

The War of 1812: Should I Stay or Should I go?

Grade 7: British North America

Overview

All of the Archives of Ontario lesson plans have two components:

- The first component introduces students to the concept of an archive and why the Archives of Ontario is an important resource for learning history
- The second component is content-based and focuses on the critical exploration of a historical topic that fits with the Ontario History and Social Studies Curriculum for grades 3 to 12. This plan is specifically designed to align with the Grade 7: British North America curricula.



We have provided archival material and an activity for you to do in your classroom. You can do these lessons as outlined or modify them to suit your needs. Feedback or suggestions for other lesson plans are welcome.

In this plan, students will use primary sources to investigate life during the War of 1812. By using a chart to keep track of details, students will outline the hardships faced by soldiers during the War of 1812 and use this information to write a first-person letter about whether they would desert the army if they were in the soldiers' place.

Curriculum Connections

This plan meets the following expectations for Grade 7: British North America:

Overall Expectations

- Explain and outline the causes, events, and results of the War of 1812
- Identify some themes and personalities from the period, and explain their relevance to contemporary Canada

Specific Expectations

Knowledge and Understanding

- Explain key characteristics of life in English Canada from a variety of perspectives

Inquiry/Research and Communication Skills

- Formulate questions to facilitate research on specific topics
- Analyse, synthesize, and evaluate historical information
- Construct and use a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information
- Communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs
- Use appropriate vocabulary to describe their inquiries and observations.

Getting Organized

To prepare for this lesson, you can:

- ✓ Make overheads or create a PowerPoint with the introductory information found on: **Overhead 1: Exploration Through the Archives!**, **Overhead 2: Research Question**, **Overhead 3: Should I Stay or Should I Go?**
- ✓ Print out a set of primary sources for each student or for each group of students
- ✓ Print out copies of the **Primary Source Chart**, **Letter** handout, **Vocabulary** handout, and **Reflection** sheet for each student

* All resources can be found at the end of this lesson

Lesson Plan

This lesson can be abbreviated and completed in one class or expanded and completed across five classes.

- Begin by introducing the concept of an archive and how it can help answer research questions related to history. See **Overhead 1: Exploration Through the Archives!** to introduce this to your students and the following text to prepare yourself:

Over the course of a lifetime, most people accumulate a variety of records. It starts with a birth certificate and expands into awards, bank statements, receipts, letters, photographs – anything that documents important events and relationships in one's life. These records comprise an individual's personal archive. Governments, businesses, schools, associations and organizations of all types do the same, keeping records as evidence of their activities and accomplishments.

These documents provide a fascinating view into the past. Like a detective investigating a case, a researcher using these records can get a sense of what a place looked like, what people were thinking, what life was like, and what happened and why. Anyone with an interest in the past, whether it is delving into local history, tracing a family tree, or probing decisions and events, will find answers in archives.

Some examples are:

- letters, manuscripts, diaries often from famous people
- notes or recordings of interviews
- photographs, sketches and paintings
- birth, death and marriage records
- land registries, titles to property, and maps
- court records
- architectural plans and engineering drawings
- audio, video and film records

Archives are important resources for answering our questions about the past. Records may be used to settle legal claims, they may clarify family history, they are grist for historians, and they impart to filmmakers and authors a sense of the way things were. Whatever the reason, archives have a story to tell.

The first step is to identify your research question and what you are hoping to find in the Archives to provide support to that question.

- Following this introduction, use **Overhead 2: Research Question** to introduce the lesson's research question:

Why did soldiers desert the British army or militia during the War of 1812?

And that in the archival material you are hoping to discover:

What War of 1812 soldiers said about conditions of life during the war.

Introduce that the Archives of Ontario have identified three collections that include letters/diary entries that can help you answer this question. These collections are:

**The Robert Nelles family fonds
The Joel Stone family fonds
The Thomas Ridout family fonds**

A "Fond" is a group of records created by a single individual or a group. In these fonds we have pulled out seven primary sources that can help students with their research. With these records students can explore:

What were the conditions of life during the War of 1812 that made people desert?

If you were in their place, would you stay or would you go?

