> 		
<p>Frenchtown</p> 		
<p>Native Americans</p> 		
<p>British</p> 		

Individual Point of View Graphic Organizers

Battle of the River Raisin Historical Figure Organizer American Point of View:



Character: _____

Directions: To help your team organize your thoughts for your Facebook page, complete this graphic organizer for the individual historical figure you were assigned from the Battles of the River Raisin.

1. Why did the Americans support Frenchtown and the Northwest Territories during the War of 1812?

2. What were some of the cost or benefits to the Americans during the War of 1812?

+ Benefits	- Costs

Basic Information:

Birthday	
Birthplace	
Nation Affiliation	
Alliance during 1812	
Nickname (Make one up if you do not find one)	

Friends/Allies: (at least 3)

1.

2.

3.

Facts about your Character that can be posted to other groups Fakebook sites (Native American, French, American, British). Answers must include your character's perspective and a complete sentence with correct capitalization and punctuation.

FACTS:

1.

2.

3.

4.

Individual Point of View Graphic Organizers

Battles of the River Raisin Historical Figure Organizer British Point of View:



Character: _____

Directions: To help your team to organize your thoughts for your Fakebook site, complete this graphic organizer for the individual historical figure you were assigned from the Battles of the River Raisin.

2. Why did the British support Native Americans & want control of the Northwest Territories during the War of 1812?

2. What were some of the cost or benefits to the British during the War of 1812?

<p style="text-align: center;">+ Benefits</p>	<p style="text-align: center;">- Costs</p>

Basic Information:

Birthday	
Birthplace	
Nation Affiliation	
Alliance during 1812	
Nickname (Make one up if you do not find one)	

Friends/Allies: (at least 3)

1.

2.

3.

Facts about your Character that can be posted to other groups Fakebook sites (Native American, French, American, British). Answers must include your character's perspective and a complete sentence with correct capitalization and punctuation.

FACTS:

1.

2.

3.

4.

Individual Point of View Graphic Organizers

Battles of the River Raisin Historical Figure Organizer

French Habitants Point of View:



Character: _____

Directions: To help your team organize your thoughts for your Fakebook site, complete this graphic organizer for the individual historical figure you were assigned from the Battles of the River Raisin.

3. Why did the French habitants support the Americans during the War of 1812?

2. What were some of the cost or benefits to the French habitants during the War of 1812?

+ Benefits	- Costs

Basic Information:

Birthday	
Birthplace	
Nation Affiliation	
Alliance during 1812	
Nickname (Make one up if you do not find one)	

Friends/Allies: (at least 3)

1.

2.

3.

Facts about your Character that can be posted to other groups Fakebook sites (Native American, French, American, British). Answers must include your character's perspective and a complete sentence with correct capitalization and punctuation.

FACTS:

1.

2.

3.

4.

Individual Point of View Graphic Organizers

Battles of the River Raisin Historical Figure Organizer

Native American Point of View:



Character: _____

Directions: To help your team organize your thoughts for your Fakebook site, complete this graphic organizer for the individual historical figure you were assigned from the Battles of the River Raisin.

- 4. Why did the Native Americans support the British during the War of 1812? (*Remember that it might not be a problem that just occurred. It might be a long-standing, historical problem.)

2. What were some of the cost or benefits to the Native Americans during the War of 1812?

<p style="text-align: center;">+</p> <p style="text-align: center;">Benefits</p>	<p style="text-align: center;">-</p> <p style="text-align: center;">Costs</p>

Basic Information:

Birthday	
Birthplace	
Nation Affiliation	
Alliance during 1812	
Nickname (Make one up if you do not find one)	

Friends/Allies: (at least 3)

1.

2.

3.

Facts about your Character that can be posted to other groups Fakebook sites (Native American, French, American, British). Answers must include your character's perspective and a complete sentence with correct capitalization and punctuation.

FACTS:

1.

2.

3.

4.

List of Historical Characters from the War of 1812 and their Biographies

American:

1. General Harrison
2. General Winchester
3. General Hull
4. Captain Paschal Hickman
5. Private William Atherton
6. Captain Bland Williams Ballard
7. President Madison

French Habitant:

1. Peter Navarre
2. Rachel Knaggs

Native American:

1. Roundhead
2. Tecumseh
3. Walk-In-The-Water
4. The Prophet

British:

1. Colonel Henry Procter
2. General Isaac Brock
3. John Askin
4. John Richardson

List of Historical Characters from the War of 1812 and their Biographies

Character Biography: Brigadier General Winchester (American)

Biographical Information:

- Born in Maryland
- Born: February 6, 1752
- Died: July 26, 1826
- Winchester was 60 years old at the time of the Battle of the River Raisin
- His father was from London, England and his mother was from Baltimore, Maryland.
- Occupations: Mill/distillery operator, farmer, cotton gin operator, politician, land surveyor
- After the War of 1812, Winchester spent the remainder of his life defending himself against people who wanted to criticize his role in the Battles of the River Raisin.

Military Information:

- Rank: Served as Lieutenant and Captain in the Revolutionary War; Brigadier General in the War of 1812
- Training/Experience: Captain in the Revolutionary War (captured twice by the British), local militia in Tennessee, commissioned as Brigadier General in June of 1812.
- 1814: Left in command of Mobile, Alabama by Andrew Jackson.

Battlefield Information:

- June 1812: Winchester was given the job of gathering 1,200 trained soldiers and militia from Kentucky to march towards Detroit to help General Hull and his troops.
- August 1812: Hull and his men surrendered before Winchester's army could reach them.
- Winchester wanted to gain command as the Major-General of the Northwestern Army, but gave up command instead to William Henry Harrison.
- December of 1812: Winchester received orders to meet up with Harrison's army at the Miami River in Ohio. They arrived on January 8, 1813.
- January 13, 1813: Winchester's army began receiving daily requests for aid from Frenchtown (the settlement along the River Raisin). The settlement had been occupied and was under siege by the British and Indians.
- Winchester had been directed by General Harrison to remain in the Miami River rapids area, but he and his officers decided to send two colonels and a group of well-supplied soldiers 30 miles north to defend Frenchtown.
- January 18th, 1813: the Winchester's division claimed an easy victory at the River Raisin with 12 killed and 55 injured. The army contacted Winchester to report the victory and ask for reinforcements.
- Winchester arrived in Frenchtown with the reinforcements on January 20, 1813. The army of reinforcements chose to camp outside of the fences lining the Frenchtown settlement.
- General Winchester chose to stay about 300 yards away from his troops at the home of Colonel Francis Navarre (a local business and militia man). Winchester then sent word to General Harrison that his men needed more reinforcements. The army was not well-prepared or defended at their location in Frenchtown.
 - He stated, "I was destitute of the means of transporting timber from the forests for breastworks, but orders were immediately issued to strengthen the works in the best manner possible, with all the means possessed and all that could be requisitioned."
- Winchester's army was so unprepared that when the British army attacked again on January 22, 1813, they were easily defeated.
- After the second attack on Frenchtown, General Winchester was captured by Chief Roundhead of the Wyandot tribe. When he was brought to the British Colonel Henry Procter he was convinced to surrender so that his men would be considered prisoners of war and would not be harmed by the Indians.
- January 23, 1813: 60 of the prisoners of war were killed by the Indians.
- Winchester spent the next year as a British prisoner of war in Quebec, Canada.

Images of General Winchester:



James Winchester



A VIEW OF WINCHESTER IN NORTH AMERICA, DEDICATED TO MR. PRESIDENT MAD I SON!!
Extract from the Morn'g Chronicle Apr. 23, 1813. It appears from One of the Bulfinch Papers, it was the famous Windsor's Chief BOUNDHEAD, who took Gen. Winchester Prisoner. The Indian, according to his notion of the Laws of Nations, & Courtesy due to Prisoners of War, stripped the American Commander of his Fine Coat, Waistcoat, & Shirt, & then Bedaubed his Skin with Paint; In this ludicrous state having dressed himself in his Regimentals, he presented him to Col. Proctor, who with difficulty Succeeded in getting the Discomfited Gen. his Coat, Sword & back



Above: Painting of the capture of General Winchester during the Battles of the River Raisin.

Below: Drawing of the home General Winchester used as his headquarters during the Battles of the River Raisin from the Harpers New Monthly Magazine in 1863.



List of Historical Characters from the War of 1812 and their Biographies

Character Biography: Capt. Paschal Hickman (American)

Biographical Information:

Born in 1778

Died January 23, 1813

Description: Tall, 6 feet 2 inches, 200 lbs., jailer of Franklin County

Hickman's Father was a Baptist Preacher, Veteran of Indian Wars and the Revolutionary War. It is said that he preached his first Christian sermon in Kentucky.

Hickman's wife was Elizabeth Hall who he married in 1797. They had three daughters and lived in Frankfort, KY.

A County in the State of Kentucky named for him 1822 in honor of his service to Kentucky and the United States.

Military Information:

American Military officer killed in the Massacre of the River Raisin during the War of 1812.

Paschal was a private under Gen. Anthony Wayne at Battle of Fallen Timbers in 1794, a member of the 22nd Regiment of the Kentucky Militia in 1802, and made the rank of lieutenant in 1803.

August 1812-raised a company for Col. John Allen's 1st Kentucky Rifle Regiment and served as Captain.

Battle Information:

Hickman was seriously wounded in the American victory at the First Battle of Frenchtown on January 18, 1813 and both of his legs had to be amputated.

During the January 22, 1813, Battle of Frenchtown the main British force arrived and General Winchester was defeated and captured at the Raisin River. Fearing Gen. William Henry Harrison, British Col. Henry Procter retreated the next day, leaving the severely injured and taking uninjured prisoners. Upon retreat, Indian allies killed most of the remaining American wounded the next day. Paschal Hickman was dragged from a house and tomahawked to death. Killed in Service-All but thirteen of his unit of 88 men were killed, captured, or missing after the Battles of the River Raisin, January 18-23, 1813.

Kentucky Masons member:

The war of 1812 drew a fearful toll from Kentucky Masons. Besides such men as Capt. N. G. T. Hart, Grand Master Daviess, Capt. Paschal Hickman (Frankfort) and Col. Abraham Owens (of Shelbyville), scarcely a lodge in the state but mourned the death of some gallant soldier, defending our liberties north of the Ohio.

Image of Re-enactor playing Paschal:



FROM THE ALBANY AROUS.

MASSACRE AT FRENCHTOWN.

The following narrative is drawn up by Lieut. Baker, of the 2d U. S. regt. who passed through our city a few days since from Detroit.

“ So much has been said about the Indian massacres at Frenchtown and its vicinity, that something circumstantial from one who had an opportunity of acquiring information on the subject, may not be unacceptable to the public. I therefore submit the following narrative

“ On the morning of the 22d January I was captured by the Indians about 9 o'clock, with another officer and 40 men. Closely pursued by an overwhelming force of Indians, we were endeavoring to make our escape, and had attained a distance of about 3 miles from Frenchtown, when an offer of quarters was made us by an Indian chief—Many Indians on horseback being in our front and flanks, four or five hundred in our rear tomahawking the hindmost, and withal the men being much wearied with running through the deep snow, we concluded it best to accept the chief's proposition. Accordingly, we assembled round him, and gave up the few remaining arms that were still retained in the flight. In a few minutes, the Indians on foot came up, and notwithstanding the chief appeared solicitous to save, massacred about half our number. I was led back towards the river, along

the road we had retreated in. The dead bodies of my fellow comrades, scalped, tomahawked and stripped, presented a most horrid spectacle to my view. I was at length taken to a fire near Col. Proctor, where I remained until our army capitulated, and marched by me towards Malden. Major Madison, as he was marching past, demanded me of the officer commanding the guard, as an American officer; but the noble Briton replied, with a sneer, "You have too many officers," and ordered the column to advance, which had made a partial halt. I was taken to Sandy creek, about three miles off, on Hull's road, and there kept for the night, with about 20 other prisoners. Next morning my master left me in charge of an old Indian, and, with the exception of twenty or thirty, all the Indians in the camp, went back towards the river Raisin. They returned about 2 o'clock, P. M. bringing a number of fresh scalps, and about thirty prisoners, many of whom were wounded, though with a single exception, none dangerously. I was told by the prisoners, that the Indians had that morning returned to the village, and massacred captain Hickman and a great

many others, and they were fearful Major Graves and captain Hart, were of the number; *that some of the wounded had been scalped alive and burnt in the houses.* I had scarcely been told these things, when a volunteer who was standing by my side, was knocked down, scalped, and tomahawked. Three others were successively treated in the same manner.

“Seven days afterwards, I was sold in Detroit to some American gentlemen, and the next day sent over to Sandwich, where I remained three weeks. In this time I had an opportunity of making enquiry about the massacre, and found that fifty had been massacred subsequent to the day of battle, and two officers the day on which the battle was fought, after they had surrendered. Of the first were capt. N. G. S. Hart, of Lexington, Captain Paschal Hickman, of Franklin, John H. Woodfolk, esq. the general's secretary; and of the latter, captain Virgil M'Cracken, of Woodford, and ensign Levi Wells, son of colonel Wells of the United States' infantry. Judge Woodward has ascertained several instances of great barbarity exercised on our prisoners, which will appear as soon as that truly philanthropic

“ Seven days afterwards, I was sold in Detroit to some American gentlemen, and the next day sent over to Sandwich, where I remained three weeks. In this time I had an opportunity of making enquiry about the massacre, and found that fifty had been massacred subsequent to the day of battle, and two officers the day on which the battle was fought, after they had surrendered. Of the first were capt. N. G. S. Hart, of Lexington, Captain Paschal Hickman, of Franklin, John H. Woodfolk, esq. the general's secretary ; and of the latter, captain Virgil M'Cracken, of Woodford, and ensign Levi Wells, son of colonel Wells of the United States' infantry. Judge Woodward has ascertained several instances of great barbarity exercised on our prisoners, which will appear as soon as that truly philanthropic

and patriotic gentleman returns to his own country. Massacres were not only committed on the 22d and 23d, but also on the 24th, 25th and 26th, and even three weeks afterwards fresh scalps were brought into Malden.

