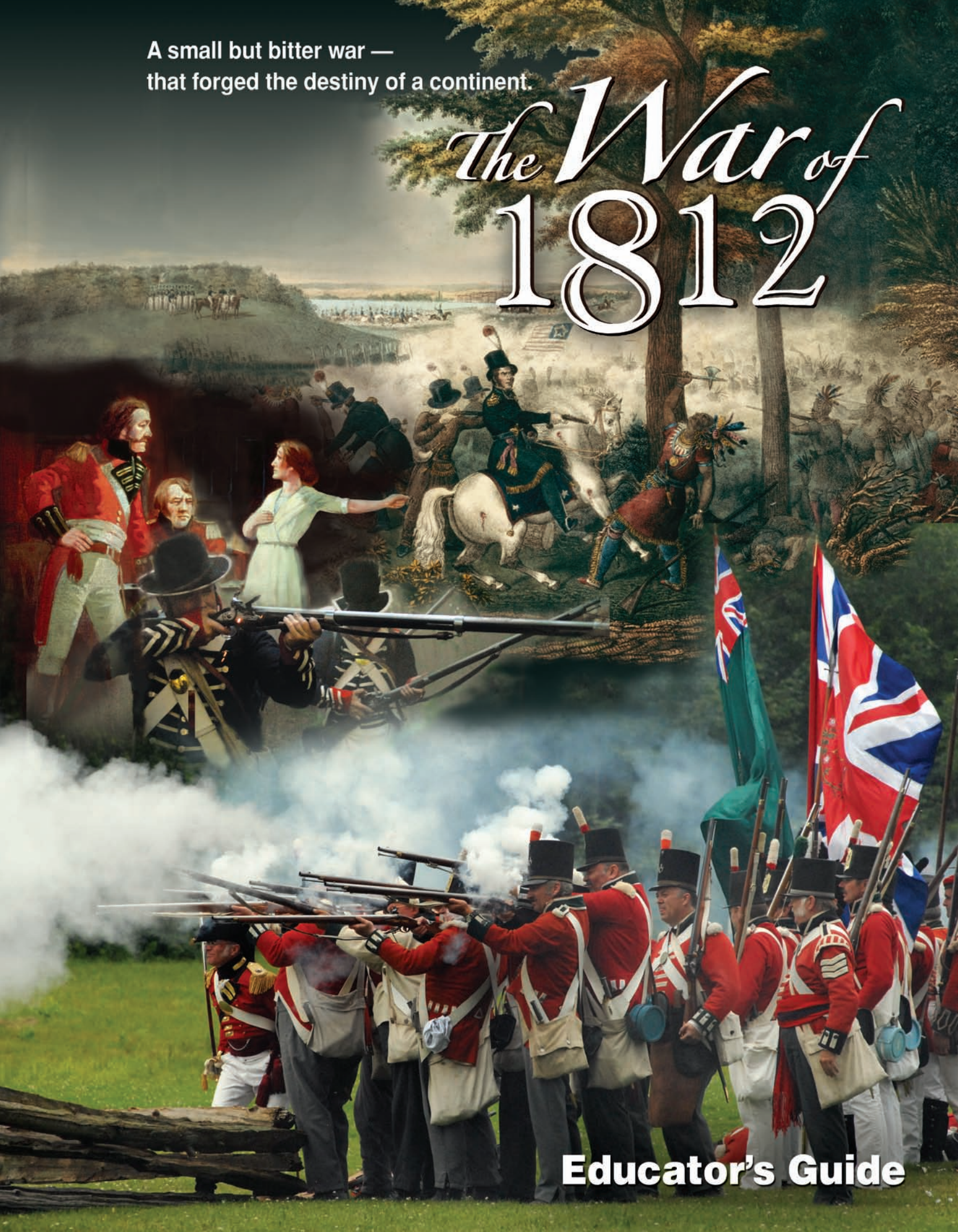


A small but bitter war —
that forged the destiny of a continent.

The War of 1812



Educator's Guide





Educator's Guide

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Foreword

Beyond the Battlefield: Perspectives on the War of 1812

When war was declared in June of 1812 the Haudenosaunee (Six Nations) were determined not to have their nations fight against one another again, but they were pulled in two different directions because of conflicting treaty obligations.

The Peace Chiefs wanted to remain neutral, but lingering animosities from the American Revolution set various communities at odds with one another. Pleas for neutrality fell on the deaf ears of the warriors. So, there was no single Haudenosaunee response to the war. Even within each nation there were divided loyalties.

The battle at Queenston Heights, in 1812, could have resulted in a quick victory for the Americans ending the war had it not been for First Nations warriors and militia units there in support of the outnumbered British regulars. This theme of warriors, militia and British regulars repeated itself throughout 1813 and 1814.

However, the horrors of war, including the total destruction of the Tuscarora community, stopped even the toughest warriors in their tracks. The bloodshed between brothers at Chippewa, Queenston Heights and Beaver Dams forced the warriors to question their motives. What were they really fighting for? Most agreed to withdraw from the fighting and return to protect their families.

After the war, calls for Haudenosaunee reconciliation led to a historic peace council in which the former combatants, and their British and American allies, consoled each other for their losses, buried the weapons of war and agreed to become one people again.

Rick Hill, Coordinator, Indigenous Knowledge Centre, Six Nations Polytechnic

Zig Misiak, Chairman, War of 1812 Bicentennial Commemoration Steering Committee, Brantford, Six Nations, Brant County, Mississaugas of the New Credit

It is very easy to overlook the War of 1812. It lacks the emotional punch of the Civil War or the clear outcome of the American Revolution, so most teachers give it scant attention- maybe mentioning impressment of sailors or Tecumseh. The war's meaning may be found in specific moments like the burning of Washington or Jackson's victory at New Orleans, but there are lessons that can be extrapolated and applied to students of any age or geographic region.

When teaching students, there is no substitute to walking the ground and experiencing the geography of an historic place. From the upper Great Lakes through the St. Lawrence Valley to the Chesapeake and the bayous of Louisiana, there are locations that speak to the importance of this conflict, which defined what the United States meant as a nation instead of a collection of states.

The war was a defining moment for Buffalo and Erie County, which changed the region from a frontier outpost to an area that would be the lynchpin of westward expansion. Moreover, the war connects our students to national images: the White House in flames, a Star-Spangled Banner and a war supplier known as "Uncle Sam." In short, the war spins thread that connects our students to the greater web of American history. That is what gives the War of 1812 a place of significance in the study of the Early Republic.

C. Douglas Kohler, History Department Chair, Clarence Middle School, Erie County Historian



Introduction

The War of 1812 was many things to many individuals and groups. It carries within its history many lessons that still resonate today. And, yet, many in North America, whose histories are intimately tied to this tumultuous two and a half year experience, have little knowledge of its meaning either then or now. Therefore, it is fitting to attempt to discover why this is so and to stretch ourselves as educators to create many quality teachable moments for students.

The intricate web of disparate groups, goals and desires makes this war far more complex than a catalog of battles, generals, winners and losers. The PBS production, *The War of 1812* examines, in depth, all of the perspectives of those various groups and how their interconnectedness created what some have called, “a tangled history – a catalogue of failed invasions, military blunders, abject cowardice and unflinching bravery.”

In *The War of 1812*, leading historians, battle re-enactors, period buildings and artifacts help bring this defining conflict to life. The lives and accomplishments of significant historical characters contribute to this amazing program. Such people as Tecumseh, Dolley Madison, Isaac Brock, James Madison, Laura Secord, William Henry Harrison, William Hull and Francis Scott Key are all made real. But human stories of the war, those of ordinary citizens, are also graphically portrayed.

The war has been variously described as, “A hot and unnatural war between kindred people,” and “a war of contradictions, a war of ironies, a war of disasters on both sides.” At its conclusion, it was a war that “both the United States and Canada would remember . . . as a victory that never happened.”

In the classroom, *The War of 1812* is therefore, an ideal vehicle for studying broad and important themes such as diversity, nationalism, sectionalism, the technology of war, the role of dissent in free societies, checks and balances, geography and the role of allies and the nature of alliances both in war and during peace time.

We are certain that you and your students will find yourselves caught up in the program and the war it depicts. *The War of 1812* DVD and Educator’s Guide will allow you to teach in a compelling and relevant way about this “tiny war” that forged “the destiny of a continent for two hundred years to come.”

Ann K. Lupo, Lead Writer and Coordinator, Buffalo State College, Department of History & Social Studies Education

What's In This Guide?

This Educator's Guide is designed to enhance the educational value of the PBS program *The War of 1812* for students in elementary, middle and high school.

Sections I, II, and III contain 20 lesson or day plans at a variety of levels. Every attempt has been made to ensure that the plans are congruent with bi-national learning standards. The lessons typically use program segments and broad thematic strands. They integrate and honor the contributions of all groups involved in the War.

The writers would like to gratefully acknowledge the tireless dedication of Canadian educators Ms. Beth Des Rochers, OCT, Library Resource Teacher at the Canadian Martyrs School, and Mr. Paul Delaney, both from Penetanguishene, Ontario. Mr. Delaney is the co-author of *After the Fire*, a member of the Southern Georgian Bay War of 1812 Bicentennial Committee, a former classroom teacher and volunteer in Nigeria and Sierra Leone.

Ms. Des Rochers shared early versions of the Guide with various middle level faculty members for their input. She contributed a plethora of excellent ideas for lessons and resources. They both also back-read, edited, offered constructive criticism and shared their valuable expertise in hopes that teachers on both sides of the border would find the Guide historically accurate, relevant and useful.

When developing these lesson plans it quickly became obvious that due to the depth and breadth of the material presented in the program, as well as the richness of the war itself, it would be a challenge to link specific lessons to only one level of students. However, for organizational reasons it was decided to group the lessons into elementary, intermediate and commencement levels.

The lessons in this Guide may include specific quotes from various noted authorities on the war and historians who write from different perspectives. Quotes from the program narration may also be used. These statements and questions will correlate with the television program segments and are intended to easily link you and your students back to the program and the "voices" of the experts featured.

Many of the activities are multidisciplinary, incorporating areas such as English Language Arts, music and art. This is indicated by a paint palette for Arts and a notebook for ELA. There was also an importance placed on creating technology-rich activities while still giving alternative options for teachers who may not have access to technology.

Each lesson contains the suggested level, time needed to teach, national social studies (NCSS) standards and themes, Ontario Curriculum Concepts and Specific Expectations, focus questions, performance indicators, assessment tasks, key concepts, a list of instructional resources and procedures. Additionally, a matrix of the bi-national learning standards may be found in the Appendix.

In Section IV, at the back of the Guide you will find online and print resources and various other supplemental materials to further your knowledge or enhance your lesson with technology. The appendices contain teaching tools, handouts and resources to be used with specific activities found in this Guide.

Every attempt has been made to provide you with practical tools that you can easily duplicate in your own classroom. Many of the tools are "hands-on" and will engage visual and kinesthetic learners. Handouts that you will need to duplicate for yourself and your students may be found in the back of the Guide in the "Lesson Resources" section that has green-edged pages.

The producers have created a series of "bonus" video segments that will offer background information and resources on the history, people, movements and ideas that enhance the ideas explored in the lessons. These segments will allow you and your students to pursue additional interesting aspects of the war. They can be found on *The War of 1812* website at www.pbs.org/1812.



How To Use This Guide

This Educator's Guide was created to accompany the PBS documentary *The War of 1812* and to help teachers share the timeless lessons of that war. Through the lessons presented here teachers and students can examine not only the causes, battles and results of the War, but also delve into the very "human stories of the war, including those of ordinary citizens and eminent historical characters."

It is important to note that teachers should feel free to adapt and modify any lesson in the Guide to the needs of their students, regardless of grade level. Most lessons have been written with the assumption that any teacher, at any grade level will be able to adapt them to fit their specific classroom needs.

Therefore, we include the following special note to our Canadian educators: while the learning expectations for the War of 1812 reside at grade seven, we have included them across all three levels in the matrix. It is our hope that you will sort through the lessons and select those that you might find useful, regardless of what level you teach.

You, as the teacher, are best equipped to decide for any particular class, at any specific time, which lesson will work the best. Think of the various lesson components as suggestions. Feel free to use whichever parts of a particular lesson seem most relevant to you and your students, or use lessons as a jumping off point to another lesson or unit in your curriculum.

Teachers, depending on their subject area, class size, or skill level, may wish to explore concepts or objectives in greater detail. For example, some of the Bonus Segments could form an entire lesson by themselves. Flex the contents of the Guide to meet your individual needs.

We also encourage you to use this Guide in conjunction with the rich media content and resources available on the companion *War of 1812* website at www.pbs.org/1812. Program clips, activities, images, appendix items, and a PDF of this publication are all there for you to use in your classroom.

For maximum effectiveness, we recommend the following steps:

1. According to your curriculum, preview the relevant section(s) of *The War of 1812* prior to showing it to your class.
2. Skim through **all** of the lessons in the Educator's Guide.
3. Decide which lesson(s) are the best fit with your content and the grade level of your class. Be sure to take a look at the "Instructional Resources" section for such specialized components as computers with Internet access, project based software, or specific handouts.
4. Check out the "Lesson Resources" for many valuable print and electronic supports that you can use to enhance both your own and your students' understanding.
5. Be sure to refer to *The War of 1812* website at www.pbs.org/1812 for additional resources.
6. Assemble your materials, click on the program, and have fun teaching and learning!

