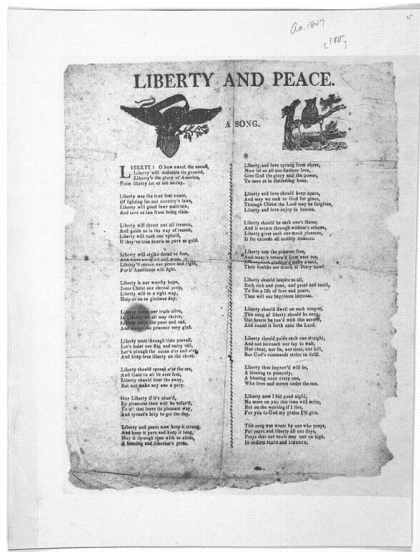


# Stark County Teaching American History Grant

Stark County Educational Service Center  
2100 38th Street NW  
Canton, Ohio 44709



## *The War of 1812: A Second War for True Independence or Alliance with England?*

**Grade Level:** Grade 10

**Created By:** Jill Collet  
GlenOak High School  
Plain Local Schools

**Duration** 1-90 minute blocked class periods  
Or 2-45 minute traditional class periods

Courtesy of the Library of Congress

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### Overview

- Often called “the second war for independence,” the War of 1812 proved to be much more than a simple re-iteration of its separation from the British. Its opening necessitated the creation of a new kind of politician—young, ambitious, and nationalistic. In the following lesson exploring primary sources, students will discover the reasons why these “war hawks” advocated for participation in a second war with Great Britain. Through placing themselves in the debate taking place during this crucial time period in US History, students will demonstrate understanding of the arguments for and against war and the permanent consequences it had on a newly independent nation.

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## Ohio's New Learning Standards

### ODE American History Model Curriculum Content Statements

2. The use of primary and secondary sources of information includes an examination of the credibility of each source.
3. Historians develop theses and use evidence to support or refute positions.
4. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.

### College Board AP United States History Content Outline

#### 5. *The Early Republic, 1789-1815*

Emergence of political parties: Federalists and Republicans

Expansion into the trans-Appalachian West; American Indian resistance

The War of 1812 and its consequences

### Reading Standards for Literacy in History/Social Studies 6–12

#### For Grades 9-10 Students

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Assess the extent to which the reasoning and evidence in a text support the author's claims.

Compare and contrast treatments of the same topic in several primary and secondary sources.

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## Historical Background

### War of 1812 Historical Narrative

Often called the "Second War for Independence," the War of 1812 often appears to the observer to be a short war fought against the British to preserve the independence of Americans. In reality, the war had far greater repercussions for the perceived freedoms of citizens of the United States and the future of its experiment in democratic republican forms of government.

The War of 1812 proved to be a test for the unity of the United States and its perceptions of what it meant to be a democratic and autonomous nation. Despite the fact that the United States had won a hard fought battle for freedom against the British during the Revolution, the citizens of the United States found themselves still to be closely connected to the British Empire. Beginning with Jay's Treaty, Americans found both economic and social ties to be of great important to the countries on both sides of the Atlantic. While the British moved to protect its Canadian borders and improve its alliances to the Native American base around the Canadian/United States border, some citizens of the United States began to question the close proximity of these British and whether it would not be more advantageous to move against these borders and solidify the new United States as an individualized, powerful nation. The British Orders in Council and restrictions on trade proved to be too much to be countenanced by all United States citizens. Impressment of American sailors by the British Navy added insult to injury by allowing for the questioning of the autonomy and validity of the United States government.

Thus, the "War Hawks" were born. Led by the newly powerful young senators Henry Clay and John C. Calhoun, there now appeared a new, energetic, nationalistic group of young Americans bent on proving the power and newly won ascendancy of the democratic masses. Their "must-haves" included not only respect for the young nation through dominance over the new land and its Indian inhabitants and proof of power through a second defeat of the once- dominant British military, but also the possibility of expanding U.S. authority and sense of empire-building into Canada. For all of these reasons, Americans embarked upon a quest to not only solidify U.S. power in North America, but to also test the new republic in respect to its warring factions. Despite the warnings of Washington, the leaders of the United States had devolved into a system of political parties and divisive politics. The debate between the War Hawks and their need for expansion and proof of U.S. superiority and the British connected Federalist politics resulted in a showdown of the ever-evolving ideology of the meaning of American freedom. The resulting Hartford Convention and debate over governmental powers and how they had been changed due to war lead to the demise on one political party and the rise of a more powerful and far-reaching Democratic-Republican party.

The War of 1812 proved to be one of the first, but certainly not the last, tests of American loyalty and commitment to democracy. The constant question of whether the U.S. should become involved in altercations with others in the name of preserving democracy and autonomy was first tested on a large scale with the War of 1812. How much was the new country willing to take from the British in regards to impressment of its sailors and interference with free commerce? This first great debate set the stage for future discussion on freedom and its meaning for all Americans.

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### **Enduring Understandings/ Essential Questions**

- Interaction and debate between groups can lead to the establishment of new governments.
- War may lead to a shift in domestic policies.
- How are new governments and policies established?
- What shifts in domestic policies may be prompted by war?