List of Historical Characters from the War of 1812 and their Biographies

Character Biography: Colonel Henry Proctor (British)

Biographical Information:

- Born in Ireland in 1763
- Died October 31, 1822 in England
- The son of a British army surgeon who fought in the Revolutionary War at Bunker Hill.

Military Information:

- As a young lieutenant, he saw service towards the close of the Revolutionary War. He rose through the ranks, transferring into the 41st Regiment of Foot and joining it in Canada as its lieutenant colonel in 1802.
- Proctor took command of Amherstburg shortly after the start of the War of 1812, sending forces to cut off General Hull in Detroit. He served under General Brock at the capture of Detroit and was left in command of the area after Brock departed.
- He cut off communications to Detroit at Brownstown and Maguaga.
- Commander of Fort Malden until Brock took possession of Fort Detroit from Hull- August 16, 1812.
- Proctor installed as military commandant and civil governor of Michigan Territory 8/17/1812 to 09/24/1813.
- Proctor declared Martial Law on the fourth day of February 1813-Forced American citizens out of Detroit.
- Proctor allied with the Native Americans and said to General Hull, "It is far from my intention to join in a war of extermination, but you must be aware that the numerous body of Indians who have attached themselves to my troops, will be beyond control the moment the contest commences."

Battle Information:

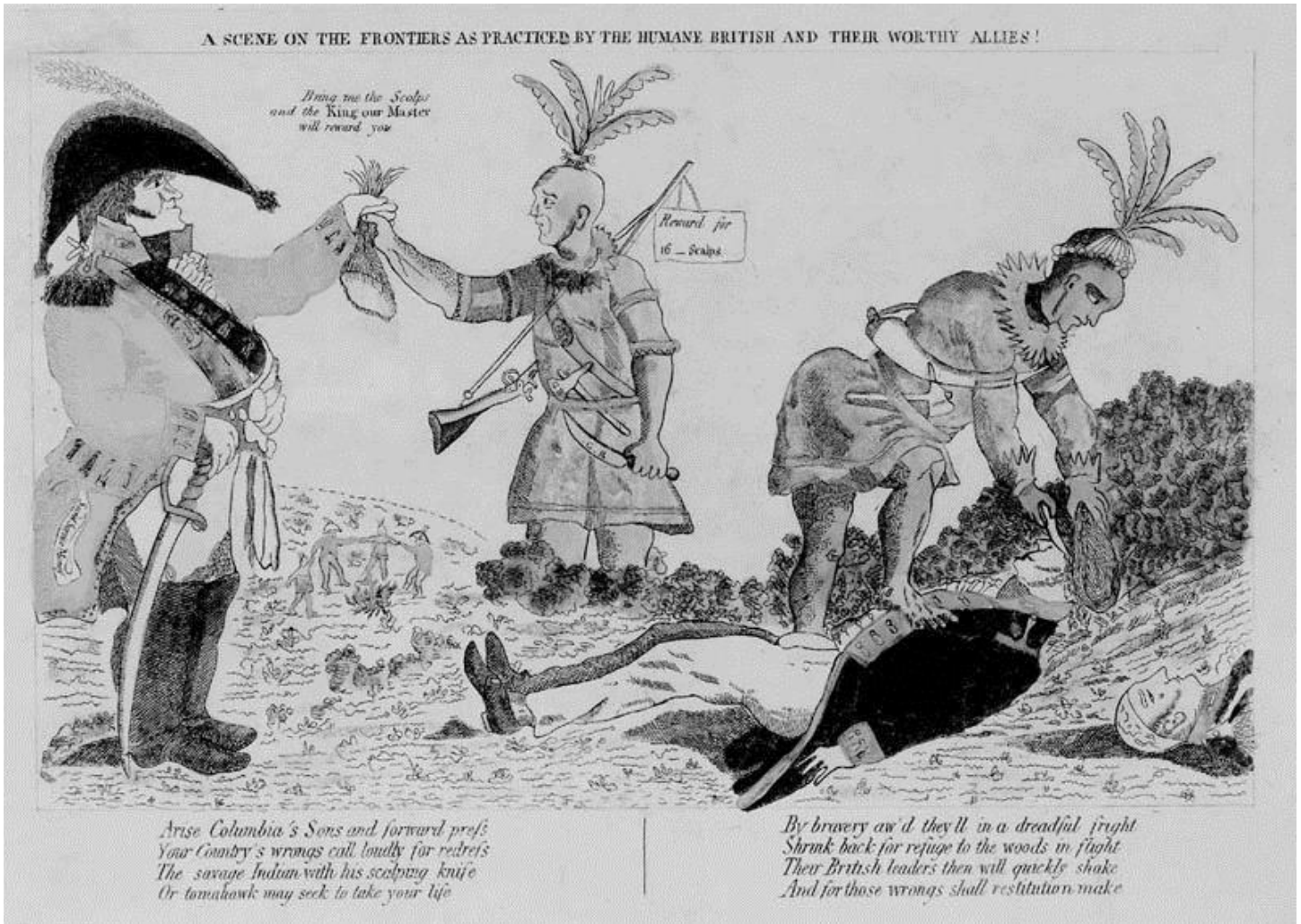
- Upon learning that the Americans had taken and occupied French Town, Proctor launched a counterattack on January 22, 1813, resulting in the second Battle of the River Raisin and the destruction of General Winchester's army. After the bloody battle, most of the Americans were casualties or prisoners of war. Proctor withdrew his troops to Amherstburg taking American prisoners that could walk and leaving the badly wounded Americans at Frenchtown. Native American warriors killed the American wounded for which the U.S. held Proctor responsible.
- Although accused by the Americans of failing to prevent the killing of some of their wounded, Proctor was promoted to brigadier general for his victory at the Raisin, and then to the rank of major general.
- Proctor's subsequent attempts to capture Fort Meigs and Fort Stephenson failed, and, after the British fleet was captured at the Battle of Lake Erie, Proctor abandoned Amherstburg and the Detroit area. General William Henry Harrison's troops pursued the retreating British and Indians.
- Tecumseh did not want to retreat believing that the British were abandoning their interest, but followed Proctor's lead until they reached the Thames. Harrison's 3,000 men overtook the British within 2 miles of Moraviantown. Proctor's 430 regulars and Tecumseh's 600 warriors were defeated and Tecumseh was killed in October of 1813 in what became known as the Battle of the Thames.
- Proctor faced 5 charges in a court-martial for his defeat in the Battle of the Thames, of which he was found guilty of 4:
 - Allowing the retreat to be slowed by taking too much baggage, some of it his own;
 - Failing to prevent supplies and ammunition from falling into enemy hands;
 - Neglecting to fortify adequately his troops position along the Thames;
 - Making poor dispositions to meet the enemy at Moraviantown; and
 - Failing to rally and encourage his troops and Native American allies during and after the battle.

- Proctor was publicly reprimanded and suspended without rank or pay for 6 months, and even though some of the charges were later dropped, his military career, once filled with praise and success, was ruined.
- He returned to England in 1815 and lived in semi-retirement until his death in 1822.

Image of Proctor:



Political Cartoon depicting General Proctor paying for the scalps of killed American soldiers:



List of Historical Characters from the War of 1812 and their Biographies

Character Biography: Captain Bland Williams Ballard (American)

Biographical Information:

- Birthplace: Spotsylvania County, VA
- Birth date: October 6, 1759 or October 16, 1761
- Age during battle: 52 or 54
- Hometown: Shelby County, Kentucky
Occupation: Pioneer Indian fighter and member of the Kentucky General Assembly for Shelby County
- Moved to Kentucky with his father in 1779 at the age of 20
- Delaware Indians killed his family in their house in Shelby County, Kentucky during the Ballard massacre in 1788. His father, two brothers, one full sister, a half-sister, and his step-mother were all killed. His youngest sister was tomahawked but later recovered. Bland rushed to his family's defense from a nearby fort. Despite killing six or seven of the attacking Indians he was unable to prevent the massacre and fired on his step-mother's attacker as his stepmother was running from the cabin. His shot killed the attacker but not in time to stop the down stroke of the attacker's tomahawk which killed her.
- Received little formal education.
- Liked to wear a buckskin hunting shirt.

Military Information:

- Participated in Colonel Bowman's expedition in May 1779.
- Wounded in the hip during General Rogers Clark's expedition against Pique towns in July 1780.
- Served with General Rogers Clark in 1782.
- Served as a spy during General Rogers Clark's Wabash expedition in 1786.
- Participated in the battle at Fallen Timbers, Aug. 20, 1794.
- Attained the rank of Captain, was a frontier Indian fighter, experienced scout, marksman, hunter, and spy.

Battlefield Information:

- Captain Ballard led the advance guard of Kentucky Riflemen at Frenchtown under Lt. Colonel John Allen's 1st Rifle Regiment.
- He and his riflemen were positioned behind the puncheon fence of Frenchtown and repelled several initial British attacks.
- He was wounded twice but refused medical treatment.
- He was captured after Gen. Winchester surrendered at the River Raisin, imprisoned at Fort Malden and then Fort George in Canada for several months before being released in a prisoner exchange.
- Ballard County, Kentucky was named after him in 1842 in honor of his service to Kentucky and the United States.

References:

- www.kyenc.org/entry/b/BALLA02.html
- <http://filsonhistorical.org/2009/10/20/filson-favorites-chester-hardings-portrait-of-bland>
- www.182kentuckybattleflag.com/kentucky_in_war_of_1812.html

Image of Captain Ballard:



List of Historical Characters from the War of 1812 and their Biographies

Character Biography: General Isaac Brock (British)

Biographical Information:

- Birthplace: St. Peter Port on the Channel Island of Guernsey in England
- Birth date: October 6, 1769
- Age during battle: 43
- Hometown: St. Peter Port on the Channel Island of Guernsey in England
- Family originally from: St. Peter Port on the Channel Island of Guernsey in England
- Occupation: British Army Officer

Born the 8th son of a moderately wealthy family. Was educated in Guernsey, Southampton England, and a year at Rotterdam, to learn the French language. He was a bright student and an exceptional swimmer and boxer. He was 6'2" tall and reportedly handsome. He never married. While he lacked specific formal education, he appreciated the significance of learning and read widely.

Military Information:

- Major General
- Regimental commander 49th (King's) Regiment of Foot.
- In 1785, at age 15 he entered the army by buying a commission in the 8th (King's) Regiment of Foot. He was transferred to the 49th Regiment in 1791. He joined it in Barbados, and did duty there and in Jamaica until 1793. He became a lieutenant-colonel on October 25, 1797, and took command of the 49th Regiment. He saw his first combat on 10 September 1799 in the Netherlands. In August 25, 1802, he arrived in Canada. Shortly after arriving in Canada he effectively addressed issues of mutiny. On June 26, 1806 took temporary command of all troops in Canada. During this time he was responsible for the increased fortification of Quebec. In 1807 he was promoted to Brigadier General. In July of 1810 he was sent to take command of Upper Canada. In June 1811 he was promoted to Major General.
- Authorized action that led to the capture of Fort Michilimackinac.
- Over the two days of August 15 and 16, 1812 he partnered with Chief Tecumseh and his Native American allies to attack Detroit across the Detroit River from Fort Amherstburg. Brock's original plan was to cross the river and draw Hull out of the fort. Brock, who was outnumbered 2:1 decided to attack in spite of the odds. He conducted a series of diversions and deceptions to intimidate General Hull and engaged in a limited bombardment of the fort. The fear of torture at the hands of the Native Americans forced American Commander General William Hull to surrender Detroit and all of Michigan Territory to the British.
- Due to his actions in Detroit, Brock became an Extra Knight of the Order of the Bath and "the hero of Upper Canada". The victory in Detroit also helped to solidify the allegiance of Tecumseh and his Confederation helping the British. Evidence suggests that Brock respected Tecumseh and had every intention of honoring his commitments to him and his Native American allies. Following the surrender of Detroit his attention in Upper Canada shifted to defending Niagara. The American army attacked at Queenston Heights, Upper Canada on October 13, 1812. During an attempt to rally his troops and charge up Queenston Heights, Brock was singled out by an American marksman and killed instantly.

Battle Information:

While General Brock did not fight in the Battles of the River Raisin, it was his success in securing the Michigan Territory that resulted in Frenchtown becoming occupied by British and Native American forces in 1812. American forces had to travel through Frenchtown to free Detroit and the Michigan Territory. General Brock's "influence played a pivotal role in the attitudes throughout the war." Dictionary of Canadian Biography

Quotes:

"His calculated risk produced a completely unexpected victory with the capture of an American army, fort, and territory (Michigan), as well as great quantities of war materiel." –*thecanadianencyclopedia.com*

"Some say that nothing could be more desperate than the measure, but I answer that the state of the Province admitted of nothing but desperate remedies. I got possession of the letters my antagonist addressed to the Secretary at War, and also of the sentiments which hundreds of his army uttered to their friends. Confidence in the General was gone, and evident despondency prevailed throughout. I have succeeded beyond expectation. I crossed the river contrary to the opinion of Cols. Procter, St. George etc.; it is therefore no wonder that envy should attribute to good fortune what in justice to my own discernment, I must say, proceeded from a cool calculation of the *pours* and *contres*."- C.P.Stacey, *The Defence of Upper Canada, 1812*, quoted in Zaslow, p.17

Brock was urged to let his officers precede him (into Detroit), and he refused, because he would never ask his men to go where he would not lead them.- *thecanadianencyclopedia.com*

"It is far from my inclination to join in a war of extermination, but you must be aware that the numerous body of Indians who have attached themselves to my troops will be beyond my control the moment the contest commences." -*Brock's letter to William Hull demanding the surrender of Detroit*

"a more sagacious or a more gallant warrior does not I believe exist" – Brock referring to Tecumseh in Tupper, Ferdinand Brock (1845). *The Life and Correspondence of Major-General Sir Isaac Brock, K.B.*. London: Simpkin, Marshall & Co.

