

Friends Good Will Timeline

1774 - Oliver Williams is born in Roxbury, Massachusetts, a village near Boston.

1787 - The United States passes the Northwest Ordinance, providing that Territories east of the Mississippi and north of the Ohio Rivers could be admitted to the Union as soon as their population growth could justify their administration as sovereign states. The Ordinance encouraged growth in the Michigan Territory.

1797 - The United States builds six heavy frigates for its newly formed navy. The *USS Constitution*, one of these six original frigates, later nicknamed "Old Ironsides," is launched in Boston, at the Charlestown Navy yard. *USS President* and *Chesapeake* are also among the original six frigates.

1799 - Napoleon Bonaparte, now dictator of France, goes to war with Britain sparking a prolonged period of world war between competing empires: the Napoleonic Wars (1803-1815). A great deal of the conflict plays out across the oceans of the world as the empires compete for secure trade routes and strategic positions. The United States attempts to remain neutral and trade normally with both Britain and France.

1803 - President Thomas Jefferson, amid partisan criticism, purchases land from cash-starved France. Napoleon sells the Louisiana Territory to the United States, more than doubling the size of our young nation.

1804 – Meriwether Lewis and Captain Clark, authorized by President Jefferson, lead an expedition to view first-hand the extent of the purchase.

1805 - With British men-of-war ships strung across the globe, forming England's wooden walls and staving off invasion from a continental Europe within Napoleon's grip, Lord Admiral Horatio Nelson defeats a combined French and Spanish Fleet off Cape Trafalgar. Lord Nelson is struck down on the quarterdeck of *Victory* by rifle fire. The battle is the last of the large fleet action in the Great Age of Sail. The French invasion is no longer a threat although Britain mourns the death of its greatest hero. Robert Barclay, a young British officer is present at Trafalgar.

1806 - Lewis and Clark return and begin to speak and write about their discoveries.

1807 - Published accounts of the Lewis and Clark expedition fuel the dreams of an American population eager to move westward.

1807 - Britain enacts the Orders in Council, severely restricting neutral trade with Europe as a means to economically strangle Napoleon's empire. British blockades and the impressments of American sailors upon the high seas interfere with American rights of

free trade and attempts to maintain a policy of neutrality. The Orders in Council is cited as one cause of the War of 1812.

1807 - President Thomas Jefferson's Embargo Act is passed, rendering trade with Britain illegal in retaliation for Britain's interference with American shipping upon the high seas. In combination with the Orders in Council, the Embargo Act reduces American shipping to only coastal trade. Unfortunately, the United States needs trade with Britain. The measure is unpopular and ineffective, only encouraging further development of fast sloops for smuggling, and equally fast government sloops to catch the smugglers. On the Great Lakes, government vessels spend more time seizing smugglers and their vessels than protecting American trade routes from British interference along the eastern seaboard.

1808 - Oliver Williams moves to Detroit, Michigan Territory, and opens a dry-goods store. Later, his son, Ephriam, recalls his father used to make two long trips overland each year from Buffalo, with supplies and inventory.

1809 - Jefferson's Embargo Act, generally viewed to have damaged American economic interests, is repealed in the closing days of his administration.

1809 - United States custom records from Detroit and Mackinac reveal that by this date two Masters already active in maritime commerce upon the upper lakes. They were Daniel Dobbins, owner and Master of *Salina*, a schooner, and another mariner, William Lee, Master of *Contractor*, a sloop.

1810 - Oliver Williams determines to build a square topsail sloop. The keel is laid on the banks of the River Rouge, just south of Detroit.

1811 - As the result of heightened tensions upon the high seas between Britain and the United States, the *USS President*, finding a warship under its lee at dawn refusing to identify herself, fires upon the smaller vessel. The unidentified vessel is British. *HMS Little Belt* (not related to *Friends Good Will/Little Belt*) is severely mauled, numerous British seamen are killed and the incident brings both nations closer to war.

1811 - Oliver Williams launches his new sloop, christening her "*Friends Good Will*." He hires, William Lee, as Master. At 47 "tonnes burthen", *Friends Good Will* works on Lakes Erie and Huron, supplying Williams' store in Detroit and accepting cargoes for any other purposes as well.

1812 - In June, Oliver Williams charts *Friends Good Will* to the United States government for the task of taking military stores and supplies to Fort Dearborn at what is now Chicago.

1812 - On June 18, the United States declares war on Britain. A popular slogan, "Free Trade and Sailors Rights" develops summarizing the reasons for the conflict from the

American perspective. Persons at Detroit and Mackinac Island are unaware of the Declaration of War. British soldiers on St. Joseph Island, however, near the entrance to the St. Mary's River, hear news of the conflict before their American counterparts.

1812 - On June 19, *Friends Good Will* leaves Detroit with 304 items as cargo bound for Mackinac Island. Oliver Williams is on board for this voyage. Her manifest, signed by her Master, William Lee, has survived to this day.

1812 - On June 27, *Friends Good Will* arrives at Mackinac Island, off-loads her cargo and takes on the military supplies bound for Fort Dearborn. She departs for Fort Dearborn on June 29.

1812 – In early July, *Friends Good Will* arrives at Fort Dearborn and completes her business. She takes on furs for her return voyage to Detroit, leaving on July 11.

1812 – Early on July 17, 1812, British soldiers from St. Joseph Island get off their ship under the cover of darkness on the north shore of Mackinac Island and haul cannon to a hill overlooking the fort. The American garrison awakens to find itself an indefensible situation. Fort Mackinac surrenders without a shot.

1812 – On July 17, in the late afternoon, *Friends Good Will*, not knowing about the declaration of war, stops at Mackinac Island on her return trip to Detroit. Oliver Williams later recalled that she put in "with American colours, supposing the port to be in our possession...Captain Roberts, the British Officer, ordered the crew on shore and took inventory of property... for a prize of war." Oliver Williams, William Lee, and all of the crew were held as prisoners. Also captured were Daniel Dobbins and his schooner, *Salina* and another sloop, *Erie*. Prisoners are taken back to Detroit on the captured schooner, *Salina*.

1812 - July. *Friends Good Will* is taken into the Royal Navy as a part of the North American Squadron under a British officer, Commodore Robert Barclay. Her name is changed to *Little Belt*; she is armed with three canons, including one on a pivot.

1812 - In August, the commander at Fort Dearborn is ordered to evacuate the post's military personnel, women and children to Fort Wayne in Indiana. The party is ambushed by Native Americans allied to the British on August 16. *Friends Good Will* may have been the last ship to put in at the garrison before the tragedy.

1812 - On August 18, Detroit falls to the British without firing a shot. The United States no longer has any credible claim to the vast Northwest Territory. Oliver Williams is present at Detroit at the time of the capitulation. According to family history, Williams is held by the British aboard a prisoner ship in the Detroit River. He escapes by killing his jailer and swimming to shore.

