We have met the enemy

Dorothy Briss* & Victor J. Mayer

*Upper Arlington Public Schools and The Ohio State University

STUDENT WORKBOOK

OEAGLS
Oceanic Education Activities for Great Lakes Schools
OEAGLS Investigation #21
Completed October 1980
Revised December 1982 and September 1988

This instructional activity was prepared with the support of the National Oceanic and Atmospheric Administration, Sea Grant College Program Office, U.S. Department of Commerce, under Ohio Sea Grant Project #714077. Funding support was also provided by The Ohio State University’s School of Natural Resources and College of Education. Any opinions, findings, conclusions or recommendations expressed herein are those of the authors, and do not necessarily reflect the views of NOAA or the University.

Permission is hereby granted to educators to reproduce this material for educational purposes. The U.S. Government is authorized to produce and distribute reprints for governmental purposes notwithstanding any copyright notation that may appear hereon.
WE HAVE MET THE ENEMY

by

Dorothy Briss, Upper Arlington Public Schools
and
Victor J. Mayer, The Ohio State University
Ohio Sea Grant Education Publication

INTRODUCTION

The War of 1812 has been called our second war for independence. If we had been defeated, we might once again have become a colony of England. The major victory that became the turning point in the war occurred right here in Ohio. Commodore Perry defeated the British Navy on Lake Erie in September, 1813, near South Bass Island. If you have been to Put-In-Bay you may have seen the tall column which is a memorial to those who died, both British and American, in the Battle of Lake Erie. What caused the war? Why were we able to win?

![Figure 1. Monument of South Bass Island Commemorating Perry's Victory in the Battle of Lake Erie.](image)

OBJECTIVES

When you have completed this investigation you will be able to:

1. Describe the frontier condition of the area around Lake Erie in 1812.

2. Explain why control of Lake Erie was vital in winning the war in the Northwest.

3. Identify some of the major causes of the War of 1812.

4. Identify the factors important in winning the war.
2. Listen as your officer reads the card to you. Repeat to your officer in your own words, what has been read to you:

Who you are: I am General William Hull, veteran, judge, Senator, Governor.

What you do: I am in charge of the Army of the Northwest.

Where you are: I meet my army in Dayton to travel to Detroit.

3. Follow the directions on the card.
   a. Examine the pictures and maps from the packet that relate to your card;
   b. Move game piece on board as your character moved;
   c. Place markers on board for: villages, forts, and battles.

The American and British cards usually tell of the same event from different points of view. Therefore, do not put the markers on the board until both the American and British officers are finished reading. The winning side will put on the battle marker. The losing side will put up the village or fort marker.

4. When your officer is satisfied that you have fulfilled your requirements, your turn is over and you become the officer for the person next to you.

5. The order of play is:
   Player 1, Card A1, American Army.
   Player 3, Card B1, British Army.
   Player 2, Card A15, American Navy.
   Player 4, Card B15, British Navy.

6. Players take turns to finish the last four cards (29-32).

C. Completion of Simulation

1. On your worksheet, answer items 1 and 2 in Section A of this activity.

2. Discuss each of the following people, places, battles and words with members of your group to become familiar with them:

People
Robert Barclay                             William Henry Harrison
Henry Proctor                             Issac Brock
William Hull                             Laura Secord
George Croghan                           Oliver H. Perry
James Winchester

Places
You should be able both to make a sketch map from memory, and also locate the places on an outline map.

Amherstburg                                 Detroit River
Put-In-Bay                                   Black Rock
Malden                                       Sandusky River
Buffalo                                      Maumee River
Portage River                                Dayton
Niagara River                                Presque Isle
Detroit                                      Pittsburgh
Sandwich

Battles
Can you put these in chronological order?

Brownstown                                    Fort Meigs
Frenchtown                                   Canard River
Fort Harrison                                 Magauga
Fort Dearborn                                 Fort Michilimackinac
Moraviantown                                 Fort Stephenson
Fort Detroit                                 Fort George
Queenstown Heights                           Fort Wayne
Raisin River
### Vocabulary Words