Sources:

http://www.biographi.ca/en/bio/brock_isaac_5E.html

<http://www.thecanadianencyclopedia.com/articles/sir-isaac-brock>

<http://www.warof1812.ca/brock.htm>

<http://dr.library.brocku.ca/bitstream/handle/10464/2684/brockiana.pdf?sequence=1>

<http://www.1812.gc.ca/eng/1340029617788>

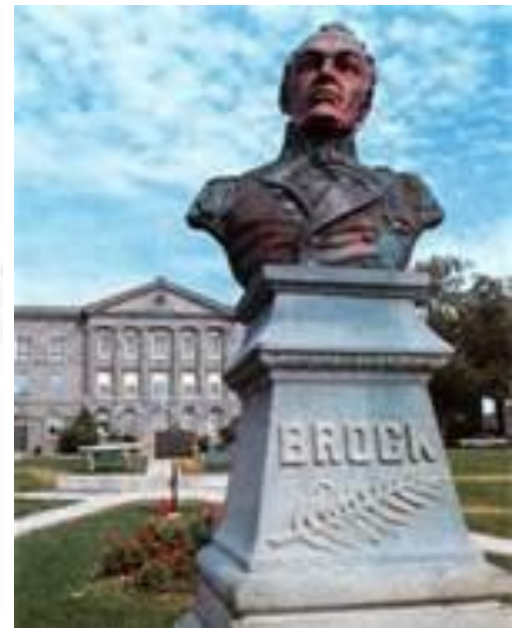
<http://www.brocku.ca/about/sir-isaac-brock>

<https://www.facebook.com/MajorGeneralSirIsaacBrock>

Images of General Brock:



Images of General Brock:



List of Historical Characters from the War of 1812 and their Biographies

Character Biography: President James Madison (American)

Biographical Information:

- Born March 16, 1751 in Port Conway, Virginia.
- James Madison died on June 28, 1836 at the age of 85.
- Oldest of 12 children, inherited land upon his father's death in 1801
- Lived at Montpelier in Virginia, a wealthy plantation in Orange County.
- Madison was shorter than average, cautious, and shy. He had excellent perception/judgment and "small arena" skills.
- Studied Latin, Greek, science, and philosophy at Princeton. Studied writing of Enlightenment thinkers as well.
- Started his political career early, in 1774 and joined the Virginia militia as colonel in 1775. Preferred writing to fighting.
- Career politician, also a planter on his farm.
- Worked on a committee for Virginia's Constitution and Declaration of Rights. Wrote plans in Congress such as the Virginia Plan, the Bill of Rights, and the Federalist Papers.
- Nicknamed "Father of the Constitution".
- Married Dolley Payne Todd in 1794, she was a beautiful, outgoing Quaker, who helped Madison's image. They had no children.
- Served in House of Delegates (1783), House of Representatives (1789), and later elected 4th U.S. President (1808).
- Close friends with Thomas Jefferson.
- Political party: Democratic-Republican

Military Information:

- Tensions rose with Great Britain in 1793, when France and Britain went to war.
- Madison backed the French and joined/supported the administration of Thomas Jefferson (1801).
- Tensions continued to increase between U.S. and Great Britain as Madison became President.
- Impressment (seizing American ships and sailors) continued despite efforts to decrease trade embargoes and laws.
- Madison asked Congress to declare war in April of 1812, sighting complaints including impressment of Americans, arming of Indians who attacked settlers, and trade restrictions.
- Madison's popularity grew at the declaration of war and with his support of American independence for the new nation.
- War provided "opportunity to seize Canada, drive Spanish from Florida, put down Indian uprisings in the northwest, and establish maritime independence." (American President)
- Created a plan to separate Upper Canada from the northwest and cut off the Native tribes from the British.
- This separation move proved disastrous for Madison, in just 3 months much of the Northwest fell to the British.
- President Madison is generally remembered as a "less than spectacular" president.
- However, modern historians now analyze similarities between Madison's handling of The War of 1812 and Abraham Lincoln's handling of the Civil War.
- War of 1812 was an important influence in establishing the U.S.A as a young nation.
- War arrived at Madison's house when the British burned the White House in 1814.
- Madison's popularity declined rapidly, until Andrew Jackson won a stunning victory at New Orleans, which actually happened after the signing of the Treaty of Ghent that ended the War of 1812.
- After serving two terms as president (1809-1817), Madison retired to his plantation to oversee things and occasionally involved himself in politics throughout his retirement.

Battle Information:

- President Madison was 61 when the Battles of River Raisin occurred.

- Madison was not at the Battles of River Raisin directly, but influenced the battles by issuing the plan to separate Upper Canada from the Northwest and to end native attacks in the Northwest.

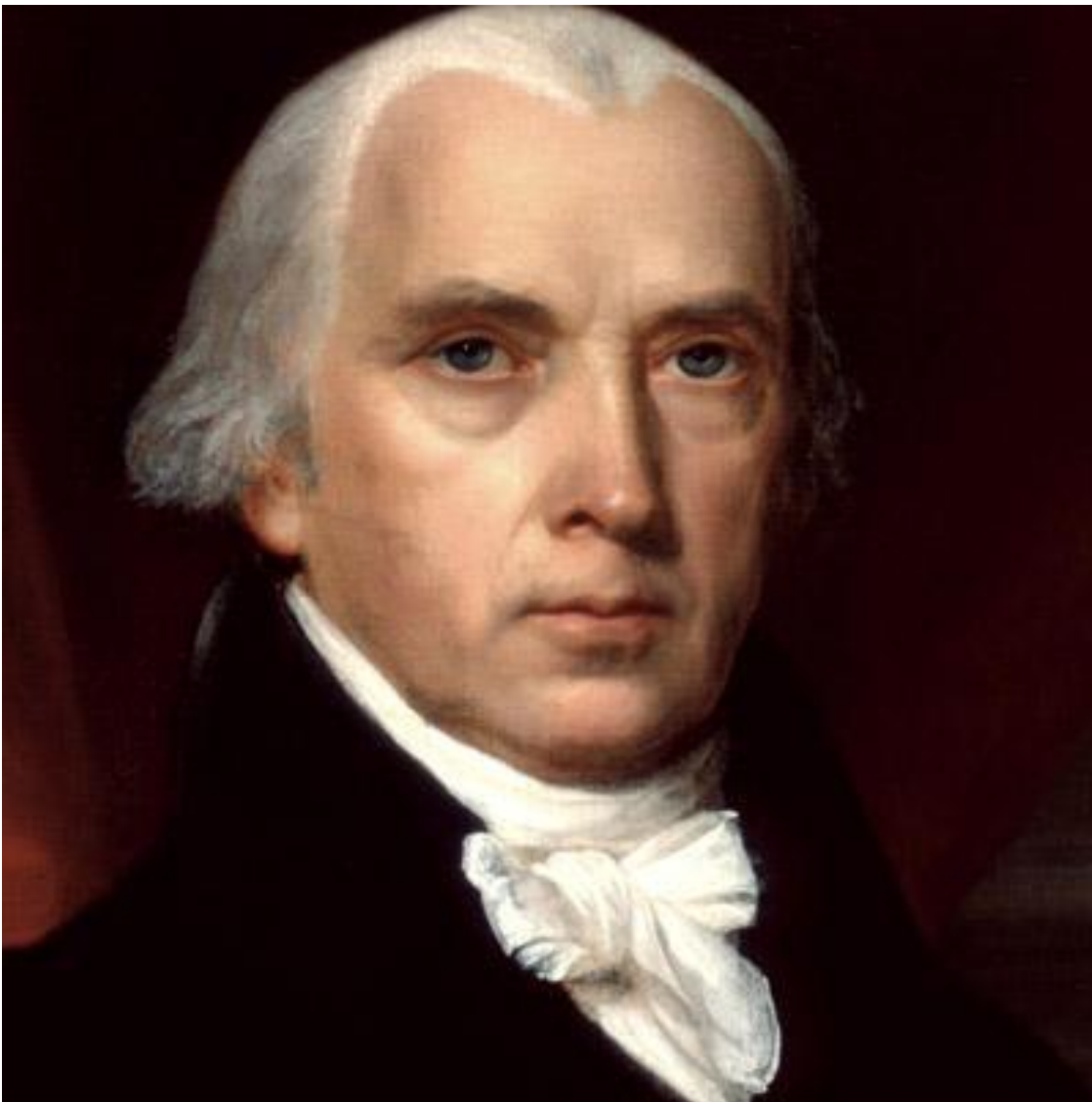
Quotes:

- “Americans have the right and advantage of being armed - unlike the citizens of other countries whose governments are afraid to trust the people with arms.” - James Madison
- “As long as the reason of man continues fallible, and he is at liberty to exercise it, different opinions will be formed.” - James Madison
- “ Each generation should be made to bear the burden of its own wars, instead of carrying them on, at the expense of other generations.” - James Madison

Internet Resources:

- http://www.searchquotes.com/search/James_Madison_%28war_Of_1812/5/
- <http://millercenter.org/president/madison>
- <http://www.history.com/topics/war-of-1812/videos%28james-madison-did-you>

Images:





Above: Image of the burning of Washington.
Left: Dolley Madison.

List of Historical Characters from the War of 1812 and their Biographies

Character Biography: John Askin (Split Allegiance)

Biographical Information:

- Born in Aughnacloy, County Tyrone Ireland, in 1739.
- Died in 1815.
- John came to America at the age of 19, with the British Army and settled in Albany, New York as a merchant. He would enter the fur trade and went to Michilimackinac, Michigan to open a trading post. He would create strong ties with the commandants there as they regulated trade with the natives. Askins also was asked to serve as a commissary for the garrison there.
- While in Detroit, he created partnerships with many notable merchants and fur traders. He tried to consolidate the region under Askin's Miami's Company. His idea would never come to be due to warring natives and the decline of the animal population. The Askins family had close relations with the merchants along the River Raisin.

Military Information:

- Began in 1805 when he was appointed as lieutenant-colonel for the militia in Detroit. During the war of 1812, Askin's family was involved. He had four sons, two sons-in-law and ten grandchildren fighting for the British and one son-in-law fighting with the Americans.

Battle Information:

- Askin's son Charles, served in the Essex militia and was present during the battles of Frenchtown, and he witnessed the "Indian depredations" of settlement there in the summer of 1812.

Quotes:

- "I put on my best clothes & as colonel commands the militia... make them fire in honor of the best kings. If we don't all fire at once that's no matter; a drink generally closes the scene."

List of Historical Characters from the War of 1812 and their Biographies

Character Biography: Major John Fredrick Richardson and Brother Midshipmen Robert Richardson (British)

Biographical Information:

- Born: Both John and Robert were born in Queenston, Ontario. John was born in 1796 and Robert in 1798
- Their family was from British Canada
- John and Robert lived in Amherstburg/Fort Malden
- Their father was Dr. Robert Richardson, a surgeon with the Queen's Rangers; mother Madeleine, died in 1811 of tuberculosis; grandmother on their mother's side was an Ottawa Indian
- Dr. Richardson was known to care for both settlers and Indians. He inoculated hundreds of Indians for smallpox and young John loved to watch and learn from the wild tribesmen.
- John hated school as a boy but loved literature. His favorite novel was Don Quixote by Cervantes'. John was also known as an excellent marksman.
- Robert was a Midshipman who died from wound complications sustained the Battles of the River Raisin.
- John was a Major in the British military and a novelist.

Military Information:

- Rank: John, at 15, joined the 41st Regiment at Fort Malden as a Gentleman Volunteer. He was accepted into the regular forces instead of the Canadian militia because of his father's rank.
- Younger brother Robert, at 14, became a midshipman in the tiny Royal Navy on Lake Erie
- Unit: during War of 1812 John fought in the 41st Regiment under General Proctor; Robert with the Royal Navy under Captain Barclay
- Training/Experience: both boys were very young with little experience during the War of 1812, however, they were known for their bravery.
- Regular or Volunteer: Gentleman Volunteers were in the regular forces (not militia).