Multiple Perspectives of the War of 1812



Elementary
One Class Period

Program Segments

- June 1812 Declaration of War (6 minutes)
- Summer 1812 The Americans Invade (18 ½ minutes)
- September 1813 The Americans Invade Canada – Again (7 ½ minutes)
- Winter 1814 New Orleans (7 minutes)
- 1815 Peace (4 minutes)

NCSS Themes

- V: Individuals, Groups, and Institutions
- VI: Power, Authority, and Governance
- IX: Global Connections
- X: Civic Ideals and Practices

Canadian (Ontario) Concepts

- Systems and Structures
- Interactions and Interdependence
- Power and Governance

Canadian (Ontario) Specific Expectations – Seventh Grade

- Explain key characteristics of life in English Canada from a variety of perspectives
- Describe the different groups of people

Objectives

Students will be able to:

- understand and explain the multiple perspectives of diverse groups of people during the War of 1812
- experience empathy through understanding what the War of 1812 meant for each group

Focus Questions

1. What was the meaning of the War of 1812 for
 - Great Britain?
 - The United States?
 - The Native Nations of North America?
 - The British Colonies in Canada?

Key Concepts

Impressments, Secession, Embargo, War, Battle, Debate

Instructional Resources

- *The War of 1812* DVD
- Markers, crayons, and colored pencils
- “What is the meaning of War?” Graphic Organizer Template A - elementary or B – intermediate (appendix pgs. 52 & 53)

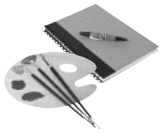
Procedures

1. The teacher will ask students what might cause them to get so angry or upset that they would argue with others.
2. As students brainstorm answers, the teacher will guide them by explaining that an argument always has more than one side. People in an argument must compromise or it can turn into something more dangerous.
3. The teacher will introduce the program segments by explaining that the British, the Native Americans of North America, the Canadian colonies, and the United States interpreted the war differently.
4. The teacher will distribute the graphic organizer and direct students to fill it in while they are viewing the documentary. Students must have at least five sentences for each group. Students may also choose to draw their meanings inside the graphic organizer.
5. The teacher will then question the class about the different meanings of the war and ask students about the various reasons for going to war.
6. The teacher will lead students in a constructive discussion of the pros and cons and reasons for entering the war.
7. Students will turn in their completed graphic organizers.

Assessment Tasks

Students will complete a graphic organizer that has at least five sentences or a hand drawn picture that depicts the meaning of the war. Students will also participate in classroom discussions based on the pros and cons along with the meaning of the war.

What Would YOU Save?



Elementary

Two class periods

Program Segments

- Summer 1814 The American Capital Burns (10 ½ minutes)

NCSS Themes

- III: People, Places, and Environments
- V: Individuals, Groups, and Institutions
- VI: Power, Authority, and Governance

Canadian (Ontario) Concepts

- Interactions and Interdependence
- Environment
- Power and Governance

Canadian (Ontario) Specific Expectations – Seventh Grade

- Describe the major causes and personalities of the War of 1812
- Explain key characteristics of life in English Canada from a variety of perspectives

Objectives

Students will be able to:

- explain what duty is
- explain how symbols represent concepts and ideas
- identify items that represent their school and community and explain their importance

Focus Questions

1. What is duty?
2. How do symbols represent a bigger concept or idea?
3. How do symbols shape the history of our country?

Key Concepts

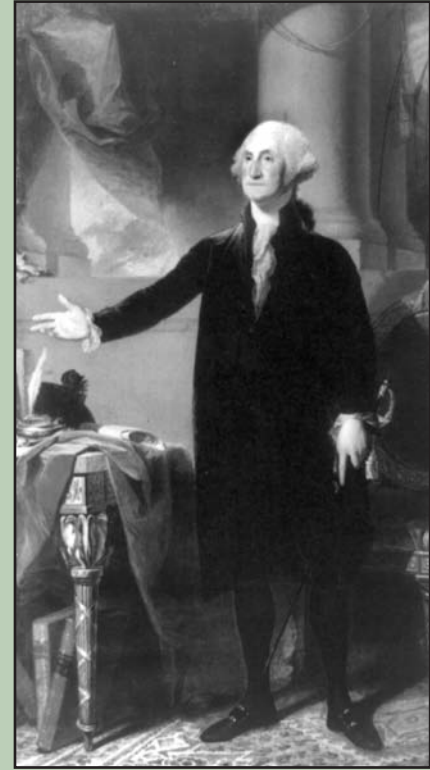
Duty, Symbol, Nationalism

Instructional Resources

- *The War of 1812* DVD
- Paragraph rubric
- Dolley Madison letter (appendix pg. 54)

Procedures

1. The teacher will begin the class by asking what the students understand about the term “duty” and discuss how duties are performed by people in the government.
2. The teacher will also discuss the terms “symbol” and “nationalism” and give examples to clarify these terms to the students.





3. The teacher will discuss Dolley Madison and her role as the First Lady with the students, and then watch *The War of 1812* segment on Dolley Madison and the burning of Washington.
4. The teacher will show a picture of George Washington's portrait and question the students to assess their understanding of how important the portrait was as a symbol of the young nation. To better understand the bravery of Dolley Madison, the teacher and the students will read together as a class the letter written by Dolley Madison regarding that day.
5. Next the students will determine what items are important symbols of their school and why they would decide to save them. The teacher may decide to take the students on a walk through the school to view different areas containing items that would be considered important.
6. The students will draw pictures and write a paragraph that introduces the item, describes its importance to the school, and explains why it was their duty to save this item.
7. The teacher will use the Paragraph Rubric as a guideline for the students.

Assessment Tasks

The students will create a paragraph on an important item and a drawing of that item that represents their school and community.

	Level 5	Level 4	Level 3	Level 2	Level 1
Organization	Paragraph(s) are very well-organized, with topic sentence, at least three supporting sentences, and insightful conclusion	Paragraph(s) are well-organized, with topic sentence, at least three supporting sentences, and a conclusion	Paragraph(s) are adequately organized with topic sentence, at least two supporting sentences, and conclusion	Paragraph(s) are poorly organized; few detail sentences; no topic sentence or no conclusion	Organization unclear; no topic sentence; no more than two detail sentences; no conclusion
Content	Content is well thought out with accurate content information that supports the writer's thesis	Content is accurate and supports the writer's thesis	Content is not well thought out with inaccurate information that may or may not support the writer's thesis	Content is inaccurate and does not support the writer's thesis	Lack of any content that supports the writer's thesis
Word Choice	Effective and specific verbs and nouns engage the reader; writing flows smoothly	Specific verbs and nouns are used frequently; writing flows smoothly most of the time	Specific verbs and nouns are used occasionally; writing flows smoothly at times	Several overused verbs and nouns; writing does not flow smoothly throughout	Verbs and nouns are uninteresting; writing does not flow smoothly
Conventions	Capitalization, punctuation, and spelling are correct	No more than two errors in spelling, capitalization, and/or punctuation	No more than three errors in spelling, capitalization, and/or punctuation	No more than five errors in spelling, capitalization, and/or punctuation	Multiple errors in spelling, capitalization, and/or punctuation

Please Stand for the National Anthem



Elementary
One class period

Program Segments

- Autumn 1814 Secession Threat in New England (9 minutes)

NCSS Themes

- I: Culture and Cultural Diversity
- III: People, Places, and Environments

Canadian (Ontario) Concepts

Environment
Culture

Canadian (Ontario) Specific Expectations – Seventh Grade

Describe the impact of the War of 1812 on the development of Canada

Objectives

Students will be able to:

- gather and organize information about the important accomplishments of individuals and groups living in their neighborhoods and communities
- gather and organize information about the traditions transmitted by various groups living in their neighborhoods and communities

Focus Questions

1. What does Nationalism mean?
2. What is the function of a National Anthem?
3. What does the Flag mean to you?

Key Concepts

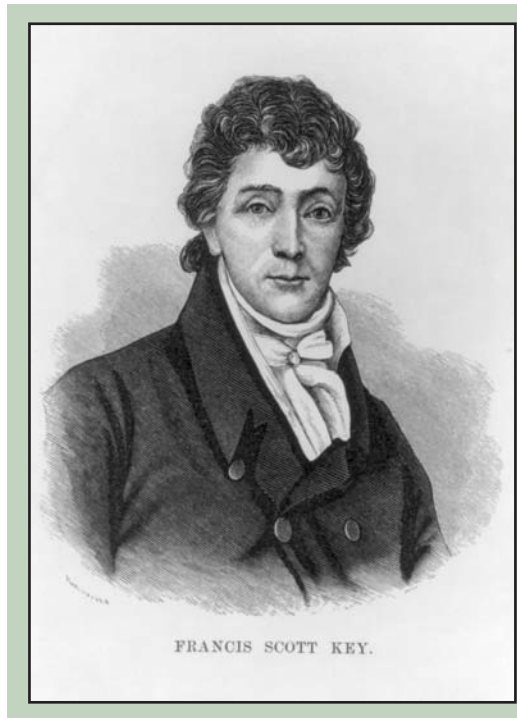
Anthem, Nationalism

Instructional Resources

- *The War of 1812* DVD
- *Star Spangled Banner* and *O Canada* Lyrics (appendix pg. 55)
- *Star Spangled Banner* and *O Canada* Sort (appendix pg. 56)

Procedures

1. The teacher will begin by asking the students, “What does Nationalism mean?” and defining the word “Nationalism” – which is loyalty or devotion to one’s nation.
2. The teacher will discuss what symbolism means and how the American Flag symbolizes the U.S. (stars, stripes, 13 colonies) or the Canadian Flag (maple leaf, red, white) symbolizes Canada. Other symbols can be discussed as well. For example: school mascot and colors, religious symbols, icons, etc.





3. The teacher will play *The War of 1812* segment with Francis Scott Key.
4. After watching, the teacher will discuss with the students how Francis Scott Key displayed his nationalism and what the American Flag symbolized to him. The teacher will lead the discussion by asking why Francis Scott Key wrote the anthem and what became of it.
5. The teacher and students will discuss things that symbolize their school, community, and themselves and compile this list on an overhead projector or smartboard for the entire class to see.
6. The students and teacher will take these words and complete the sort that is provided to create their own anthem for their classroom. The teacher will project the sort for the entire class to see or provide a copy for all students.
7. This lesson can be done in conjunction with an ELA class that focuses on literary terms.

Assessment Tasks

The students will create an original anthem that symbolizes their classroom and the individuals and groups within it. An optional, additional activity could be to design a flag that symbolizes their classroom.



Important People Foldable

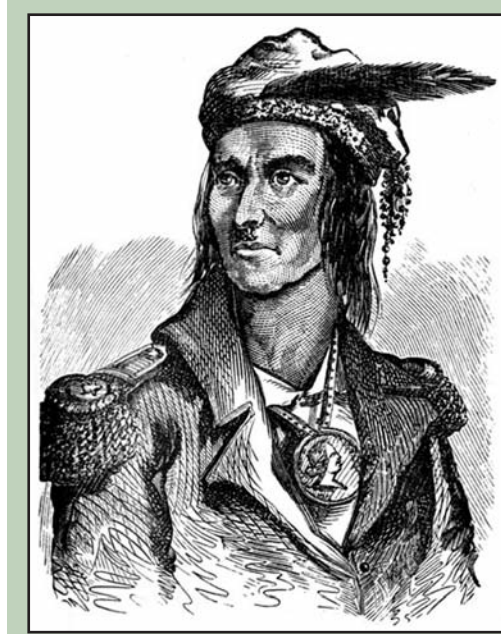


Elementary

One class period

Program Segments

- 1810 – 1811 Calls for War (7 ½ minutes)
- June 1812 Declaration of War (6 minutes)
- Summer 1812 The Americans Invade (18 ½ minutes)
- September 1813 The Americans Invade Canada – Again (7 ½ minutes)
- Summer 1814 The American Capital Burns (10 ½ minutes)
- Autumn 1814 Secession Threat in New England (9 minutes)



Tecumseh

NCSS Themes

- I: Culture and Cultural Diversity
- II: People, Places, and Environments
- IV: Individual Development and Identity
- V: Individuals, Groups, and Institutions
- VI: Power, Authority, and Governance
- X: Civic Ideals and Practices

Canadian (Ontario) Concepts

- Systems and Structures
- Interactions and Interdependence
- Environment
- Culture
- Power and Governance

Canadian (Ontario) Specific Expectations – Seventh Grade

- Describe the major causes and personalities of the War of 1812
- Explain key characteristics of life in English Canada from a variety of perspectives
- Describe the different groups of people

Objectives

Students will be able to:

- identify the key ideas that important people stood for along with the problems they caused for themselves and others
- compare and contrast the chosen people

Focus Questions

1. What are the differences and similarities of the two chosen important people?
(Madison/Brock, Tecumseh/Harrison, Tecumseh/Brock, Madison/Secord, etc.)

Key Concepts

General, Federalist, Diplomat, Loyalist, Warfare, Alliance, Confederacy, Treaty, Expansionism, Colonel, Patriot



Instructional Resources

- *The War of 1812* DVD
- Construction paper
- Pen/pencil
- Markers, gel pens, colored pencils
- Sample Foldable (teacher created)
- Foldable Template (appendix pg. 57)
- Venn Diagram (appendix pg. 58)

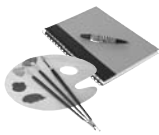
Procedures

1. The teacher will prompt students by asking them what important people they can recall from *The War of 1812*.
 - What do they remember about these people?
 - Is the person comparable to another person in the program?
2. The teacher will continue to brainstorm with the students as he or she writes their ideas on the board and instructs the students to take notes.
3. The teacher will distribute construction paper and place students into heterogeneous groups of 2-4 students.
4. The teacher should direct students to pick two important people from *The War of 1812* who were comparable.
5. The teacher will display a sample foldable and guide students in making one of their own.
 - On the outer folds students will write the two names (one on each flap)
 - On the inner left side, students will write the characteristics of the person on that flap
 - On the inner right flap, students will write the characteristics of the person on that flap
 - After opening the foldable, students will write the similarities of the important figures in the middle
6. Students will be told they may use any notes they have to complete their assignment.
7. The teacher will then distribute four Venn diagram worksheets to each student.
8. The teacher will explain to the students that they will present their foldable to the class. As the students are presenting, the other students are to be completing their Venn diagrams, comparing people based on the information given by the presenters.
9. The teacher will collect all foldable and Venn diagrams upon completion.