<table>
<thead>
<tr>
<th>ambushed</th>
<th>deck</th>
</tr>
</thead>
<tbody>
<tr>
<td>amputate</td>
<td>fleet</td>
</tr>
<tr>
<td>anchor</td>
<td>fore-and-aft-rigged</td>
</tr>
<tr>
<td>arsenal</td>
<td>gauntlet</td>
</tr>
<tr>
<td>artillery</td>
<td>graphite</td>
</tr>
<tr>
<td>auger</td>
<td>harbor</td>
</tr>
<tr>
<td>battery</td>
<td>hardack</td>
</tr>
<tr>
<td>(military)</td>
<td>hemp</td>
</tr>
<tr>
<td>blacksmith</td>
<td>howitzer</td>
</tr>
<tr>
<td>Black Swamp</td>
<td>invasion</td>
</tr>
<tr>
<td>blockade</td>
<td>keel</td>
</tr>
<tr>
<td>brig</td>
<td>keelboat</td>
</tr>
<tr>
<td>boradaxe</td>
<td>Lawrence</td>
</tr>
<tr>
<td>carpenter</td>
<td>(boat)</td>
</tr>
<tr>
<td>cartridge</td>
<td>long</td>
</tr>
<tr>
<td>(1812 meaning)</td>
<td>gun</td>
</tr>
<tr>
<td>caulking</td>
<td>magazine</td>
</tr>
<tr>
<td>cavalry</td>
<td>(military)</td>
</tr>
<tr>
<td>Conestoga wagon</td>
<td>mast</td>
</tr>
<tr>
<td>court marial</td>
<td>militia</td>
</tr>
<tr>
<td>crosscut saw</td>
<td>Niagara</td>
</tr>
<tr>
<td></td>
<td>(ship)</td>
</tr>
<tr>
<td></td>
<td>pickets</td>
</tr>
<tr>
<td></td>
<td>plane (tool)</td>
</tr>
<tr>
<td></td>
<td>planks</td>
</tr>
<tr>
<td></td>
<td>&quot;powder monkey&quot;</td>
</tr>
<tr>
<td></td>
<td>reinforcements</td>
</tr>
<tr>
<td></td>
<td>retreat</td>
</tr>
<tr>
<td></td>
<td>ribs (naval)</td>
</tr>
<tr>
<td></td>
<td>rout</td>
</tr>
<tr>
<td></td>
<td>sail</td>
</tr>
<tr>
<td></td>
<td>sandbar</td>
</tr>
<tr>
<td></td>
<td>schooner</td>
</tr>
<tr>
<td></td>
<td>siege</td>
</tr>
<tr>
<td></td>
<td>ship</td>
</tr>
<tr>
<td></td>
<td>shrouds (ropes)</td>
</tr>
<tr>
<td></td>
<td>sloop</td>
</tr>
<tr>
<td></td>
<td>square-rigged</td>
</tr>
<tr>
<td></td>
<td>stays (ropes)</td>
</tr>
<tr>
<td></td>
<td>stockade</td>
</tr>
<tr>
<td></td>
<td>strategy</td>
</tr>
<tr>
<td></td>
<td>tack (naval)</td>
</tr>
<tr>
<td></td>
<td>tomahawk</td>
</tr>
<tr>
<td></td>
<td>topman</td>
</tr>
</tbody>
</table>

---

Figure 2. Perry’s message to General Harrison upon winning the Battle of Lake Erie.
ACTIVITY B: WHY DID WE FIGHT?

MATERIALS: Report of Manifesto from teacher packet.

PROCEDURE

You have just completed a simulation on the War of 1812 in the Northwest. Why was the war fought? In the first part of this activity you will learn about some of the problems that the United States was having with Great Britain. You will use information from publications of the period of time leading up to the war.

1. Examine Figure 3. The words in the balloons are printed for you on page 6. Who are the big, strong, handsome characters on the right?

Figure 3. Cartoon from an American newspaper published about the time of the war.
A. Oh poor sailors! Poor blue jackets. Don't go to war with the mothercountry. Don't go to war with good old England. You will get hard knocks on the pate (head). You will spend your war in English prisons and prison ships. Don't submit to the war. You will beg on the streets and rot in the alms (poor) house. Oh poor sailors. Oh poor blue jackets.

B. Here's a flock of Mother Carey's chickens. What think you my hearties to all this ________?

C. Why to all my eye Jack, shiver my limbs, but this fellow is an English dishcloth-so let's have no more of your blarney. An American tar knows his duty-and if he gets into prison d'ye see he'll get out again and as for a hard knock, let them try and they will see whose head is hardest.

D. That's right my honest soul! We'll ship to our quarters, boys, like true sailors and may the lubber be slashed home to the gizzard and scrap'd with a shark's tooth, who would mutiny against commander and desert ship, 'cause a hard gale and tough passage brings him to short allowance. And three cheers boys Huzza--for Yankee Doodle.

2. What advice is the sorry character on the left giving them?

3. What is a tory? Check with your teacher or look it up in your history book.

Ask your teacher for a copy of the Report or Manifesto of the Causes and Reasons of War with Great Britain, presented to the House of Representatives by the Committee on Foreign relations.

4. What is the date when this report was presented?

5. Refer to the paragraph marked on pages 10-11. What do you think the word impressment means?

6. Why do you think Great Britain impressed American sailors?

There is an old song which says "Scalps were bought at stated prices, Malden pays the price in gold." The song and the cartoon in Figure 4 (next page) refer to a practice of the British and their Indian allies. This practice was especially common in this area of the country.