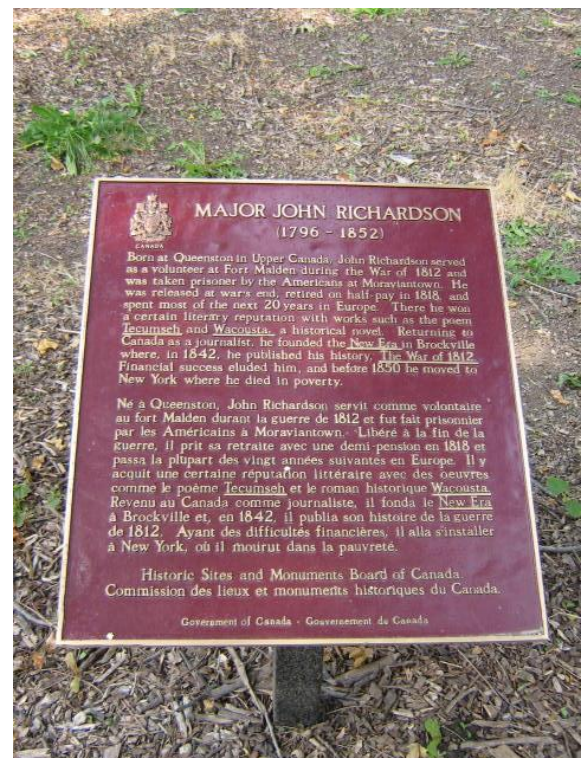
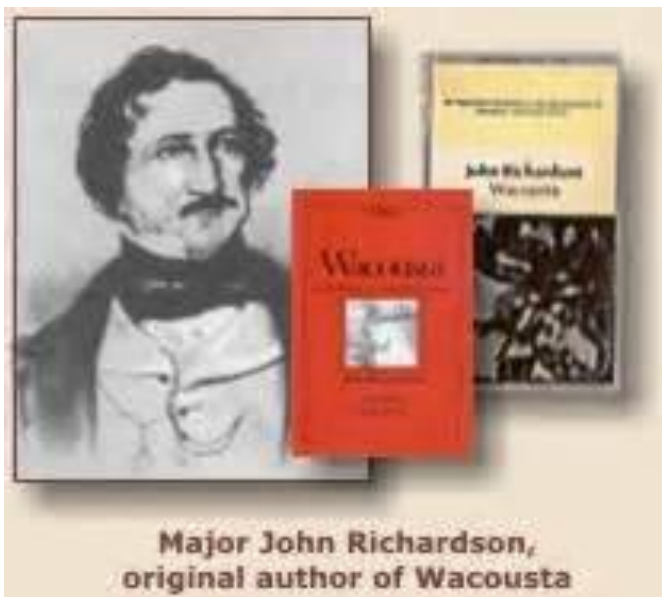
Battle Information:

- Role at Frenchtown: Both boys fought at the second Battles of the Raisin River on the side of the British, under General Procter.
- Personal Stories: 14 year-old Robert's ship was laid up for the winter. His father forbid him to leave Amherstburg because Robert wanted to join the fighting with his older brother, John. The boys left for Frenchtown together. Sometime during the night before the River Raisin attack, another British soldier took young Robert's firelock, replacing it with a heavier weapon that would not fire. Robert rushed into the battle anyway, with no defense. Robert was shot in the leg by a shell. John was called to his brother's aid, thinking he was mortally wounded. Robert begged not to be taken to the staff doctor, his father, but taken to a remote part of the field where the 41st regimented doctor tended to his broken leg. The doctor tending Robert later wrote that he thought young Robert was out of danger and his leg should be able to be saved. The doctor refers to Robert as behaving like a little hero and bearing his wound like a man.
- A member of the 41st, who was injured the same day and fled to the field hospital in a barn, Sharach Byfield wrote: *"While in the barn, I was much affected by seeing and hearing a lad, about 11 or 12 years of age, who was wounded in one of his knees. The little fellow's cries from the pain of his wound; his crying after his dear mother; and saying he should die, were so affecting that it was not soon forgotten by me. He was a midshipman, belonging to one of the gun-boats; I think his name was Dickenson [Richardson]."*
- The wound caused Robert a lot of pain for 6 months after which he was rewarded the position of lieutenant in one of the provincial corps. Unfortunately, he died at the age of 19 from complications of the leg wound.

- John described fighting alongside the Native Americans during this battle: the Saukies or Sacs from Missouri, who were of towering height; and the Minoumini, who were like suicide squads. After the war, he wrote about his experiences in a novel about the Battles of the Raisin River.
- Also after the Raisin River Battles, both John and his father, Dr. Robert Richardson, were very outspoken against General Procter. They wrote about how appalled they were at the slaughter of the Americans at Frenchtown.
- Dr. Robert Richardson writing from Amherstburg 2/7/1813 observed:

"I suppose it would be considered high treason to speak out this way. There is another circumstance which has hurt me more than I can express. That is with respect to some wounded men belonging to the Americans who were left without proper protection and some of whom I have been informed were the same evening murdered by the Indians. Had I been commanding officer I should have considered myself responsible for the lives of every one of them, and within my hearing protection was promised for those poor people. Be assured we have not heard the last of this shameful transaction. I wish to God it could be contradicted."
- Robert died at the age of 19 from complications from the leg wound sustained at the Battle of the River Raisin.
- John continued to fight with General Procter during the War of 1812. He was at the Battle of the Thames when Tecumseh was killed, and later John was captured after the Battle of Moraviantown. He was imprisoned in Kentucky, until his release in 1814. He continued in the military, eventually earning the rank of Major. Later, John served with the British Legion in Spain, where he earned a knighthood in the military Order of St. Ferdinand for courage in battle.
- John was known as a gambler who loved cards and dueling, being a very good marksman. On August 12, 1825, John married his first wife, Jane Marsh. Who, it is believed, died shortly after. In 1832, John married again to Maria Caroline Drayton, who is described as the love of his life. He never had children.
- John is known as Canada's first novelist. He wrote one of the best British accounts of the Battle of the River Raisin. He traveled to various places around the world and also wrote about these experiences. In 1838, he returned to Canada as a journalist. In 1849, Richardson moved to New York City, where he died in 1852 of undernourishment. At the time of his death, he was a pauper and is buried in an unmarked grave.

Images:





Young Robert Richardson being portrayed by re-enactor Andrew Bentley.

List of Historical Characters from the War of 1812 and their Biographies

Character Biography: Peter Navarre (American – French Habitant)

Biographical Information:

- Peter Navarre was born in Detroit in 1790, the grandson of a French officer who came to the area in 1745.
- He moved with his family to the mouth of the Maumee River in 1807. He and his brothers were noted for their courage and outdoor survival skills.
- A physical description of Peter Navarre, from an article in the "Toledo Commercial", March 21, 1874, said that *"Peter in his youth and prime has been described as being over six feet in height, slender and straight as an arrow, and swift and active as a panther. He excelled in all feats of agility, and especially in running had no equal among the red men. He retained his activity until late in life."*
- Peter was a fur trader for the Northwest Fur Company. In 1807, and for the next four years, he traded furs with the Indians, transporting the furs each spring by canoe to Detroit.
- Peter could speak French, some English, Potawatomi, and one or two other Indian languages. He was unable to read or write. When he needed to sign documents, he made his "mark".
- After the War of 1812, Peter resumed fur trading, working for the American Fur Company in Illinois and Indiana.
- About 1820, he retired to a farm in Toledo, Ohio. Because Navarre was never officially on any U.S. enlistment roll, he did not receive a pension until 1864, when Congress voted to give him a monthly pension of \$8.
- Navarre died in Toledo in 1874 (aged 89). He had outlived three wives and had several children. Famous Wild West figures, Wild Bill Hickok and Buffalo Bill came to pay their respects to the late Peter Navarre.

Military Information:

- Peter Navarre was the scout that carried Commodore Perry's famous message to General Harrison: *"We have met the enemy and they are ours. Two ships, two brigs, one schooner and one sloop."*
- Navarre was also at the battle of the Thames, allegedly witnessing the death of Tecumseh. He said this of the death of Tecumseh, *"He was standing behind a large tree that had blown down, encouraging his warriors, and was killed by a ball that passed diagonally through his chest. After death he was shot several times, but otherwise his body was not mutilated in the least, being buried in his regimentals (uniform), as the old chief desired, by myself and a companion at the command of General Harrison. All statements that he was scalped or skinned are absolutely false."*
- At one time, General Proctor offered the Indians a \$1,000 bounty for Navarre's head or scalp. Navarre and another man were captured by Indians, bound hand and foot, and were being carried to Ft. Malden. One night, when their ropes were loosened for a rest, Navarre told his companion, *"Now is our time. If we reach Malden we will be hung, and I would rather take my chances of being shot than go any further with our captors. You take one direction, I will another."* They ran, Indians firing at both of them, but they escaped without injury.

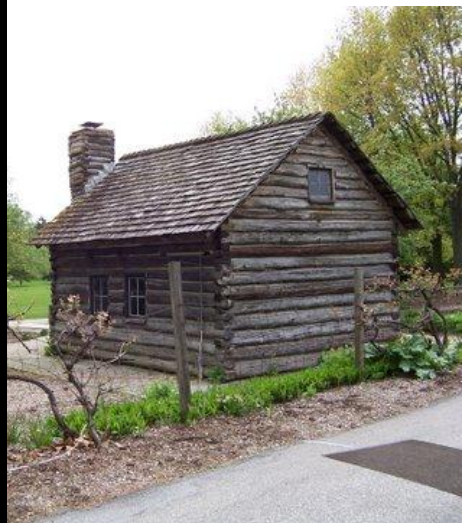
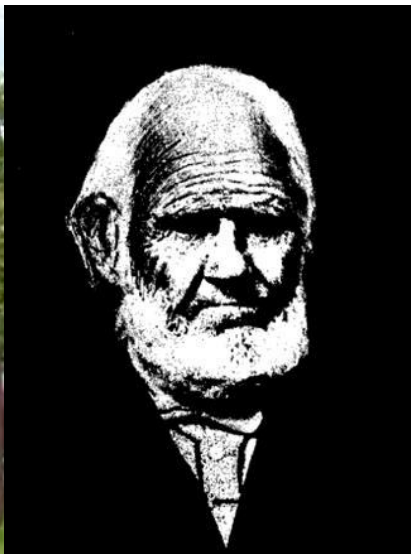
Battle Information:

- Navarre was 27 years old at the time of the Battles of River Raisin. He joined General Winchester's command and was at the first battle when the enemy was engaged and pushed back several miles.
- Navarre, along with other scouts, warned Winchester that they were easy prey for the enemy. They knew that the British and Indians were gathering at Fort Malden, Ontario and were preparing a counter-attack. The warnings were ignored.
- Winchester's surrender, after the second battle, meant that Peter and his brothers were in extreme danger. They decided to escape, going east into the marshes and then onto frozen Lake Erie. Their departure was quickly

noticed, and they ran while being fired upon with muskets. Indians also gave chase on foot, but Peter and his brothers were quick runners and able to elude the Indians. The fact that the Navarres wore moccasins meant that it was difficult to track them, since their prints looked like those of Indians. When they got to Lake Erie, the ice was breaking up at the mouth of the Raisin, and they leapt from one ice flow to another to continue their escape.

- Peter eventually met with General Harrison at Fort Meigs, where he gave him a report on the Battles of the River Raisin. General Harrison then offered Peter the job of scout (spy) for one dollar per day, which he accepted.

Images:



List of Historical Characters from the War of 1812 and their Biographies

Character Biography: Private William Atherton (American)

Biographical Information:

- William Atherton was from Shelbyville, Kentucky.
- Atherton was 21 years old at the time of the Battles of the River Raisin.
- Atherton survived the Battles of the River Raisin and being a prisoner of war.
- Returned to Kentucky in 1814.
- Became an ordained minister.
- Published his memoirs in 1842 : [Narrative of the Suffering & Defeat of the North-Western Army Under General Winchester](http://openlibrary.org/search?author_key=OL2503049A&time_facet=War+of+1812&subject_facet+Accessible+book) :

http://openlibrary.org/search?author_key=OL2503049A&time_facet=War+of+1812&subject_facet+Accessible+book

Military Information:

- Rank: Private - Kentucky militia volunteer
- Duties: sharpshooter

Battle Information: (From the Memoirs of William Atherton)

- William Atherton, and other militia men, marched from Kentucky in August of 1812. Atherton soon learned that expectations for the enlisted men were deadly serious. When marching through Ohio, Atherton and his fellow soldiers were called to witness an execution.

"A young man was found sleeping on post—he was arraigned and sentenced to be shot. When the time appointed for his execution arrived, the army was paraded—the prisoner was brought to the spot—a bandage placed over his eyes—and directed to prepare to meet death...During this moment of suspense a messenger came from the General bearing a reprieve. This circumstance made a deep impression upon the whole army." (page 17)

- Marching through Ohio, in November and December, William and the other soldiers faced extreme hunger and exhaustion. Their clothing, from the start of their trip in August, was inadequate for the cold northern climate.
- On January 18, 1813, Atherton and his comrades engaged the enemy at the Raisin River settlement. Fighting for America, were about 667 men, mostly Kentucky militia, plus about 100 French Town citizens. Atherton believed that the enemy consisted of about 100 British soldiers and 400 Indians. (Other sources said there was about 75 Canadians and 200 Indians.) The enemy was forced back, at least 2 miles, with American losses of 12 killed and 55 wounded. During this initial battle, Atherton said that the majority of the casualties happened when they reached the woods. It was about sunset of that day that Atherton received a wound in his right shoulder. While a minor wound, it meant he could no longer shoot.

"Very few of our men were killed or wounded until we reached the woods; here we fought under great disadvantages, not being acquainted with the ground, and most of us being unacquainted with the Indian mode of warfare...their method was to retreat rapidly until they were out of sight, and while we were advancing they were preparing to give us another fire...During the charge, I saw several of our brave boys

lying upon a the snow wallowing in the agonies of death. But none could stop even to help his brother, for our situation required the utmost exertion of every man as long as he could render any service.” (page 39)

- After their victory, the Americans set up camp behind the fences of French Town. The British wasted no time in retaliating. A force of about 525 British/Canadian soldiers and 800 Indians left from Fort Malden, attacking on January 22, 1813, surprising the Americans who were still asleep. Atherton was unable to fire a gun due to his injuries.

“Most of the men acted as though they knew themselves to be perfectly secure; some wandering about the town until a late hour at night! ...I felt little dread, though I had reason to believe that our situation was very perilous. I slept soundly until awaked by the startling cry of ‘To arms! To arms!’ and the thundering of cannon and roar of small arms, and the more terrific yelling of savages. (page 42)

- Surprised, overwhelmed, and taking heavy casualties, the Americans agreed to surrender, provided their wounded would be protected. The unharmed American soldiers were taken prisoner and marched away. The British promised that sleds would return the next day for the wounded. Atherton, while able to walk, decided to stay behind to help with the more seriously wounded. The next day, Indians returned to loot the village, massacring any soldier too weak to walk.