1813 - The American frigate, *Chesapeake*, engages *HMS Shannon* in battle. *Chesapeake's* Captain Lawrence urges his shipmates in his dying gasp from the quarterdeck, "Don't Give the Ship". Unfortunately, after perhaps as little as 15 minutes, the *Chesapeake* strikes having incurred heavy casualties.

1813 – Summer - Britain controls Lakes Erie, Huron, Superior and Michigan. Lake Ontario is yet contested. Lieutenant John Bream of the *Provincial Marine* is in command of *Little Belt* on Lake Erie. Most of the summer is spent tacking back and forth, blockading the entrance of Presque Isle harbor at Erie, Pennsylvania. Daniel Dobbins assists in forming a squadron at Erie and is now being assisted by Noah Brown, a shipbuilder from New York. Oliver Hazard Perry, a young Master Commandant from Newport, Rhode Island, is in command.

1813 – On Sept. 13, is the Battle of Lake Erie between an American squadron commanded by Oliver Perry and a British squadron under Captain Robert Barclay. Perry's forces prevail and *Little Belt* becomes part of the American Great Lakes navy.

1813 – On Dec. 31, *Little Belt*, marooned on the shore of Lake Erie near Buffalo, New York, for the past two months, is set ablaze and burned by a British raiding party.

1834 – Oliver Williams dies in Waterford, Oakland County, Michigan.

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Unit 1: History, Politics and Trade of the Times

Explore the Great Lakes aboard the 19th century sloop Friends Good Will. The lessons in this unit focus on the themes of expansionism, trade, and exploration. Students will use their imaginations, map reading skills, and creative writing to synthesize the history of the turbulent times of the War of 1812 .

Lessons:

- The Great Lakes Journey**
- The Great Lakes Highway**
- War on the Great Lakes**

Use the story at the beginning of each lesson to set the stage for students. Help students visualize the events of the story by asking them to draw images from the story or write about a memorable moment and how they might have felt.

Help students keep organized by asking them to create a folder to keep all of their *Friends Good Will* work in.



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Friends Good Will's **Great Lakes Journey**

Friends Good Will was built in Michigan at the River Rouge in 1810 as a **merchant vessel**. In the summer of 1812, she was **chartered** by the federal government to take military supplies to **Fort Dearborn**, a small military and trading post at what is now **Chicago**. She was returning with furs and skins when she was **lured** into the harbor of **Mackinac Island**. The British, having taken the island just days before on July 17, were flying false colors above the fort **ramparts**. The British **confiscated** the vessel and **cargo**, imprisoned the crew, and renamed the vessel *Little Belt*. She was armed, taken into service, and fought with the Royal Navy until September of 1813, when she was recaptured by United States Master Commandant Oliver Perry at the Battle of Lake Erie. Within an hour after the great guns fell silent, Perry mentioned her in his now famous **dispatch**, "We have met the enemy and they are ours: Two Ships, two brigs, one schooner and one sloop." That **sloop** was *Friends Good Will*.

Friends Good Will then served in the United States Navy, transporting General William Henry Harrison's troops across Lake Erie in the successful **invasion** of **Upper Canada**. She was driven ashore in a storm south of Buffalo in December 1813. In early January 1814, during American efforts to re-**launch** the ship, the British **unceremoniously** burned the once-proud vessel while conducting a raid on Buffalo.

Places and People

River Rouge

A river near Detroit where ships were built.

Fort Dearborn

A fort near present-day Chicago.

Mackinac Island

An island in a strategic location near the straits of Mackinac.

Upper Canada

A large area in Canada, part of which is just east of Detroit.

Master Commandant Oliver Perry

An American naval commander in charge of a fleet of ships during the War of 1812.

General William Henry Harrison

An American army general who successfully invaded Upper Canada and eventually became president.



The Great Lakes Journey Lesson

The Great Lakes of Michigan were not always the playground of power and sail boats. The first crafts on the Great Lakes were Native American canoes. In the 1700 and 1800's, French traders, British soldiers, and finally American merchants claimed her waters. *Friends Good Will's* journey through the Great Lakes was during a time of trade, conflict, and Westward movement.

Quest:

Michigan Core Curriculum Standards and Benchmarks alignment:

English Language Arts: ELA.V.7.LE.1, ELA. IX.11.LE 1-4, ELA.VI.8.LE 1-2

Social Studies: SS.I.2.LE.1-4

Dispatch: students read and comprehend expository text

Provide a copy of *Friends Good Will's* Great Lakes Journey to students. Assist students to read and understand the story. As a group, use a reading strategy such as KWL to help students comprehend the events of the text.

Vocabulary Challenge: students learn to use new vocabulary words

Merchant vessel A boat used to transport items for sale or trade

Charter To hire or rent a vessel to transport items or people

Lure To attract, entice, or tempt

Ramparts A wall-like ridge used as a means of protection or defense

Confiscate To seize by or to use authority to take something

Cargo The items carried by a ship

Dispatch A written message, particularly an official communication, sent with speed

Sloop A single-masted, sailing boat

Invasion The act of taking over or conquering a territory by armed force

Launch To put (a boat) into the water in readiness for use

Unceremoniously To do something in an informal manner

Twenty Questions Vocabulary Game

Help students learn new vocabulary using this game.

1. Write vocabulary words on index cards with one card for each word.
2. Divide students into four teams.
3. Each team takes a turn selecting a card.
4. The team that is "it" must answer "yes" or "no" questions from the other teams as they are taking turns guessing the vocabulary word.
5. When the vocabulary word is guessed correctly, the card is given to the team that guessed it.
6. The team with the most cards at the end of the game – wins.

Geography Journey: students develop map reading skills

1. Display Michigan maps and charts in your classroom.
2. Ask students what maps and charts are used for.
3. Are there different types of maps? Can they name some different kinds of maps and their purposes?
4. Ask students to compare and contrast the 3 maps. How and why are the maps different?
5. Help students identify known places and landmarks on the map. Can they identify where they live?
6. Distribute a copy of the Great Lakes During the War of 1812 map to each student.
7. Using the displayed maps ask the students to identify on their map the following locations:
 - River Rouge
 - Mackinac Island
 - Fort Dearborn
 - Upper Canada
8. Read *Friends Good Will's* Great Lakes Journey. Ask students to draw her journey on their map as you read it a second time.
9. Ask students to keep their maps because, as they learn more about her journey, they will want to add to their maps.

Commission: student use research, problem solving, and writing skills

1. Ask students to imagine that *Friends Good Will* is making the same journey today and she will take passengers on this cruise of the Great Lakes stopping at the same ports – but this time for pleasure.
2. Tell the students that their job is to create a cruise brochure to encourage people to buy a ticket to sail the Great Lakes on *Friends Good Will*.
3. Working in groups or individually, ask students to make decisions about:
 - The length of the cruise
 - What passengers will do and see in the ports of: Detroit, Mackinac Island, and Chicago
 - How much the tour will cost and what amenities are included
4. Provide students with 8 ½ x 11 colored paper and demonstrate how to make a tri-fold. Supply students with sample cruise ship brochures, if available.
5. Ask students to present their brochures to the class. Display their work on a class bulletin board. Which cruise would most students like to go on? Why?