Assessment Tasks

Students will complete a foldable comparing two important people from the War of 1812. Students will also show their foldable to the class describing the two people they chose. While students are presenting, the other students will complete a Venn diagram about the presentation.

What is a Border?



Intermediate

One class period

Program Segments

- 1812 The War at Sea (2 ½ minutes)
- Spring 1813 The British Invade (7 minutes)

NCSS Themes

III: People, Places, and Environments
V: Individuals, Groups, and Institutions
VI: Power, Authority, and Governance
IX: Global Connections

Canadian (Ontario) Concepts

Interactions and Interdependence
Environment
Power and Governance

Canadian (Ontario) Specific Expectations – Seventh Grade

Describe the major causes and personalities of the War of 1812
Describe the impact of the War of 1812 on the development of Canada
Describe the different groups of people

Objectives

Students will be able to:

- map information about people, places, and environments
- investigate why people and places are located where they are located and what patterns can be perceived in these locations

Focus Questions

1. How are borders determined?
2. When and why do borders change?

Key Concepts

Physical Borders, Political Borders, Expansionism

Instructional Resources

- *The War of 1812* DVD
- Colored pencils
- Paragraph rubric
- Blank Map handout (appendix pg. 59)





Procedures

1. The teacher will lead a discussion that will clarify and define the difference between “physical” and “political” borders.
 - A political border is one established by treaty, but does not have any natural separation like a major river, ocean, sea, or mountain range.
 - A physical border is made up of one or more of the following: a mountain range, ocean, major river or sea. For example, the English Channel is a physical border between the United Kingdom and the rest of Europe. The Rhine River is a physical border for Germany separating it from several other European countries.
2. The teacher will show the students what the borders looked like before and after the War of 1812 and explain who controlled what areas.
3. The class will view *The War of 1812* paying particular attention to the segment that describes what happened to Native Americans at the end of the war.
4. The teacher will lead a discussion with the students about how the borders of North America would look if the war had ended differently.
5. The students will create an alternative ending for the War of 1812 and create new borders for North America on a blank map. The students must provide a key that shows which nations control which areas. It may be important to advise the students to think carefully about the natural geographic border when they create their new version of the map of North America.
6. The students will write a paragraph to explain their alternative endings to the war.
7. The teacher will use the Paragraph Rubric provided. A teacher-created example would be good to share, along with a paragraph for the students to help clarify the task.

Assessment Tasks

Students will complete a map that depicts an alternative ending to the War of 1812 and a paragraph that explains that ending.

Paragraph Rubric

	Level 5	Level 4	Level 3	Level 2	Level 1
Organization	Paragraph(s) are very well-organized, with topic sentence, at least three supporting sentences, and insightful conclusion	Paragraph(s) are well-organized, with topic sentence, at least three supporting sentences, and a conclusion	Paragraph(s) are adequately organized with topic sentence, at least two supporting sentences, and conclusion	Paragraph(s) are poorly organized; few detail sentences; no topic sentence or no conclusion	Organization unclear; no topic sentence; no more than two detail sentences; no conclusion
Content	Content is well thought out with accurate content information that supports the writer's thesis	Content is accurate and supports the writer's thesis	Content is not well thought out with inaccurate information that may or may not support the writer's thesis	Content is inaccurate and does not support the writer's thesis	Lack of any content that supports the writer's thesis
Word Choice	Effective and specific verbs and nouns engage the reader; writing flows smoothly	Specific verbs and nouns are used frequently; writing flows smoothly most of the time	Specific verbs and nouns are used occasionally; writing flows smoothly at times	Several overused verbs and nouns; writing does not flow smoothly throughout	Verbs and nouns are uninteresting; writing does not flow smoothly
Conventions	Capitalization, punctuation, and spelling are correct	No more than two errors in spelling, capitalization, and/or punctuation	No more than three errors in spelling, capitalization, and/or punctuation	No more than five errors in spelling, capitalization, and/or punctuation	Multiple errors in spelling, capitalization, and/or punctuation

Dissent



Intermediate
Two class periods



Program Segments

- June 1812 Declaration of War (6 minutes)

NCSS Themes

- V: Individuals, Groups, and Institutions
- VI: Power, Authority, and Governance

Canadian (Ontario) Concepts

Interactions and Interdependence
Power and Governance

Canadian (Ontario) Specific Expectations – Seventh Grade

Describe the impact of the War of 1812 on the development of Canada
Explain key characteristics of life in English Canada from a variety of perspectives

Objectives

Students will be able to:

- understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives
- describe the reasons for and against dissent during a time of war

Focus Questions

1. When you disagree with your government during a time of war, are you unpatriotic?
2. What is the best way to express dissent?

Key Concepts

War Hawks, Protest, Neutrality, Hartford Convention, Secession, Federalist

Instructional Resources

- *The War of 1812* DVD
- Poster board
- Construction paper
- Markers, colored pencils, or crayons
- Glue stick
- Scissors
- Protest Images (appendix pg. 60)

Procedures

1. The teacher will discuss the focus questions and the term “dissent.” The discussion should address the reasons for entering the War of 1812 and what reasons the Federalists and New Englanders had to disagree with that decision.
2. The students will view *The War of 1812*, especially the segment on dissent and the Hartford Convention.
3. After viewing the program, the students will be split into discussion groups of 4-5. The students will discuss this quote: “What happened to Alexander Hanson was a lesson in how you should not subdue dissent even in the time of warfare because a mob can get out of control and destroy the very values you are trying to uphold”.
4. The students will interpret what they believe the quote means while listing the pros and cons that occur when citizens oppose the policies of the government during a time of war.
5. Students will present what they have discussed to the group. Their ideas should be recorded on an overhead projector or on a smartboard so that the entire class can see the results. The teacher will facilitate this process and allow individual students the opportunity to express their opinion on the topics.
6. The teacher may want to consider leading a discussion of dissent among the British and Irish immigrants to the Canadian territories. The teacher can compare the Federalists of the Northeast to the Irish colonists who dissented for different reasons. Those who inhabited the Canadian territory did not all agree with the actions of the British government. Irish immigrants, many of them Catholics who had fled Britain after its suppression of the rebellion of 1798, did not agree with the actions of the British Monarchy. Many Irish sympathized with the Americans and were a significant source of active dissent.
7. After a debriefing, the teacher will show examples of wartime posters and slogans. The teacher will explain that protestors use different slogans and pictures to express their point of view.
8. The students will choose a reason why the war was opposed by New Englanders and individually create a poster that explains that reason. The poster can be a slogan, a picture, or an argument.
9. The students should be provided with the opportunity to present their posters to the class and explain what has been depicted in the poster and how it relates to dissent during the War of 1812.
10. If time allows the teacher may choose to have both points of view depicted by splitting the class and allowing the students to choose a pro-war or anti-war poster. This can be extended into a mock protest rally/debate that is attended by both sides.

Assessment Tasks

The students will create a poster that depicts one reason why the Federalists/New Englanders did not agree with the decision to enter the War of 1812.

War of 1812 Scavenger Hunt

Intermediate

Three class periods



Program Segments

- Entire program (almost 2 hours)

NCSS Themes

- III: People, Places, and Environments
- V: Individuals, Groups, and Institutions

Canadian (Ontario) Concepts

Environment

Canadian (Ontario) Specific Expectations – Seventh Grade

- Describe the impact of the War of 1812 on the development of Canada
- Explain key characteristics of life in English Canada from a variety of perspectives

Objectives

Students will be able to:

- gather and organize information about the Great Lakes and other related regions, battle locations, and various individuals who made contributions to the War of 1812

Focus Questions

1. How does geography impact armies during a time of war?
2. Why are waterways important?
3. How did waterways help during the War of 1812?

Key Concepts

Geography, Transportation, Communication

Instructional Resources

- *The War of 1812* DVD
- Colored pencils
- War of 1812 Scavenger Hunt Worksheet (appendix pgs. 61-63)
- Map of North America (appendix pg. 64)
- Answer Key (appendix pg. 65)

Procedures

1. The teacher will begin the lesson by guiding the students in a discussion on the importance of waterways and how geography affects warfare. Using the focus questions provided, the teacher will guide the students to answer the question, “Why were the Great Lakes so important during the War of 1812?” The teacher will stress the importance of the Great Lakes for transportation, trade, and their strategic location.

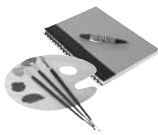
2. The students will be given the Scavenger Hunt Worksheet and the teacher will explain the instructions to the class. The students will watch the program and use the clues provided in the scavenger hunt to determine what location the clues are describing.
3. The students will view *The War of 1812* and use the information to solve the clues.
4. After the students have watched the entire program, the teacher will need to review the answers that they found for the scavenger hunt clues. The teacher may want to provide a word bank to assist the students.
5. Once the students have found the answers to all the clues, they will be given a map of North America and will place all of the geographic locations on the map. The students will use the information in the clues to help them determine where the relative location is on the map of North America.

Assessment Tasks

The students will complete a War of 1812 Scavenger Hunt Worksheet and place important information gathered on a map of North America.



Build a Battle



Intermediate

Two to Three class periods



Program Segments

- Summer 1812 The Americans Invade (18 ½ minutes)
- Spring 1813 The British Invade (7 minutes)
- September 1813 Showdown on the Great Lakes (9 ½ minutes)
- September 1813 The Americans Invade Canada – Again (7 ½ minutes)
- December 1813 A Winter of Horrors (5 minutes)
- Summer 1814 Blood on the Niagara Border (5 minutes)
- Summer 1814 The American Capital Burns (10 ½ minutes)
- Autumn 1814 Secession Threat in New England (9 minutes)
- Winter 1814 New Orleans (7 minutes)

NCSS Themes

- II: Time, Continuity, and Change
- III: People, Places, and Environments
- V: Individuals, Groups, and Institutions
- VI: Power, Authority, and Governance
- VIII: Science, Technology, and Society
- IX: Global Connections
- X: Civic Ideals and Practices

Canadian (Ontario) Concepts

- Systems and Structures
- Interactions and Interdependence
- Environment
- Change and Continuity
- Power and Governance

Canadian (Ontario) Specific Expectations – Seventh Grade

- Describe the impact of the War of 1812 on the development of Canada
- Explain key characteristics of life in English Canada from a variety of perspectives

Objectives

Students will be able to

- identify location, length, and resources used for certain battles of the War of 1812

Focus Questions

1. What was the strategic plan and layout for the specific battle of the War of 1812 you have chosen?
2. What is the name of the battle?
3. Who began the battle?
4. Who fought in the battle?



5. What weapons and/or equipment were used?
6. Where did the battle take place?
7. When exactly, and for how long, did the battle take place?

Key Concepts

Strategic Plan, Battle, Landmark, Borders

Instructional Resources

- *The War of 1812* DVD
- Construction paper or cardboard
- Crafts items needed to create an inventive map, such as: string, yarn, noodles, candy, cotton, Play-Dough, glitter, crayon shavings, and so forth.
- Glue
- Colored pencils/markers
- Scissors
- Battle maps (appendix pgs. 66-72)

Procedures

1. After viewing the battle segments from *The War of 1812*, the teacher will ask the students to recall details of the battles from the program.
2. As the students recall and list battle details, the teacher will write the information on the board for the class to view.
3. The teacher will then distribute the Battle Map Creation handout to the students. The teacher will read over the handout with the students and explain thoroughly the expectations of the assignment.
4. The teacher will place students in heterogeneous pairs to work together.
5. The teacher will allow students access to computers to research the battle of their choice. (If students do not have computer/internet access, the instructor should pre-print maps for the student to choose from.)
6. Students will be directed to search for any additional information they can find on the battle they chose. (Resources may include *The War of 1812*, the Internet, or reference books.)
7. The students will then decide how they want to create their maps. They can choose a two- or three-dimensional representation.
8. The students may bring in craft supplies from home and/or use teacher-provided supplies.
9. The teacher should continue to guide and encourage students throughout the map-making process.
10. Upon completion of the map, the student pairs will be directed to write a summary of their battle maps.
11. Students will hand in their maps and summaries, which can be put on exhibit in the library or classroom.

Assessment Tasks

Students will complete and turn in a battle map on the War of 1812. Students will write a summary of the battle they chose by using the focus questions then attach it to their battle map.