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### **Instructional Strategies**

- This lesson should come after students have been introduced to the War of 1812 through reading and direct classroom instruction. AP students are expected to complete the identifications and discussion questions (see Appendix J) using their text in the classes before the debate is scheduled.
- Students will complete the following bell ringer in order to engage them in the previous reading and activate prior knowledge from their reading (5 minutes):
  - The outcome of the War of 1812 was a(n)
    - A. decisive victory for the United States.
    - B. stimulus to patriotic nationalism in the United States.
    - C. embarrassment for American diplomacy.
    - D. heavy blow to American manufacturing.
    - E. decisive victory for the British.
- Teams will have been determined by the teacher before class and provide for groups of mixed abilities.
- Each debate team will receive a packet of primary sources representing the viewpoints of the War Hawks and the Federalists.
- The following question will be used as the basis for the debate and should be written on the board:
  - Should the United States get involved in the War of 1812? Why or why not?
- Students will break down into pairs and utilize “APPARTS,” (Appendix B) a series of questions to aid students in discerning the meaning and importance of the document (30 minutes).
- Students will then share out their document with their group members so that all members can fill out both sides of the “T” chart (Appendix C). This is necessary so that students can anticipate the opposition’s points and provide effective rebuttal (20 minutes).
- Students will select an opening speaker to present an overview of the arguments.
- Students will then take part in a period of debate (25 minutes). Students should be filling in both sides of the “T” chart as they debate. The teacher should be noting student participation and effective arguments and counter-arguments. This participation will be evaluated utilizing the rubric. (Appendix C)

- In addition to the quality of participation during the debate, students will be evaluated through the rubric on the content of their “T” chart.
- Students will complete a 2-3 paragraph response the end of the debate. In 2-3 paragraphs (30 minutes), they will respond to the question, “How did this debate allude to a shift in American political ideology and domestic policy?” (Appendix K)

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### Classroom Materials

- Primary Source packet for each side (Appendices D-K)
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### Resources

Clay, H. (1843). *The life and speeches of henry clay*. New York, New York: Greeley & M’Elrath. Retrieved from [http://wps.prenhall.com/wps/media/objects/106/109018/ch9\\_a5\\_d1.pdf](http://wps.prenhall.com/wps/media/objects/106/109018/ch9_a5_d1.pdf)

Clay, Henry, *The Works of Henry Clay: Speeches* Vol. 5 (Barnes & Burr, 1863) [http://books.google.com/books?id=RWwSAAAAYAAJ&dq=In+reply,+he+would+ask,+what+are+we+not+to+lose+by+peace%3F+Henry+Clay&source=gbs\\_navlinks\\_s](http://books.google.com/books?id=RWwSAAAAYAAJ&dq=In+reply,+he+would+ask,+what+are+we+not+to+lose+by+peace%3F+Henry+Clay&source=gbs_navlinks_s) (accessed April 29, 2013) 282-4.

College Board. (2012). *Ap central-ap courses and exams*. Retrieved from <http://apcentral.collegeboard.com/apc/public/courses/index.html>

Kennedy, D., Cohen, L., & Bailey, T. (2010). *The american pageant*. (14th ed.). Boston: Wadsworth Cengage Learning.

Lewis, S. (Cartographer). (1812). *A correct map of the seat of war*. [Print Map]. Library of Congress. Retrieved from <http://www.loc.gov/item/2002624022> (accessed April 29, 2013).

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Randolph, J. “Speech given in House of Representatives,” [Annals of Congress](#), House of Representatives, 12th Congress, 1st Session, May 1812, Library of Congress, *A Century of Lawmaking for a New Nation: U.S. Congressional Documents and Debates, 1774 – 1875*, <http://memory.loc.gov/ammem/amlaw/lwaclink.html#anchor12> p. 1451-3, (accessed April 29, 2013)

Richardson, J. "To The Senate and House of Representatives of the United States, June 1, 1812, A Compilation of the Messages and Papers of the Presidents, 1789-1908 (Washington: Bureau of National Literature and Art, 1909), Vol. 1, pages 500-505.

“Amendments to the Constitution Proposed by the Hartford Convention” (1814) Yale Law

School, The Avalon Project, [http://avalon.law.yale.edu/19th\\_century/hartconv.asp](http://avalon.law.yale.edu/19th_century/hartconv.asp) (accessed April 29, 2013).

Taggart, S. (Speech, June 24, 1812) Annals of Congress, House of Representatives, 12th Congress, 1st Session, May 1812, Library of Congress, A Century of Lawmaking for a New Nation: U.S. Congressional Documents and Debates, 1774 – 1875, <http://memory.loc.gov/ammem/amlaw/lwaclink.html#anchor12> p.1638-1667, (accessed April 29, 2013).

Unknown Songwriter. (Composer). (1815). *Liberty and peace: a song*. [Song]. Library of Congress. Retrieved from [http://memory.loc.gov/cgi-bin/query/r?ammem/AMALL:@field\(NUMBER+@band\(rbpe+05002700\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/AMALL:@field(NUMBER+@band(rbpe+05002700))) (accessed April 29, 2013).