7. What is a scalp?

8. What is the practice shown in the cartoon?

9. Why do you think this would anger those Americans living in this area, where the Indians were still strong?

10. Read the paragraph marked on pages 7-8 of the Manifesto. Describe the blockade referred to in that paragraph.

11. What effect do you think the blockade had upon the United States?

12. Read the first page of the Manifesto. What kinds of feelings do you think the committee had toward Great Britain?

13. How does that page of the report describe the character of the American people at that time?

14. Do you think the opinions expressed on this first page are accurate regarding both the British and the Americans?

15. Read the paragraph marked on page 17 of the Manifesto. In your own words, tell what the committee recommended to the Congress.
A scene on the frontiers as practiced by the humane British and their worthy allies!

Arise Columbia's Sons and forward press!
Your country's wrongs call loudly for redress!
The savage Indian with his scalping knife
Or tomahawk may seek to take your life.

By bravery and they'll in a dreadful fight
Shrink back for refuge to the woods in flight;
Their British leaders then will quickly shake
And for those wrongs shall restitution make.

Figure 4. Cartoon from American Newspaper.
ACTIVITY C: WHY DID WE WIN?

MATERIALS: You will need the cards from the simulation.

PROCEDURE

As you already know, the war was fought, and it was won by the United States. The two countries signed a peace treaty in 1814, called the Treaty of Ghent. Why was the United States able to win this war? Great Britain had a much more powerful Navy, and at the time was perhaps the most powerful country in the world.

1. Why do you think the Americans were able to win?

In Activity A you were asked to identify factors that were involved in winning battles. Read over those you listed in question 1 on your work sheet.

Supplying the troops was particularly difficult in the War of 1812. Britain was very far away, across an ocean and a half of a continent of wilderness. Often communication was very bad. She was a major industrial nation, but her supply routes were very long.

America, too, had difficulties. There was a lack of organization in the War Department. It had only a Secretary of War and a few clerks to write letters. The Quartermaster Corps was not begun until late in the war. There was a lack of supplies because America was a new nation with only a few of her own industries. Roads were few and very poor, especially in the Northwest.

2. Explain the two means of transportation by which supplies came to Presque Isle (Erie).

3. Explain at least 5 difficulties and discomforts you would have faced as you traveled north with Hull toward Lake Erie and Fort Detroit.

4. Explain why Lake Erie was important in the war. Why did Britain and America fight so hard for control of the lake?

5. Have you changed your mind as to why you think the United States won? If so, what do you now think?
We Have Met the Enemy
Work sheet

Activity A: Where did the important battles take place?

1. List at least 6 factors that contributed to winning, and give examples of each.
   a. relative numbers: Indian attack on Fort Dearborn.
   b. __________________________: ____________________________
   c. __________________________: ____________________________
   d. __________________________: ____________________________
   e. __________________________: ____________________________
   f. __________________________: ____________________________
   g. __________________________: ____________________________

2. Describe an event you learned about during the simulation that supports the statements below.
   a. Armed forces need supplies: food, clothing, shelter, weapons, and ammunition. ________________
   b. The area around Lake Erie in 1812 consisted of small frontier settlements or forested wilderness with few, bad or no roads. ________________
   c. Water transportation is generally easier and cheaper than overland transportation. ________________
   d. Control of the Great Lakes in general, and Lake Erie in particular, was vital to winning the war in the Northwest; that is the Lake had strategic (military) importance. ________________
Activity B: Why did we fight?

1. Who are the big, strong, handsome characters on the right of Figure 3?

2. What advice is the sorry character on the left of the cartoon giving them?

3. What is a tory?

4. What is the date when this report was presented?

5. What do you think the word impressment means?

6. Why do you think Great Britain impressed American sailors?

7. What is a scalp?

8. What is the practice shown in the cartoon?

9. Why do you think this would anger those Americans living in this area?

10. Describe the blockade referred to on pages 7-8 of the Manifesto.

11. What effect do you think the blockade had upon the United States?

12. What kinds of feelings do you think the committee had toward Great Britain?

13. How is the character of the American people at that time described?

14. Do you think the opinions expressed on this first page are accurate regarding both the British and Americans?

15. What is the committee recommending to the Congress?
Activity C: Why did we win?

1. Why do you think the Americans were able to win?

2. Explain the two means of transportation by which supplies came to Presque Isle (Erie).
   a. 
   b. 

3. Explain at least 5 difficulties and discomforts you would have faced as you traveled north with Hull toward Lake Erie and Fort Detroit.
   a. 
   b. 
   c. 
   d. 
   e. 

4. Why did Britain and America fight so hard for control of the lake?

5. Have you changed your mind as to why you think the United States won? If so, what do you now think?