What You'll Need:

- Great Lakes Maps and Charts available to your classroom – if you do not have access to any, try these websites:
 - Links For Great Lakes Region Maps
 - www.great-lakes.net/gis/maps/
 - www.epa.gov/glnpo/atlas/images/bigo6.gif
 - www.worldatlas.com/webimage/countrys/naamerica/greatlk.htm
 - www.canadainfolink.ca/greatlksbasin.jpg
 - www.canadainfolink.ca/Ports1.jpg
 - www.seagrant.wisc.edu/communications/greatlakes/glacialgift/map.html
- Great Lakes During the War of 1812 Map
- Student copies of Great Lakes During the War of 1812 Map

Student self-assessment:

- ✓ Did you research what sights and scenes a passenger might see in each port?
- ✓ Did you use pictures, diagrams, or other visual aides in your brochure?
- ✓ Did you use persuasive language and new vocabulary?

Exploration: activities to extend learning

History:



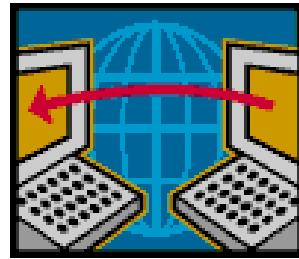
Ask them to think about what types of artifacts may remain from this period of Michigan’s history. Explain to your students the term replica and that the Michigan Maritime Museum has a replica of *Friends Good Will*. Brainstorm what objects and equipment found on a ship of today have changed from 1810. What modern conveniences do we have today that were not available in 1810? What did people do without electricity, automobiles, and telephones?

Ask students to contrast journeys on the Great Lakes aboard the *Friends Good Will* of 1810 and the replica *Friends Good Will* of today. Which one would they rather sail on and why?

www.MichiganMaritimeMuseum.org:

Use the Michigan Maritime Museum website as a learning resource. The *Friends Good Will* page has a section entitled, “Education and Training.” This section contains:

- Glossary of Terms
- *Friends Good Will* Timeline
- *Friends Good Will* Children’s Booklist
- Great Lakes During the War of 1812 Map
- West Lake Erie to Lake St. Clair 1813 Chart
- Battle of Lake Erie Chart



Set Sail: reflection after visiting *Friends Good Will*

Imagine you are on the crew of *Friends Good Will* as she sails from River Rouge on her journey to deliver military supplies to Fort Dearborn. Write a letter home to your family describing a typical day aboard *Friends Good Will*. Describe for your family what sights you have seen as you sail on Lake Huron and Lake Michigan. Let them know about any encounters you’ve had with Native Americans, French traders, British soldiers, and American merchants.



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The Great Lakes Highway

Imagine that it is 200 years ago and you want to open a store in Detroit, Michigan, to sell dry goods to people in the vast **Northwest Territory**. All of your finished goods are made in the East and must come overland by wagons pulled by horses or oxen. It is a long, slow journey and might take weeks or months for the wagons to arrive. Roads are few and often in poor condition. There are some maps, but a traveler would need a compass to keep from getting lost.

Can you think of another way goods could be sent from the cities of the **East Coast** to the trading posts of the Northwest Territory?

Oliver Williams had just such an idea! He had opened a store in Detroit and had to make two long trips a year, overland, to get **dry goods** to sell. He knew that ships could travel faster and more easily from Buffalo, New York, to Detroit using Lake Erie as its highway. So Oliver Williams decided to have a ship built.

Williams could receive his goods faster and in greater **quantity** with lake travel. While a vessel would cost a lot of money, she would sail for years and could earn money by carrying passengers and by shipping goods for other stores, too. Travel on the Great Lakes was increasing and more people were moving into the Northwest Territory, creating a demand for more goods.

Oliver Williams had his ship built on the **banks** of the **Detroit River** where other ships had been built. It was ready in 1811 and he **christened** her *Friends Good Will*. Now his biggest problem was to hire the right person to navigate and sail the some times **treacherous** waters of the Great Lakes, where sudden and heavy thunderstorms were a common **occurrence**.

What difficulties do you think you would encounter shipping goods overland during this time? What difficulties might you encounter shipping goods by water? How would you decide whether to use wagons or ships?

Places and People

Northwest Territory

An area of land that was eventually divided into the states of Ohio, Indiana, Illinois, Michigan, and Wisconsin.

East Coast

The most populated and developed part of the United States where most goods were made. The East Coast included the states of Massachusetts, New Hampshire, Connecticut, Rhode Island, New York, New Jersey, Pennsylvania, Maryland, Delaware, Virginia, North Carolina, South Carolina, and Georgia.

Oliver Williams

Oliver Williams was born in a village near Boston, Massachusetts, in 1774. He decided to have a career in the vast Northwest Territory that included Michigan. He opened a dry goods store in Detroit in 1808.

Detroit River

A central point of trade in the Northwest Territory because of its location on the Great Lakes between Lake Erie and Lake Huron.

The Great Lakes Highway Lesson

Throughout history, the Great Lakes of Michigan were an important trade route for Americans, Englishmen, Frenchmen, and Native Americans. *Friends Good Will* carried items such as furs, flour, dried pork, boxes, barrels, chests, bales, tobacco, whiskey, and wine. Trade, as well as the westward expansion, led to tensions that eventually broke out into the War of 1812. The American victory in that war ended British claims to any lands in the Northwest Territory.

Quest:

Michigan Core Curriculum Standards and Benchmarks alignment:

English Language Arts: ELA.I.2.LE.1, ELA.V.7.LE.1

Social Studies: SS.I.2.LE.3, SS.I.3.LE.1,3

Dispatch: students read and comprehend expository text

Provide a copy of The Great Lakes Highway to students. Assist students to read and understand the story. As a group, use the questions in the text to discuss trade and travel on the Great Lakes. Try using the PMI strategy to develop understanding of transporting goods over water versus over land.

Help students generate all the ideas they can related to the topic by sequentially focusing their attention for an equal amount of time on each of the following:

- | | |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------|
| PLUSES(P) | all the positive aspects and/or ramification of the topic |
| MINUSES (M) | all of the negative aspects and/or ramifications of the topic |
| INTERESTING (I) | all of the aspects and/or ramifications of the topic that simply might be of interest, rather than begin either negative or positive |

Vocabulary Boggle

Help students learn new vocabulary using this game.

1. Read and spell a vocabulary word.
2. Ask students to write down the word, spelling it correctly.
3. Give students 60 seconds to create as many words with the letters of the vocabulary as they can. For example: Banks can be made into: a, an, as, sank, etc.
4. After 60 seconds, find out who has come up with the most number of new words.
5. Repeat with each vocabulary word.