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### Summative Assessment (or Question)

- Students will be debating and answering the question:  
Should the United States get involved in the War of 1812? Why?
- The responses will involve  
Using the Past  
Through Their Eyes

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### Assessment or Answer Key

- T-Chart Suggested Responses (Appendix B)
- Rubric for Debate (Appendix C)

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### Appendices

- **Appendix A:** APParts Handout
- **Appendix B:** T-Chart Suggested Responses Answer Key
- **Appendix C:** Rubric for Evaluation of Debate Participation
- **Appendix D:** 1812 Map for Primary Source Packet
- **Appendix E:** Liberty and Peace: A Song
- **Appendix F:** A War Hawk Speaks About the British, 1811
- **Appendix G:** Mr. Randolph's speech on the British war, 1812
- **Appendix H:** A Federalist, Samuel Taggart Voices Dissent, 1812
- **Appendix I:** President Madison States the Case for War, 1812
- **Appendix J:** Amendments to the Constitution Proposed by the Hartford Convention, 1814
- **Appendix K:** Study Guide for War of 1812 reading
- **Appendix L:** Exit Ticket

## Appendix A

# The College Board's "APPARTS"

A Tool for Documentary Analysis

## Author

Who created the source?

What do you know about the author?

What is the author's point of view?

## Place and time

Where and when was the source produced?

How might this affect the meaning of the source?

## Prior knowledge

Beyond information about the author and the context of its creation, what do you know that would help you further understand the primary source? For example, do you recognize any symbols and recall what they represent?

## Audience

For whom was the source created and how might this affect the reliability of the source?

## Reason

Why was this source produced, and how might this affect the reliability of the source?

## The main idea

What point is the source is trying to convey?

## Significance

Why is this source important? Ask yourself "So what?" in relation to the question asked.

## Appendix B-1

Name \_\_\_\_\_

Date \_\_\_\_\_

Period \_\_\_\_\_

Debate Topic: The War of 1812

Debate Question: Should the United States support a second war with Great Britain? Why or why not?

Federalists	War Hawks

**Appendix B-2**



## War Hawks

- ✓ Continuing our agricultural economy and expansion will prevent us from becoming like the overcrowded and industrialized cities of Europe.
- ✓ The U.S. must go to war to prove that we are an independent and sovereign nation.
- ✓ Britain has instituted a policy of the impressment of our sailors.
- ✓ Democratic government will be extended into any new territories.
- ✓ The British government interrupts our trading rights with others.
- ✓ The Canadian British continue to try to persuade Native Americans to interfere with U.S. activities.
- ✓ The U.S. should continue its expansion so that the agrarian and independent way of life may be handed down through the generations.
- ✓ Continuing our agricultural economy and expansion will prevent us from like the overcrowded and industrialized cities of Europe.
- ✓ More land means that more Americans will be able to own their own land and fulfill Jefferson's prophesy that we become a nation of independent farmers.

## Federalists

- ✓ We should use diplomatic means to settle the problem of British interference with U.S. trade.
- ✓ The decision to go to war would be based upon political party differences.
- ✓ If we fight a war with Britain, all of our trade would be cut off and it would be extremely detrimental to the U.S. economy, especially in the northeastern states.
- ✓ The Democratic Republicans are only using this war so that they can expand their voter base and support.
- ✓ Using violence and war to obtain new land is not democratic.
- ✓ The U.S. has the potential to become the strongest political and economic power in the world through diplomacy and trade. A war would harm this potential.

