

# The Battle of Queenston Heights

History: Grade 7 – British North America

## Overview:

Students will compare the lithograph “The Battle of Queenston Heights” (John David Kelly - painted 1896) and the engraving “The Battle of Queenston Heights” (credited to James Dennis – 1836), to accounts of the battle from three contemporary newspapers, the London Gazette (November 27, 1812), The Bee Newspaper (October 24, 1812), and the Connecticut Mirror (October 28, 1812), and one later publication Pleasant Hours: a paper for young folk (October 6, 1863). After examining the lithograph and engraving and reading the accounts of the battle, students will be required to determine if the lithograph and engraving are probable representations of the Battle of Queenston Heights and the death of Brock.

## Purpose:

For students to gain a better understanding of the political and social climate during the War of 1812 in Upper Canada, specifically focussing on the Battle of Queenston Heights and the death of General Brock and how that was regarded by the people of Upper Canada, the northern United States, and England, and how contemporary views compare to those of people later in the nineteenth century.

Strand: Grade 7 History – British North America

## Online Resource:

1812 History: <http://www.1812history.com> – a website is designed to make the surviving records and artefacts from the 1812 period available online.

## Author:

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## Expectations:

1. Describe major causes and personalities of the War of 1812 (examining the death of Isaac Brock).
2. Identify the achievements and contributions of significant people (Sir Isaac Brock).
3. Use a variety of primary and secondary sources (primary: newspaper articles; secondary: lithograph, engraving, newspaper article).
4. Analyse, synthesize, and evaluate historical information.
5. Communicate the results of inquiries for specific purposes and audiences, using written notes and charts.

## Description:

Students will begin as a large group where they will examine the lithograph and engraving (overhead/SMARTboard). They will remain where they can see it for the duration of the activity (or there could be a copy of them in each corner). Students will then separate into three (3) groups and each go to a different corner of the room. Once separated, they will have 35 minutes to complete their assigned chart. Once students have completed the chart, they will make a determination regarding the probability of the engraving and the lithographic representation.

## Getting Organized:

### Prior Knowledge Required:

Students should be familiar with the causes of the War of 1812, and the major events and key personalities involved in the War that preceded the battle at Queenston Heights.

Students should be familiar with identifying primary source documents, and knowing the difference between primary and secondary sources.

### Required Time:

2 – 50 minute periods

### Planning Notes:

This lesson's content comes from the website [1812history.com](http://1812history.com), which contains all of the primary documents used in the activity. It is recommended that this lesson takes place in the computer lab, to give students access to this website. In the teacher resource package, there is

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a transcript for The Bee Newspaper which you may want to copy for Group 2, as it is difficult to read.

Group 1: The London Gazette from November 27, 1812

Group 2: The Bee Newspaper from October 24, 1812

Group 3: The Connecticut Mirror from October 28, 1812

## Materials Required for the Teacher:

- ❖ Teacher notes
- ❖ Student handouts (activity package)
- ❖ Teacher activity package with transcript
- ❖ Dictionary
- ❖ SMARTboard and computer

## Accommodations and Modifications:

The teacher should always check if any students have an Individual Education Plan (IEP) and follow the proper accommodations/modifications instructions as needed for the student(s).

## Assessment and Evaluation Description:

A rubric has been included for the teacher, who may use this activity for either assessment or evaluation purposes, to note students' ability to read, interpret, and analyze the primary source documents and compare them to the secondary source images. This will be accomplished primarily using their completed chart, but also using their contributions to class discussion when they reconvene as a whole group. The teacher should also be walking around the classroom to check on students' progress and to answer any clarifying questions. The teacher may also wish to take notes to report about student learning skills based on their work during this activity.