“...the door of our room was forced open by an Indian, who entered with tomahawk in hand, ready to commence his bloody work.” (page 61)

“These brave officers and soldiers, who had battled against the very elements for months, and had passed through sufferings almost equal to death itself, lived through it all only to meet the most horrid of all deaths—of being butchered in cold blood, and that without having the power or means of defence.” (page 56)

- During the slaughter of the wounded, William was taken hostage by a Potawatami Indian, and kept under his protection. Still, Atherton was in constant fear of death. He talked about another prisoner, whose murder he witnessed.

“One of the Indians deliberately walked up to his prisoner, a fine looking young man, a son of Dr. Blythe of Lexington, and struck the tomahawk into his head. I was looking the young man in the face when he received the deadly blow; he closed his eyes, and sunk under the first stroke of the deadly weapon.” (page 67)

- William was relieved to be alive. Despite wanting to escape from his Indian captor, he knew he had little chance of success. While living with the Indians, Atherton was trusted enough to be given a bow and arrows, and even allowed access to a gun for hunting. He was “adopted” into the family and lived with them through the winter. He helped them hunt and feed the tribe. It was a hard winter, involving extreme cold, and frequent travel to hunt for food.

...“I was almost eaten up by vermin; sometimes almost starved; and shut out from all civilized society; almost literally buried in the snows of Michigan; and in order to prevent actual starvation, the Indians were compelled to remove from place to place, where it was supposed the hunting would be better...I have nothing to say against the Indian character---but many things in favor of it---but much against their manner of life. They are a brave, generous, hospitable, kind, and among themselves, an honest people...But after all this is said, no one can form any adequate idea of what a man must suffer, who spends a winter with them in the snows of Michigan.” (page 104)

- In the spring he asked his Indian captor to “sell him”, hoping to make his way to freedom. In exchange for a horse, Atherton was given to a Frenchman. (When he regained his freedom, William Atherton replaced the value of the horse, paying the Frenchman \$36.) The Frenchman turned William over to the British in Detroit, where he became a prisoner of war and was held captive for several months.

“Many of the British soldiers were kind to us in our imprisonment...the officers were haughty and overbearing, doing nothing for our comfort. The joy that I felt in being released from the Indians, soon died amid my rough fare in the British prison. During the summer we were almost entirely naked.” (page 108)

- From Detroit, Atherton and other prisoners were sent to a prison in Quebec. They were eventually released, in a prisoner exchange, leaving in May of 1814 and setting out on a trip of more than 1000 miles.
- It was on June 14, 1814 that Atherton returned to his Kentucky home. He eventually became a Methodist Episcopal minister. He published his memoirs in 1842.

Images:



List of Historical Characters from the War of 1812 and their Biographies

Character Biography: Rachel Knaggs (American – French Habitant)

Biographical Information:

- Born in Mohawk Valley, N.Y. in 1733
- Born of Dutch and Holland descent
- She spoke Latin and Dutch
- Married to George Knaggs (Philadelphia, possibly in 1760). They had eight children together.
- 80 years old during the Battles at the River Raisin
- Rachel Knaggs was known to be a practical businesswoman who helped her husband manage a fur trading business in the Maumee Valley. Her husband George traveled a lot, so she was left to manage the family business on her own much of the time.
- The family purchased approximately 100 acres of land in Frenchtown (on the River Raisin) in the late 1700s.
- After her husband's death, she remained in Frenchtown and purchased an additional 259 acres of land.
- She died in 1815, probably on a trading expedition to the Michigan territory of Green Bay (now in Wisconsin).

Battle Information:

- At the time of the Battles of the River Raisin, Rachel Knaggs lived alone as a widow in the wilderness of Frenchtown. Her daughter Elizabeth (likely in her 40's) and her three small sons lived not far from Rachel along the River Raisin.
- She probably had good feelings towards the American soldiers who were helping to defend her property at the River Raisin. She may have met and talked with some of them at her trading post.
- All three of Rachel's children served on the side of the United States.
- On January 22, 1813, she remained at home when the second battle started. She heard a commotion at her door. When she opened the door, she saw a Kentucky soldier who had witnessed the capture of General Winchester and narrowly escaped capture. Rachel hid the soldier in a large empty barrel.
- Shortly after she hid the soldier, a group of Indians came to her house looking for the missing American soldier. They ransacked her home and found the hiding soldier. She was taken to the British Colonel who demanded that she leave Frenchtown and go to Detroit.
- Without anything to keep her warm on a freezing cold day, the 80 year-old woman got into an open sled, found her daughter Elizabeth and her 3 children and made the nearly 40 mile trip along Hulls Road to Detroit.
- When asked how she was able to survive the long trip without winter clothing (her coat had been taken by the Indians), she said, "My spunk kept me warm."

Source: Women on the Raisin during the War of 1812 by Mary Ellen Van Wasshenova and Ralph Naveaux.

Images: Image one is a re-enactor portraying Rachel Knaggs. Image two is a painting showing Rachel, Elizabeth and her three boys escaping Frenchtown. Image three is a drawing of Frenchtown.





List of Historical Characters from the War of 1812 and their Biographies

Character Biography: Chief Roundhead (Native American)

Biographical Information:

- Native American, Chief of Wyandot Sandusky tribe; name means "Bark Carrier"
- Born near Sandusky River, present-day Ohio
 - Lived in Brownstown
- Family:
 - Brother of Jean-Baptiste
 - Brother Tarhe, American ally
- Before the War of 1812, he lived along Canard River in present-day Windsor, Canada

Military Information:

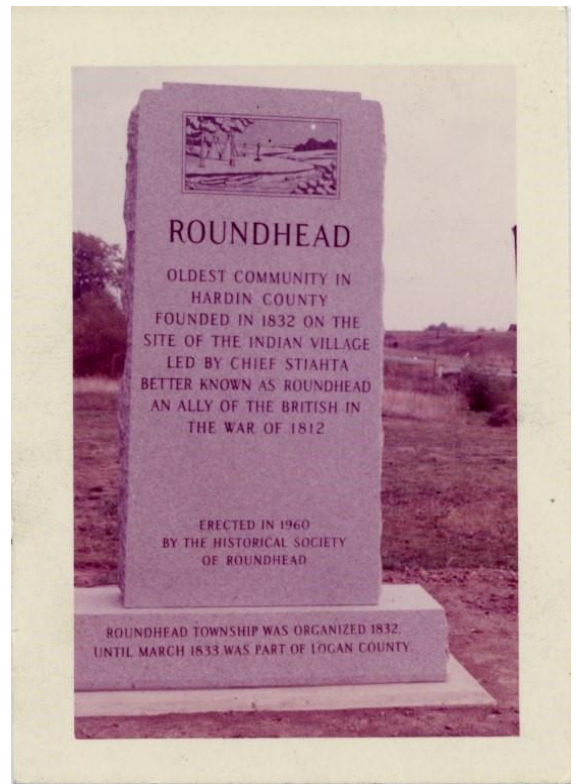
- Signed Treaty of Greenville in 1795, relinquishing most of present-day Ohio & Indiana
- Member of Tecumseh's Confederacy against U.S. during **War of 1812**
- During war, 2nd in command (Tecumseh 1st) in Colonel Proctor's British army
 - Battles: Brownstown, August 5, 1812
 - Maguaga, August 9, 1812
 - Helped capture Fort Detroit during siege of Detroit, August 15, 1812
- Fought in siege of Fort Meigs, April 28-May 9, 1813
- Died (with Tecumseh) at the Battle of the Thames, October 5, 1813
- General Proctor commended Roundhead in a letter on October 23, 1813: "The Indian cause and ours experienced a serious loss in the death of Roundhead."

Battle Information:

- Age 63 at Battle of River Raisin; described as, "six-foot tall, broad-chested with chiseled features, high cheek bones, dark skin & a scalp lock"
 - Before battle, along with Walk-in-the-Water, warned Frenchtown settlers in a letter what would happen if they joined the enemy:
 - *"Friends Listen, You have always told us you would give us any assistance in your power. We, therefore, as the enemy is approaching us, within twenty-five miles, call upon you all to rise up and come here to the Rapids immediately, bringing your arms along with you. Should you fail this time, we will not consider you in the future as friends, and the consequences may be very unpleasant. We are convinced you have no writing forbidding you to assist us."*¹

We are your friends at present,
Roundhead (horse emblem) & Walk in the Water (turtle sign)
- During second battle at the River Raisin, American General Winchester was captured by Native Americans, who turned him over to Chief Roundhead. Chief Roundhead took the General's coat and sword and put them on himself and then delivered Winchester to General Proctor

¹ Ralph Naveaux, "Invaded on all Sides", pgs. 60, 72



A VIEW OF WINCHESTER IN NORTH AMERICA IMITATED TO MR. PRESIDENT MAD I SON!
(Taken from the Horn's Chronicle, No 23 1837.) As appears from One of the Public Papers it was the famous General Croft Rowan who took Gen. Winchester Prisoner: The Indian according to his notions of the Laws of War, stripped the American's Commodities of his Fine Coat, Waistcoat, & Shirt; he then Redoubled his Steam with Powder: In this ludicrous state having destroyed himself in his Regiments, he presented him to Gen. Proctor, who with difficulty succeeded in getting the Discomfited Gen. his Good Swords, and



List of Historical Characters from the War of 1812 and their Biographies

Character Biography: Chief Tecumseh (Native American)

Biographical Information:

- Tecumseh- Meaning is "shooting star" or "panther lying in wait."
- Member of the Shawnee Tribe.
- Tecumseh (Shawnee Chief) was born in 1768, near present-day Springfield, Ohio. He lived in the Ohio- Indiana region.
- There is no reliable sources to know exactly when Tecumseh was born, but in the early 1790's he began to participate in resistance against the Americans in the region of Ohio.

Military Information:

- Tecumseh was a scout early in his life. In November 1791 he participated in the Indian loss at the Battle of Fallen Timbers, in August of 1794.
- Tecumseh became well-known as a result of the way in which he and his brother, the Prophet, were reacting to the tremendous loss of native lands as a result of the American Westward Expansion during Thomas Jefferson and W. Harrison's presidencies. By 1808, the British were interested in assisting Tecumseh in these efforts.
- Tecumseh was famous for trying to promote the idea to Native Americans that Indians should return to their original way of life and not be so influenced by the Europeans. Tecumseh's influence was especially prominent in the Great Lakes region.
- In the summer of 1808, Tecumseh (and his brother, the Prophet) began to coordinate the idea that Native Americans should create a Confederacy to own lands in common, and that no individual tribe would have the right to give-up its land, because in reality, it belonged to the Indian Confederacy. It was also at this time that he traveled great distances to encourage all Native Americans/Indians do the same.
- No one is sure of Tecumseh's whereabouts during the winter of 1812-1813. It is believed that Tecumseh and Roundhead led about 1,200 Indians who had joined with some forces of about 900 regulars and militia under Major – General Henry Proctor in the siege of Fort Proctor, near Perrysburg, Ohio. The American garrison numbered about 1,000 resisted successfully.

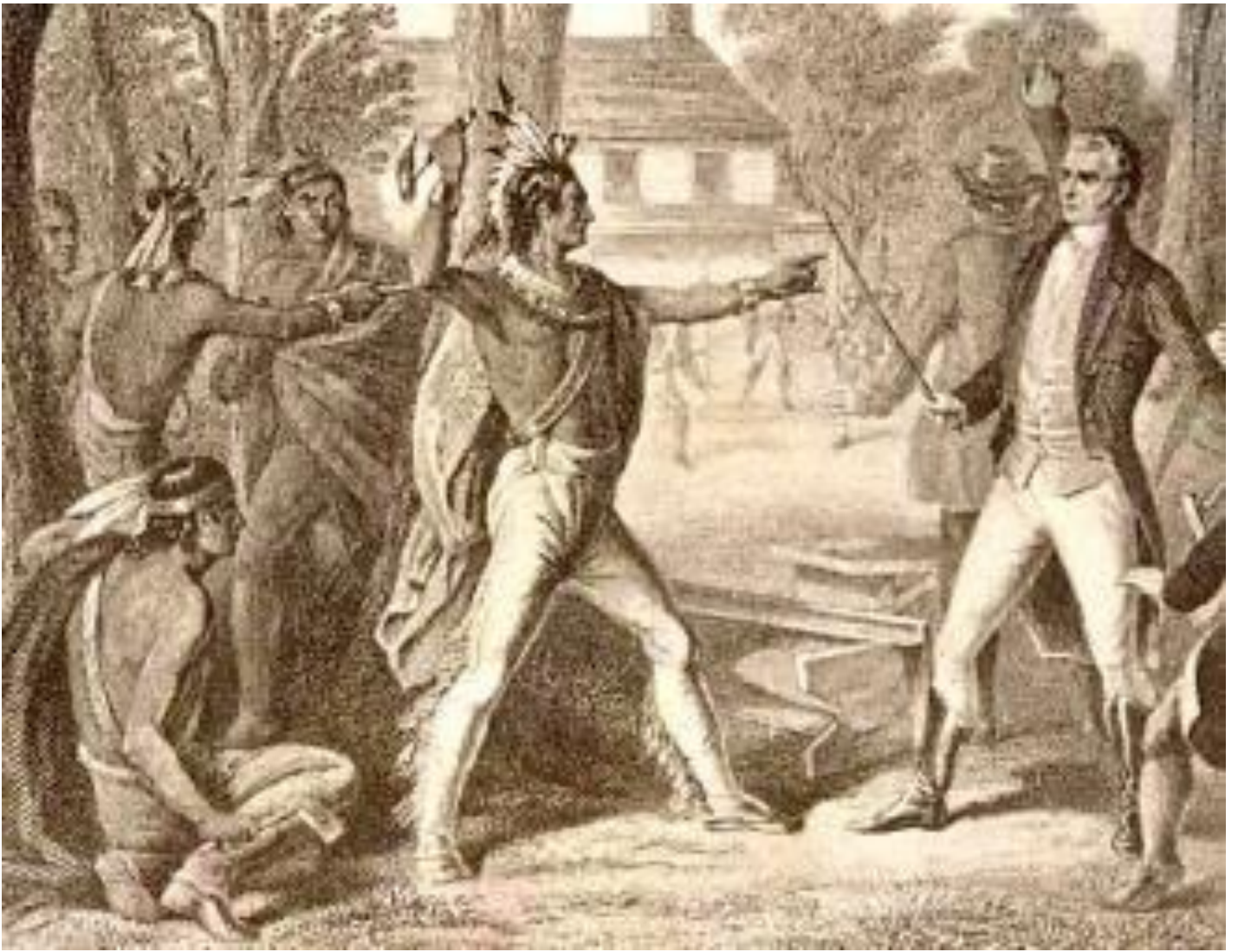
Battle Information:

- Chief Tecumseh is not believed to have been at the Battles of the River Raisin, but his Confederation of Native American Tribes play a significant part in the Battles. The Native American's along with their British Allies inflicted a devastating blow to the American forces in the Battles of Frenchtown. The defeat was so devastating that General Harrison declared it a national calamity. The success of Tecumseh's Confederation sent fear throughout the newly formed United States and rallied America to a distinct cause for war. The battle cry "Remember the Raisin" came out of the battles and ultimately lead to the death of Tecumseh at the Battle of the Thames on October 5, 1813, in revenge for the loss of life at Frenchtown on January 22 and 23, 1813. It was General Harrison's forces who ultimately killed Chief Tecumseh and ended the Confederation.
- The Battles of the River Raisin resulted in the true power of Tecumseh's Confederation being realized for the first time. This was the most successful of the Confederation's battles and their last major victory.