**Appendix C**  
**Assessment Rubric**

**Class Debate and Writing Assessment : The War of 1812**

Student Name: \_\_\_\_\_

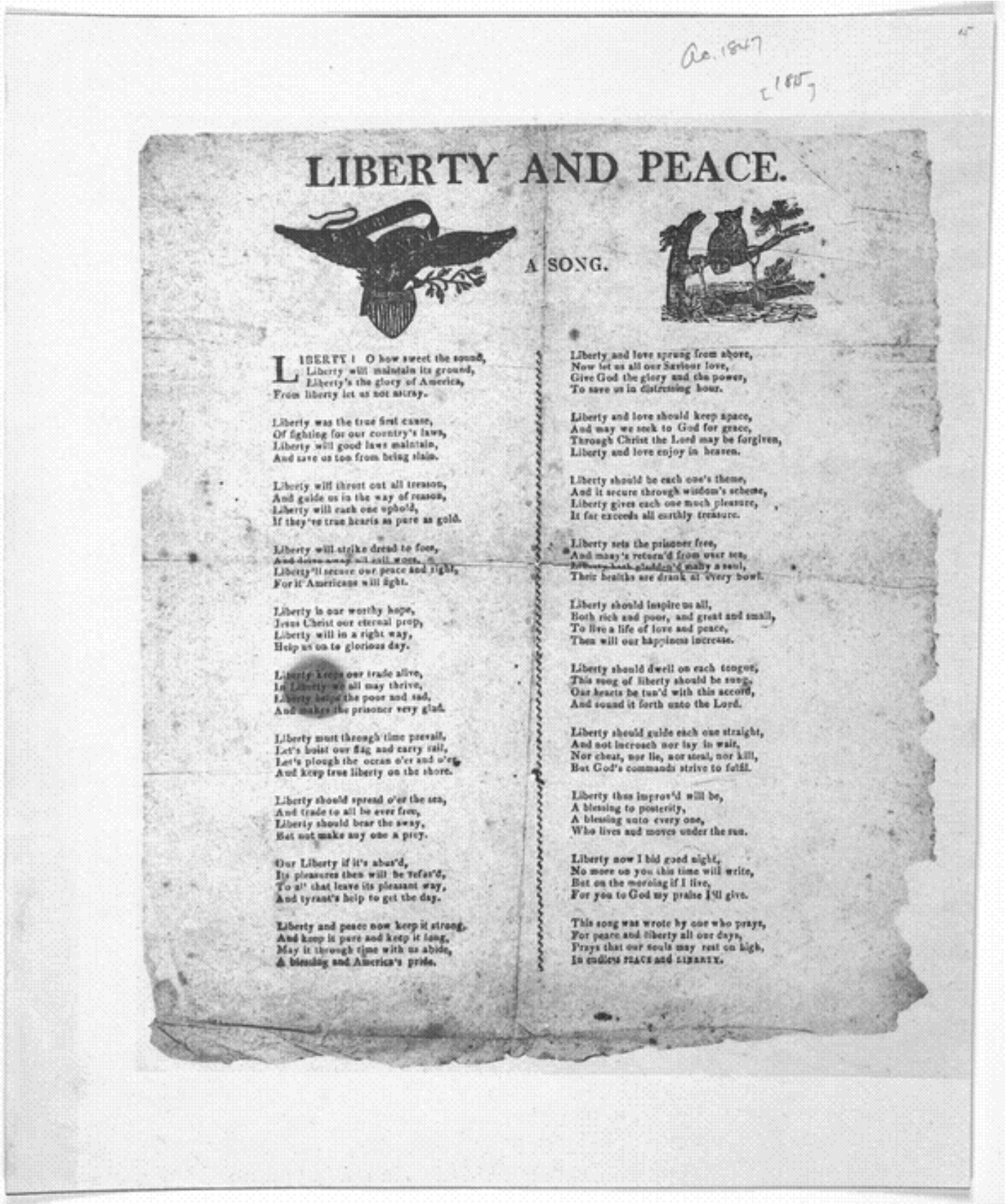
CATEGORY	Outstanding	Good	Fair	Needs Improvement
Information _____/30 points	All information presented in the debate and paragraphs was clear, accurate and thorough. 28-30 points	Most information presented in the debate and paragraphs was clear, accurate and thorough. 25-27 points	Most information presented in the debate and paragraphs was clear and accurate, but was not usually thorough. 21-24 points	Information had several inaccuracies OR was usually not clear. 18-20 points
Use of Facts/Statistics _____/30 points	Every major point was well supported with several relevant facts, statistics and/or examples. 28-20 points	Every major point was adequately supported with relevant facts, statistics and/or examples. 25-27 points	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable. 21-24 points	Every point was not supported. 18-20 points
Organization _____/10 points	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion. 10 points	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion. 8-9 points	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical. 7 points	Arguments were not clearly tied to an idea (premise). 6 points
Rebuttal _____/15 points	All counter-arguments were accurate, relevant and strong. 14-15 points	Most counter-arguments were accurate, relevant, and strong. 12-13 points	Most counter-arguments were accurate and relevant, but several were weak. 11-12 points	Counter-arguments were not accurate and/or relevant 9-10 points
Understanding of Topic _____/15 points	The team clearly understood the topic in-depth and presented their information forcefully and convincingly. 14-15 points	The team clearly understood the topic in-depth and presented their information with ease. 12-13 points	The team seemed to understand the main points of the topic and presented those with ease. 11-12 points	The team did not show an adequate understanding of the topic. 9-10 points

Appendix D

*A Correct Map of the Seat of War*



Courtesy of the Library of Congress Prints and Photographs Division, Washington D.C.



Courtesy of the Library of Congress Prints and Photographs Division, Washington D.C.

## Appendix E-2: Lyrics to “Liberty and Peace: A Song”

*LIBERTY!* O how sweet the sound,  
Liberty will maintain its ground,  
Liberty's the glory of America,  
From liberty let us not astray.

Liberty was the true first cause,  
Of fighting for our country's laws,  
Liberty will good laws maintain,  
And save us too from being slain.

Liberty will thrust out all treason,  
And guide us in the way of reason,  
Liberty will each one uphold,  
If they've true hearts as pure as gold.

Liberty will strike dread to foes,  
And drive away all evil woes,  
Liberty'll secure our peace and right,  
For it Americans will fight.

Liberty is our worthy hope,  
Jesus Christ our eternal prop,  
Liberty will in a right way,  
Help us on to glorious day.

Liberty keeps our trade alive,  
In Liberty we all may thrive,  
Liberty helps the poor and sad,  
And makes the prisoner very glad.

Liberty must through time prevail,  
Let's hoist our flag and carry sail,  
Let's plough the ocean o'er and o'er,  
And keep true liberty on the shore.

Liberty should spread o'er the sea,  
And trade to all be ever free,  
Liberty should bear the sway,  
But not make any one a prey.

Our Liberty if it's abus'd,  
Its pleasures then will be refus'd,  
To all that leave its pleasant way,  
And tyrant's help to get the day.

Liberty and peace now keep it strong,  
And keep it pure and keep it long,  
May it through time with us abide,  
A blessing and America's pride.

Liberty and love sprung from above,  
Now let us all our Saviour love,  
Give God the glory and the power,  
To save us in distressing hour.

Liberty and love should keep apace,  
And may we seek to God for grace,  
Through Christ the Lord may be forgiven,  
Liberty and love enjoy in heaven.

Liberty should be each one's theme,  
And it secure through wisdom's scheme,  
Liberty gives each one much pleasure,  
It far exceeds all earthly treasure.

Liberty sets the prisoner free,  
And many's return'd from over sea,  
Liberty hath gladden'd many a soul,  
Their healths are drank at every bowl.

Liberty should inspire us all,  
Both rich and poor, and great and small,  
To live a life of love and peace,  
Then will our happiness increase.