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## Teaching and Learning Strategies:

1. Students begin as a whole group. The teacher should put the two illustrations on the overhead or SMARTboard. Teacher sets up the challenge with the comment: “A picture’s worth a thousand words, but we want to uncover if these two pictures are honest representations of the Battle of Queenston Heights by reading the words written about the battle after it had happened.”
2. Examine the engraving first. Point out to students that it was made using a sketch drawn by James Dennis, who was the senior British commander when the Americans landed at Queenston in 1812, but was completed in 1836. Explain to students that the American soldiers are those in the blue jackets, while the Redcoats are the British forces.
3. Next, examine the lithograph. Point out to students that it was made by John David Kelly in 1896, and that he wasn’t born until 1862. Ask students, “How would he have known what to draw? How would he know what the moment of Brock’s death looked like? How would he have known what Brock’s dying words were?”
4. Separate students into three groups and provide each group with a different 1812 newspaper account and chart to record their information. Explain that they will have about 35minutes to complete their chart and draw a conclusion about the engraving and lithograph.
5. During the second work period, have students return to their groups to ensure they’ve prepared a conclusion to share with the class.
6. Reconvene as a whole class, with each group summarizing their conclusions about the representations of the lithograph and engraving based on the newspaper account they read.
7. Present the Pleasant Hours newspaper on overhead or SMARTboard. Draw student’s attention to the date it was written before they begin to examine the article. Compare this account to the one they read from 1812. Complete the comparison chart, and the question: “How is this account different from the other you read? Why do you think it is different? Which is more likely to be true?”

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## Resources Used and Consulted:

1. 1812 History: <http://www.1812history.com>
2. Lithograph: "The Battle of Queenston Heights" by John David Kelly, 1896. National Archives of Canada / C-000273.
3. Engraving: "The Battle of Queenston Heights" by James Dennis, 1836. Online image supplied by: The Weir Foundation, RiverBrink Art Museum, Niagara-on-the-Lake, Ontario, ©2009.
4. London Gazette. November 27, 1812. Online image supplied by: Special Collections and Archives, Brock University Library.
5. The Bee Newspaper. October 24, 1812. Online image supplied by: Special Collections and Archives, Brock University Library.
6. The Connecticut Mirror. October 28, 1812. Online image supplied by: Special Collections and Archives, Brock University Library.
7. Pleasant Hours: a paper for young folk. October 6, 1863. Online image supplied by: Special Collections and Archives, Brock University Library.

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## Marking Rubric:

Criteria	Level 1	Level 2	Level 3	Level 4
<p><b>Knowledge and Understanding</b> The student understands the contribution of General Brock and the Battle of Queenston Heights to the War of 1812 in Upper Canada.</p>	Limited understanding of the source materials as they relate to the Battle of Queenston Heights and the death of General Brock.	Some understanding – though lacking in completeness and clarity – of the source materials as they relate to the Battle of Queenston Heights and the death of General Brock.	A clear and comprehensive, understanding of the source materials as they relate to the Battle of Queenston Heights and the death of General Brock.	A clear, comprehensive, and balanced understanding of the source materials as they relate to the Battle of Queenston Heights and the death of General Brock.
<p><b>Thinking and Interpretation</b> The student demonstrates the ability to critically analyze the data from their newspaper and draw a conclusion regarding the later representations.</p>	Unclear perspective and analysis that shows little understanding of the examination of the documents and artefacts.	Somewhat effective organization and interpretation of data but with a limited examination of the documents and artefacts.	A clear, critical position that is evident in all aspects of the work, with a good examination of the documents and artefacts.	A critical analysis presented with a high degree of ability and clarity resulting in a precise and persuasive examination of the documents and artefacts.
<p><b>Communication</b> The student writes and speaks effectively for the purpose and when drawing conclusions.</p>	Limited use of language demonstrating poorly reasoned support for conclusions.	Somewhat effective use of language but with limited persuasiveness in the presentation of conclusions.	Effective use of language and reasonable arguments to support conclusions.	Lively, engaging and appropriate use of language to present well reasoned and persuasive conclusions.
<p><b>Application</b> The student, having interpreted the materials, is able to arrive at an independent evaluation of the artists' ability to accurately represent the Battle of Queenston</p>	Little awareness of the facts presented by the documents and poorly reasoned comparisons to the artefacts.	Basic acknowledgement of the facts presented by the documents and some sense of comparisons to the artefacts.	Thoughtful understanding and appropriate evaluation of the facts presented by the documents and comparisons to the artefacts.	Highly developed, thoughtful and well articulated evaluation of the facts presented by the documents and comparisons to the artefacts.