Images:



Top Left, Chief Tecumseh meets General Brock. All other images on this page are artist impressions of Chief Tecumseh.



List of Historical Characters from the War of 1812 and their Biographies

Character Biography: The Prophet - Lalawethika Tenskwatawa (Native American)

Biographical Information:

- Lalawethika (He Who Makes A Loud Noise, Little Noise Maker), Tenskwatawa (the Open Door).
- Born at Old Piqua (near Springfield Ohio) in 1775, which is where his family was from.
- He considered Prophetstown (near the Battle Ground in Indiana) at the mouth of the Tippecanoe River his hometown.
- He was a member of the Shawnee Tribe and was a prophet or medicine man.
- Chief Tecumseh was his brother.
- His father died prior to his birth and he was abandoned by his mother.
- He was befriended by a Shawnee prophet and medicine man named Penagashea (Changing Feathers).
- In 1805 he had a vision of death and resurrection. Master of Life called him to lead his people to paradise. Influenced Ottawas, Wyandots, Kickapoos, Potawatamis, Menominee, and Senecas.
- Rejected violence, especially intertribal violence. Rejected polygamy. Rejected traditional native religion and traditional prophets/medicine men. Rejected alcohol. Rejected "white" technology, dress, and culture. Emphasized traditional, communal life, dress, etc.
- Died November of 1836 in Kansas City, MO.

Military Information:

- Present at Battle of Fallen Timbers.
- Attended Treaty of Greenville.
- Gathered many followers which concerned American officials and white missionaries.
- General W.H. Harrison challenged him to produce a sign of his power and he predicted the eclipse of June 16, 1806.
- Developed ties to British in 1808 and sent Tecumseh to Amhurstburg to get provisions for his followers. The same year he traveled to Vincennes, IN to convince Harrison of his friendship and to get supplies for his followers.
- Along with Tecumseh, he rejects the treaty of Fort Wayne in 1809 which ceded 3 million acres of native lands.
- "Tenskwatawa initially dominated the Indian Movement and his teachings were the magnet that drew the Indians together." – Dictionary of Canadian Biography
- "Tecumseh and his brother the Prophet ranged far and wide to unite the various indian nations in resistance to the encroachments of the white settlers and the federal government. They promoted traditional culture and argued that no single tribe or set of leaders could sign away the birthright held in common by all Native Americans." – Ralph Naveaux, Invaded on All Sides
- At Tippecanoe in 1811 he claimed his "medicine" would protect warriors in an attack against W.H. Harrison.
- Suffered defeat at Battle of Tippecanoe which ended his claims to religious leadership.
- Spent the war supporting Tecumseh's efforts to rally native tribes to ally with the British against the Americans.
- Following the War, he fled to Canada where he was supported by a British pension until 1826.
- In 1824, the Prophet was allowed to return to the United States in hopes he would encourage the Shawnee to move west of the Mississippi.

Battle Information:

- In the War of 1812, the Prophet assisted Tecumseh in recruiting warriors to assist the British against Americans, and he allied with British in various actions throughout the war. The Prophet was not at the Battles of the River Raisin, but played a key role in the success of his brothers Confederation that was viewed as a dangerous barrier to Western Expansion and threat to the frontier settlements after their major victory in the Battles.
- The Prophet was 37 at the time of the Battles of the River Raisin.

Sources:

- http://www.biographi.ca/en/bio/tenskwatawa_7E.html
- <http://quod.lib.umich.edu/m/moa/AFK4251.0001.001/19?rgn=full+text;view=image;q1=prophet>
- www.geocities.com/SouthBeach/Cove/8286/tenskvision.html

Quotes:

- “(my) sole object was to reclaim the Indians from bad habits and to cause them to live in peace with all mankind.”-Tenskwatawa

Images:



List of Historical Characters from the War of 1812 and their Biographies

Character Biography: Walk-In-The-Water (Native American)

Biographical Information:

- Birthplace: Great Lakes region.
- Birth date: late 1700s.
- Family origin: Wyandot.
- Hometown: Current day Michigan.
- Occupation: Detroit River Wyandot leader.
- Background:
 - -A signer of the 1795 Treaty of Greenville, which gave most of Ohio to the United States after the Battle of Fallen Timbers.
 - A signer of the 1805 Treaty of Fort Industry, which ceded northern Ohio to the United States.
 - Signed the Treaty of Springwells in September 1815 to end the Indian involvement in the War of 1812
- Nickname: *Mier-turtle*, Maera or *Awmeyeray*, Mirahatha.
- Nearly six feet tall and a passionate leader of the Wyandot.
- Totem (signature) was the figure of a turtle.
- Died in 1817.

Military Information:

- Leader of Maguaga (Detroit River Wyandot village).
- Experienced warrior.
 - Fought in the Battle of Fallen Timbers.
 - Part of the ambush of Major Van Horne on August 5, 1812 on Hull's Road.
 - Took part in the capture of Detroit in August 1812.
- May have tried to join the U.S. side at the beginning of the war but was denied by the U.S. government.

Battle Information:

- Along with Chief Roundhead, Chief Walk-In-The-Water lead the Native American Confederation at the Battles of the River Raisin in Frenchtown (now Monroe, MI). The Native American Confederation was allied with British forces and inflicted a devastating defeat of American forces under the leadership of General Winchester.

Sources:

- <http://www.wyandotte-nation.org/culture/history/biographies/walk-in-the-water/>
- Invaded on All Sides, by Ralph Naveaux pages 2, 13, 72, 73, 110, 127

Image: (Next Page)

Re-enactor dressed as Walk-In-The-Water.



List of Historical Characters from the War of 1812 and their Biographies

Character Biography: General William Henry Harrison (American)

Biographical Information:

- Born February 9, 1773.
- Born in Virginia on Berkeley Plantation.
- Family from Virginia, plantation owners- wealthy family in Virginia, friends with the Washingtons (President George Washington).
- His father signed the Declaration of Independence and was a 3 time Virginia Governor.
- Well educated, tutored at home and some college education.
- Youngest of 7 children, so his career options were limited. Became a military man, joining the army at the age of 18 (1791).
- Nicknamed Old Tippecanoe or Old Tipp.
- Married Anna Tuthill Symmes in 1795.
- Was elected the 9th President of the United States.
- Had 10 children, later a grandson, Benjamin Harrison, was elected 23rd President in 1889.
- Political affiliation- Whig.
- Throughout his life there had always been military conflict, so that influenced his decision to become a military man.

Military Information:

- Enlisted as an ensign (lowest rank), but was quickly promoted and became a career soldier.
- Trained under "Mad" Anthony Wayne.
- He gained Military fame from the Battle of Fallen Timbers, and took over Fort Washington upon Wayne's death.
- Often at odds with Northwestern Indians.
- Resigned from army in 1797 and got into politics (Territorial secretary, governor, etc).
- Harrison negotiated treaties with Natives as governor. He favored separate treaties with different tribes.
- Harrison negotiated 13 treaties that aimed to get natives to cede 60 million acres of their land.
- The treaties created conflict with native tribes and leaders.
- Harrison's objective was to remove as many natives from the northwestern territories as possible.
- Battles over native land put Harrison at odds with Chief Tecumseh and Black Hawk.
- Fought at the Battle of Tippecanoe (Indiana) on November 7, 1811 and defeated "The Prophet"/Tenskwatawa, Tecumseh's brother (at the age of 38). Some believe the Battle of Tippecanoe was really the first battle of the War of 1812, but it had not yet been declared.
- Appointed Major General of Army of the Northwest with the directive to retake Detroit from the British after Tippecanoe.

Battle Information:

- Warned the government of possible Indian attacks as governor, especially those with Tecumseh and warned of Tecumseh's contact with British forces.
- The governor of Michigan, General Hull, was appointed to command in the Northwest Army, in preparation for a possible war.
- Generals James Winchester and Harrison were rivals that both wanted the job commanding the Army of the Northwest.
- When General Hull surrendered Detroit, Harrison who is the more popular choice among the Kentuckians becomes the new commander of the Army of the Northwest. Winchester despises Harrison's appointment and only reluctantly and occasionally follows his commands.
- Harrison was unable to assemble a large enough force to launch a fall 1812 campaign/attack, so he conducted hostile raids on Indian towns.

- James Winchester was sent to the Michigan Territory to join Harrison in an attempt to retake the region, which was now controlled by the British and Native Americans.
- Winchester proceeds without Harrison and suffers a major defeat at the Battles of the River Raisin. After Winchester's defeat, Harrison and his troops built Fort Meigs along the Maumee River as a defense strategy.
- Fort Meigs withstood two attacks by the British and was used by Harrison to invade Upper Canada and chase Colonel Henry Proctor and Native Americans to the Battle of the Thames in revenge for the Battles of the River Raisin. Chief Tecumseh was killed in this battle on October 5, 1813.
- Later Harrison becomes 9th President of the United States of America, in 1841. Shortly after his election, President Harrison died of pneumonia and pleurisy and is known as the shortest lived president in U.S. History.
- Harrison is also known for being the oldest elected president (age 67), the last to be born under British rule and the first president to die in office.
- Harrison's tomb is inscribed with “Victor of the Battle of the Thames” and “Avenger of the massacre of the River Raisin”.

Sources:

- <http://millercenter.org/president/harrison/essays/biography/>

Images:



Left: Harrison. Above: Harrison's wife Anna who he married in 1795. The Harrison's had 10 children. One of his grandsons, Benjamin Harrison became the 23rd President.

List of Historical Characters from the War of 1812 and their Biographies

Character Biography: Brigadier General William Hull (American)

Biographical Information:

- Born June 24, 1753 in Derby, Connecticut.
- Graduated from Yale in 1772.
- Studied law in Litchfield, Connecticut and passed the bar in 1775.
- After the American Revolution, Hull moved to his wife's estate in Newton, Massachusetts.
 - Served as a judge and state senator in Massachusetts.
- Was promoted Governor of the newly-created Michigan Territory and its Indian Agent on March 22, 1805 by President Thomas Jefferson.
- Undertook the goal of purchasing more Indian land from the First Nations of the Northwest for occupation by American settlers.
 - Negotiated the Treaty of Detroit with the Ottawa, Chippewa, Wyandot, and Potawatomi nations.
 - Efforts to expand American settlement were opposed by Shawnee leaders like Tecumseh.
- Hull had a stroke in 1811 and was characterized as "a short, corpulent, good-natured old gentleman, who bore the marks of good eating and drinking."
- In March of 1812, Hull made a proposal to the Secretary of War, William Eustis.
 - Strong force dispatched to Detroit with the intention of:
 - Defending Michigan from the British and the Indians,
 - Gaining control of Lake Erie, and
 - Conquering Upper Canada.
- His son, Abraham, was an Army Captain during the War of 1812 and died at the Battle of Lundy's Lane.
- Hull's nephew, Isaac Hull, was a commander of the frigate *Constitution* in its famous victory over HMS *Guerriere* on August 19, 1812, three days after William Hull's surrender of Detroit.
- Hull died at home in Newton, Massachusetts, on November 29, 1825.
- Before the War of 1812, Hull was known as the "man of sound." (sound judgment, courage, and leadership)

Military Information:

- Joined a local militia at the outbreak of the American Revolution.
 - Was promoted to captain, major, and lieutenant colonel.
- In preparation for the War of 1812, President Madison wished to appoint Hull a Brigadier General in command of the new Army of the Northwest.
 - Hull was nearly **60 years old** and was not interested in a new military commission.
 - He was aiming to become Secretary of War.
 - Colonel Kingsbury was selected to lead instead, but fell ill.
 - The offer was repeated to Hull, who accepted, as long as he would be able to keep his position as governor.
- Hull was ordered to go to Ohio on April 9, 1812.
 - A militia was to be augmented by forces from Vincennes, Indiana.
 - The army was then to be marched to Detroit.
 - Hull was to continue to serve as Territorial Governor.
- Hull arrived in Cincinnati on May 10, 1812 and took command of the militia in Dayton on May 25, 1812.
- Declaration of war on Great Britain was signed on June 18, 1812.
 - A letter sent by special messenger was sent to General Hull and arrived on June 24, but contained no mention of the declaration of war.
 - A second letter sent on the same day by postal service, announced the declaration of war but did not arrive until July 2.
- Hull had repeatedly requested the building of a naval fleet on Lake Erie to defend Detroit, Fort Mackinac, and Fort Dearborn while governor, but was ignored by the commander of the Northeast, General Henry Dearborn.