Liberty should dwell on each tongue,  
This song of liberty should be sung,  
Our hearts be tun'd with this accord,  
And sound it forth unto the Lord.

Liberty should guide each one straight,  
And not inroach nor lay in wait,  
Nor cheat, nor lie, nor steal, nor kill,  
But God's commands strive to fulfil.

Liberty thus improv'd will be,  
A blessing to posterity,  
A blessing unto every one,  
Who lives and moves under the sun.

Liberty now I bid good night,  
No more on you this time will write,  
But on the morning if I live,  
For you to God my praise I'll give.

This song was wrote by one who prays,  
For peace and liberty all our days,  
Prays that our souls may rest on high,  
In endless PEACE and LIBERTY.

## Appendix F: A War Hawk Speaks About the British, 1811

### *A War Hawk Speaks About the British, 1811*

*As a newly elected speaker of the house, and congressman from Kentucky, Henry Clay was a staunch advocate of war against the British in 1811. Clay was also an Indian hater and strongly in favor of American expansionism. Widely renowned as a powerful orator, an important political skill in his day, Clay lent his full voice to the “War Hawks” who favored war, pushing a reluctant Madison into the War of 1812. The following speech illustrates*

*Clay’s talent for speaking, as well as the fervor with which he plead his case.*

*SOURCE:* Henry Clay, *The Life and Speeches of Henry Clay* (New York: Greeley & M’Elrath, 1843).

...What are we to gain by war, has been emphatically asked? In reply, he would ask, what are we not to lose by peace?—commerce, character, a nation’s best treasure, honor! If pecuniary considerations alone are to govern, there is sufficient motive for the war. Our revenue is reduced, by the operation of the belligerent edicts, to about six million of dollars, according to the Secretary of the Treasury’s report. The year preceding the embargo, it was sixteen. Take away the Orders in Council, it will again mount up to sixteen millions. By continuing, therefore, in peace, if the mongrel state in which we are deserve that denomination, we lose annually, in revenue only, ten millions of dollars. Gentlemen will say, repeal the law of nonimportation. He contended that, if the United States were capable of that perfidy, the revenue would not be restored to its former state, the Orders in Council continuing. Without an export trade, which those orders prevent, inevitable ruin would ensue, if we imported as freely as we did prior to the embargo. A nation that carries on an import trade without an export trade to support it, must, in the end, be as certainly bankrupt, as the individual would be, who incurred an annual expenditure, without an income.

He had no disposition to swell, or dwell upon the catalogue of injuries from England. He could not, however, overlook the impressment of our seamen; an aggression upon which he never reflected without feelings of indignation, which would not allow him appropriate language to describe its enormity. Not content with seizing upon all our property, which falls within her rapacious grasp, the personal rights of our countrymen—rights which forever ought to be sacred, are trampled upon and violated. The Orders in Council were pretended to have been reluctantly adopted as a measure of retaliation. The French decrees, their alleged basis, are revoked. England resorts to the expedient of denying the fact of the revocation, and Sir William Scott, in the celebrated case of the Fox and others, suspends judgment that proof may be adduced of it. And, at the moment when the British Ministry through that judge, is thus affecting to controvert that fact, and to place the release of our property upon its establishment, instructions are prepared for Mr. Foster to meet at Washington the very revocation which they were contesting. And how does he meet it? By fulfilling the engagement solemnly made to rescind the orders? No, sir, but by demanding that we shall secure the introduction into the Continent of British manufactures. England is said to be fighting for the world, and shall we, it is asked, attempt to weaken her exertions? If, indeed, the aim of the French Emperor be universal dominion (and he was willing to allow it to the argument,) what a noble cause it presented to British valor. But, how is her philanthropic purpose to be achieved? By scrupulous observance of the rights of others, by respecting that code of public law, which she professes to vindicate, and by abstaining from self aggrandizement. Then would she command the sympathies of the world. What are we required to do by those who would engage our feelings and wishes in her behalf? To bear the actual cuffs of her arrogance, that we may escape a chimerical French subjugation! We are invited, conjured to drink the potion of British poison actually presented to our lips, that we may avoid the imperial dose prepared by perturbed imaginations. We are called upon to submit to debasement, dishonor,

and disgrace to bow the neck to royal insolence, as a course of preparation for manly resistance to Gallic invasion! What nation, what individual was ever taught, in the schools of ignominious submission, the patriotic lessons of freedom and independence? Let those who contend for this humiliating doctrine, read its refutation in the history of the very man against whose insatiable thirst of dominion we are warned. The experience of desolated Spain, for the last fifteen years, is worth volumes. Did she find her repose and safety in subserviency to the will of that man? Had she boldly stood forth and repelled the first attempt to dictate to her Councils, her Monarch would not now be a miserable captive at Marseilles. Let us come home to our own history. It was not by submission that our fathers achieved our independence. The patriotic wisdom that placed you, Mr. Chairman, said Mr. C., under that canopy, penetrated the designs of a corrupt Ministry, and nobly fronted encroachment on its first appearance. It saw beyond the petty taxes, with which it commenced, a long train of oppressive measures terminating in the total annihilation of liberty; and, contemptible as they were, did not hesitate to resist them. Take the experience of the last four or five years, and which, he was sorry to say, exhibited in appearance, at least, a different kind of spirit. He did not wish to view the past further than to guide us for the future. We were but yesterday contending for the indirect trade—the right to export to Europe the coffee and sugar of the West Indies. To-day we are asserting our claim to the direct trade—the right to export our cotton, tobacco, and other domestic produce to market. Yield this point, and tomorrow intercourse between New Orleans and New York—between the planters on James river and Richmond, will be interdicted. For, sir, the career of encroachment is never arrested by submission. It will advance while there remains a single privilege on which it can operate. Gentlemen say that this Government is unfit for any war, but a war of invasion. What, is it not equivalent to invasion, if the mouths of our harbors and outlets are blocked up, and we are denied egress from our own waters? Or, when the burglar is at our door, shall we bravely sally forth and repel his felonious entrance, or meanly skulk within the cells of the castle?