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Printable Masters:

## Student Copy

Document or Artefact	Source (primary or secondary), authorship and context	Possible Relevance	Summary of Key Points	Inferences about the question under consideration
Engraving – The Battle of Queenston Heights				
Lithograph – The Battle of Queenston Heights				
Newspaper –				
Newspaper – Pleasant Hours				

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## Teacher Copy

Document or Artefact	Source (primary or secondary), authorship and context	Possible Relevance	Summary of Key Points	Inferences about the question under consideration
Engraving – The Battle of Queenston Heights	-Secondary -credited to James Dennis -1836 -he was at the battle and drew pictures, then made the engraving later	-part of the battle; had first-hand knowledge of what was happening -engraving done much later; an accurate representation?	-describe the engraving here	-accuracy? -were the drawings he made the engraving from true representations of the battle?
Lithograph – The Battle of Queenston Heights	-Secondary -John David Kelly -1896	-made a long time after the battle -what sources did he use for his images?	-describe the painting here	-how did he know what to paint? -is the painting representative of the battle?
Newspaper –	-Primary - -	-why is a contemporary document important? -what can it tell the reader?	-what does the article about the war say? Describe the account here	-how does this newspaper describe the battle in a different way than the pictures? The same way?
Newspaper – Pleasant Hours	-Secondary -Pleasant Hours -October 6, 1863	-how is this account different from the other you read? The same?	-describe the account here	-how does this newspaper describe the battle in a different way than the pictures? The same way?



# The Battle of Queenston Heights

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

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Lithograph – The Battle of Queenston Heights				
Newspaper –				
Newspaper – Pleasant Hours				

Notes:

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<p><b>Thinking and Interpretation</b> The student demonstrates the ability to critically analyze the data from their newspaper and draw a conclusion regarding the later representations.</p>	Unclear perspective and analysis that shows little understanding of the examination of the documents and artefacts.	Somewhat effective organization and interpretation of data but with a limited examination of the documents and artefacts.	A clear, critical position that is evident in all aspects of the work, with a good examination of the documents and artefacts.	A critical analysis presented with a high degree of ability and clarity resulting in a precise and persuasive examination of the documents and artefacts.
<p><b>Communication</b> The student writes and speaks effectively for the purpose and when drawing conclusions.</p>	Limited use of language demonstrating poorly reasoned support for conclusions.	Somewhat effective use of language but with limited persuasiveness in the presentation of conclusions.	Effective use of language and reasonable arguments to support conclusions.	Lively, engaging and appropriate use of language to present well reasoned and persuasive conclusions.
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Comments:

## Sample Copy with Possible Answers for Teacher Reference

Document or Artefact	Source (primary or secondary), authorship and context	Possible Relevance	Summary of Key Points	Inferences about the question under consideration
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Lithograph – The Battle of Queenston Heights	-Secondary -John David Kelly -1896	-made a long time after the battle -what sources did he use for his images?	-describe the painting here	-how did he know what to paint? -is the painting representative of the battle?
Newspaper –	-Primary - -	-why is a contemporary document important? -what can it tell the reader?	-what does the article about the war say? Describe the account here	-how does this newspaper describe the battle in a different way than the pictures? The same way?
Newspaper – Pleasant Hours	-Secondary -Pleasant Hours -October 6, 1863	-how is this account different from the other you read? The same?	-describe the account here	-how does this newspaper describe the battle in a different way than the pictures? The same way?