- Using **Overhead 3: Should I Stay or Should I Go?**, introduce the class activity: Use primary sources to learn about the conditions of war during the War of 1812 and make a judgement in the form of a first-person letter as to whether they would stay or go based on their findings.
Find attached the primary sources, handouts, and rubric for facilitating this activity
- Using the "**Should I Stay or Should I go**" handout, encourage students to read the extracts of the primary sources provided and fill out the chart. Encourage students to keep track of the vocabulary they may not be familiar with. A **Vocabulary** handout is also available for distribution.
- Using the information found in the "**Should I Stay or Should I go**" chart, ask students to write a letter incorporating these hardships in a first person narrative on the "**Write a letter**" handout. See **Rubric** for assessment purposes.
- Share these letters as a class: read them aloud, put them up on display, have each student mail a letter to a peer, or even mail the letters to the Archives of Ontario and we'll put them on display in our classroom space!
- Following the completion of the letters, hold a discussion about what the conditions of war can tell us about the conditions of life in Upper Canada and how it compares to life today. Examples could include:
 - Clothes were not plentiful or readily available. Many people had a set of clothes for the summer, another for the winter, and a third for church. Clothes had to be specially made for weather conditions.

- People drove wagons with horses and in the winter (as well as summer) there were few organizations (like city governments) to take care of the roads.
 - Travel was difficult and time consuming.
 - Wounds were not easily cleaned or disinfected, therefore many people died from wounds that today would not be serious.
 - As entertainment in the evening, men could relax by the fire and play cards.
 - Adequate accommodations could include a barn and that it was not rare to ask a farmer to use his barn to stay for the night.
 - Farming was an important part of life for most people and without planting seeds each year people could starve
 - Letter writing was the most efficient way of communicating needs and wants.
- We have also provided a **Reflection** handout so that students can reflect on their own learning following the task.

Extension/Accommodation

Task can be completed individually, in small groups, as a jigsaw with primary source stations, or even as a class with primary sources presented in a presentation

Instead of an individual chart, students in the class could complete a 'graffiti' activity by walking around the classroom, reading the primary sources, and writing down their thoughts about the content on a large piece of paper. The combined responses can form the basis of a class letter determining whether a soldier should 'stay or go.' This would encourage a more affective and kinaesthetic engagement with the material.

Instead of letter writing, the chart can form the basis of a class debate or trial for a soldier who has deserted.

Students can illustrate the conditions of a soldier who is thinking of deserting. A comic strip instead of a letter can still express the hardships of war in a format that may be more interesting to certain students.

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Exploration through the Archives!

Over the course of a lifetime, most people accumulate a variety of records.

Taken together, these records can provide a fascinating view into someone's life and into the past.

Like a detective investigating a case, a researcher using these records can get a sense of what a place looked like, what people were thinking, what life was like, and what happened and why.



Some examples of records that a historian may look at are:



- ✓ birth, death, and marriage records
- ✓ letters or diaries
- ✓ photographs, sketches, and paintings
- ✓ court records
- ✓ audio, video and film records



An **archive** is a place where these records and historical documents are preserved. The **Archives of Ontario** collects and preserves records with relevance to the history of Ontario.

Using primary sources from the Archives of Ontario's collections, you too can be an investigator exploring the past and understanding the present.



The War of 1812: Should I Go OR Should I Stay?

To begin using the records found at an archive, it is best to begin with a *research question* that can guide your search.

For this lesson, your research question could be:

**Why did soldiers desert the British army
or militia during the War of 1812?**

In the records preserved at the Archives,
you are hoping to discover:

**What soldiers from the War of 1812 said to their
loved ones about conditions of life during the war.**

The Archives of Ontario have identified “fonds,” or record collections that include records to help you answer that question:

**The Robert Nelles family fonds
The Joel Stone family fonds
The Thomas Ridout family fonds**

With the records found in these fonds, can you discover:

**What were the conditions of life during
the War of 1812 that made people desert?**

**If you were in their place,
would you stay or would you go?**

The War of 1812: Should I Go or Should I Stay?



*"Desertion has
come to such height
that 8 or 10 men
go off daily"*

- Thomas G. Ridout



Extract from an original letter
from Thomas G. Ridout
to his brother George Ridout,
September 16, 1813
Thomas Ridout family fonds
Reference Code: F 43, box MU
2390

Desertion: To quit one's post
without permission especially with
the intention of remaining away
permanently.

Directions:

1. Read the 7 primary sources found in the Archives of Ontario collection
2. Fill out the chart about the **Hardship** expressed in the primary source plus the **Details** of the hardship
3. Use the information on your chart to and write a letter from the point of view of an 1812 soldier. In this letter, inform a family member of the hardships of war. Share with them why you are thinking of the question "Should you stay OR Should you go?" Have you made a decision?