Vocabulary Challenge: students learn to use new vocabulary words

Dry goods Textiles and other non-perishable items

Quantity Number of items; how many of something

Banks The edge of a body of water; where the water meets the shore

Christened When a boat is given a name

Treacherous Dangerous

Occurrence Event

Rigging Materials such as ropes, etc. supporting a ship's masts and sails

Maneuverability The ability to move quickly and easily

Geography Journey: students use map reading skills

1. Display the Great Lakes During the War of 1812 Map.
2. Help students identify the forts and settlements listed on the map. Why would there be forts and settlements in these locations? Could you make a case for any other locations? Why? Why not?
3. As a class, brainstorm a list of the dry goods that would be necessary for survival at these forts and settlements. Which of these items could be made, obtained by trade with Native Americans, or purchased from a merchant?
4. Help students identify routes that merchants might have taken to transport their goods to the forts and settlements (waterways and overland).
5. Ask each student to choose a fort or settlement. Using the map, have each student write directions for a merchant to follow when transporting goods from Buffalo, NY, to his or her fort or settlement.

What You'll Need:

- Great Lakes War of 1812 Map

Commission: students use research, problems solving, and writing skills

At the turn of the 19th Century, the best means of travel was by water. There were many types of vessels for a variety of purposes. New vessels were being developed during this period to meet the needs of the military, merchants, and even pirates. These ships varied in size, speed, and maneuverability.

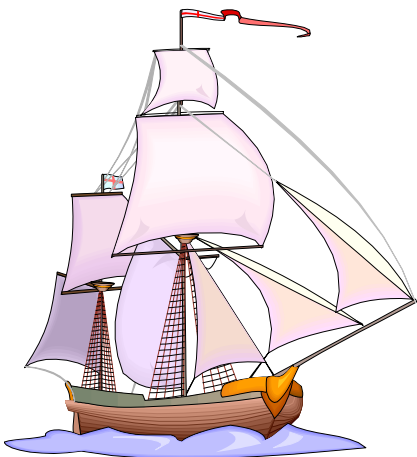
What You'll Need:

- Types of Sailing Vessels worksheet

1. Divide students into three groups: military, merchants, and pirates.
2. Ask students to work together in their groups to research and determine the primary uses of their vessel. What would be most important – size, speed, or maneuverability? Why?
3. Distribute a Types of Sailing Vessels worksheet to each group. Ask them to read the descriptions of the different sailing vessels and determine which one would be best for their group.
4. Ask groups to explain to the class which vessel they chose and why.
5. Tell the groups that they are retiring from being the military, merchants, or pirates and they want to sell their ship. Have each group create an advertisement (poster, video, written ad, etc) explaining the desirable attributes of their ship.

Student self-assessment:

- ✓ Did you research what the primary uses of your vessel should be?
- ✓ Were you able to explain why you chose the vessel you did?
- ✓ Did you use persuasive language and new vocabulary to sell your ship?



Exploration: activities to extend learning



History:

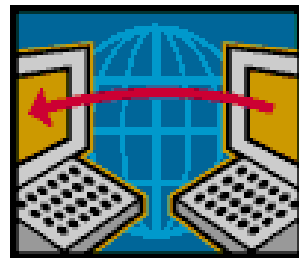
Simulate trade in the 1800s. Provide each student with a different list of random goods they will need, such as furs, blankets, cooking ware, guns, ammunition, tobacco, food, drink, spices, etc. Next provide each student with 10 note cards labeled with one item. For example, one student may be a fur trader and each of her cards has fur written on it. Give students ten minutes to trade with one another to get what they need on their list.

Ask students to think about the game they just played. How difficult was it to get everything on their list? Did they have to travel around the classroom to get the items they needed? What could they do differently to make it easier to trade their items for the goods they need? Play the game again incorporating student ideas of how to make trade easier.

World Wide Web:

Use the Internet to learn about Michigan made products that are traded today and how they are transported. Try a website such as www.worldalmanacforkids.com/explore/states/michigan to answer the following questions:

- What are the principal products of Michigan?
- What industry has dominated the Michigan economy during the 20th century? Why wasn't that true in 1812?
- What are the ways that goods are transported in Michigan?
- What city in Michigan has the most active shipping port, railway hub, and airport? Why do you think that is true?



Set Sail: reflection after visiting *Friends Good Will*

Imagine you are a newspaper reporter interviewing Oliver Williams, the owner of *Friends Good Will*. He is a merchant and is planning to use his new vessel to increase his trade on the Great Lakes. Write a news article about why he chose to build Friends Good Will and what he plans to do with her. Include quotes that Oliver Williams gives to you as you interview him and draw an image that reflects your new article.



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War on the Great Lakes

Friends Good Will sailed during the War of 1812 and her history is tied with the events of that time. But many people do not know very much about this war, the **political** struggles surrounding it, and the groups involved in it.

The Americans, the Native Americans, and the British were the three major groups in conflict over the **Northwest Territory**. In the early 1800s, many American settlers moved into the vast Northwest Territory, which was sold to the United States by the French to help fund their war in Europe.

More and more Native American tribes signed over their lands to the Americans, but often these lands were acquired through **trickery**, **bribery**, or threats. Sometimes these lands were signed over by Native Americans without **authorization** of their tribes. One famous Native American, **Tecumseh**, decided to organize as many Native American nations as possible to resist this **expansion** of American settlers in the southeast corner of what is now Michigan.

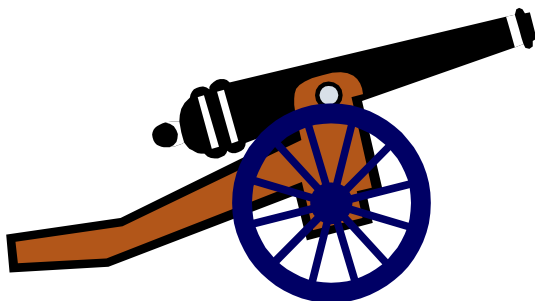
William Henry Harrison, who later became President of the United States, led a war party against Tecumseh's settlement near the **Tippecanoe River** in Indiana. The Americans were successful in sending the tribes from the area, but this led to even more problems with the Native American tribes. Later when Harrison ran for President, the slogan, "Tippecanoe and Tyler too," became a famous **rallying** point in his **campaign**. (**John Tyler** was his running mate.)

The British were blamed for causing more problems for the Americans because it was believed they gave guns, knives, war clubs, and **tomahawks** to the Native Americans. People in the territory felt strongly that the British were stirring up trouble among the tribes against the Americans.

There also were other reasons for the War of 1812. Some people said that "land hunger" had a lot of people looking to Canada for land. At that time, people thought that the prairies of the West were not good places to live because of the lack of trees and rivers and the distance from Eastern towns and cities.

In addition, the British were blamed for causing trouble for American shipping and were accused of **seizing** 10,000 American citizens on the Atlantic coast and forcing them into service for British naval vessels.

The Great Lakes played a **pivotal** role in the War of 1812. American ships fought and won the Battle of Lake Erie, securing the Northwest Territory for America and ending the British **siege** of Fort Detroit.