# THE BEE

SATURDAY, October 24, 1812

## 'BATTLE OF QUEENSTON'

The unfortunate loss of the brave General Brock, early in the morning of the memorable 13<sup>th</sup> inst. in the battle of Queenston heights, for a while seem'd to overcloud the brilliant sun of victory, and the people paus'd to mourn their country's friend ee'r public rejoicing for the glorious issue of the day could for a moment prevail – the loss is truly great, and requires the pen of an able panegyrist to paint in its proper colors: perhaps it as a s well that is has fallen to our barable lot to blunt the poignancy of grief from our inability to pourtray the numerous virtues of the fallen Hero, now lost to the people of Canada – forever lost – General Brock was bold and daring even to excess – utterly regardless of danger – his countrys good – the honor of England – the fame of Britain was his heading star – onward he [unreadable] to fill the pages of History, – terrible in battle – yet a most generous foe – a friend to humanity – he loved the Inhabitants of Canada, their interests were his continual study, their rights and privileges his sacred care to preserve, none suffered under his administration, – even the guilty wretch looked confidently to him for mercy – can it wondered then that he was universally beloved and that he is almost now equally regretted? – he died in the honorable bed of a soldier – the Field of Glory!!! peace to his shade – the grateful tribute of many a friendly tear has fallen from the warriors eye and down the lovely cheek of female beauty in sad recollection of their forever lost friend. – The morning of the day of the 13<sup>th</sup>, *most dreadful retribution* was taken on the enemy for our sad misfortune – the carnage in the boats as they were crossing to invade our shores, was horrible – whole boat loads of the enemy were annihilated by the fire of our Artillery and gallant soldiery whilst others overwhelmed with ... [unreadable] ... death of General Brock every effort of the enemy to succeed in landing was foiled except at the extreme point of the reach of our Cannon – at this particular spot they had succeeded before break of day in landing part of the 13<sup>th</sup> regiment and three boats with Militia and even here they were surprised by a detachment of the head of the Lake Militia and a party of the 49<sup>th</sup> who discovered them as day was dawning, *all formed close under the hill*. – The enemy received a volley, ... [unreadable] ... of a steep bank, from whence a continual fire was kept up, and was returned from our side for about an hour with the loss of one man killed and four wounded.

It was from under this bank and the ledge of rocks up the river that the enemy first attempted to ascend a fisherman's path up the mountain, shaded by small trees and shrubbery from the view of our troops at the battery and elsewhere, at least until they had got up in considerable numbers, when they were discovered by a party near the stone house of Mr. George Hamilton, and immediate information sent out from thence twice towards the battery stating the circumstance – the first intimation was unfortunately disregarded, and the last when the general himself was notified, a small party of about 30 or 40 men were ordered to march with Lieut. Col. McDonnell, joined by Major Robinson as a volunteer, from the battery along up the mountain to drive them back again – by the time however that they reached the summit, they found the enemy formed into the amount of about 200 men who immediately commenced firing, and from the superiority of their numbers succeeded in driving back our men and came down on the battery from which General Brock and his small force retreated to Queenston – It was in a small field near the tavern formerly

occupied by one Miller, that General Brock received his mortal wound, supposed to have been a musquet shot fired from near the battery, and which entered below his breast and lodged near his back bone. – The Brave Chief had rallied his men and was in the act of cheering to the charge part of the light company of the 49<sup>th</sup> and some militia when the fatal ball was ... [unreadable] ... *on my Boys, never* ... [unreadable] ... – and well did the men perform his orders, for notwithstanding the [missing word] advantage of being obliged to ascend the hill exposed to heavy fire from the top (which by this time was covered with troops who had fallen up the path before mentioned,) at a cross fire from near the battery, they gained the heights attacked and drove the Enemy even to the very edge of the rocks on the River, where they found a fresh reinforcement of them and who were in their turn succeeded in forcing our [missing word] to retire on St. Davids and groomans battery and for a while *they remained in possession of Queenston heights and the Hill Battery.* –