Primary Source 1:

Letter from Thomas G. Ridout to his brother George Ridout
September 4, 1813 (Pages 2 and 3)Thomas Ridout family fonds
Reference Code: F 43, box MU 2390
Archives of Ontario

home but Mr. Crocker has been invited into the Sanctuary sanctuaries
to partake of the delicacies of the East & enjoy the sacred society of
the Virgins of the Sun. The grand Inca Hather about the farm like
a withered may pole. at the dawn of the morning he appears ^{on} the
face of the earth in all the terrors of majesty & hurls tremendous
Thunder bolts against the inhabitants of the Farm yard & then
coast. for says he this day I consecrate for the purpose of
making a festival & so sacrifice to the gods whom the most
pure & holy Virgins of the Sun adore. (namely
[two Ensigns of the 10th Regt.]) the mighty spirit said the mighty
words & the deed was done. Three huns expired & a fourth
flew into a Brand & was drowned. — dei traista dei said
the new? Regt. Priest. La Blah! lou them ^{off} triumph
the Sun had not yet gained the middle sky. When lo an officer
appeared on high. short-catted potatoes. onions patatoes &
quits. pots brass & bottles. washbuds & bottles. adon. one cast
and upon lay. by magic instinct and flew the papers from
their own books. & haaron smiled amon. let go your reef
tackles & haul down the foresails. Starboard. Helm. the
luffs. the luffs. let go the flying jib. & let the stay
sails. steady. at the helm there! let Cape Mars. bear
upon your weather bow. portward & by west half north.
O. I. Sir. — that's your lot. I love fun. — — —
we have an Iron pot about twice for tea pot
travels & boiler — two windows shutters put upon three bands from
the saddle. we have three servants. who eat the remain of the
feast. The Deputy Commisary General sits at the head of the table
for he is too independent to mix with them. — our office is in the
house & we see all the every day. but they wont deign to speak to the
Cook. — but with such kind of quantity I shall never elaborate
They are miserably poor & very proud. like all their Nova Scotia
people.
Spent a pleasant evening yesterday with Col. Hideroff
at his artillery Park. & this afternoon I shall spend with Col.
Gibson at the 8 Camps. then is an astonishing run of white
cuffed Ensigns & shirt waists at this house. The carpet parlour is
adorned the whole does with red. the only domestic on the Farm is
a miserable little black quib who is almost wroth to death
I begin to feel the want of cloth trousers. it is
a difficult matter to get my manhood washed. Moreover the morn-
ings are getting cool. & a fellow will soon begin to look funny in
summer clothes. get me a pair of grey trousers made like
Robert Stanton's. & send them on bye (Priest's conveyance)
Let me know what they cost. you may also purchase a pair
of worsted stockings. — I see you have entirely forgot the
snuff. — I hope in two or three weeks to send some
peaches home. the Peas & apples are ripe.
In eight days you may expect to hear good news from
me respecting myself.
The army is getting very sickly. 400 or 500
Men are sent to the Hospitals every day. there are more
than 400 sick. A great number of Officers. the 19th
very much. York being considered the healthiest place in
Canada is to be head quarters for the medical Establishment.
I may expect the Town to be filled with hospitals. I think
we cannot stand this daily diminution of strength 10 days
longer. They say that DeCatur has succeeded Chaumap-
I that we may look for him every hour. also that General
Wolfinson has taken the Command at Fort George with a
considerable reinforcement. — Our fleet is just coming
on from York. Snodgrass with Wooten's regiment
living here costs about 3½ per day besides our rations — which
I draw here. it costs Government. at the rate of 85 dollars
per annum. — don't say any thing but Stanton draws his here
cheerful. — don't forget my trousers. Snodgrass & I then
have a rooming for morning & evening. in his room.
little Jones has come in this morning 10 miles horseback. lugging
my clean clothes under his arm. too tall hand in the
quarter deck. Yours Truly
Thos. G. Ridout

“(...) I begin to feel the want of cloth trousers it is a difficult matter to get my nakedness washed. And moreover the mornings are getting cool. And a fellow will soon begin to look funny in summer clothes. Get me a pair of grey trousers made like Robert Stanton's.”