Treaty of Ghent Simulation



Intermediate
Three class periods



Program Segment

- Autumn 1814 Secession Threat in New England (9 minutes)
- Winter 1814 New Orleans (7 minutes)
- 1815 Peace (4 minutes)

NCSS Themes

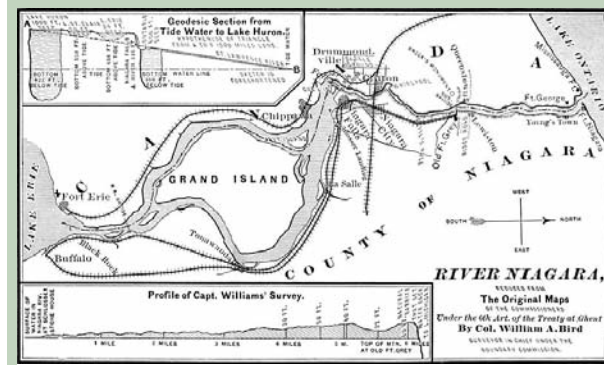
- V: Individuals, Groups, and Institutions
- VI: Power, Authority, and Governance
- IX: Global Connections

Canadian (Ontario) Concepts

Interactions and Interdependence
Power and Governance

Canadian (Ontario) Specific Expectations – Seventh Grade

Describe the impact of the War of 1812 on the development of Canada



Objectives

Students will be able to:

- describe three different points of view of the groups that participated in the War of 1812
- create a new treaty to end the War of 1812

Focus Questions

1. How does one determine when a war is won or lost?
2. What is the purpose of a treaty?

Key Concepts

Treaty of Ghent, Impressments, Embargo, Neutrality

Instructional Resources

- *The War of 1812* DVD
- Treaty of Ghent (www.ourdocuments.gov/doc.php?flash=old&doc=20-)
- Posterboard
- Graphic Organizer for List of Demands/Opening Statement with Dossier (appendix pgs. 73-78)
- Voting worksheet (appendix pg. 79)

Procedures

1. Using the focus questions, the teacher will discuss the War of 1812 with students.
The teacher should ask:
Who won the War of 1812?
How do we know they won?
2. The students will view *The War of 1812* paying close attention to any mention of who won the war.
3. The Treaty of Ghent Simulation will be introduced to the students. The “Rules of the Simulation” will be read and any questions clarified before the simulation begins.
4. The class should be heterogeneously divided into three groups representing the British, the Americans, and the Native Americans (despite their absence at the actual treaty). Each group will be given a dossier that corresponds with their assigned group to help guide them in the simulation.
5. The students will each be given a Graphic Organizer that will guide them in creating their opening statement and determining the demands of all the groups. This may be done as a group exercise, or the students may research individually then come together to determine a final list of demands with an opening statement. The students should be given time to research or the research should be given to the students to facilitate creating their materials. The list of demands should explain why the demands are necessary and be prioritized. An example of a demand would be: “The Americans demand that the British stop the impressments of their sailors, like when the H.M.S. Leopard stopped the U.S.S Chesapeake”. The students will also be instructed to create an opening statement that explains their reasons for entering the war and why they believe that their demands should be met. The demands and the opening statement must be submitted to the teacher before the day of the simulation so the teacher can point out any errors and create copies of all three groups’ demands for the simulation.
6. The day of the simulation the groups should be seated together with the teacher as the moderator. The demands from each group will be presented to the entire class. A hard copy is desirable but it may be projected for the class on an overhead projector or smartboard. The groups should each present their opening statement and prioritized list of demands to the group before there is a discussion. The group may split this responsibility between their members or choose one person to present. The students can fill in the information as it is presented, or the teacher can gather the information prior to the simulation and provide the students with a complete list on the day of the simulation. At this point the groups should be allowed to confer to make decisions amongst themselves regarding the other party’s demands.
7. After all groups have presented, each group should have an opportunity to decide whether they will allow, consider, or deny each demand. The groups should be able to clearly express a sound reason for denying each decision and will not be allowed to deny a demand without providing a good reason. The groups should also be allowed an opportunity to persuade or negotiate with the others to include any demands that were classified “consider” or “deny.” It will be necessary for the teacher to facilitate this.
8. A final vote will be taken on the demands and a treaty will be compiled from the demands that were accepted for all parties to sign. Posterboard can be used for this purpose. The teacher may want to ask one student to perform the duties of scribe to help facilitate this process.
9. After the final treaty is signed, the class will break out of their groups and come together for a debriefing led by the teacher. The teacher should discuss any issues that arose and how the simulation may be handled differently. The class treaty should be compared and contrasted to the original Treaty of Ghent.



Assessment Tasks

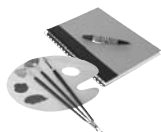
The students will take on roles that they will perform in the simulation. The students will create an opening statement that reflects the point of view for one of the participating groups in the War of 1812. The students will create a revised draft of the Treaty of Ghent.

Note to the Teacher: In this simulation we use the term Native American to represent the first people to live in North America. It is important to note that Native Americans in North America have always been a diverse group of people that have different cultures and have taken different paths as they encountered Europeans. Similarly, Native American participation in the War of 1812 cannot be painted with one brush. Different tribes took different paths during this war, as they had during the Revolutionary and French and Indian War. Many, like Tecumseh of the Shawnee and John Norton of the Grand River Iroquois (Haudenosaunee), were eager to join the British in their fight against the Americans. Other tribes attempted to remain neutral or chose to side with the Americans, such as the Six Nations of the Iroquois (Haudenosaunee). In our attempt to show the point of view of Native Americans we cannot forget that the Native Americans were not a united group. Just as there was dissent and disagreement between different groups in the United States, Native Americans did not speak with one voice.

Rules

1. Every student in this simulation will display respect toward all participants. This simulation will not be effective if this important guideline is not followed.
2. Each group will represent one nation at The Treaty of Ghent and must act in the best interest of that group. There will be three participants: America, Native Americans, and Britain.
3. Before the simulation begins, each group will be responsible for producing an opening statement that will express why their side deserves to have their demands met by the other participants.
4. Before the simulation begins, each group will be responsible for producing a list of demands that the other two groups will consider adding to the treaty.
5. The simulation will begin with the opening statement of all three groups and a presentation of their list of demands. The other groups will listen and take notes during the presentations.
6. Once all groups have presented, the groups will be given time to confer and compare notes on the other groups' demands. Each group will decide if they will vote to allow, consider, or deny each demand presented by the other groups (groups will not vote on their own demands). If a group chooses to deny a demand, a valid reason must be provided (to be determined by the facilitator/teacher).
7. The groups will be given the opportunity to persuade and negotiate with the other groups to change their vote to allow. If all demands were allowed, the treaty will be created and the simulation is over.
8. A second and final vote will be taken on the demands. The groups will only be permitted to vote "allow" or "deny". All demands that were allowed will be compiled into a final treaty that all participants will sign.

Every Song Tells a Story



Intermediate

One class period

Program Segment

- Winter 1814 New Orleans (7 minutes)

NCSS Themes

- III: People, Places, and Environments
- V: Individuals, Groups, and Institutions
- VI: Power, Authority, and Governance
- IX: Global Connections
- X: Civic Ideals and Practices

Canadian (Ontario) Concepts

- Systems and Structures
- Interactions and Interdependence
- Environment
- Power and Governance

Canadian (Ontario) Specific Expectations – Seventh Grade

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

Objectives

Students will be able to:

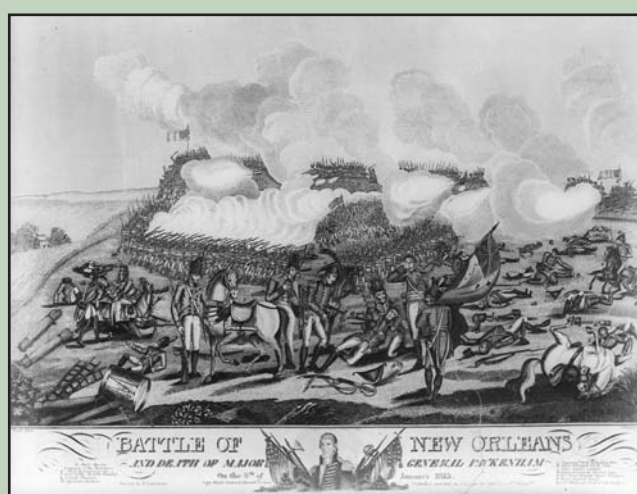
- identify key ideas and beliefs about the War of 1812 through examining music
- uncover problems the songs might have emphasized among people or between groups
- compare and contrast the two songs

Focus Question(s):

1. What is the message a listener/reader can get from song lyrics?
2. What impact can the songs have on society?
3. What might the intended purpose of the song be?
4. Who was the intended audience for the songs?
5. Was there a common theme in the songs?

Key Concepts

Musket, Symbolism, Culture, Perspective, Pride



Instructional Resources

- *The War of 1812* DVD
- Highlighter
- Johnny Horton's "The Battle of New Orleans" song (optional)
<http://www.youtube.com/watch?v=qxB42cJHTGg&feature=related>
- Arrogant Worms "War of 1812" song (optional) <http://www.youtube.com/watch?v=Ety2FEHQgwM>
- Johnny Horton's "The Battle of New Orleans" song lyrics (appendix pg. 80)
- Arrogant Worms "War of 1812" song lyrics (appendix pg. 81 & 82)
- Comparing Lyrics worksheet (appendix pg. 83)
- Rubric for songs and poems (appendix pg. 84)

Procedures

1. The teacher will ask the students if a song can change their mood or motivate them. Can it make them happy, angry, or sad?
2. The teacher will distribute both song sheets for the students to read. As they are reading, they will use highlighters to indicate what stands out to them.
3. The teacher will distribute the Comparing Lyrics worksheet.
4. The teacher will lead a class discussion based on the students' highlighted ideas.
5. The teacher will then play the songs and have students read as the song plays (they may also sing along).
6. Students will complete their Comparing Lyrics worksheet and turn them in.
7. Teacher will then assign students the task of writing their own song or poem based on any contemporary conflict. The rubric for songs and poems should be used.

Assessment Tasks

The students will complete the Comparing Lyrics worksheet based on the differences between the two songs provided. The students will also complete a song or poem on any contemporary conflict.



1812 Portfolio



Intermediate
Two class periods

Program Segments

- Entire program (almost 2 hours)

NCSS Themes

- I: Culture and Cultural Diversity
- III: People, Places, and Environments
- V: Individuals, Groups, and Institutions
- VI: Power, Authority, and Governance
- IX: Global Connections

Canadian (Ontario) Concepts

- Interactions and Interdependence
- Environment
- Culture
- Power and Governance

Canadian (Ontario) Specific Expectations – Seventh Grade

Describe the impact of the War of 1812 on the development of Canada

Objectives

Students will be able to

- identify key concepts based on the War of 1812
- locate and explain the battles of the war using a map
- identify key figures and explain their significance in the War of 1812

Focus Questions

1. During the War of 1812, what geographic routes were taken? Where were forts located on the map?
2. Where were the battles fought? What were the outcomes of the battles?
3. Who were the key figures and their roles during the war?
4. What were key concepts of the war?

Key Concepts

Impressments, Embargo, War Hawks, Allies, Neutrality





Instructional Resources

- *The War of 1812* DVD
- File folder (Construction Paper may be used as an alternative)
- Markers or crayons
- Glue stick
- Scissors
- Map of the War of 1812 handout (appendix pg.85)
- Battles handout (appendix pg. 86)
- Key people handout (appendix pg. 87-89)
- Key concepts handout (appendix pg. 90)

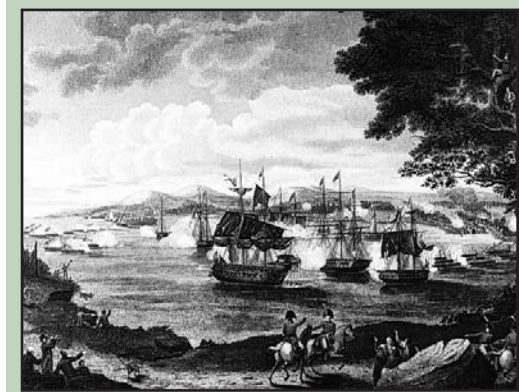
Procedures

*** Teacher should complete a sample folder as a visual to guide students through the process – see directions on handouts**

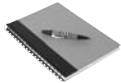
1. The teacher will pass out the War of 1812 map, and students will be instructed to color the map legend as they wish (every label should be a different color).
2. The teacher will guide students through marking the map with the U.S. States and territories. They will be directed to mark on the map the multiple movements and victories taken by the British and Americans. They will complete this step by marking the British blockades.
3. Students will paste the map on the front cover of a file folder and write “The War of 1812” on the top.
4. The teacher will then distribute the Battles Handout. Students will be instructed to mark a blue (x) on the American victories and a red (x) on the British victories. Students will then cut out each battle from the handout.
5. Students will open up the folder and on the bottom half write, “Fought in America” on one side and “Fought in Canada” on the other. Students will paste battles under the appropriate location in which they took place.
6. The teacher will distribute the Key People handout and students will cut them out to match the faces to the appropriate information provided. The students will paste to the top portion of the inner folder, with the American Allies on one side and the British Allies on the other.
7. The teacher will then distribute the Key Concepts handout and direct students to match them appropriately and paste them to the back of the folder.
8. Students will then turn in their completed assessment.

Assessment Task

Students will turn in an organized and complete War of 1812 portfolio.



William Henry Harrison Makes the Front Page!



Intermediate

One to two class periods

Program Segments

- 1810 – 1811 Calls for War (7 ½ minutes)
- Autumn 1812 Campaign in the West (6 minutes)
- Spring 1813 The British Invade (7 minutes)

NCSS Themes

- I: Culture and Cultural Diversity
- III: People, Places, and Environments
- V: Individuals, Groups, and Institutions
- X: Civic Ideals and Practices

Canadian (Ontario) Concepts

- Systems and Structures
- Interactions and Interdependence
- Environment
- Culture

Canadian (Ontario) Specific Expectations – Seventh Grade

- Describe the major causes and personalities of the War of 1812
- Describe the different groups of people

Objectives

Students will be able to:

- demonstrate an understanding of William Henry Harrison's role in the war and the effect he had on the people around him through their writing

Focus Questions

1. Who was William Henry Harrison?
2. What effects did William Henry Harrison have on people, culture, and land during the War of 1812?

Key Concepts

Expansionism, Stalemate, Cession, Confederacy, Subordinates, Treaty, Metaphor

Instructional Resources

- *The War of 1812* DVD
- Crayons, markers, and colored pencils
- Pencils
- Textbooks, websites, and various print resources for additional information
- Guidelines and sample article (appendix pg. 91)



Procedures

1. The teacher will instruct students to write the heading "Who was William Henry Harrison?" on a sheet of paper.
2. The teacher will introduce Harrison by telling students he was a determined and ruthless general in the War of 1812.
3. While watching the segment of *The War of 1812*, the students should be writing down facts about Harrison.
4. The teacher will write Harrison's quote, "I believe that all the measures of the Government are directed to the purpose of making the rich richer and the poor poorer" on the board.
5. The teacher will then ask the students what they think this quote by Harrison means. What do they believe this quote says about Harrison's personality?
6. The teacher will lead a class discussion based on what they uncovered while watching the Harrison segment of *The War of 1812*.
7. The teacher will distribute guidelines and clearly read and explain them to the students.
8. The teacher will show a sample newspaper article and answer questions.
9. The teacher will instruct students to begin to create their own newspaper articles using the facts from the program along with additional resources (i.e. websites and print materials).
10. Upon completion, the students will turn their newspaper articles in for assessment.