He contended that the real cause of British aggression was not to distress an enemy but to destroy a rival. A comparative view of our commerce with England and the continent would satisfy any one of the truth of this remark. Prior to the embargo, the balance of trade between this country and England was between eleven and fifteen millions of dollars in favor of England. Our consumption of her manufactures was annually increasing, and had risen to nearly \$50,000,000. We exported to her what she most wanted, provisions and raw materials for her manufactures, and received in return what she was most desirous to sell. Our exports to France, Holland, Spain, and Italy, taking an average of the years 1802, 3, and 4, amounted to about \$12,000,000 of domestic, and about \$18,000,000 of foreign produce. Our imports from the same countries amounted to about \$25,000,000. The foreign produce exported consisted chiefly of luxuries from the West Indies. It is apparent that this trade, the balance of which was in favor, not of France, but of the United States, was not of very vital consequence to the enemy of England. Would she, therefore, for the sole purpose of depriving her adversary of this commerce, relinquish her valuable trade with this country, exhibiting the essential balance in her favor—nay, more; hazard the peace of the country? No, sir, you must look for an explanation of her conduct in the jealousies of a rival. She sickens at your prosperity, and beholds in your growth—your sails spread on every ocean, and your numerous seamen—the foundations of a Power which, at no very distant day, is to make her tremble for naval superiority. He had omitted before to notice the loss of our seamen, if we continued in our present situation. What would become of the one hundred thousand (for he understood there was about that number) in the American service? Would they not leave us and seek employment abroad, perhaps in the very country that injures us?

## Appendix G

### Mr. Randolph's speech on the British war. -- (1812)

...”The vessel accordingly arrived in the Garonne on the 14<sup>th</sup> of November, but did not reach Bordeaux until the 3<sup>rd</sup> of December. On the 5<sup>th</sup> of this month the director of the customs seized the New Orleans Packet and her cargo, under the Milan decrees of the 23d November and 17<sup>th</sup> December 1807, expressly set forth, for having come from an English port, and having been visited by a British vessel of war. Thus this vessel, having voluntarily entered a French port on the faith of the repeal of the decrees, was seized under them. These facts, continues Mr. Russell, having been stated to me by the supercargo, or the American vice-consul at Bordeaux, and the principal one, that of the seizure under the Milan decrees being established by the process verbal, put into my hand by one of the Consignees of the cargo, I conceived it to be my duty not to suffer the transaction to pass unnoticed. This process verbal is neither more nor less than the libel in the Admiralty court drawn by the law officer of the French Government, agreeably to the laws of the Empire. What should we say to a libel of a vessel by the District Attorney of the U. States, or her seizure by the Custom House Officers, under an act of Congress which had been repealed?”

[Annals of Congress](#), House of Representatives, 12th Congress, 1st Session, May 1812,



## Appendix H

### A Federalist, Samuel Taggart Voices Dissent, 1812

[T]he Orders in Council have been more rigorously carried into effect, on the part of Great Britain. And since the additional hostile attitude assumed during the present session of Congress, has been known in Great Britain, I understand, from the public prints, that orders have been given for their still more rigid execution. Unless she saw fit to rescind them, this was naturally to be expected. In proportion as we assume a more hostile attitude towards her, and show a disposition to embrace her enemy in the arms of friendship and affection, it was to be expected that she would either relax and accede to our demands, or adhere more rigorously to her own system. She has chosen the latter.

As it respects the impressment of seamen, this is a delicate and a difficult subject, and if it is ever adjusted to mutual satisfaction it must be by war, and whenever there is mutually a disposition to accommodate, it will be found necessary to concede something on both sides. . . . It is vain to contend against the principle [of drafting citizens for the military], since we have sanctioned it by our laws, and daily practice upon it, however hardly we may think of some of the particular modes in which it is applied. I feel satisfaction, however, in the reflection, that it has never had the sanction of my vote. The principle then being admitted, the only ground of complaint is the irregular application of it to Americans. Great Britain does not claim, she has never claimed the right of impressing American citizens. She claims the right of reclaiming her own subjects, even although they should be found on board of American vessels. . . .

It is said to be necessary to go to war, for the purpose of securing our commercial rights, of opening a way for obtaining the best market for our produce, and in order to avenge the insults which have been offered to our flag. But what is there in the present situation of the United States, which we could reasonably expect would be ameliorated by war? in a situation of the world which is perhaps without a parallel in the annals of history, it would be strange indeed, if the United States did not suffer some inconveniences, especially in their mercantile connections and speculations. . . .