- Thomas G. Ridout

Primary Source 2:

Letter from Colonel Joel Stone to Colonel Lethbridge

October 25, 1812

Joel Stone family fonds

Reference Code: F 536, MU 2892

Archives of Ontario

"I have furnished barracks for one hundred and twenty men and they are all on the spot, including the Rifle Company now on duty here. And all are in the greatest want of almost every necessary. And I have this day received a letter from Col. Vincent referring me to you for stoves, blankets, etc. and I must observe that we are in as great want of shoes, pantaloons, jackets, and watch coats for the Guard"

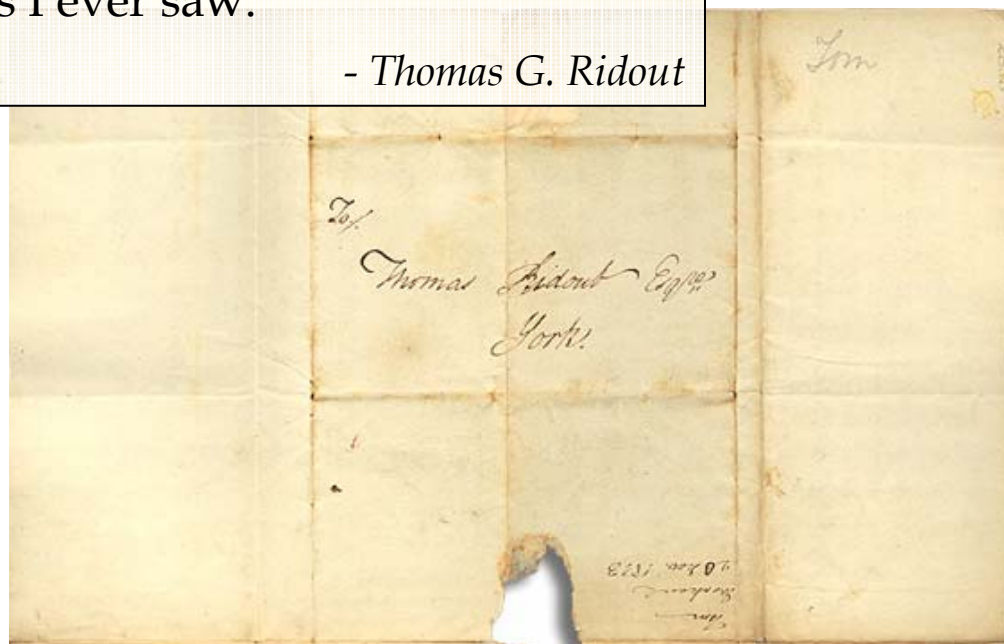
- Colonel Joel Stone

Primary Source 3:**Letter from Thomas G. Ridout (Kingston) to his father Thomas Ridout,
November 1, 1813**

Thomas Ridout family fonds
Reference Code: F 43, box MU 2390
Archives of Ontario

"We have had a most harassing journey of 10 days to this place when we arrived last night in a snow storm. It has been snowing all day & is now half a foot deep. ... Frequently I had to go middle deep in a mud hole & unload the wagon & carry heavy trunks 50 yards waist deep in the mire & reload the wagon. Sometimes put my shoulder to the fore wheel & raise it up. One night the wagon [upset] going up a steep hill in the woods in one of the worst places I ever saw."

- Thomas G. Ridout



Primary Source 4:
Pension poster-Orphans (details), 1817
 Robert Nelles family fonds
 Reference Code: F 542, box MU 2192
 Archives of Ontario

LIST of Orphan Children whose Fathers have been killed in Action, or have died from Wounds received or Disease contracted in Service.