Assessment Task

The completed newspaper article.



A Bundle of Twigs

“A single twig breaks, but the bundle of twigs is strong”—Tecumseh



Intermediate

One Class Period

Program Segments

- 1810 – 1811 Calls for War (7 ½ minutes)
- Summer 1812 The Americans Invade (18 ½ minutes)
- Autumn 1812 Campaign in the West (6 minutes)
- Spring 1813 The British Invade (7 minutes)
- September 1813 Showdown on the Great Lakes (9 ½ minutes)

NCSS Themes

- I: Culture and Cultural Diversity
- III: People, Places, and Environments
- V: Individuals, Groups, and Institutions
- VI: Power, Authority, and Governance

Canadian (Ontario) Concepts

- Interactions and Interdependence
- Environment
- Change and Continuity
- Power and Governance

Canadian (Ontario) Specific Expectations – Seventh Grade

- Describe the major causes and personalities of the War of 1812
- Describe the impact of the War of 1812 on the development of Canada
- Explain key characteristics of life in English Canada from a variety of perspectives
- Describe the different groups of people

Objectives

Students will be able to:

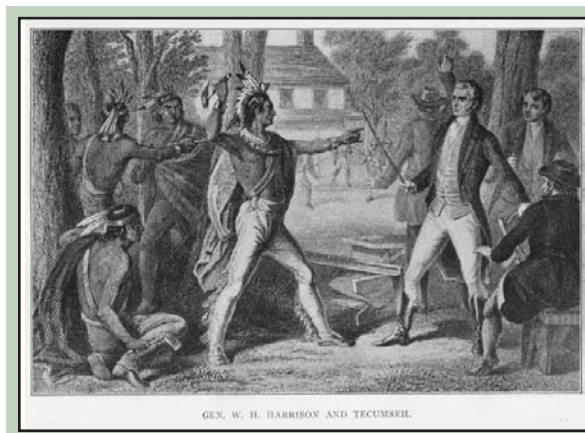
- identify at least one way that Tecumseh had an impact on Native Americans, the Americans, and the British leading up to and during the War of 1812
- relate these ideas to present-day Native Americans

Focus Questions

1. How does Tecumseh’s quote, “A single twig breaks, but the bundle of twigs is strong” relate to the essence of who he was and what he stood for?
2. What is the difference in unity among the tribes from the past in comparison to the present?

Key Concepts

Unity, Alliance, Colonist, Tribal heads, Confederation, Treaties





Instructional Resources

- *The War of 1812* DVD
- Popsicle sticks
- String
- Debate template (appendix pg.92)
- Cigarette Tax Dispute newspaper article (appendix pg. 93 & 94)

Procedures

1. The teacher will have the quote “A single twig breaks, but the bundle of twigs is strong,” written on the board. The teacher will read the quote aloud, and explain to the class that they will be watching parts of a documentary that contains information on Tecumseh, a Native American who spoke those words while leading a fight for the rights of his people.
2. The teacher will play *The War of 1812* segments.
3. After the documentary, the teacher will show the class a tray of twigs. On the tray there will be 15 single twigs (Popsicle sticks) mixed with 15 bundles of twigs (5 Popsicle sticks tied together). The teacher will randomly give each student either a single twig or a bundle of twigs.
4. The teacher will then ask students to test and discuss the strength of the bundle of twigs versus the strength of the single twig. The teacher and students will then discuss how the “strength of the twigs” is really a metaphor for the strength of all Native Americans standing and fighting together, without surrendering their lands to the Americans or the British.
5. The teacher will then split the class into 3 groups: the Native Americans, the British, and the Americans. The teacher will remind the students that Tecumseh had earned the deepest respect from all three groups, as was described in the documentary. Working together, each group will have five minutes to write a quick description of how or why Tecumseh had earned such high praise from their group.
6. The teacher will remind the class how over time, the Native Americans had been uprooted and moved, and they were separated as a people. In one of his last attempts to stand up for the rights of his people, Tecumseh set out to gather the heads of all Native American tribes to come together to fight as one.
7. To incorporate current events, the teacher will describe issues that are on-going between Native people and local or federal governments. For example, in the early part of the 21st century Native Americans were fighting for their treaty rights against paying state taxes in New York.
8. The teacher might distribute current information about such on-going disputes. It would be important to explain very specifically that tribal heads met for the first time in 200 years in 2010 to discuss the issue of disputes between Native People and other sovereign governments.
9. Students will write a summary, supported by historical facts, on what effect the teachings of Tecumseh had on the Native Americans in the War of 1812 and what effect Tecumseh’s teachings might have on Native American tribes in the contemporary world.

Assessment Task

The students will have a constructive debate to voice their opinions on the subject. They will also write a summary about Tecumseh’s effect on his people and the current Native tribes.

Caustic Causes

Commencement

One class period

Program Segments

- Introduction (3 ½ minutes)
- 1800 – 1810 Prelude to War (3 minutes)
- 1810 – 1811 Calls for War (7 ½ minutes)
- June 1812 Declaration of War (6 minutes)

NCSS Themes

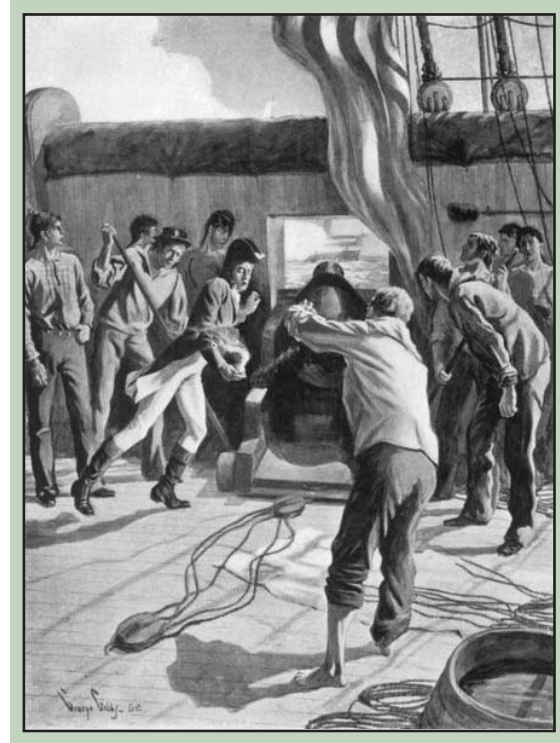
- VI: Power, Authority, and Governance
- IX: Global Connections

Canadian (Ontario) Concepts

Power and Governance

Canadian (Ontario) Specific Expectations – Seventh Grade

- Describe the major causes and personalities of the War of 1812
- Describe the impact of the War of 1812 on the development of Canada



Objectives

Students will be able to:

- describe the major events that forced America into a second war with Britain

Focus Questions

1. What are the forces that push a nation to the point where declaring war on another nation is needed?
2. Is one major reason enough to commit troops or is there a series of injuries which force a conflict?

Key Concepts

Impressment, War Hawks

Instructional Resources

- *The War of 1812* DVD
- Causes Study Sheet (appendix pg. 95)

Procedures

1. The teacher will show the first segments of *The War of 1812* which highlight the causes of this conflict.
2. The teacher will explain to the students that there are other possible causes than the documentary describes and the students will have an opportunity to explore them.
3. The teacher will divide the class into five groups and give each group one cause (from the Causes Study Sheet) to explore along with a paragraph of information pertaining to that cause.
4. The students will discuss within their groups whether their particular cause would have been reason enough to declare war.

5. The teacher should add to each group's discussion the possible costs of war in terms of financial and human costs and that students should not take the decision to commit these resources lightly.
6. After a period of allotted time for debate, each group will propose to the class their specific cause, their findings, and whether or not they have decided to commit troops.
7. Once each group has spoken, open the discussion to a new larger debate involving the entire class and propose the viewing of all the causes together. See if there are any changes in their declarations.
8. To conclude the lesson, the teacher will make the point that there is usually more than one reason which leads a nation to engage another militaristically.

Assessment Tasks

Students should have appropriate participation within their small group discussions and presentations of information to the class. Using the program and outside resources, the students will determine how few or how many reasons led to the beginning of the War of 1812.



Symbols, Sayings, and Slogans



Commencement

One or two class periods

Program Segments

- 1810 – 1811 Calls for War (7 ½ minutes) – Native Americans
- June 1812 Declaration of War (6 minutes) – Canadian Colonists, British, New Englanders, Southern Americans
- Summer 1812 The Americans Invade (18 ½ minutes) – Militia, Native Americans, Women
- Autumn 1812 Campaign in the West (6 minutes) – Western Americans, Native Americans
- Spring 1813 The British Invade (7 minutes) – Native Americans
- September 1813 Showdown on the Great Lakes (9 ½ minutes) – “Don’t Give Up the Ship,” “We have met the enemy and they are ours”
- September 1813 The Americans Invade Canada – Again (7 ½ minutes) – Canadian Colonists, Women
- Summer 1814 The American Capital Burns (10 ½ minutes) – African Americans, New Englanders
- Autumn 1814 Secession Threat in New England (9 minutes) – “The Star Spangled Banner”

NCSS Themes

- I: Culture
- II: Time, Continuity, and Change
- IV: Individual Development and Identity
- V: Individuals, Groups, and Institutions

Canadian (Ontario) Concepts

- Interactions and Interdependence
- Change and Continuity
- Culture

Canadian (Ontario) Specific Expectations – Seventh Grade

- Describe the major causes and personalities of the War of 1812
- Describe the impact of the War of 1812 on the development of Canada

Objectives

Students will be able to:

- describe how different groups felt toward the War of 1812
- understand the value of slogans and the meanings they hold
- analyze the effectiveness of symbols, sayings, and slogans

Focus Questions

1. What is a slogan/symbol/saying?
2. When does a slogan/symbol/saying become part of one’s culture?
3. Does the slogan have to be catchy or just a part of something special that stuck?
4. What is it that makes a slogan stick?





Key Concepts

Slogan, Symbol, Saying

Instructional Resources

- *The War of 1812* DVD

Procedures

1. The teacher will use a contemporary slogan found in a modern day commercial or advertisement that relates to a current product or marketing scheme your students will know. For example, Nike uses “Just Do It”, and Kellogg’s Rice Krispies uses “Snap! Crackle! Pop!”
2. The teacher will discuss the focus questions with the students and make the connection to the War of 1812 by using the segments of the program which highlight the “Star Spangled Banner,” “We have met the enemy and they are ours,” and “Don’t Give up the Ship”.
3. The teacher will share the fact that these particular legacies are still around today. Sayings from the War of 1812 have become part of our heritage. The teacher will list these sayings on the board so they are visually apparent to the class.
4. The teacher will explain that a slogan or saying can be associated with a person or an entire group of like-minded people. Then, the teacher will divide the classroom into different groups, each having their own specific group of individuals to work with. The teacher will designate these groups: African Americans, Women, Native Americans, Militia, British, Canadian Colonists, Southern and Western Americans, or New Englanders.
5. Each group will have to come up with a slogan for that group, draw or describe a symbol or icon that would properly represent that group, and lastly create a poem that would represent the views of that group.
6. After the groups have completed the assignment, each one should present their “side of the story” for the class. These mini-presentations should be monitored closely by the teacher to ensure the presentations are at least historically accurate.
7. The teacher will conclude the lesson with a class discussion that will examine the different view each group had regarding the same conflict.

Assessment Tasks

Understand the views of various groups well enough to formulate a slogan, symbol, and saying about that particular group’s viewpoint with relation to the War of 1812.

A Fight is On, How Much Power Will You Don?

Commencement

One class period

Program Segments

- 1810 – 1811 Calls for War (7 ½ minutes)

NCSS Themes

- V: Individuals, Groups, and Institutions
- VI: Power, Authority, and Governance
- X: Civic Ideals and Practices

Canadian (Ontario) Concepts

- Systems and Structures
- Interactions and Interdependence
- Power and Governance

Canadian (Ontario) Specific Expectations – Seventh Grade

- Describe the impact of the War of 1812 on the development of Canada
- Describe the different groups of people

Objectives

Students will be able to:

- list powers which are granted to the President and Congress based on the Constitution of America
- discuss why the Constitution has granted more powers to Congress (535 people) rather than giving the President (one person) numerous powers
- define the system of checks and balances in relation to wartime powers

Focus Questions

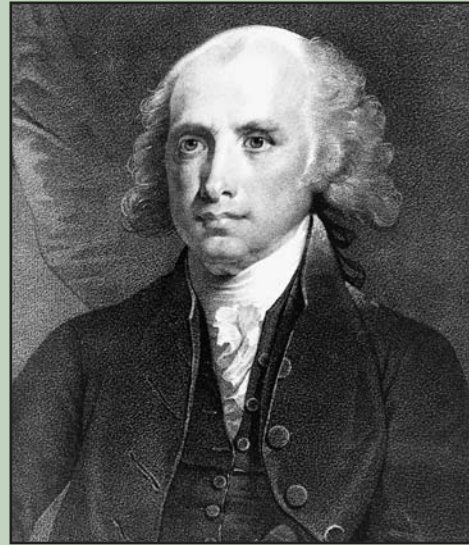
1. What powers are granted to the United States Congress during wartime?
2. What powers are granted to the United States Presidency during wartime?
3. Are there ever times where these powers overlap?
4. Has there been a time in history where the President or Congress has overstepped their powers concerning warfare?
5. If so, when?