Places and People

Northwest Territory

An area of land that was eventually divided into the states of Ohio, Indiana, Illinois, Michigan, and Wisconsin.

Tecumseh

A Shawnee chief who fought to stop American settlement in the Northwest Territory.

William Henry Harrison

An American general who eventually became the 9th president.

Tippecanoe River

A river in Indiana that was the location of a battle between several Native American nations and the United States.

John Tyler

William Henry Harrison's vice-president who became president when Harrison died in office.



War on the Great Lakes Lesson

The Great Lakes of Michigan were a dangerous place during the years leading up to the War of 1812. Americans, British soldiers, and Native American nations all claimed her waters. *Friends Good Will* sailed the Great Lakes during this time of deception and trickery, which led to her capture.

Quest:

Michigan Core Curriculum Standards and Benchmarks alignment:

English Language Arts: ELA.I.2.LE.1, ELA.I.3.LE.1,5, ELA.VII.10.LE.3

Social Studies: SS.I.2.LE.1,3-4

Dispatch: students read and comprehend expository text

Provide a copy of War on the Great Lakes to students. Assist students to read and understand the story. As a group, list reasons that each group (Americans, British, Native Americans) had for war. Help students use a Venn Diagram to show either:

- Similarities/differences between their life today and what their life would have been like as a member of one of these groups
- Similarities/differences among the groups

Vocabulary Challenge: students learn to use new vocabulary words

Political Having to do with government

Trickery Use of tricks to cheat or deceive

Bribery Offering money or other items to persuade someone

Authorization Official approval or permission

Expansion Increasing in size, extent, or number

Rallying To arouse to action

Campaign A series of events, speeches, and debates designed to persuade voters to vote for a certain candidate

Tomahawks A small ax used as a weapon

Seizing The act of taking something by force

Pivotal Very important in determining the outcome

Siege A persistent or serious attack

Give Me a Clue Vocabulary Game

Help students learn new vocabulary using this game.

1. Write vocabulary words on index cards with one card for each word. Make enough cards for each student.
2. Affix a card on each student's back without the student seeing the word.
3. Tell students that, to play the game, they must guess the vocabulary word on their back. They can ask each student one "yes" or "no" question about their word and then try and guess it.
4. Give students a set period of time to ask each other "yes" or "no" questions and guess their word.

Geography Journey: students use map reading skills

Using maps and charts, help students follow the travels of Oliver Hazard Perry, American naval hero.

1. At the beginning of the War of 1812, Oliver Hazard Perry was sent to Presque Isle (modern-day Erie, Pennsylvania) to command.
2. In September 1813, Perry set sail for Put-In Bay to meet the British fleet. He had several ships including the *Lawrence* and the *Niagara*.
3. Perry proceeded to Western Lake Erie and waited near South Bass Island.
4. On September 10, 1813, the Battle of Lake Erie took place. Early in the battle, the Royal Naval Squadron Commander Robert Barclay had the advantage over American ships. The *Lawrence* was destroyed. Perry took the ship's flag and sailed for the *Niagara*. The battle began to turn for the Americans. By nightfall, Barclay surrendered to Perry.
5. *Friends Good Will*, under British control and renamed, *Little Belt*, attempted escape. British Lieutenant Breman attempted to get *Little Belt* back to Amherstberg but it was captured by the Americans.
6. The American victory at the Battle of Lake Erie cut off the British supply lines and forced them to abandon Detroit.

What You'll Need:

- Great Lakes During the War of 1812 Map
- West Lake Erie to Lake St. Clair 1813 Chart
- Battle of Lake Erie Chart

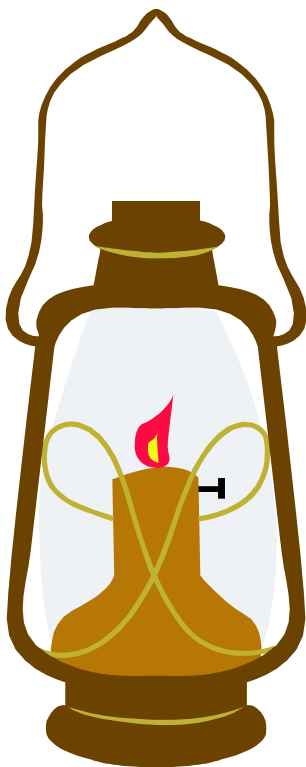
Commission: students use research, problem solving, and writing skills

1. Ask students to imagine being alive during the War of 1812. What would it be like? Would they be American, British, Native American? How would their lives be different from today?
2. Tell them that their job is to choose a key person from the War of 1812; learn all about the person; and pretend that they are that person so that they can introduce themselves to the class – but first the class will have to try to guess who they are.
3. Help students to choose one of the following people from this list or create a list of possible people to choose from:
 - Chief Tecumseh
 - Commander Robert Barclay
 - Oliver Williams
 - Master Commandant Oliver Hazard Perry
 - General William Henry Harrison
4. Help students use the Internet and library for research. Ask students to include in their introduction:
 - The complete name and title of their person
 - How their person played a role in the War of 1812
 - What their person thinks about who should win the war and why
5. Remind students to prepare their introductions in first-person, as if they were the person introducing themselves. Tell them to save the name of their person until after the class guesses.
6. When students are prepared, have them introduce themselves to the class but not give the name of their person. Ask the class to guess the name of the student's person. After they have guessed, ask the student to give the complete name and title of their person.

Student self-assessment:

- ✓ Did you research the role of your person in the War of 1812?
- ✓ Did you speak in first-person as you introduced yourself to the class?
- ✓ Did you share what your person thought about who should win the war and why?

Exploration: activities to extend learning



History:

Perry sent a dispatch to General William Henry Harrison, describing the Battle of Lake Erie. In the message, he wrote, "We have met the enemy and they are ours: Two ships, two brigs, one schooner and a sloop". That sloop was *Friends Good Will*.

The Battle of Lake Erie was celebrated throughout the nation. A song about the battle is available for listening and reading on the Michigan Maritime Museum website, *Friends Good Will* page, in the "Education and Training" section.

To this day, the battle remains the only time the British Navy has lost an entire squadron. The Battle of Lake Erie had special significance for Michigan. If the battle had been lost, Michiganders might have flown first the Union Jack (British flag) and years later the red maple leaf of Canada. What would life be like today if the battle had been lost? Would we have a president? What else would be different?

Write a victory letter as if you were Master Commandant Oliver Hazard Perry declaring that you've won the Battle of Lake Erie.

www.MichiganMaritimeMuseum.org:

Use the Michigan Maritime Museum website as a learning resource. The *Friends Good Will* page has a section entitled, "Her Story" which describes the role of *Friends Good Will* in the War of 1812 in narrative form.