NAME & RANK OF DECEASED FATHER	NAME	RANK	Regiment or Service to which he belonged	ACTION in which killed or how Deceased	LINE OF DECEASE	NAME OF GUARDIAN	PERIOD for which PENSION is in course of ISSUE.			PROVIDE CURRENCY DOLLAR AT 6s
							From	To		
Children of John Hendershot	Thomas	Private	1st Lincoln	Quebec	18th September 1812	Christian Almost	1st January 1817	31st December 1817	20 0 0	
do	Thomas Smith	do	2d York	do	18th October	12 William Smith, Sen.	do	do	20 0 0	
do	Marion M. Clellan	Captain	First Lincoln	Fort George	27th May	13 Elizabeth Thomson	do	do	20 0 0	
Child of William Cameron	do	Private	do	do	do	Phoebe Goodson	do	do	20 0 0	
Children of Mathias Saunders	do	do	First York	York	27th April	do Elizabeth Elrod	do	do	20 0 0	
do	Timothy Skinner	do	2d Lincoln	Chippawa	25th July	14 Ann Sinclair	do	do	20 0 0	
Child of John McGrath	do	do	Incorporated	Fort Erie	24th September	do Catherine McGrath	do	do	20 0 0	
Children of Chaney Smith	do	do	Oxford	Casualty	25th November	do Myrann Lyntamer	do	do	20 0 0	
do	Francis Weaver	do	First Lincoln	Disease	15th November	do	do	do	20 0 0	
do	Benjamin Newkirk	do	do	do	15th November	do	do	do	20 0 0	
do	Casper Shultz	do	3d Lincoln	do	5th January	15 John Renner, Sen.	do	do	20 0 0	
do	John Shackleton	do	do	do	14th December	16 John Warren, Esq.	do	do	20 0 0	
do	John Gallop	do	2d Lincoln	do	5th December	do Peter Trumble	do	do	20 0 0	
do	Gasham Conger	do	do	do	3d December	do Lawrence Jennings	do	do	20 0 0	
do	William Dennis	do	do	do	18th December	do Sarah Dockstader	do	do	20 0 0	
do	John Smith	Sergeant	First do	do	23rd August	18 George Adams	do	do	20 0 0	
do	Jonathan Griffin	Private	2d do	do	20th October	19 Sarah Morgan	do	do	20 0 0	
do	Charles Stevenson	do	do	do	5th November	do Anna Youngs	do	do	20 0 0	
do	Isaac Walker	do	do	do	14th November	do William Walker	do	do	20 0 0	
do	Lewis Boughner	do	do	do	14th November	do Eleanor Chambers	do	do	20 0 0	
do	Abraham Acre	do	do	do	November	do Robert Nelles	do	do	20 0 0	
do	Samuel Nunn	do	do	do	1st December	do Charlotte Acre	do	do	20 0 0	
do	John Stewart	do	5th do	do	November	do Sarah Banghart	do	do	20 0 0	
do	Solomon Mills	Sergeant	2d York	do	5th July	21 Sophia Lafferty	do	do	20 0 0	
do	Thomas Roach	Private	First Glengary	do	22d March	22 James Hanchet	do	do	20 0 0	
do	Robert McLaughlin	do	Incorporated	do	24th August	do Nadab Eastman	do	do	20 0 0	
do	Jacob Van Camp	do	First Grenville	do	1st March	do John Lamson	do	do	20 0 0	
Child of Rodolphus Faller	do	do	2d do	do	27th March	do Anna Butler	do	do	20 0 0	
Children of Joseph Chapp	do	do	Prince Edward	do	27th November	23 Nancy Smith	do	do	20 0 0	
do	John McGrath	do	do	do	28th April	24 Jacoby Garfield	do	do	20 0 0	
do	Benjamin Smith	do	do	do	31st October	do Christiana Cummings	do	do	20 0 0	

The extract above is from a poster printed in 1817 that shows the pensions payable to minors left orphans by the war, war widows and militiamen disabled on active service.

Of particular interest here is the predominance of disease over battle wounds as causes of death.

Overall 171 men serving in the militia were listed on this document as having died on service during the war. Of these 137 died of various diseases contracted while on duty; 25 were killed in action; and 9 from wounds received in battle or through an accident while on duty.

Unsanitary conditions and poor food were major contributors to the death toll.

Primary Source 5:

Letter from Thomas G. Ridout to his brother Samuel Ridout

December 3, 1813

Thomas Ridout family fonds

Reference Code: F 43, box MU 2390

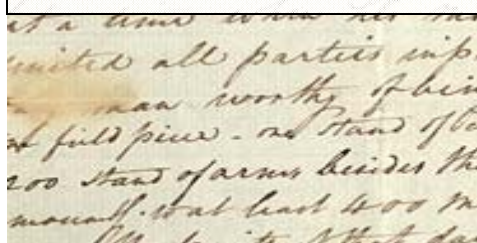
Archives of Ontario



Dear Sam-

"I am very anxious to know how things go on in your part of the world.
... I will remember the many happy evenings
I spent by your fireside, when we had nothing to think of
but play cards, drink whiskey & watch the old horse by the window. ...
But these days are gone perhaps never to return."