Key Concepts

Separation of Powers, Checks and Balances

Instructional Resources

- *The War of 1812* DVD
- Copy of the U.S. Constitution (images with transcript - www.archives.gov/exhibits/charters/constitution.html)
- List of the American Government's wartime powers (appendix pg. 96)
- Information on the students' roles as being Congressmen or the President (appendix pg. 97 & 98)



President James Madison



Procedures

1. The teacher will introduce the lesson by explaining to students that in America, wartime powers are divided amongst the branches of the American Government. During this simulation the students are to play a role in the American government. They represent either Congress or the Presidency.
2. The teacher will split the class into two large groups and distribute the roles.
3. The teacher will explain to students that they are going to be given a list of wartime powers. They are to discern how many powers their role will assume. They can choose as many as they want, but for each power they have to explain why their role deserves that power.
4. After enough time has lapsed, take turns hearing from each side, including their explanations. List, in the classroom, the powers that the students chose. Compare the two lists and look for duplicate answers.
5. There should be some time during class to debate the duplicate answers; once again students should have reasons why each branch deserves that specific power.
6. After students have debated, have each student complete a T-Chart to place the correct powers given to each branch based on the Constitution.
7. Conclude the lesson by watching *The War of 1812* segment which shows how Madison felt. The teacher should explain that Madison believed he shouldn't declare war based on it not being one of his powers.
8. In the Appendix, you will find the directions splitting the class into two groups. Print out duplicates of these directions and hand them out to each group. These will be the directives which will aid in the beginning of the debate over how much power each role will assume.

Assessment Tasks

After the students have discussed why they feel Congress or the President should receive certain wartime powers, they will complete a T-Chart based on the Constitution of America in order to be certain of which branch of government actually contains the specified powers.

Portrait of a Hero

Commencement

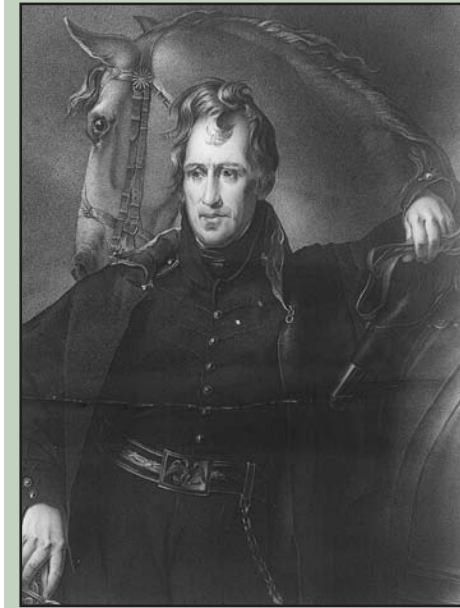
One class period

Program Segments

- Summer 1812 The Americans Invade (18 ½ minutes)
- Spring 1813 The British Invade (7 minutes)
- September 1813 Showdown on the Great Lakes (9 ½ minutes)
- September 1813 The Americans Invade Canada – Again (7 ½ minutes)
- Autumn 1814 Secession Threat in New England (9 minutes)

NCSS Themes

- I: Culture
- III: People, Places, and Environments
- IV: Individual Development and Identity
- V: Individuals, Groups, and Institutions



Andrew Jackson

Canadian (Ontario) Concepts

Interactions and Interdependence
Environment
Culture

Canadian (Ontario) Specific Expectations – Seventh Grade

Describe the major causes and personalities of the War of 1812
Explain key characteristics of life in English Canada from a variety of perspectives
Describe the different groups of people

Objectives

Students will be able to:

- understand and define the meaning of the words “hero” and “heroic”
- describe the characteristics of the heroes from American/Canadian history by observing details in pictures and listening to brief biographies of each figure

Focus Questions

1. What is a hero?
2. What does a hero look like?
3. What characteristics must someone have to be a hero?
4. Who are some heroes from American/Canadian history and in what ways are they heroic? What can they teach you about being a hero?



Key Concepts

Hero

Instructional Resources

- *The War of 1812* DVD
- Heroes worksheet (appendix pg. 99)

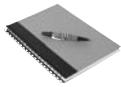
Procedures

1. The teacher will post a picture of a family member or mentor in the center of the chalkboard or somewhere visible so that all students can see.
2. The teacher will explain to students why this person is a hero to them. Show the speech on Heroes, in the first program segment.
3. While explaining, the teacher will add bits of information about their hero in a spider-web-fashion around the image, detailing the reasons why heroism is warranted. Do this to model what the teacher will want the students to accomplish using historical figures.
4. If students understand the teacher's example, move on; if not, the teacher might ask the students to complete a web of their own particular hero.
5. The teacher will hand out the *War of 1812* Heroes worksheet and ask students to begin filling in information about these three figures based on their pictures.
6. After all thoughts are recorded, watch *The War of 1812* segments that cover these three figures. After each section, allow writing time for each figure so students will not forget their thoughts.
7. When all three figures are finished, allow for some sharing of ideas about each figure.
8. Conclude the lesson by having the students write on the back of the paper which historical figure is their hero and why. Collect each paper and grade it.
9. For a scoring rubric, explain to students that they should have at least ten different ideas written about each figure totaling one point a piece, and five points for the final question. Full credit equals 35 points.

Assessment Tasks

After the students view *The War of 1812* segments on Sir Isaac Brock, Tecumseh, and General Andrew Jackson, they will fill in a chart on the circumstances in which each historical figure was made a hero.

Fog of War



Commencement

One class period

Program Segments

- Spring 1813 The British Invade (7 minutes)

NCSS Themes

- V: Individuals, Groups, and Institutions
- VII: Science, Technology, and Society



Canadian (Ontario) Concepts

Interactions and Interdependence

Canadian (Ontario) Specific Expectations – Seventh Grade

- Describe the major causes and personalities of the War of 1812
- Describe the impact of the War of 1812 on the development of Canada
- Describe the different groups of people

Objectives

Students will be able to:

- identify the technologies used during the War of 1812
- explain the reasons that different groups fought in the War of 1812
- explain what it was like to be a soldier during the War of 1812

Focus Questions

1. What does the phrase “Fog of War” mean?
2. What contributes to the “Fog of War”?
3. How can technology reduce confusion during a time of war?

Key Concepts

Fog of War, Technology

Instructional Resources

- *The War of 1812* DVD
- War of 1812 RAFT Assignment (appendix pg. 100) and Rubric
- Colored pencils, markers, or crayons

Procedures

1. The teacher will discuss the phrase “Fog of War” and explain why it was used during the War of 1812 (see War of 1812 RAFT Assignment—Background Information).
2. The teacher will show the segment from *The War of 1812* and lead a discussion that answers the question, “What was it like to be a soldier/warrior during the War of 1812?” The teacher will help the students to identify the different groups that participated in the war, the types of technology used during the time, and reasons that different people may have participated. The discussion should focus on what it was like for those who fought. For example, a young Shawnee male might have witnessed his family being attacked by soldiers led by William Henry Harrison and decided to join the British in the fight against the Americans. He would use a war club during battles and may have joined Tecumseh and Brock during the Battle of Queenston. Any ideas that the students have should be recorded on a smartboard or overhead projector for the entire class to refer to.
3. The teacher will distribute the War of 1812 RAFT Assignment and Rubric and discuss the assignment with the students.

Assessment Tasks

The students will create an original piece of writing, using factual details, that explains what it was like to be a soldier/warrior during the War of 1812.



Raft Rubric

	Level 5	Level 4	Level 3	Level 2	Level 1
Historical Content	Accurate historical detail is used throughout the entire assignment	Accurate historical detail is used throughout some of the assignment	Some accurate historical detail is used throughout some of the assignment	Little accurate historical detail is used throughout some of the assignment	No historical detail is used throughout the assignment
Role and Audience Choice (The reader believes you were actually there.)	The role and audience are easily identified by the reader and appropriate for the time period	The role and audience are identified by the reader and appropriate for the time period	The role and audience were not easily identified by the reader but may be appropriate for the time period	The role and audience were not easily identified by the reader and are not appropriate for the time period	The role and audience were not identified by the reader and are not appropriate for the time period
Creativity	Assignment displays a great deal of originality, creativity, and thoughtfulness and incorporates the theme "Fog of War"	Assignment displays originality, creativity, and thoughtfulness and incorporates the theme "Fog of War"	Assignment displays some originality, creativity, and thoughtfulness and may incorporate the theme "Fog of War"	Assignment displays little originality, creativity, and thoughtfulness and does not incorporate the theme "Fog of War"	Assignment displays no originality, creativity, and thoughtfulness and does not incorporate the theme "Fog of War"
Presentation	Assignment is neat, and easy to read, with illustrations, graphics, or an additional medium used to enhance the presentation other than the written word	Assignment is neat, and easy to read, with illustrations, graphics, or an additional medium used that may enhance the presentation other than the written word	Assignment is somewhat neat, with illustrations, graphics, or an additional medium used that does not enhance the presentation	Assignment is not neat, with some illustrations, graphics, or an additional medium used that does not enhance the presentation	Assignment is not neat, and easy to read, with no illustrations, graphics, or an additional medium used
Conventions	Capitalization, punctuation, and spelling are correct	No more than two errors in spelling, capitalization and/or punctuation	No more than three errors in spelling, capitalization and/or punctuation	No more than five errors in spelling, capitalization and/or punctuation	Multiple errors in spelling, capitalization and/or punctuation

Dissecting the Treaty of Ghent

Commencement

One class period

Program Segments

- Autumn 1814 Secession Threat in New England (9 minutes)
- 1815 Peace (4 minutes)

NCSS Themes

- VI: Power, Authority, and Governance
- IX: Global Connections

Canadian (Ontario) Concepts

Power and Governance

Canadian (Ontario) Specific Expectations – Seventh Grade

Describe the impact of the War of 1812 on the development of Canada

Objectives

Students will be able to:

- understand the accomplishments of The Treaty of Ghent
- understand the provisions which were left out of The Treaty of Ghent

Focus Questions

1. What are the specific provisions of the Treaty of Ghent?
2. What happened throughout the War of 1812 that would determine what is added/left out of the Treaty of Ghent?

Key Concepts

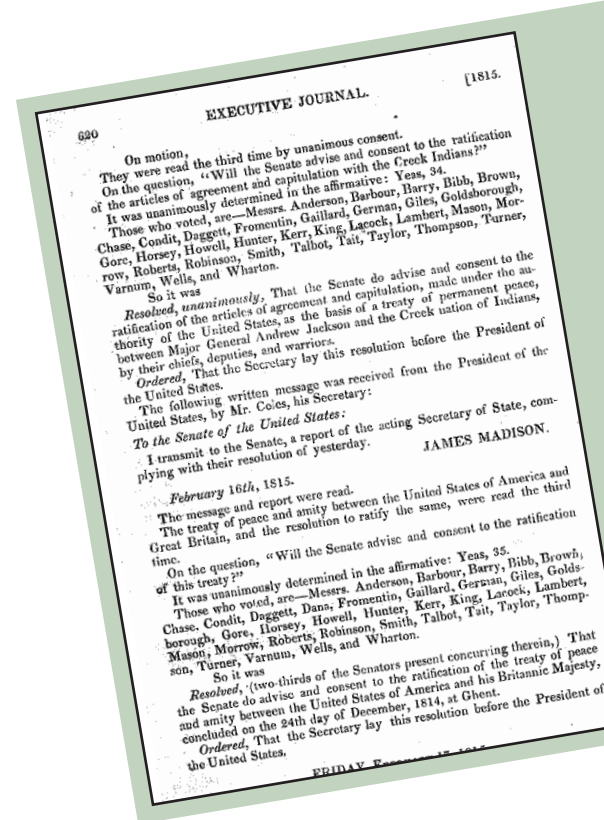
Treaty

Instructional Resources

- *The War of 1812* DVD
- The Treaty of Ghent copy (<http://www.ourdocuments.gov/doc.php?flash=old&doc=20>)
- The Treaty of Ghent dissection worksheet (appendix pgs. 101-103)

Procedures

1. The teacher will introduce the idea of a treaty, define it, and brainstorm the ideas that should be included within the Treaty of Ghent.
2. This may be done by creating a list of ideas on a chalkboard or somewhere visible for all students to see.
3. The teacher will pass out the actual copy of the Treaty of Ghent to the students.
4. The teacher will explain to students their task, which is to dissect the primary document to determine what the Treaty of Ghent actually said or didn't say.



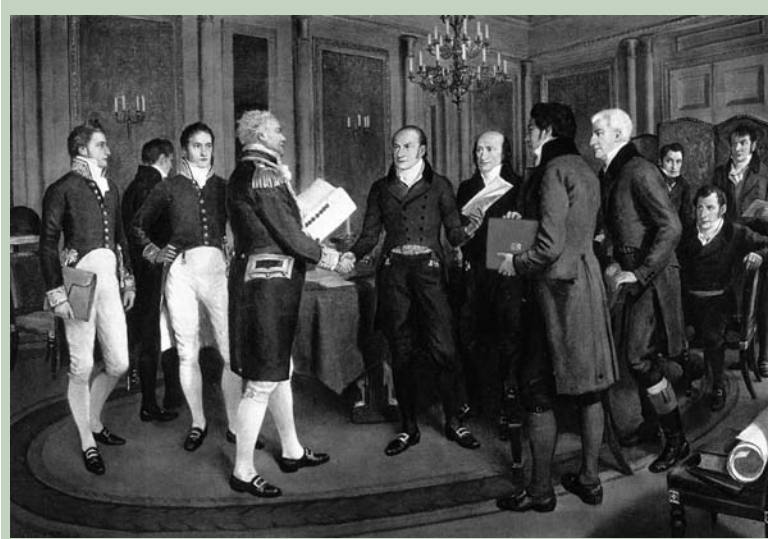
5. The teacher will pass out the Treaty of Ghent Dissection Worksheet that will guide the students through the document.
6. After the students have finished, the teacher should review the students' responses to ensure the correct answers are there.
7. The teacher will then have the students watch two segments from the documentary on the Treaty of Ghent. While doing so, take notes on what is absent from the actual treaty.
8. The teacher will lead a discussion, after viewing *The War of 1812*, to determine what issues were left out of the Treaty of Ghent and why. Compare this list to the original brainstorm by the class.