What is the particular achievement to be accomplished by this armament, which is to be kept up at such an enormous expense, and which is to bring the war to a successful termination? Why, the conquest of Canada. . . . Our rights on the ocean have been assailed, and, however inconsistent it may seem to go as far as possible from the ocean to seek redress, yet this would appear to be the policy. We are to seek it, it seems, by fighting the Indians on the Wabash or at Tippecanoe, or the Canadians at Fort Malden, at Little York, at Kingston, at Montreal, and at Quebec. . . .

For whose benefit is the capture of Canada? What advantages are we likely to reap from the conquest? Will it secure the liberty of the seas, or compel Great Britain to rescind her Orders in Council? Did we ever know an instance in which Great Britain gave up a favorite measure for the sake of saving a foreign possession, perhaps of very little value to her? Will the advantages to be derived from the conquest of Canada be an equivalent for the loss and damage we may sustain in other quarters? What is Great Britain to be about all the time that we are wrestling Canada out of her possession? Is it consistent with the vigor with which she usually acts, to stand by and tamely look on? Either she will attempt a vigorous defense of Canada, or she will not. If she does, some of the difficulties of the enterprise have been stated. If she does not, it will be that she may be the better able to inflict a severe blow in some other quarter. Admitting war to be sincerely intended, no course could be devised more inconsistent with the maxims of sound policy than that which appears to be pursuing by the United States.

## Appendix I

### President Madison States the Case for War, 1812

British cruisers have been in the continued practice of violating the American flag on the great highway of nations, and of seizing and carrying off persons sailing under it, not in the exercise of a belligerent right founded on the law of nations against an enemy, but on a municipal prerogative over British subjects. British jurisdiction is thus extended to neutral vessels in a situation where no laws can operate but the law of nations and the laws of the country to which the vessels belong, and a self-redress is assumed which, if British subjects were wrongfully detained and alone concerned, is that substitutions of force for a resort to the responsible sovereign which falls within the definition of war. Could the seizure of British subjects in such cases be regarded as within the exercise of a belligerent right, the acknowledged laws of war, which forbid an article of captured property to be adjudged without a regular investigation before a competent tribunal, would imperiously demand the fairest trial where the sacred rights of persons were at issue. In place of such a trial these rights are subjected to the will of every petty commander. . . .

British cruisers have been in the practice also of violating the rights and the peace of our coasts. They hover over and harass our entering and departing commerce. To the most insulting pretensions they have added the most lawless proceedings in our very harbors, and have wantonly spilt American blood within the sanctuary of our territorial jurisdiction. . . .

Not content with these occasional expedients for laying waste our neutral trade, the cabinet of Britain resorted at length to the sweeping system of blockades, under the name of orders in council, which has been molded and managed as might best suit its political views, its commercial jealousies, or the avidity of British cruisers. . . .

In reviewing the conduct of Great Britain toward the United States our attention is necessarily drawn to the warfare just renewed by the savages on one of our extensive frontiers--a warfare which is known to spare neither age nor sex and to be distinguished by featured peculiarly shocking to humanity. It is difficult to account for the activity and combinations which have for some time been developing themselves among tribes in constant intercourse with British traders and garrisons without connecting their hostility with that influence and without recollecting the authenticated examples of such interpositions heretofore furnished by the officers and agents of that Government. . . .

Our moderation and conciliation have had no other effect than to encourage perseverance and to enlarge pretensions. We behold our seafaring citizens still the daily victims of lawless violence, committed on the great common and highway of nations, even within sight of the country which owes them protection. We behold our vessels, freighted with the products of our soil and industry, or returning with the honest proceeds of them, wrested from their lawful destinations, confiscated by prize courts no longer the organs of public law but the instruments of arbitrary edicts, and their unfortunate crews dispersed and lost, or forced or inveigled in British ports into British fleets, whilst arguments are employed in support of these aggressions which have no foundation but in a principle equally supporting a claim to regulate our external commerce in all cases whatsoever.

We behold, in fine, on the side of Great Britain a state of war against the United States, and on the side of the United States a state of peace toward Great Britain.

Whether the United States shall continue passive under these progressive usurpations and these accumulating wrongs, or, opposing force to force in defense of their national rights, shall commit a just cause into the hands of the Almighty Disposer of Events, avoiding all connections which might entangle it in the contest or views of other powers, and preserving a constant readiness to concur in an honorable reestablishment of peace and

friendship, is a solemn question which the Constitution wisely confides to the legislative department of the Government. In recommending it to their early deliberations I am happy in the assurance that the decision will be worthy [of] the enlightened and patriotic councils of a virtuous, a free, and a powerful nation.

Source: "To The Senate and House of Representatives of the United States, June 1, 1812," in James D. Richardson, *A Compilation of the Messages and Papers of the Presidents, 1789-1908* (Washington: Bureau of National Literature and Art, 1909), Vol. 1, pages 500-505.

## Appendix J

### Amendments to the Constitution Proposed by the Hartford Convention : 1814

Therefore resolved.-That it be and hereby is recommended to the Legislatures of the several States represented in this Convention to adopt all such measures as may be necessary effectually to protect the citizens of said States from the operation and effects of all acts which have been or may be passed by the Congress of the United States, which shall contain provisions, subjecting the militia or other citizens to forcible drafts, conscriptions, or impressments, not authorized by the Constitution of the United States

Resolved.-That it be and hereby is recommended to the said Legislatures, to authorize an immediate and earnest application to be made to the Government of the United States, requesting their consent to some arrangement, whereby the said States may, separately or in concert, be empowered to assume upon themselves the defense of their territory against the enemy, and a reasonable portion of the taxes, collected within said States, may be paid into the respective treasuries thereof, and appropriated to the payment of the balance due said States, and to the future defense of the same. The amount so paid into the said treasuries to be credited, and the disbursements made as aforesaid to be charged to the United States.