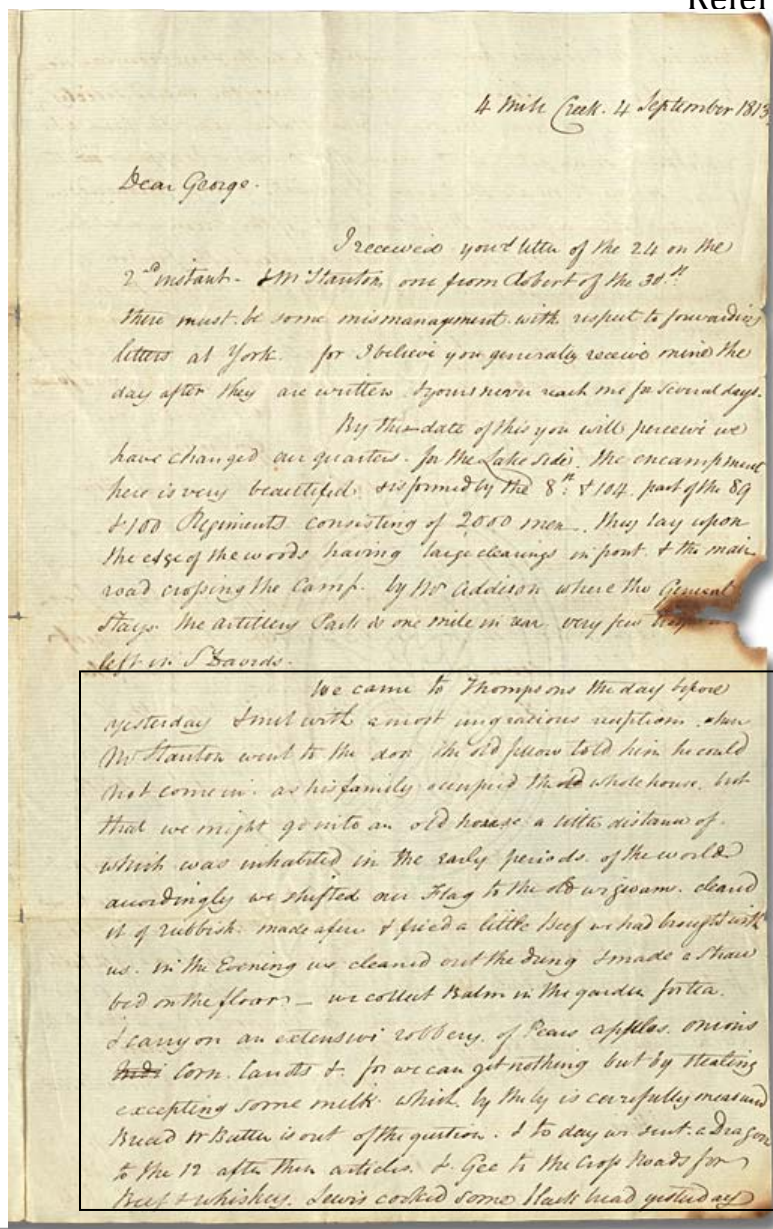
- Thomas G. Ridout



at a time when his ...
united all parties in p ...
man worthy of his ...
at full price - no stand of ...
200 stand of arms besides the ...
amount - at least 400 m ...

Primary Source 6:
Letter from Thomas G. Ridout to his brother George Ridout
September 4, 1813 (Pages 2 and 3)

Thomas Ridout family fonds
Reference Code: F 43, box MU 2390
Archives of Ontario



"We came to Thompson's the day before yesterday. I met with a most ungracious reception when Mr. Stanton went to the don. The old fellow told him he could not come in as his family occupied the whole house but that we might go into an old house a little distance of which was inhabited in the early periods of the world. Accordingly we shifted our Flag to the old wigwam, cleared it of rubbish, made a fire & fried a little Beef we had brought with us. In the Evening we cleaned out the dung & made a straw bed on the floor.

We collect balm in the garden for tea. I carry on an extensive robbery of pears, apples, onions, corn, carrots [etc.] for we can get nothing but by stealing excepting some milk, which by the by is carefully measured.

Bread & butter is out of the question."

- Thomas G. Ridout

Primary Source 7:

Letter from Lieutenant Colonel Benoni Wiltse to Colonel Joel Stone

April 13, 1813

Joel Stone family fonds

Reference Code: F 536, box MU 2892

Archives of Ontario

"Give me leave Sir to remark the duty I owe to my fellow creatures and as a true patriot to my country to remind you at the certain calamity that must befall us if the Militia are thus continued to be [called] from their families. If they are [called] one month or six weeks from their farms they can put no spring grain in the ground and the consequence will be that their families must inevitably suffer the famine even threatens before the ensuing harvest when there is but little sown that can be [reaped] if the farmers are prevented from putting in spring grain the famine will undoubtedly be dreadful."