Thought-Provoking Questions about the Treaty of Ghent

1. Were there any major border changes as a result of The Treaty of Ghent?
2. Impressment is often cited as one of the major reasons for the American declaration of war. Where was it discussed in The Treaty of Ghent?
3. A Native American buffer state/zone was discussed through diplomatic efforts throughout the war. Where was this issue discussed in The Treaty of Ghent?

Assessment Tasks

Students should display appropriate participation in the open dialogue taking place during the brainstorming period along with sharing correct answers while looking at the actual Treaty of Ghent.



Black Marines “Walk and Talk”

Commencement

One-to-two class periods



Program Segments

- Summer 1814 The American Capital Burns (10 ½ minutes)

NCSS Themes

- IV. Individual Development and Identity
- X. Civic Ideals and Practices

Canadian (Ontario) Concepts

- Systems and Structures
- Interactions and Interdependence
- Culture

Canadian (Ontario) Specific Expectations – Seventh Grade

- Describe the major causes and personalities of the War of 1812
- Explain key characteristics of life in English Canada from a variety of perspectives
- Describe the different groups of people

Objectives

Students will be able to:

- describe the plight of “refugee slaves” in the early days of the American nation
- discuss the history of the Colonial Black Marines

Focus Questions

1. What part did racism play in the War of 1812?
2. Can we see the impact of racism in the military and society today?

Key Concepts

Racism, Slavery, “By any means necessary,” Hypocrisy

Instructional Resources

- *The War of 1812* DVD
- Walk and Talk Guiding Questions
- Newspaper articles, blogs, online news sources, news magazines (electronic and hard copy), textbooks where appropriate

Procedures

1. After viewing the program segment on the Black Marines, the teacher will escort the students out into the hallway or other suitable area.
2. Students will be instructed to form two lines, parallel and facing each other. Students who are opposite each other become a working pair.
3. If there are an odd number of students in the class, there can be a “triad” to work together, instead of a pair.

4. The teacher checks the time and gives the students 20-30 minutes (time can be shortened to 15-20 minutes depending on the size of the class) to “walk and talk” about the guiding questions given by the teacher. There are very few rules with the “Walk and Talk,” but they must be strictly followed.
 - Students must walk continuously, no sitting, no stopping.
 - Voices must be kept appropriate and other classes and the rest of the school must not be interrupted or annoyed.
 - Partners must listen attentively to each other as they share ideas and opinions.
 - All students must be back in the classroom at the required time.
5. Once the students have all returned to the classroom, the teacher will call upon each pair to share the **main ideas** from their discussion and any **conclusions** they have been able to reach. The teacher should encourage the students to report out what **their partner** had to share, as this encourages active listening and cooperation.
6. While the pairs are reporting out, the teacher may choose to capture some of the important ideas on the board, overhead, or chart paper. These can form the basis for the teacher summary at the end of the class.

Guiding Questions

1. In the program it said, “Royal Navy Captains were more than happy to help slaves escape.” Why do you think enslaved blacks would put on the uniform of a foreign nation and fight against the country where they lived? What would have prompted them to do this? Can you see yourself risking your life in this way?
2. During this time period what examples can you describe that demonstrate that “America was really a hypocrite?” as it says in the program? What examples can you describe that demonstrate ways that America is hypocritical today in regard to race relations?
3. Connect the following quote from *The War of 1812*, “There was a long legacy of slaves trying to find any means necessary to have freedom . . .” to the 1960s Civil Rights Movement quote below.
“We declare our right on this earth to be a man, to be a human being, to be respected as a human being, to be given the rights of a human being in this society on this earth in this day which we intend to bring into existence via any means necessary.” (Malcolm X)
4. Is there anything that you can do in your own life to combat racism?

Assessment Tasks

Appropriate participation in the actual “Walk and Talk,” with students obeying the rules and addressing the task will indicate proficiency.

Students will be able to use the program and their background knowledge of U.S. History to answer the guiding questions through a thoughtful discussion with a peer.


Time permitting, the teacher may wish to assign, as homework, a student investigation of current events relating to racism in the military or society in general. Students should read 3-4 different articles and be prepared to present their ideas as a brief oral report to the class. Students may also be given class time the day after the “Walk and Talk” to tackle this task with their original partner. The teacher should be prepared with various news magazines, newspapers, texts, and access to a computer.

Appendix



Fort McHenry

Bi-National Standards & Expectations

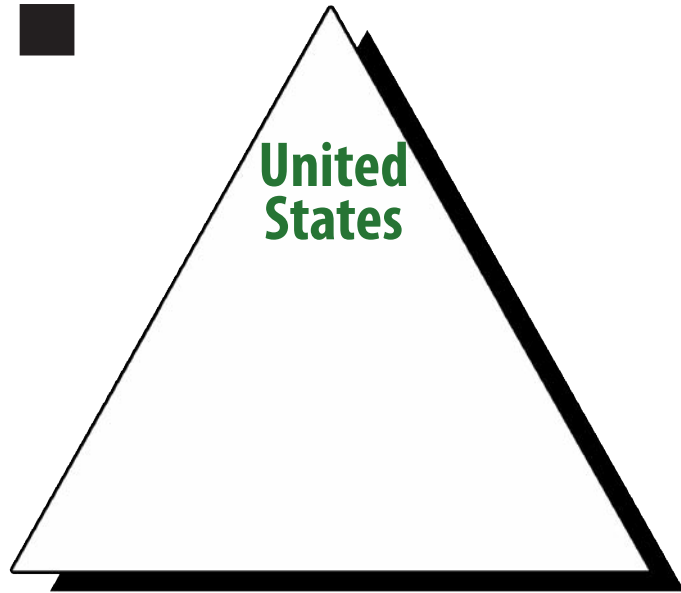
	NCSS Standards					NCSS Themes										
	Standard 1: History	Standard 2: Geography	Standard 3: Civics & Government	Standard 4: Economics	Standard 5: Psychology	Theme 1: Culture & Cultural Diversity	Theme 2: Time, Continuity & Change	Theme 3: People, Places & Environments	Theme 4: Individual Development & Identity	Theme 5: Individuals, Groups & Institutions	Theme 6: Power, Authority & Governance	Theme 7: Production, Distribution & Consumption	Theme 8: Science, Technology & Society	Theme 9: Global Connections	Theme 10: Civic Ideals & Practices	
	ELEMENTARY															
	Multiple Perspectives of the War of 1812	X		X		X					X	X			X	X
	What Would YOU Save?	X		X					X		X	X				
	Please Stand for the National Anthem	X		X			X		X							
Important People Foldable	X		X		X	X		X	X	X	X				X	
INTERMEDIATE																
What is a Border?	X	X	X					X		X	X			X		
Dissent	X		X							X	X					
War of 1812 Scavenger Hunt	X	X						X								
Build a Battle	X	X					X	X		X	X		X	X	X	
Treaty of Ghent Simulation	X		X							X	X			X		
Every Song Tells a Story	X	X	X		X			X		X	X			X	X	
1812 Portfolio	X	X	X			X		X		X	X			X		
William Henry Harrison Makes the Front Page!	X		X			X		X		X	X				X	
A Bundle of Twigs	X		X			X		X		X	X					
COMMENCEMENT																
Caustic Causes	X			X							X			X		
Symbols, Songs and Slogans	X					X	X		X	X						
A Fight is On, How Much Power Will You Don?			X							X	X				X	
Portrait of a Hero	X					X		X	X	X						
Fog of War	X									X		X				
Dissecting the Treaty of Ghent	X	X	X								X			X		
Black Marines "Walk and Talk"	X		X					X							X	

Bi-National Standards & Expectations

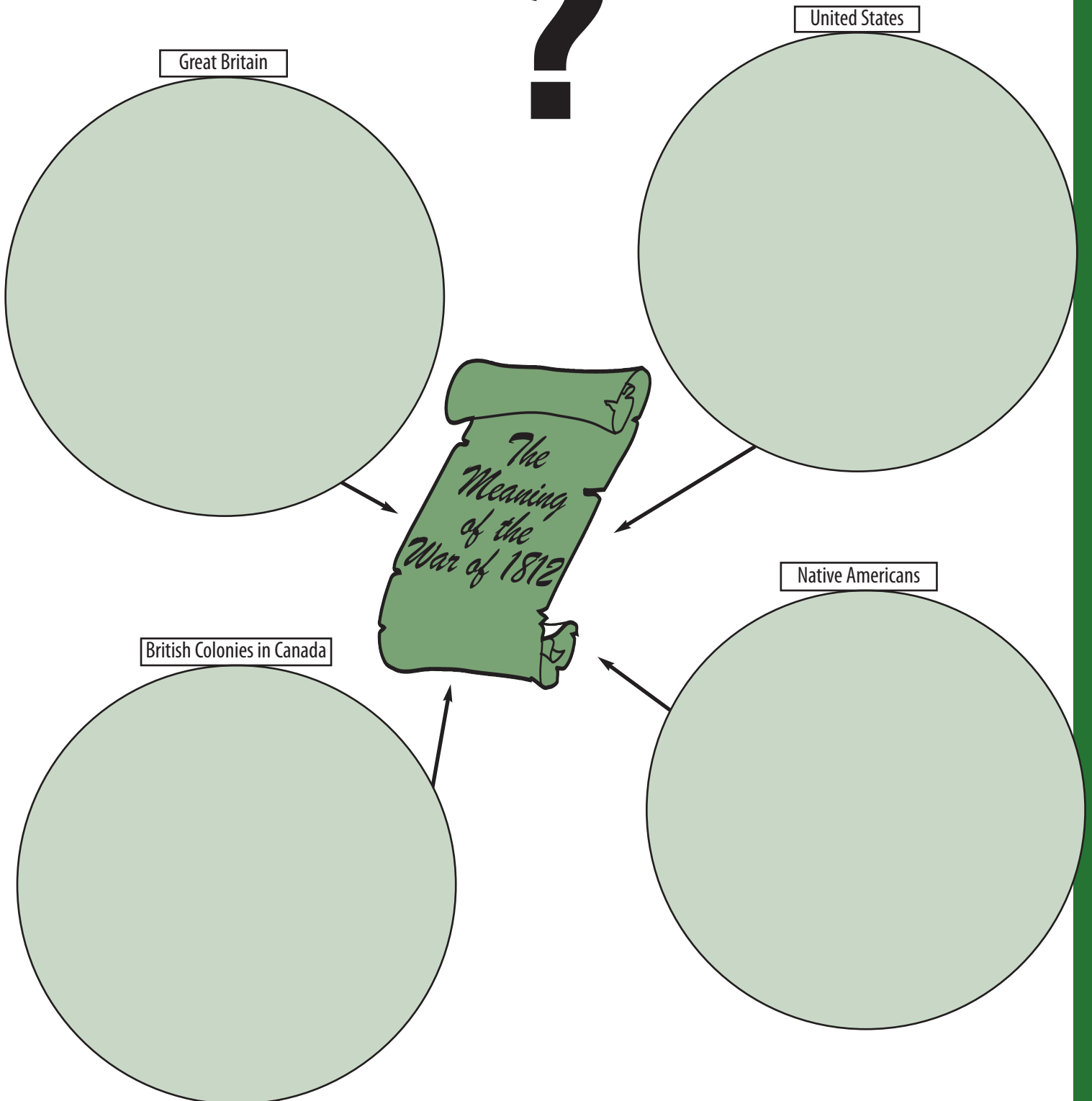
Canadian (Ontario) Concepts - Seventh Grade						Canadian (Ontario) Specific Expectations - Seventh Grade					
Systems and Structures	Interactions and Interdependence	Environment	Change and Continuity	Culture	Power and Governance	Describe the major causes and personalities of the War of 1812	Describe the impact of the War of 1812 on the development of Canada	Explain key characteristics of life in English Canada from a variety of perspectives	Describe the different groups of people		
X	X				X			X	X	ELEMENTARY	
	X	X			X	X		X		Multiple Perspectives of the War of 1812	
		X		X			X			What Would YOU Save?	
X	X	X		X	X	X		X	X	Please Stand for the National Anthem	
										Important People Foldable	
	X	X			X					INTERMEDIATE	
	X				X	X	X		X	What is a Border?	
	X				X		X	X		Dissent	
		X					X	X		War of 1812 Scavenger Hunt	
X	X	X	X		X		X	X		Build a Battle	
	X				X		X			Treaty of Ghent Simulation	
X	X	X			X			X		Every Song Tells a Story	
	X	X		X	X		X			1812 Portfolio	
X	X	X		X		X			X	William Henry Harrison Makes the Front Page!	
	X	X		X	X	X	X	X	X	A Bundle of Twigs	
					X					COMMENCEMENT	
	X		X	X		X	X			Caustic Causes	
X	X				X	X	X			Symbols, Songs and Slogans	
	X	X		X			X		X	A Fight is On, How Much Power Will You Don?	
	X					X		X	X	Portrait of a Hero	
	X					X	X	X		Fog of War	
					X		X			Dissecting the Treaty of Ghent	
X						X		X	X	Black Marines "Walk and Talk"	



What was the meaning of the War of 1812



What was the meaning of the War of 1812



What Would YOU Save?

The Burning of Washington

by Dolley Madison

August 23, 1814



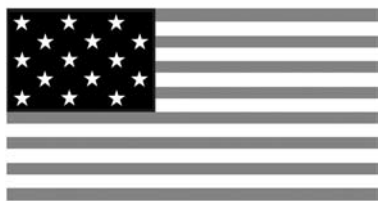
This is taken from a letter by First Lady Dolley Madison to her sister, Anna, written the day before Washington, D.C. was burned by British forces during the War of 1812. The letter describes the abandonment of the White House and Mrs. Madison's famous actions saving Gilbert Stuart's priceless portrait of George Washington. As Mrs. Madison fled she rendezvoused with her husband, and together, from a safe distance, they watched Washington burn.