- By the end of June, Hull and the militia from Ohio, along with the 4th Infantry Regiment from Vincennes, reached the rapids of the Maumee River.
 - Hull was unaware of the breakout of war, and sent the schooner *Cuyahoga Packet* ahead of the army to Detroit with invalids, supplies, and official documents.
 - Unfortunately, the British commander at Fort Malden had received the declaration of war several days earlier, and captured the ship as it sailed past, along with all of the papers and plans for an attack on Fort Malden.
- Hull reached Detroit on July 5, and sent General Lewis Cass to Malden with a flag of truce to demand the return of the baggage and prisoners from the schooner *Cuyahoga*.
 - Cass was blindfolded, demands refused, and escorted back to Detroit.
- Hull began an invasion of Canada on July 12, 1812.
 - He issued a strongly-worded proclamation that weakened the British defenders and inducing about 500 Canadian militia to desert.
 - Hull did not follow it with forceful action.
 - Hull claimed to be waiting for perfect conditions to strike at Malden. British secured reinforcements and Hull lost the opportunity for success.
- Hull withdrew to the American side of the river on August 8, after hearing that Fort Mackinac had been captured by the British.
 - He pulled the forces back to Detroit and considered retreating to Ohio.
 - Hull's troops threatened mutiny and some of the Ohio officers circulated a petition requesting his arrest and displacement.
- On August 16, 1812, General Brock began crossing the river toward Detroit.
 - The fort was formidable, and surrounded by a large ditch containing 400 men, with 400 more behind a picket fence and 300 holding the town.
 - Colonel Anderson was prepared with two 24-pounders and ready to fire at Brock, who was advancing in seemingly swift destruction.
 - He was ordered not to fire, and as the waiting troops listened for the call to fire, a white flag of surrender was raised.
 - At the time of surrender, Colonels MacArthur and Cass were within one and a half miles of the fort.
 - This defense was believed to have been so formidable that it could have resulted in the destruction of the entire British army.
- Sources say Hull was concerned about the fate of civilians in the fort, including his daughter and her two children.
 - He may have been under the influence of liquor or drugs – his speech became incoherent, he stuffed wads of chewing tobacco into his mouth until spittle ran down his clothing, and he crouched low as he moved about the fort.
 - On August 16th, at the Battle of Detroit, Tecumseh convinced the American defenders inside the fort that they were facing an army many times greater than their own, parading his small host of warriors again and again through a clearing in the forest.
- General Hull surrendered the fort at Detroit to Sir Isaac Brock and the British.
 - Hull claimed that a shortage of powder and “only a few days’ provisions” forced him to surrender
 - Brock found rations adequate for almost a month’s resistance – 5000 pounds of gunpowder, 33 cannon, and 2500 muskets.
 - Hull was sent with 582 U.S. regulars as prisoners to Quebec.
 - Hull was court-martialed at a trial presided over by General Henry Dearborn, with evidence against him given by Robert Lucas, the future governor of Ohio and territorial governor of Iowa.
 - Hull was sentenced to be shot, but received a reprieve from President Madison upon recommendation of mercy by the court, due to his “revolutionary services and advanced age.”
 - His sentence was commuted to dismissal from the army in recognition of Hull’s honorable service during the Revolutionary War.

Colonel Lewis Cass entirely blamed Hull for the surrender and succeeded him as Territorial Governor.

Battle Information:

- Hull was replaced by Brigadier General James Winchester, who was given command of the Army of the Northwest.
 - Rather than pushing north to attempt to retake Detroit, Winchester had a lesser idea, and his unpopularity led to the command of the army being given to William Henry Harrison.
- Harrison led half of the army toward Detroit, and the other half, under Winchester, met with militia from Kentucky and headed toward Frenchtown along the River Raisin.
- Hull was a victim of poor preparation for war by the U.S. government and of miscommunication.
 - Some historians believe that Hull was unfairly made a scapegoat for the surrender of Detroit.
- In most of the thirteen months between Hull's surrender of Detroit and the occupation of Detroit and River Raisin by MacArthur, the Territory was under martial law, the inhabitants were plundered and subject to nearly every kind of indignity, and nearly all of the inhabitants that were prominent and had been identified as sympathizing with the Americans were compelled to leave the country by "barbarous and inhuman command of Colonel Proctor."
- Hull lived the remainder of his life in Newton, Massachusetts with his wife, Sarah Fuller.
 - He wrote two books attempting to clear his name (Detroit: Defense of Brig. Gen. Wm. Hull in 1814 and Memoirs of the Campaign of the Northwest Army of the United States: A.D. 1812 in 1824).
- Had Hull successfully defended Detroit and the Michigan Territory, the Battles of the River Raisin likely would not have taken place.

Hulls Famous Proclamation:

Upon the American invasion of Canada from Detroit on July 12, 1812, the following proclamation was provided to the inhabitants of Canada by Brigadier General William Hull.

"INHABITANTS of CANADA! After thirty years of PEACE & prosperity, the UNITED STATES have been driven to Arms. The injuries & aggressions, the insults & indignities of Great Britain have once more left them no alternative but manly resistance or unconditional submission. The ARMY under my command, has invaded your country, & the Standard of the UNION now waves over the Territory of CANADA. To the peaceable unoffending inhabitant, it brings neither danger nor difficulty. I come to find enemies, not to snake them. I come to protect, not to injure you.

Separated by an immense Ocean, & an extensive Wilderness from Treat Britain, you have no participation in her Counsels, no interest in her conduct. You have felt her Tyranny, you have seen her injustice, but I do not ask you to avenge the one or to redress the other. The UNITED STATES are sufficiently powerful to afford you every security, consistent with their rights, & your expectations. I tender you the invaluable blessings of Civil Political & Religious Liberty & their necessary result individual and general prosperity; That Liberty which gave decision to our counsels and energy to our conduct, in our struggle for INDEPENDENCE, and which conducted as safely and triumphantly, thro' the stormy period of the Revolution. That Liberty which has raised us to an elevated rank among the Nations of the world, and which has afforded us a greater measure of PEACE and security, of wealth and improvement than ever fell to the lot of any people.

In the name of my Country and by the authority of my Government, I promise you protection to your persons, property and rights. Remain at your homes. Pursue your peaceful and customary avocations. Raise not you hands against your brethren. Many of your fathers fought for the freedom & INDEPENDENCE we now enjoy. Being children therefore of the same family with us, and heirs to the same heritage, the arrival of an Army of friends, must be hailed by you with a cordial welcome. You will be emancipated from Tyranny and oppression and restored to the dignified station of freemen. Had I any doubt of eventual success, I might ask you assistance, but I do not. I come prepared for every contingency. I have a force which will look down all opposition, & that force is but the vanguard of a much greater. If contrary to your own interest, and the just expectation of my Country, you should take part in the approaching contest, you will be considered & treated as enemies, & the horrors &

calamities of war will stalk before you.

If the barbarous & savage policy of Great Britain be pursued, and the savages are let loose to murder our citizens, & butcher our women and children, the war, will be a war of extermination.

The first stroke of the Tomahawk, the first attempt with the scalping knife, will be the signal for one indiscriminate scene of desolation. No white man found fighting by the side of an Indian, will be taken prisoner. Instant destruction will be his lot. If the dictates of reason, duty, justice and humanity cannot prevent the employment of a force which respects no rights, & knows no wrong, it will be prevented by a severe and relentless system of retaliation.

I doubt not your courage and firmness: I will not doubt your attachment to Liberty. If you tender your services voluntarily, they will be accepted readily.

The UNITED STATES offer you peace, liberty and security. Your choice lies between these & WAR, slavery, and destruction. Choose then, but choose wisely; and may he who knows the justice of our cause; and who holds in his hand the fate of NATIONS, guide you to a result the most compatible with your rights and interest, you PEACE and prosperity.

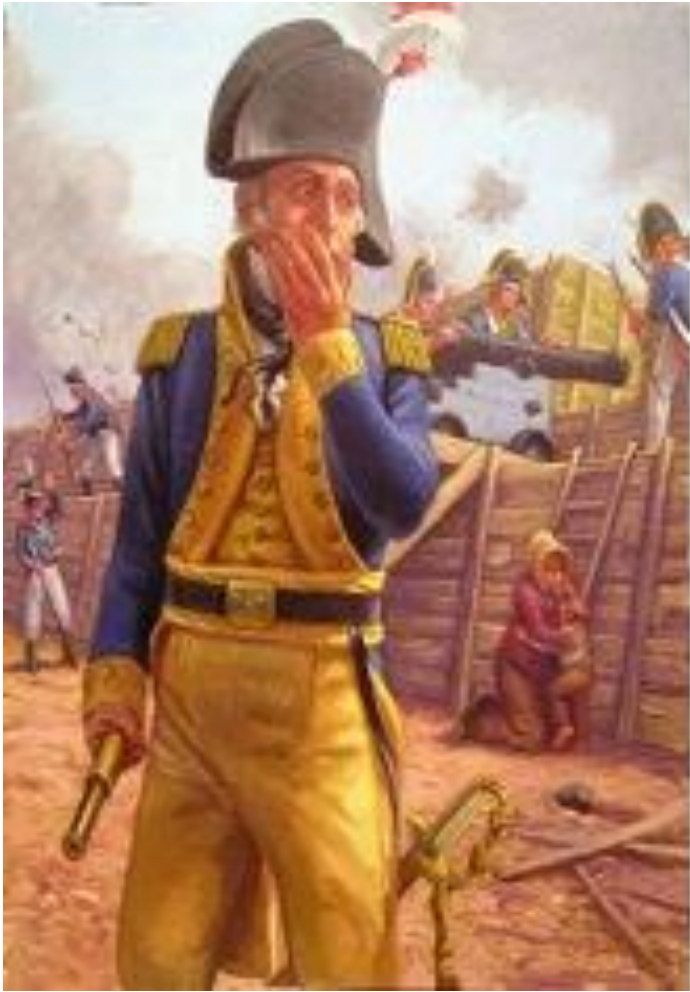
BY THE GENERAL

Capt. 13th. U.S. Regt: of Infantry and Aid de camp."

(This proclamation. issued by Gen. Hull upon the U.S. invasion of Canada, was also published in French)

Images:

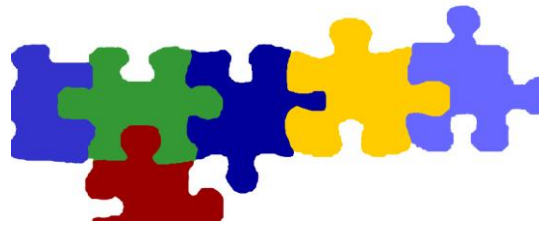




Top Left: General Hull under British and Native American attack in Detroit.
Top Right: General Hull surrendering Detroit and the Michigan Territory.
Bottom Right: General Hull at his Court Marshall.



Jigsaw Model in 10 Easy Steps



Attachment "3-D"

The jigsaw classroom is very simple to use. If you're a teacher, just follow these steps:

1. Divide students into 5- or 6-person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.
2. Appoint one student from each group as the leader. Initially, this person should be the most mature student in the group.
3. Divide the day's lesson into 5-6 segments. For example, if you want history students to learn about Eleanor Roosevelt, you might divide a short biography of her into stand-alone segments on: (1) Her childhood, (2) Her family life with Franklin and their children, (3) Her life after Franklin contracted polio, (4) Her work in the White House as First Lady, and (5) Her life and work after Franklin's death.
4. Assign each student to learn one segment, making sure students have direct access only to their own segment.
5. Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.
6. Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.
7. Bring the students back into their jigsaw groups.
8. Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.
9. Float from group to group, observing the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it's best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.

At the end of the session, give a quiz on the material so that students quickly come to realize that these sessions are not just fun and games but really count.

Edited for this lesson from: www.jigsaw.org/steps.htm

Once they have their individual research completed, have the students jigsaw (Attachment "3-D"). Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same historical perspective (French Habitant, Native American, British, or Americans). Give students in these expert groups time to discuss the main points of their research and to rehearse the presentations they will make to their original jigsaw group.

COST-BENEFIT CHART

_____ Student Name _____ Date _____

GROUP:

COST:

BENEFIT:

British



Native Americans



French



Americans



Fakebook Template

_____ Student Name _____ Date _____

Place image of your historical character here – Use an additional page for more images.

Historical Character Name: _____

Birthday: _____ Birthplace: _____

National Affiliation: _____

Allegiance During the War of 1812: _____

Nickname or Name Meaning: _____

Relationships With: _____

Military Facts: _____

Add Posts Concerning the Following:

1. Why is everyone so upset?
2. Going to War. Who is on my side?
3. Holy Cow! What happened at the Battles of the River Raisin?
4. So who won the Battles?
5. What happened to my people after the War?

Add Friends:

1. _____
2. _____
3. _____
4. _____
5. _____

Meet one other Historical Character on your side and learning about them?

Converse with two other Historical Character not on your side. Learn about them and try to figure out how to work out your differences? Do this by adding posts and responding to them.