The section entitled, "Education and Training" contains:

- Glossary of Terms
- *Friends Good Will* Timeline
- *Friends Good Will* Children's Booklist
- Great Lakes During the War of 1812 Map
- West Lake Erie to Lake St. Clair 1813 Chart
- Battle of Lake Erie Chart



Set Sail: reflection after visiting *Friends Good Will*

Imagine you are on the crew of *Friends Good Will* (re-named *Little Belt* by the British) as she battles Perry's squadron. Write a letter home to your British family describing the battle and being captured back by the Americans. Describe for your family the awful sights and sounds of the battle. Let them know that you are not injured and how you plan to return safely.



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Types of Sailing Vessels

At the turn of the 19th Century, the best means of travel was by water. There were many types of vessels for a variety of purposes. New types of vessels were being developed during this period that met the needs of the military, merchants, and even pirates. They varied in size and in the type of rigging that they carried.

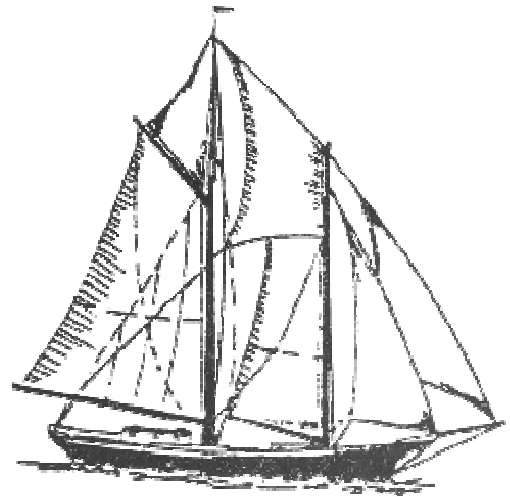
Ship: A large vessel with three or more masts, each mast rigged with at least three square sails. Square sails run perpendicular to, or across, the ship's centerline.

Frigate: A large vessel with three or more masts, each mast rigged with square sails, and one or two gun decks. Frigates were used by the Navy to form blockades.

Brig: Has two masts, each mast rigged with square sails. While not as fast as a sloop, brigs were larger and could hold more cargo, guns and crew.

Schooner: Has two or more masts, each mast rigged with mostly fore-and-aft sails. Fore-and-aft sails run parallel to, or from front to back of, the ship's centerline. A schooner's shallow draft, the depth of water needed for the vessel to float, gave it great flexibility in coastal waters. Smaller than brigs, schooners were favored by smugglers.

Sloop: Has one mast and a fore-and-aft rig, mainsail, and headsails. Sloops can be very fast and very maneuverable and were used by pirates. However, their small size made rough seas and storms more threatening.



We have met the enemy and they are ours: Two ships, two brigs, one schooner and a sloop..." - Commodore Oliver Hazard Perry after the Battle of Lake Erie. That sloop was *Friends Good Will*.

GLOSSARY OF TERMS

abaft: to the rear of, after.

abeam: To one side of a vessel, at a right angle to the fore-and-aft line.

aft, after: Near or at the stern.

aids to navigation: Markers on land or sea which are located to enable navigators to avoid danger and fix their position; buoys, lights, beacons, radiobeacons, daybeacons.

all slack: the line is taken off the pin and allowed to run free.

amidships: In the center, the center portion of a vessel.

astern: Behind the vessel.

athwart: At right angles to the centerline.

backsplice: A splice in which the strands are reversed and interwoven, to make a rope end.

backstay: A stay supporting the mast, running from the masthead toward the stern.

baggywrinkle: A form of chafing gear, on a stay or shroud, made by wrapping old rope yarns.

batten down: To close all openings such as hatches, and fasten all loose gear, in heavy weather.

beam: (1) One of the principal dimensions of a boat, the width; (2) the direction at right angles to the centerline of a vessel, as "the lighthouse is broad on the beam."

beam reach: Sailing with the apparent wind blowing at right angles to the boat's fore-and-aft line.

bearing: The direction of an object (vessel, buoy, etc.) from an observer.

beating: Sailing against the wind, in alternate tacks.

becket: A loop or eye made in the end of rope or wire; a rope handle.

belay: To make a line fast, by making turns around a cleat, post or pin.

belaying pin: A vertical pin to which halyards and other rigging lines are fastened, or belayed.

bend: One of several types of knots, a combination of turns and tucks, used to fasten a line to a spar or another line; to fasten by means of a bend or knot.

bend on: To prepare a sail for hoisting, to rig.

berth: A position, as a place to sleep.

bight: The middle part of a slack rope; a loop.

bilge: The lowest point of a vessel's interior hull.

binnacle: A compass box or case, or a stand, usually illuminated at night.

bitt: A strong post of wood or iron, similar to a Samson post, on deck in the bow or the stem, to which anchor, mooring, and towing lines may be fastened; bitts are usually in pairs.

bitter end: Inboard end of an anchor rode, the extreme end of any line.

block: A wooden or metal case for sheaves (wheels) or pulleys on which ropes run; the entire assemblage of shell and sheaves.

block-and-tackle: Arrangements of blocks (pulleys) and line to gain a mechanical advantage.

bollard: A strong vertical fitting, usually iron, on deck or on a pier, to which mooring lines attach

boom: A spar used to extend the foot of a sail.

bosun: A boatswain, a person in charge of hull, rigging, and sail maintenance as well as deck operations; other phonetic spellings are bos'n, bo's'n, bo'sun.

bosun's chair. A seat, sometimes a rigid plank, sometimes made of canvas, used to hoist a person aloft to repair rigging; pockets for tools are often included.

bosun's locker. A shipboard storage area for deck supplies, paint, rigging fittings, and tools.

bow: The forward part of a boat.

bowline: The "king of knots," used to make a loop in a line; this knot is simple, strong, virtually slip-proof, and easily untied.

bowsprit: A fixed spar, projecting from the bow, to which forestays and/or the headstay are fastened; also useful for anchor handling.

braces: running lines from the yards to pins on the main shrouds used to pivot yards on foremast.

bulkhead: A transverse wall in the hull; creates the interior compartmentalization of a vessel.

buoys: Floating markers (“aids to navigation”) showing channels or otherwise indicating location, rocks, and other obstructions.

can: A cylindrical buoy, generally green.

cast off: To loose, unfasten; to undo all mooring lines in preparation for departure.

chain locker: The wooden box in which the anchor chair is stowed.

chafing gear: Cloth, tape, or other material fastened around a line or other rigging to prevent wear.