Resolved.-That it be, and it hereby is, recommended to the Legislatures of the aforesaid States, to pass laws (where it has not already been done) authorizing the Governors or Commanders-in Chief of their militia to make detachments from the same, or to form voluntary corps, as shall be most convenient and conformable to their Constitutions, and to cause the same to be well armed equipped and disciplined, and held in readiness for service; and upon the request of the Governor of either of the other States, to employ the whole of such detachment or corps, as well as the regular forces of the State, or such part thereof as may be required and can be spared consistently with the safety of the State, in assisting the State, making such request to repel any invasion thereof which shall be made or attempted by the public enemy.

Resolved.-That the following amendments of the Constitution of the United States, be recommended to the States as aforesaid, to be proposed by them for adoption by the State Legislatures, and, in such cases as may be deemed expedient, by a Convention chosen by the people of each State.

And it is further recommended, that the said States shall persevere in their efforts to obtain such amendments, until the same shall be effected.

First.-Representatives and direct taxes shall be apportioned among the several States which may be included within this union, according to their respective numbers of free persons, including those bound to serve for a term of years, and excluding Indians not taxed, and all other persons.

Second.-No new State shall be admitted into the union by Congress in virtue of the power granted by the Constitution, without the concurrence of two-thirds of both Houses.

Third.-Congress shall not have power to lay any embargo on the ships or vessels of the citizens of the United States, in the ports or harbors thereof, for more than sixty days.

Fourth.-Congress shall not have power, without the concurrence of two-thirds of both Houses, to interdict the commercial intercourse between the United States and any foreign nation or the dependencies thereof.

Forth.-Congress shall not make or declare war, or authorize acts of hostility against any foreign nation, without the concurrence of two-thirds of both Houses, except such acts of hostility be in defense of the territories of the United States when actually invaded.

Sixth.-No person who shall hereafter be naturalized, shall be eligible as a member of the Senate or House of Representatives of the United States, nor capable of holding any civil office under the authority of the United States.

Seventh.-The same person shall not be elected President of the United States a second time; nor shall the President be elected from the same State two terms in succession.

Resolved.-That if the application of these States to the government of the United States, recommended in a foregoing Resolution, should be unsuccessful, and peace should not be concluded and the defense of these States should be neglected, as it has been since the commencement of the war, it will in the opinion of this Convention be expedient for the Legislatures of the several States to appoint Delegates to another Convention, to meet at Boston, in the State of Massachusetts, on the third Thursday of June next with such powers and instructions as the exigency of a crisis so momentous may require.

## Appendix K

### APUSH

#### Chapter 12 Study Guide (The American Pageant textbook)

#### The Second War for Independence and the Upsurge of Nationalism

##### Discussion Questions

1. Explain why the War of 1812 was politically divisive and poorly fought in the United States.
2. Describe the crucial military developments of the War of 1812, and explain why Americans experienced more success on water than on land.
3. Identify the terms of the Treaty of Ghent, and outline the short-term and long-term results of the War of 1812.
4. Describe and explain the burst of American nationalism that followed the War of 1812.
5. Describe the furious conflict over slavery that arose in 1819, and indicate how the Missouri Compromise at least temporarily resolved it.
6. Describe the major political and economic developments of the period, including the death of the Federalist party, the so-called Era of Good Feelings, and the economic depression that followed the Panic of 1819.
7. Indicate how John Marshall's Supreme Court promoted the spirit of nationalism through its rulings in favor of federal power.
8. Describe the Monroe Doctrine and explain its real and symbolic significance for American foreign policy with the new Latin American republics.

##### Terms to Know

- |                           |                                   |
|---------------------------|-----------------------------------|
| 1. James Madison          | 20. Henry Clay                    |
| 2. Oliver Hazard Perry    | 21. George Canning                |
| 3. Tecumseh               | 22. Nationalism                   |
| 4. Francis Scott Key      | 23. "Peculiar Institution"        |
| 5. Andrew Jackson         | 24. Protective Tariff             |
| 6. The Prophet            | 25. Non-colonization              |
| 7. William H. Harrison    | 26. Internal Improvements         |
| 8. John Quincy Adams      | 27. Virginia Dynasty              |
| 9. Sectionalism           | 28. Isolationism                  |
| 10. Battle of Thames      | 29. 2nd Bank of the United States |
| 11. Treaty of Ghent       | 30. Tariff of 1816                |
| 12. Hartford Convention   | 31. The American System           |
| 13. Washington Irving     | 32. Bonus Bill of 1817            |
| 14. James Monroe          | 33. <i>Fletcher v. Peck</i>       |
| 15. James Fenimore Cooper | 34. Era of Good Feelings          |
| 16. John Marshall         | 35. Treaty of 1818                |
| 17. John C. Calhoun       | 36. Land Act of 1820              |
| 18. Daniel Webster        | 37. Monroe Doctrine               |
| 19. Andrew Jackson        |                                   |

Name \_\_\_\_\_

EXIT TICKET

In 2-3 paragraphs, respond to the following question:

“How did this debate allude to a shift in American political ideology and domestic policy?”

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