FakeBook Digital Directions

Before starting your own Fakebook, you may wish to see some examples to get ideas. Below are two examples:

Martin Luther King Jr. - <http://www.classtools.net/fb/15/FNNG3He>

Abraham Lincoln - <http://www.classtools.net/fb/45/Xh6ZW2>

To get started with your own Fakebook, follow the directions below. NOTE: If you experience difficulty accessing the following web site it may be necessary for you to use a different web browser (Firefox, Safari, etc.)

1. Go to <http://www.classtools.net/fb/home/page>.
2. Add name by clicking on "CLICK HERE TO ENTER NAME".



3. Click "Edit Profile". Enter the following:

Date of Birth

Birthplace

National Affiliation

Allegiance during the War of 1812

Nickname or Name Meaning

Relationships With (family)

Military Facts

Consider also adding the following:

Education

Career

Political Affiliation/Religion

Hobbies

Accomplishments

Quotes



4. Click "Save". Enter your password. Remember your password.
5. **Copy and paste your unique URL and keep it for later editing.** <http://www.classtools.net/fb/36/GGgRf6Y>
6. Add at least five "Friends".
7. Add at least five posts and have friends respond to at least two posts.
8. List all of your resources (citations).

Create a Historical Fakebook Page

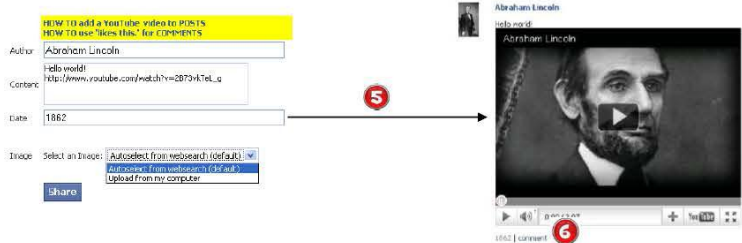
A screenshot of a Fakebook profile page. The profile picture area is a grey silhouette with a red circle containing the number "1" and the text "*CLICK HERE TO ENTER NAME*". To the right of the profile picture is a red circle containing the number "2" and the text "Edit Profile". Below the profile picture is a red circle containing the number "4" and the text "[Add Post]". Below the profile picture area, there is a "Friends [add]" link with a red circle containing the number "3". The main content area of the profile contains the text: "Fakebook" allows teachers and students to create imaginary profile pages for study purposes. brought to you by:". Below this text is a list of four numbered instructions:

- 1 Enter the name of your character. Fakebook will automatically find a profile picture, but you can upload one yourself too.
- 2 Add some **profile information** (e.g. birthday, hometown, relationship status, hobbies...).
- 3 Add some **"Friends"**. You can add as many as you wish.
- 4 Add your first **"wall post"**.

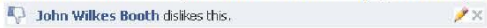
At the bottom of the page, there is a URL: http://www.classtools.net/main_area/fakebook/helpsheet.pdf

Create a Historical Fakebook Page

5 Add **YouTube videos** to posts by providing the URL. Click "Share" when you're done.



6 Add a comment to your post from another character. Use "likes this." And "dislikes this." If you want a thumbs up / down symbol to appear:




7 Proceed to add posts, comments and friends as you wish. Posts can be edited, moved (drag and drop with your mouse) and deleted.

Advanced Features

The menu at the top right of the screen provides other features.

Save	Save your work for later viewing / editing. You will get a unique URL for your Fakebook!
Search	Search the Fakebook archive for creations by other people.
Browse	Take a look at some of the most recent creations.
Print	Print off a paper version of your Fakebook.
Embed	Get the code for your Fakebook so you can embed it into your own blog, website or wiki.
Download	Get a HTML version of your Fakebook.
Premium login	Login to Classtools premium (removes adverts, develop your own personal "favourites" area).



Create a Historical Fakebook Page

The finished product

www.classtools.net/fb/7/DKQ87SA

More examples from a variety of resources (edited to be school appropriate)

Create a Historical Fakebook Page

Ancient Asteroid is hittin' up earth today, if ya know what I mean.
65 million years ago · Comment · Like

Tyrannasaurus Rex Noooooooooooooo
35 minutes ago · Like

Brontosaurus Noooooooooooooo
34 minutes ago · Like

Triceratops Noooooooooooooo
33 minutes ago · Like

Earth CRAP!
30 minutes ago · Like

Cockroach Whatever.
12 minutes ago · Like

Charles Darwin Crazy news... looks like all living creatures evolved from more basic forms over millennia.
151 years ago · Comment · Like

The Church hahaha u drinkin' bro?
40 minutes ago · Like

Charles Darwin I'm serious. And I'm pretty sure humans evolved from primates.
27 minutes ago · Like

The Church SHUT UP!
25 minutes ago · Like

Galileo So turns out the earth... goes around the sun. Who knew?
400 years ago · Comment · Like

Copernicus likes this.

The Church hahaha wut you smokin' bro
1 hour ago · Like

Galileo Nothing. It's an observable fact.
57 minutes ago · Like

The Church haha riiight seriously cut it out bro ur makin crazy talk
42 minutes ago · Like

Galileo No I'm not, "bro". Want to see my proof?
36 minutes ago · Like

The Church YOU SHUT YOUR MOUTH. YOU SHUT IT RIGHT NOW.
29 minutes ago · Like

Julius Ceasar My boys pulled together a li' get together at the casa tonight. Gonna be killer party.
2053 years ago · Comment · Like

Brutus Oh it'll be killer alright.
3 hours ago · Like

Julius Ceasar Hahah don't be creepy, dude.
2 hours ago · Like

Titanic Just ore up a li' iceberg on my way to NY
98 years ago · Comment · Like

Iceberg Oh did you now?
2 hours ago · Like

Titanic Yeah sucks, you oughta know! HAHAHHA
1 hour ago · Like

Iceberg Whatever you say, Unsinkable.
55 minutes ago · Like

Titanic ??
42 minutes ago · Like

Titanic ...Oh you #*%!*#&##@
38 minutes ago · Like

Iceberg Who's the sucker now?
30 minutes ago · Like

The Titanic String Quartet T, you want us to stop playin'?
25 minutes ago · Like

Titanic Nope. You're comin' with me.
20 minutes ago · Like

Marco Polo Marco!
10 hours ago · Comment · Like

Christopher Columbus likes this.

Christopher Columbus Pobi!
10 hours ago · Like

Juan Ponce de Leon Marco!
9 hours ago · Like




Ferdinand Magellan Pobi!
9 hours ago · Like

Sir Francis Drake Seriously guys?
9 hours ago · Like

Isaac Newton OUCH! Stupid apple fell out of a tree and hit me on the head!
344 years go · Comment · Like

Isaac Newton Whoa, wait a second...
25 minutes ago · Like

Create a Historical Fakebook Page

<p> Franklin Delano Roosevelt The secret to becoming the president? Make your name have 3 initials... March 4 at 12:00pm · Comment · Like</p> <p>JFK and LBJ like this.</p> <p> Lyndon B. Johnson Haha, thanks for the tip. 3 seconds ago</p>	<p> Exxon Valdez flyin' up Prince William sound. Crew just finished up a couple games of beer pong! 21 years ago · Comment · Like</p>
<p> George Washington First! 15 seconds ago · Comment · Like</p>	<p> Exxon Valdez I swear we have the worst luck... the ground just ran into us.</p> <p> Environmental Protection Agency The ground... ran into you? 4 hours ago · Like</p>
<p> Christopher Columbus was trying to get to Asia, but ended up in the New World. 1 hour ago · Comment · Like</p> <p> Ferdinand Magellan and 2 others like this.</p>	<p> Exxon Valdez Yeah and now there's black stuff everywhere. 50 minutes ago · Like</p> <p> Environmental Protection Agency You @#\$%&@ 4 hours ago · Like</p>
<p> Nicolaus Copernicus Ugh. Why does everyone think the world revolves around them? 3 hours ago · Comment · Like</p>	<p> Exxon Valdez Everyone is freakin' out. It's not a big deal guys. I think Pelicans actually look way better in black.</p> <p> BP ROFLMAO! Would hate to be you! 4 hours ago · Like</p>
<p> Galileo Galilei Baby, I would bring you the sun, the moon, and the stars. Yesterday at 3:14pm · Comment · Like</p>	
<p> Noah I'm on a boat! 12 hours ago · Comment · Like</p> <p> Moses likes this.</p>	

<p> Hernan Cortes has landed in the New World. Taking a nap, then off to conquer. 419 years ago · Comment · Like</p> <p> The Aztecs Um, slow your roll, Hombre. There's a couple hundred of you and like, a bazillion of us. 25 minutes ago · Like</p> <p> Hernan Cortes You familiar with Smallpox? 20 minutes ago · Like</p> <p> The Aztecs Smallwho? 15 minutes ago · Like</p> <p> Hernan Cortes You'll know soon enough. 10 minutes ago · Like</p>	<p> Mt. Vesuvius Lazy Sunday, gonna do some erupting. 1931 years ago · Comment · Like</p> <p> Pompeii AHHHHH IT BURNS 20 minutes ago · Like</p> <p> Mt. Vesuvius Oh wow, my bad. 18 minutes ago · Like</p>
<p> Lyndon Johnson signed the Civil Rights Act of 1964 46 years ago · Comment · Like</p> <p> Martin Luther King, Jr. likes this.</p> <p> Alabama When are we getting that "dislike" button? 25 minutes ago · Like</p> <p> Mississippi No kidding. 18 minutes ago · Like</p> <p> Arkansas Seriously. 15 minutes ago · Like</p>	<p> Chernobyl Power Plant Just started a routine test on the reactooooOOOH. 24 years ago · Comment · Like</p> <p> Trojan Army Victory! 10 years of war and we finally beat the Gree... whoa... what the... did someone misplace a giant wooden horse? 3000 years ago · Comment · Like</p> <p> Greek Army Oh that? Oh dam. Yeah sorry, we um, must've left it behind. You can have it. Maybe it'd look good inside your city walls, next to a fountain or a pillar or something? 10 minutes ago · Like</p>

Create a Historical Fakebook Page

 **Marie Antoinette** In retrospect, that whole "let them eat cake" comment was probably ill-advised.
217 years ago · Comment · Like

 **French Mob** Bit late for that now, darling.
25 minutes ago · Like

 Marie Antoinette is no longer in a relationship with Her Head

 **Plymouth Pilgrim** > **Native Americans** Guys, we wanted to invite you over for a big feast in celebration of you helping us get through that doozy of a winter. You around this weekend?
389 years ago · Comment · Like

 **Native Americans** Um, yeah sure, that sounds great.
35 minutes ago · Like

 **Plymouth Pilgrim** Awesome! We can even call it something cool like Giving of the Thankitude, or Thankifying Day, or Thankness to the Browny Folks.
30 minutes ago · Like

 **Squanto** Wow. Um, look, how about you keep the food and just not invade any more of our land?
28 minutes ago · Like

 **Plymouth Pilgrim** Hmmn, I like my idea better. I'll make a cobbler!
27 minutes ago · Like

 **Japan** has created the event **Party in Pearl Harbor, but with Bombs**
69 years ago · RSVP to this event

 **United States** Wait, what?!
25 minutes ago · Like

 **Japan** Oh Uh, nothing. I mean, it'll be "the bomb", as in, really awesome. Yeah
20 minutes ago · Like

 **United States** Ah. Thought you meant something else.
15 minutes ago · Like

 **Japan** has made the event **Party in Pearl Harbor, but with Bombs** private.
8 minutes ago · Comment · Like

FakeBook Rubric

_____ Student Name: _____ Date: _____

Historical Character Name: _____

Feature:

Points Possible:

Points Earned:

Basic Information: (7 points possible)

Birthday	1	_____
Birthplace	1	_____
National Affiliation	1	_____
Allegiance during War of 1812	1	_____
Nickname	1	_____
Relationships with	1	_____
Military information	1	_____

The Wall: (4 points possible)

Response to "Who's on my side"	1	_____
Response to "Battle in Frenchtown"	1	_____
Response to "Battle of River Raisin"	1	_____
Response to "Who won"	1	_____

Spelling and Grammar: (3 points possible)

Appropriate use of vocabulary	1	_____
Spelling and Punctuation	1	_____
Completed Template	1	_____

Bonus Points: (6 points possible)

Education	1	_____
Career	1	_____
Political Affiliation/Religion	1	_____
Hobbies	1	_____
Accomplishments	1	_____
Quotes	1	_____

Total Points Earned:

War of 1812 Fakebook URL Addresses

(all passwords are 1goblue)

Walk-in-the-Water <http://www.classtools.net/fb/76/7FfGJQe>

Captain Bland Williams Ballard <http://www.classtools.net/fb/63/NXVSkSB>

General Isaac Brock <http://www.classtools.net/fb/65/6kC5SbY>

Peter Navarre <http://www.classtools.net/fb/64/Q5ZTmB5>

General William Henry Harrison <http://www.classtools.net/fb/36/A2SeDQB>

General James Winchester <http://www.classtools.net/fb/82/g2ACLHY>

General William Hull <http://www.classtools.net/fb/56/iNa9LFF>

President James Madison <http://www.classtools.net/fb/69/eU6QKcb>

Tecumseh <http://www.classtools.net/fb/29/E4AkJEL>

The Prophet <http://www.classtools.net/fb/58/4Wb2AHY>

Colonel Henry Proctor <http://www.classtools.net/fb/60/RkbEHMN>

Roundhead <http://www.classtools.net/fb/88/imSA5mQ>

John Askin <http://www.classtools.net/fb/50/ZPdWFNH>

Captain Paschal Hickman <http://www.classtools.net/fb/66/UC4HaA3>

Private William Atherton <http://www.classtools.net/fb/80/HZeVkjC>

Rachel Knaggs <http://www.classtools.net/fb/58/i87VbC8>

John Richardson <http://www.classtools.net/fb/19/YkW44PN>