Charlie Noble: A stovepipe fitting in a cabin top or deck, the “chimney” for the galley stove.

charts: Seagoing maps showing depths as well as buoys and other aids to navigation.

clew: The lower, after corner of a sail, to which the sheet is attached.

come up: Command to drop the line. Used when hauling yards or main and mizzen gaff.

companionway: A hatch or entrance, from deck to cabin.

compass: Navigation instrument showing magnetic north

compass card: A card, with magnetic needles or bars attached, which floats or pivots in a compass.

compass course: The course to be steered by use of the vessel’s compass.

daymark: A large geometric shape atop a pile or dolphin, to mark one side of a channel or an obstruction such as a submerged jetty.

day shapes: Special markers, such as black balls, cones, cylinders, or baskets, hung aloft to indicate a vessel’s type, occupation, or state; one black ball means “at anchor,” three means “aground.”

dead ahead, dead astern: Directions exactly ahead of or behind a vessel.

donkey engine: The engine that powers the windlass.

dolphin: A small group of piles, in the water, generally used for mooring or as a channel marker.

downhaul: A rigging line used to haul down, or to hold down, a spar or sail.

ease up: When hauling a yard or the main and mizzen gaff, the command to take a step forward while holding the halyard so a wrap can be taken to the pin.

eye splice: A fixed loop in the end of a line, made by intertwining strands of rope or by tucking an outer core of doublebraid rope back into itself.

fair-lead: When a line leads smoothly and directly without chafe.

figure-eight: A knot, usually in the end of a line as a stopper, to prevent the end of the line from passing through a block or fairlead.

fore: Located at the front, as of a vessel.

fore-and-aft: From stem to stern, from front to back, oriented parallel to the keel.

forecastle: (fo'c's'le) The forward portion, below decks, of a vessel.

foredeck: The forward part of the main deck of a vessel.

forward: Aboard a vessel, the direction to the front, to the bow.

furling: Folding, rolling, or gathering a sail on its boom or yard when it is not in use.

gaff: A spar holding the upper side (head) of a four-sided sail.

galley: The kitchen on a boat or ship.

halyard: A line used to hoist a spar or sail aloft.

hanks: Irons around the stays to which the jibs and staysails are attached.

hand-bearing compass: A portable compass, used primarily for sighting or taking bearings.

harbour furl: The sails furled in the neatest possible fashion.

hatch: A deck opening providing access to the space below-hinged or sliding.

haul away: Command to pull on a line.

hauling: Pulling on an anchor line, halyard, or a rope or line.

hawsepipes: Fittings in the hawseholes through which dock or anchor lines may be run, and, in larger vessels, in which the upper part of the anchor may be stowed.

hawser: A large rope, generally with a circumference of 5" or more, used for towing and for docklines.

head: The bow or forward part of a vessel; the upper end of the vertical part, such as rudder head; the upper corner of a triangular sail; the upper edge of a four-sided sail; the toilet aboard ship.

heading: The direction in which a vessel is pointed at any given moment.

heave: To pull strongly on a line; to throw a line.

helm: The tiller, wheel, and other steering gear.

hitch: A knot attaching a line to an object, such as a cleat, ring, spar.

hold: Cease whatever you are doing, stop pulling immediately and standby for further orders, or that section of the ship forward of the engine room and aft of the heads once used for cargo.

in irons: Wind not filling the sails and vessel unable to maneuver (During a tack, if the bow of the vessel does not come through the wind quickly enough, the sails will not fill on the other side sufficiently to continue making way. The bow of the vessel stays pointed toward the wind, the sails tuff, and no way is made.)

Jacobs ladder: A rope ladder, lowered from the deck, as when pilots or passengers come aboard.

jibe: To change direction, when sailing with the wind aft, so that the wind comes on a different quarter and the boom swings to the opposite side; an accidental jibe can be dangerous.

king spoke: The topmost spoke of a steering wheel when the rudder is in a centered position.

knot: (1) Unit of speed, one nautical mile per hour; (2) a general term for a hitch or bend.

lazarette: A small storage compartment at the stern.

lee: The direction toward which the wind blows; an object sheltered from the wind is “in the lee.” A lee shore is the coast lying in the direction toward which the wind is blowing.

let go and haul: The command to slack the downhaul and haul on halyard to set a sail (or reverse)

life preserver: A flotation coat, vest, ring, or cushion; PFD or Personal Flotation Device in the US.

lights: Lighthouses or beacons; fixed aids to navigation equipped with light sources having prescribed characteristics.

line: A rope in use aboard a vessel; laid line is formed by twisting three (sometimes four) strands; braided line may be single or braid over a core.

LOA: length over all; the maximum length of a vessel’s hull.

lubber’s line: The index mark inside the compass, by which the course is read and the vessel is steered.

luffing: When the sails are not filling correctly and flutter.

make fast: To secure to a pin using three figure-eight turns

marline: Light two-stranded line, formerly made from hemp, tarred or untarred, used for lacings, whippings, seizings, and servings.

marlinespike: A pointed steel tool for splicing line.

mast: A vertical spar, the main support of the sailing rig in sailboats.

masthead light: A white light, at or near the masthead, used under way by a vessel under power at night; the range of visibility required varies with the size of the vessel; the arc of visibility is from dead ahead to 22.5 degrees abaft the beam, on both sides, depending on the applicable rules.

MAYDAY: A radio distress call, from the French m’aidez (help me); SOS in Morse code.

mizzen mast: to a ketch or yawl, the aftermost mast; the mizzen sail is set on this mast.

monkey fist: A special and fancy knot, used to weight the end of a heaving line.

mouse, mousing: Turns of twine or wire, taken across a hook to prevent accidental unhooking or around pin of a shackle to keep it from loosening.

nautical mile: 6076.12 feet, or 1852 meters, an international standard; (A statute mile is 5280 feet.)

nun: A type of cylindrical buoy, tapering toward the top, used in the American system of aids to navigation; typically nun buoys are red and are identified with an even number.

outhaul: A line, tackle, or geared mechanism used to tighten or adjust the foot of a sail on a boom.

overall length: The extreme length of a vessel, excluding spars or rigging fittings. See LOA.

painter: A towline or tie-up line for a dinghy or other small boat.

pay out: To release line in a controlled manner, as an anchor rode.

PFD: US official terminology for life preserver; personal flotation device.

pier: A structure, usually wood or masonry, extending into the water, used as a landing place for boats and ships.

piling: A structure of piles.

preventer: A line or block and tackle used to keep a boom in position.

rail: A protective edge on deck; also a solid bar on supports, similar to a lifeline.

reef knot: The knot used to tie in a reef; a square knot, also useful for tying around an object but not good for fastening two lines together.

reef points: Tie lines, placed at intervals horizontally on a sail, used to reduce sail area when they are tied around the foot of the sail.

rigging: The wire rope, rods, lines, hardware, and other equipment that support and control the spars and sails; standing rigging is semi-permanent once set up; running rigging is continually adjusted as the sails are hoisted, doused, trimmed, or reefed.

roll home: bring the furled square sail up on top of the yard before gasketing.

rolling hitch: A knot useful for attaching a line to another line or to a spar.

Rudder: The control surface, usually aft, by which a boat is steered.

running lights: The required lights, called Navigation Lights, which a vessel shows at night or in poor visibility, to indicate position, course, and occupation.

running rigging: The adjustable lines used for the control of spars and sails.

sailing by the lee: Sailing with the wind from astern on the lee side. The closest point of sail possible without jibing.

sailing by the wind or sailing full and by: Adjusting helm to keep the sails as full as possible.