It was in the engagement last named, that we have to regret the loss of Lieut. Col. McDonnell A.D.C. to General Brock – he was shot whilst on horseback, encouraging the men. The Province of Upper Canada, by the death of Col. McDonnell, has been deprived of one of its most promising young men: – the discerning eye of the Major General had singled him out and was forming his mind to have become a prominent figure ... [unreadable] ... already begun to lavish her ... [unreadable] ... and her blushing honors stood thick around him: – he has appeared and passed away from us like a brilliant meteor in the firmament. – His remains were interred beside his beloved friend and patron General Brock. but to return to our cursory account of the engagement. – Immediately after the enemy's getting possession of the heights, &c. it was thought prudent to retire on Vrohan's battery to wait for the expected reinforcements from Niagara, a party of Indians first arrived, commanded by Capt. Norton, who advanced thro' ... [missing text] ... soon after the appearance of Major General Sheaffe gave new life and spirits to all present; – His honor was accompanied by his Aid-de-Camp Mr. Coffin, Capt. Clegg, Capt. Holcroft of the Artillery, &c. &c. the most judicious dispositions were instantly made, full confidence seemed to inspire both regulars and militia, and they took the route thro' the enclosures to ascend the mountain, having along two field pieces; the indians by this time had brought the enemy to engagement, and gave them a severe sample of what the remainder of the day was to afford them.

The brave tenants of the woods remained on the mountain and kept the enemy in check whilst some of them like a flaming beacon stood prominently on the jetting Rocks as a guide to our main body where to ascend most securely, nothing could be more forcible impressive – the summit was gained with perfect ease and good order and the 41<sup>st</sup> and 49<sup>th</sup> advanced towards the foe having on their left flank that Indians and light infantry of the 41<sup>st</sup>, and on their right all the Militia – in this order they marched onward till they reached the point of formation, in a field belonging to Mr. Phelps adjoining the main road from Queenston to the Falls and then a further reinforcement joined of regulars and Militia from Chippewa under the command of Col. Clark and Capt. Bullock.

The attack now began, the Indians & light Infantry of the 41<sup>st</sup> on the left commenc'd first (with the usual native music so frightful to an American ear) whilst the main body advanced with the Militia & 41<sup>st</sup> on their right & the two field pieces dealing out a tremendous fire upon the enemy who were lodged in a small piece of Woods that skirted the Queenston Canal. – [missing words] ... that and fled with precipitation – fear adding wings to their feet, and depriving them of reason they hurried one another over the rocks and precipices with utmost consternation and with a degree of destruction not to be described – the dead, dying and mangled lay in heaps under the rocks whilst the river received an immense number to its deepy besom. – A flag of truce from those that remained begging for quarter ended the day and General Wadsworth, Col.

Scott and 71 other officers together with 858 men were made prisoners of war, the enemies loss in killed and wounded could not be less than 4 or 500 men, whilst ours strange to tell consisted of only 11 killed and 60 wounded, the Indians lost only 5 men, & 9 wounded. At any time during the day our force did not exceed 750 men, – that of the enemy from the mis-stated Buffaloe account was 1300, but we think it was 1500 at least. To point out any particular officers or men who distinguished themselves in the late contest would be improper, where all did their duty so manfully, 'twere invidious partially to remark – *the result – the glorious result* speaks too plainly to be misunderstood how nobly each arm upheld its country's cause.

Shall we omit to return our humble thanks to the God of Battles for his merciful aid upon this splendid occasion. Inhabitants of Canada, It is most manifest that the hand of Providence is with us, highly approving the justice of our cause, and smiling at our efforts and struggles for our rights and liberties – he – he – it is that gives us victory: let us then ascribe all to him, implore a continuance of his blessings and support ...