- Colonel Benoni Wiltse

Dear Sir) George 13th April 1813 —
I Received your order of the 24th March also the 3rd & 11th April all of which I have punctually obeyed except ordering a Subaltern officer to the duty of duty. I cannot find any of them that think them selves adequate to the task — I trusted that duty on the 12th instant to one Samuel Coopers a man that has brought some good recommendations both of his courage and loyalty served in the Local Militia 12 years as a sergeant and in his recommendations is highly honored — He is a stranger to me I know not his moral character any further than from his recommendations — he appears willing to undertake it I meet your approbation
I was very much surprised on receiving your order of the 11th in not giving me any direction of your intention of the training I expected your presence in order to arrange of the training to the new act. Did not think my self the best person to the new act — and not knowing the authorities with out your order — and not knowing the strength of the two Companies on duty nor of any promotion except Broadish and as the flank companies is doing duty the men on duty must be considered as detachments from each company and the Regt. divided in ten blocks and each Capt. in his Return state the number of men on and off duty the frequent changes that has been made in draughting and returning home is very difficult to ascertain the true strength of the Regt. — they are very likely to be returned twice or perhaps not at all — there is some objection from obtaining Ensign Gladstone being one the order for a Court Martial for absence from Regiment Companies must be ordered by the commanding officer as often cases of Inquiry for exemption some I think has a right right to claim the exemption agreeable to the 17th clause of the new act and undoubtedly many more will claim then will be excused — your order to all about by coming out of the general channel has gave some uneasiness he not having the Return of companies ordered the number the same a small as well as a large company — Capt. Mansell has returned his old company of Riflemen —

Give me leave Sir to remark the duty I owe to my fellow creatures and as a true Patriot to my country to remind you of the certain calamity that must befall us if the Militia are thus continued to be called from their families — if they are called one month or six weeks from their farms they can put no spring grain in the ground and the consequence will be that their families must inevitably suffer the famine even threatens before the ensuing harvest when there is but little sown that can be [reaped] if the farmers are prevented from putting in spring grain the famine will undoubtedly be dreadful."

Student Handout: Should I Go OR Should I Stay?

Read each of the primary sources provided. In the chart provided give each hardship an appropriate label and then give details about why this hardship would be difficult for the soldiers.

Source	Hardship	Details	Reference Information	Vocabulary Words
1				
2				
3				
4				
5				
6				
7				

Student Handout: Vocabulary

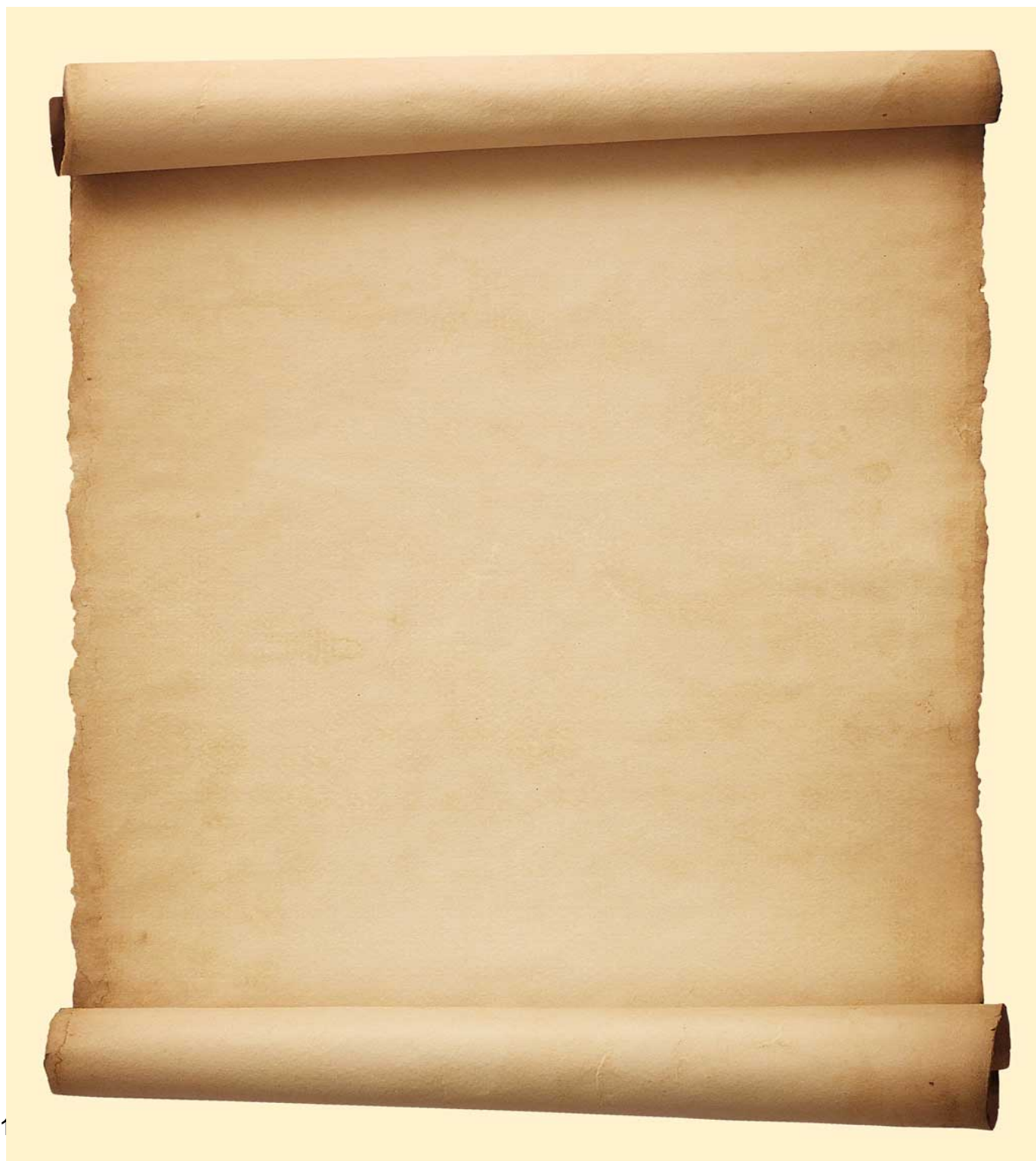
Check this list for any words you may not have been familiar with when reading the primary sources. Can you add any others?