Samson post: A single bitt forward used to fasten dock lines.

screw: A propeller; sometimes called a wheel.

sea cock: A through-hull valve, a shut off on a plumbing or drain pipe between the vessel's interior and the sea.

sea furl: A furl, while underway, meant to secure the sail safely and quickly. Neatness is not the first priority

seizing: Binding two lines together, or a rope to a spar and so on, using light line.

servicing: Covering and protecting a portion of a line, to prevent wear.

shackle: A metal link fitting with a pin across the throat, used to connect lines to an anchor, fasten blocks to a spar in rigging, or a line to a sail.

sheave: A grooved wheel or pulley over which rope or rigging wire runs, used to change the direction of force; often sheaves are parts of blocks.

sheet: A line used to control a sail's lateral movement, either directly or by limiting the movement of a boom or other spar.

sheet in: Haul in on the sheet of the sail.

sheet bend: A knot useful for bending a line to an eye or to join two lines of different sizes.

shrouds: Fixed rigging on either side of the mast.

skin: A section of sail used to encase the rest of the sail to create a sausage-like furl.

slack away: The command to let out on a line.

small stuff: Cordage such as marline, sail twine, primarily used for whippings and servings.

sole: The cabin or cockpit floor.

spars: Masts, booms, gaffs, and poles used in sailboat rigging.

splice: To join two lines, or make an eye, by tucking strands of rope.

spring line: Dock lines used to control fore and aft motion of a boat made fast to a pier or float.

square knot: Another name for the reef knot, useful for tying two ends of a line together, as around an object; not a good knot to fasten two lines where the strain will be intermittent.

standing rigging: The permanent stays and shrouds, as well as some other rigging parts, used mainly to hold up the mast and take the strain of the sails; although necessarily somewhat adjustable the standing rigging is not continually changed as is the running rigging.

starboard: The right hand side of a boat when facing forward; the direction to the right.

stays: Rigging, generally wire or rods, used to support the masts in a fore-and-aft direction and to carry some sails.

stern: The after portion of the boat.

tacking: The sailing maneuver in which the direction of the boat is changed, often with rigging adjustments, so that the wind is coming from the other side of the vessel.

take up: haul

that's well: stop hauling or slacking

throat: The forward upper corner of a four-sided fore and-aft sail.

topsides: (1) The sides of a vessel above the waterline; (2) on deck as opposed to below deck.

turnbuckle: A threaded, adjustable rigging fitting, used for stays, and other rigging

underway: In motion, en route, not at anchor or aground

upwind: To the windward of

VHF radio: A Very High Frequency electronic communications and direction finding system

way: The movement of the vessel (leeway: movement to lee, under way or making way: vessel moving)

weather side: The side of a vessel upon which the wind is blowing

weighing anchor: Bringing the anchor up

wheel: (1) The steering wheel; (2) the propeller

whipping: Twine wound around a line, as on the end or at an eye splice, to add strength and prevent fraying or abrasion

windlass: A special form of winch, a rotating drum device for hauling a line or chain

windward: The direction from which the wind is blowing

yard: A spar, crossing the mast, on which square sails are fitted

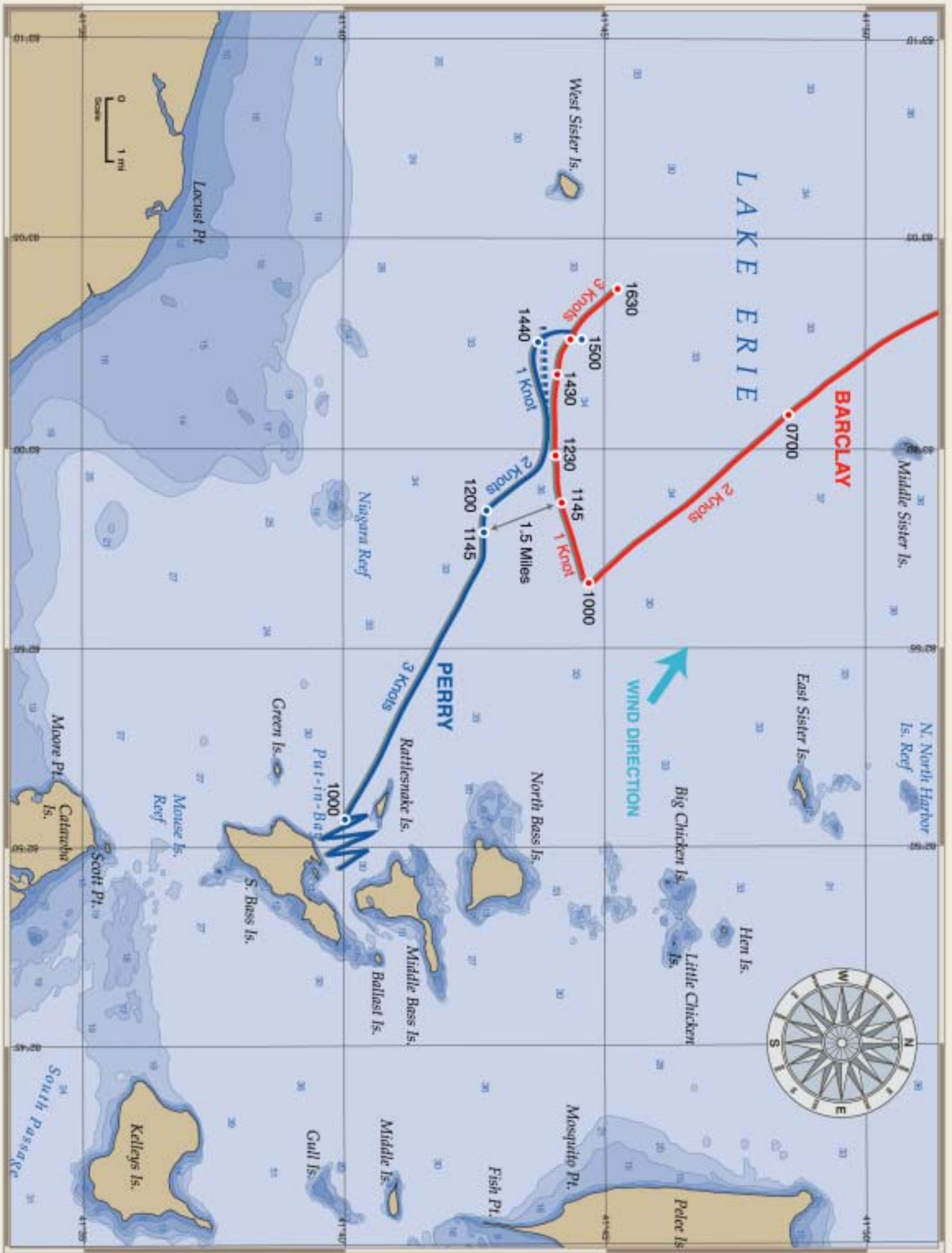
Adapted from Chapman Piloting 60th Edition, Elbert S. Maloney, Hearst Marine Books, NY, NY



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W. Lake Erie
to
Lake St Clair
1813





The Great Lakes during the War of 1812