Archive	A place in which public records or historical documents are preserved
Balm	Resin from small evergreen trees
Barracks	A building or group of buildings in which soldiers live
Calamity	Deep distress or misery
Desertion	To quit one's post without permission especially with the intention of remaining away permanently
Don	Head of household
Dung	Waste matter of an animal
Ensuing	To come at a later time or as a result
Extract	To choose and take out for separate use
Famine	An extreme general shortage of food
Fonds	Collection of papers that originate from the same source
Fore	In, toward, or near the front
Harass	To tire out by continual efforts; to annoy persistently
Militia	A body of citizens with some military training who are called to active duty only in an emergency
Mire	Heavy often deep mud or slush
Pantaloon	Close-fitting trousers usually with straps passing under the insteps
Predominant	Greater in importance, strength, influence, or authority
Primary Sources	Original, first-hand accounts created at the time of an event, or very soon after something has happened. These sources are often rare or one-of-a-kind.
Sown	To plant seed for growth
Ungracious	Rude or disagreeable
Unsanitary	State of filth, infection, or dangers to health

Student Handout: Write a Letter

Put yourself in the place of a soldier during the War of 1812. Write a letter to a friend or family member telling them of the hardships of being a soldier and why you are thinking of the question, 'Should I Go OR Should I Stay'?

Keep in mind that the purpose of your letter to make sure the audience understands the hardships of being a soldier.



Student Handout: Reflection

1. Place a check on the line provided to show how valuable the extracts from the original letters were in helping you understand what it was like to be a soldier during the War of 1812.

Not valuable

☐

Extremely valuable

2. Explain why you placed your checkmark where you did:
3. What are the advantages for using Primary Sources when learning history?
4. What are disadvantages for using Primary Sources when learning history?
5. What are three questions you would have liked Mr. Ridout or Mr. Stone to have answered about military life during of the War of 1812? Explain why you would like to learn more about each of these topics:

Question	Why You Would Like to Learn More About This Topic?

6. How has the archival material helped you answer your research question?

Rubric: Letter Evaluation

Category	Level 1	Level 2	Level 3	Level 4
Knowledge	Demonstrates limited understanding of the issues	Demonstrates some understanding of the issues	Demonstrates good understanding of the issues	Demonstrates thorough understanding of the issues
Communication	Ideas vague with little or no organization and few or no supporting details	Ideas somewhat clear, show some organization and are supported by some details	Ideas clear, show organization and are supported by details	Ideas intuitive, informative, well organized and thoroughly supported by details