My husband left me yesterday morning to join General Winder. He inquired anxiously whether I had courage or firmness to remain in the President's house until his return on the morrow, or succeeding day, and on my assurance that I had no fear but for him, and the success of our army, he left, beseeching me to take care of myself, and of the Cabinet papers, public and private. I have since received two dispatches from him, written with a pencil. The last is alarming, because he desires I should be ready at a moment's warning to enter my carriage, and leave the city; that the enemy seemed stronger than had at first been reported, and it might happen that they would reach the city with the intention of destroying it. I am accordingly ready; I have pressed as many Cabinet papers into trunks as to fill one carriage; our private property must be sacrificed, as it is impossible to procure wagons for its transportation. I am determined not to go myself until I see Mr. Madison safe, so that he can accompany me, as I hear of much hostility towards him. Disaffection stalks around us. My friends and acquaintances are all gone, even Colonel C. with his hundred, who were stationed as a guard in this inclosure. French John (a faithful servant), with his usual activity and resolution, offers to spike the cannon at the gate, and lay a train of powder, which would blow up the British, should they enter the house. To the last proposition I positively object, without being able to make him understand why all advantages in war may not be taken.

Wednesday Morning, twelve o'clock. — Since sunrise I have been turning my spy-glass in every direction, and watching with unwearied anxiety, hoping to discover the approach of my dear husband and his friends; but, alas! I can descry only groups of military, wandering in all directions, as if there was a lack of arms, or of spirit to fight for their own fireside.

Three o'clock. — Will you believe it, my sister? we have had a battle, or skirmish, near Bladensburg, and here I am still, within sound of the cannon! Mr. Madison comes not. May God protect us! Two messengers, covered with dust, come to bid me fly; but here I mean to wait for him... At this late hour a wagon has been procured, and I have had it filled with plate and the most valuable portable articles, belonging to the house. Whether it will reach its destination, the "Bank of Maryland," or fall into the hands of British soldiery, events must determine. Our kind friend, Mr. Carroll, has come to hasten my departure, and in a very bad humor with me, because I insist on waiting until the large picture of General Washington is secured, and it requires to be unscrewed from the wall. This process was found too tedious for these perilous moments; I have ordered the frame to be broken, and the canvas taken out. It is done! and the precious portrait placed in the hands of two gentlemen of New York, for safe keeping. And now, dear sister, I must leave this house, or the retreating army will make me a prisoner in it by filling up the road I am directed to take. When I shall again write to you, or where I shall be to-morrow, I cannot tell!

Please Stand for the National Anthem



The Star Spangled Banner

O say can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming,
Whose broad stripes and bright stars through the
perilous fight
O'er the ramparts we watch'd were so gallantly streaming?
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there,
O say does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On the shore dimly seen through the mists of the deep
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines in the stream,
'Tis the star-spangled banner - O long may it wave
O'er the land of the free and the home of the brave!

And where is that band who so vauntingly swore,
That the havoc of war and the battle's confusion
A home and a Country should leave us no more?
Their blood has wash'd out their foul footsteps' pollution.
No refuge could save the hireling and slave
From the terror of flight or the gloom of the grave,
And the star-spangled banner in triumph doth wave
O'er the land of the free and the home of the brave.

O thus be it ever when freemen shall stand
Between their lov'd home and the war's desolation!
Blest with vict'ry and peace may the heav'n rescued land
Praise the power that hath made and preserv'd us a nation!
Then conquer we must, when our cause it is just,
And this be our motto - "In God is our trust,"
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave.

O Canada

O Canada!
Our home and native land!
True patriot love in all thy sons command.
With glowing hearts we see thee rise,
The True North strong and free!
From far and wide, O Canada, we stand on guard for thee.
God keep our land glorious and free!
Oh Canada, we stand on guard for thee.
Oh Canada, we stand on guard for thee.

O Canada! Where pines and maples grow,
Great prairies spread and lordly rivers flow,
How dear to us thy broad domain,
From East to Western Sea,
Thou land of hope, for all who toil!
Thou True North strong and free!
God keep our land glorious and free!
Oh Canada! We stand on guard for thee!
Oh Canada! We stand on guard for thee!

O Canada! Beneath thy shining skies,
May stalwart sons and gentle maidens rise,
To keep thee steadfast through the years,
From East to Western Sea,
Our own beloved native land!
Our True North strong and free!
God keep our land glorious and free!
Oh Canada! We stand on guard for thee!
Oh Canada! We stand on guard for thee!

Ruler supreme, who hearest humble prayer,
Hold our dominion within thy loving care;
Help us to find, O God, in thee
A lasting, rich reward,
As waiting for the Better Day,
We ever stand on guard.
God keep our land glorious and free!
Oh Canada! We stand on guard for thee!
Oh Canada! We stand on guard for thee!

Please Stand for the National Anthem

Star Spangled Banner and O Canada Sort

Star Spangled Banner

Oh, say, can you (Verb), by the (Possessive Noun) (Adjective) light,
What so proudly we hail'd at the (favorite time of school day) last gleaming?
Whose (Adjective and Noun) and (Adjective and Noun), thro' the perilous fight,
O'er the (Place) we (Verb), were so gallantly streaming?
And the (Plural Noun) (Color) glare, the (Noun) (Verb) in air,
Gave proof thro' the (Time of Day) that our (Noun) was still there.
O say, does that (School Mascot) banner yet wave
O'er the land of the (Adverb) and the home of the (Adverb)?

O Canada

O (Name of your School)!

Our home and native land!
True (name of mascot) love in all thy (person from the school) command.
With glowing (plural noun) we see thee (verb),
The True (place) strong and free!
From far and wide,
O (Name of your School), we (verb) our (noun) for thee.
(administrator's name) keep our land glorious and free!
O (Name of your School), we (verb) our (noun) for thee.
O (Name of your School), we (verb) our (noun) for thee.

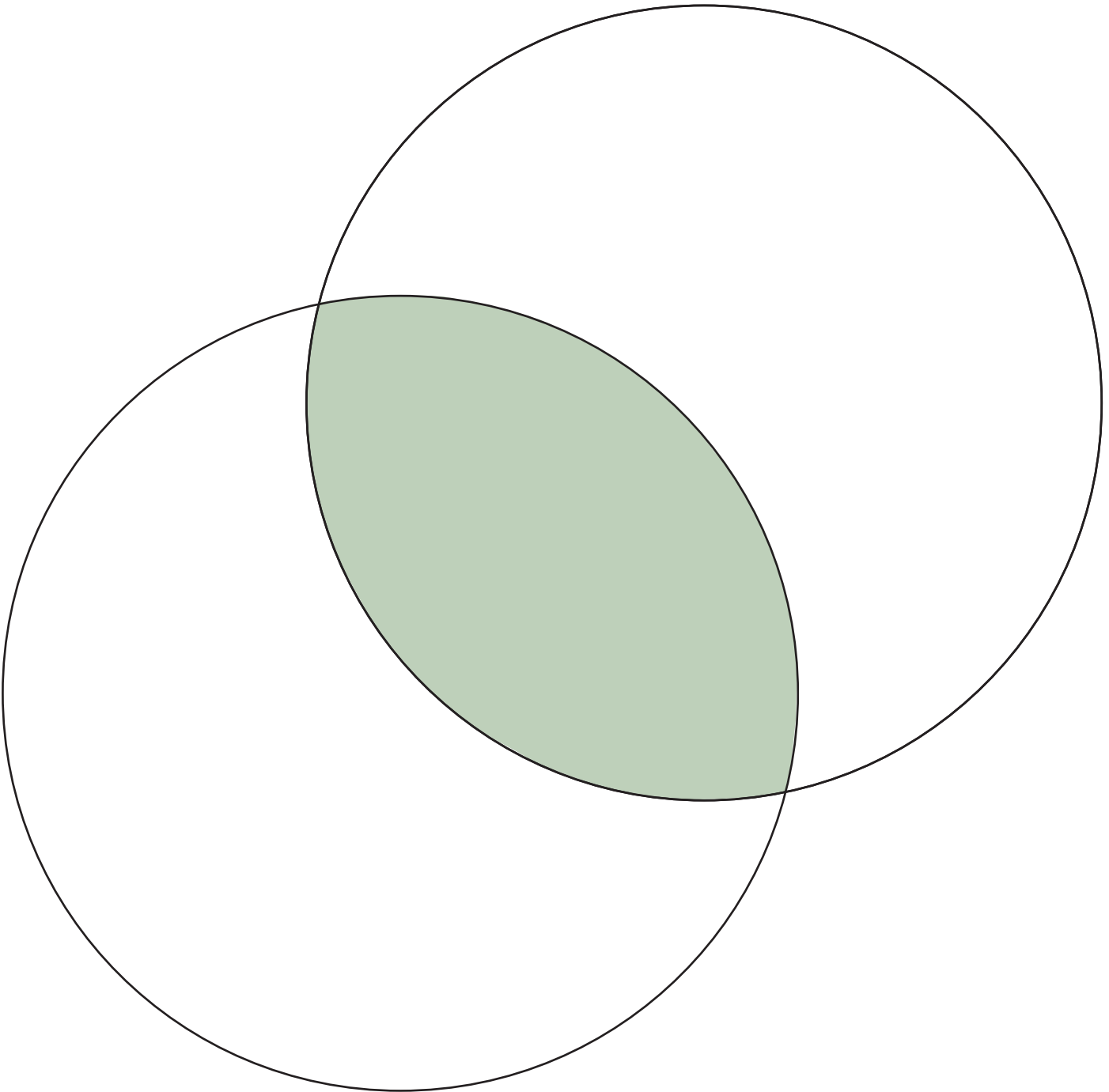
Important People Foldable

Foldable
Directions: First fold on dotted lines. Write one key person's name on each outer flap. On the left inside flap, write the characteristics of the person on the front of that flap. On the right inside flap write the characteristics of the person on the front of that flap.
On the inside in the middle, write the similarities of the key people.

Important People Foldable

Venn diagram

Directions: Place one key figure in the right circle and the other key figure in the left circle.
This is where you will write what is different about them. In the middle is where you will write what is the same.

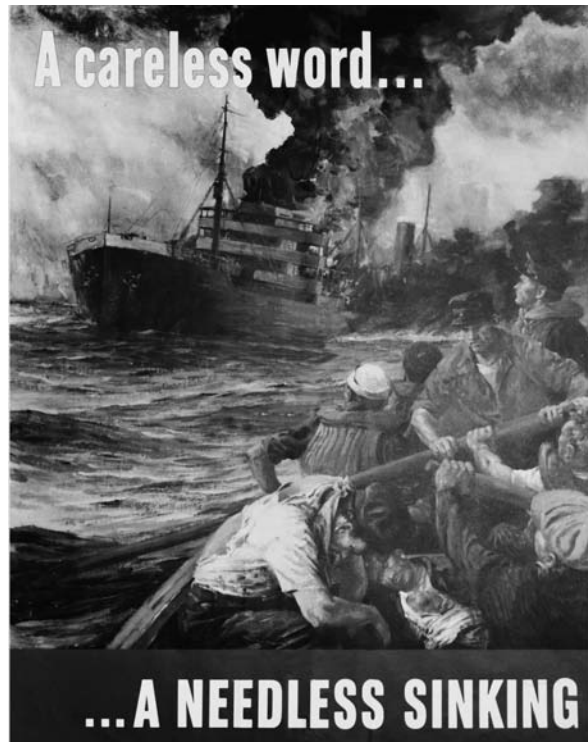


What is a Border?



Dissent

Persuasive Wartime Posters



War of 1812 Scavenger Hunt

The War of 1812 led many to the sparsely populated regions on the North American continent. As with all wars, geography became an important element to the success of the competing sides. Understanding the geography of the North American continent enabled some to be successful when it seemed that there was no way for them to win.

You will watch *The War of 1812* DVD and participate in a Geography Scavenger Hunt. In this activity you will use the clues that have been provided to you to determine what **Geographic Region, City, Fort, or Battle Site** we are looking for. After viewing the entire DVD you will take the places you have found and position them on a blank map of North America.

Clue #1: I am a territory

1. I am an English Territory
2. People here are most likely to remember the War of 1812
3. Several of our national heroes came from the War of 1812

What am I? Write my name _____ on the map of North America

Clue #2: I am a sea battle

1. I am located on the Atlantic Seaboard off the Virginia coast
2. This battle was fought over impressments
3. The USS Chesapeake and HMS Leopard fought this battle

What am I? Write my name _____ on the map of North America

Clue #3: I am a town

1. I am located west of the Appalachian Mountains
2. William Henry Harrison was the Governor of this territory
3. Tecumseh met Harrison here with over 400 of his warriors

What am I? Draw the border of the _____ on the map of North America

Clue #4: I am a battle site

1. I am located on the banks of the Tippecanoe River
2. Harrison reported a decisive victory here despite the success of the Native Americans
3. British weapons were found that angered the Americans

What am I? Write my name _____ on the map of North America

Clue #5: I am a group of American colonies

1. I have a flourishing coastal trade with England
2. This area was a bastion of the Federalist Party
3. Many who lived here opposed going to war with Britain

What am I? Circle this area _____ on the map of North America

Clue #6: I am a Fort

1. I am located in the strategic narrows between Lake Huron and Lake Michigan
2. I am the location of the first battle of the War of 1812
3. The battle that occurred here concluded without any violence

What am I? Write Fort _____ on the map of North America

War of 1812 Scavenger Hunt

Clue #7: I am a Fort

1. I am located between Lake Erie and Lake Michigan in what is now the state of Michigan
2. British General Brock and his Native American ally Tecumseh attacked American General Hull at this spot
3. Here for the only time in United States history was a white flag raised over a U.S. Fort before an invading foreign army

What am I? Write Fort _____ on the map of North America

Clue #8: I am a battle site

1. I am located on land between Lake Ontario and Lake Erie
2. British General Brock quickly sailed here to fend off the second wave of the three-part attack initiated by the American Army
3. Despite the decisive victory for the British Army, General Brock dies in the battle here

What am I? Write my name _____ where this battle occurred

Clue #9: I am a region

1. I am a body of water that ranges from Delaware Bay to Florida
2. Actions that occurred here were described as the "Triumph of the underdog" when the United States Navy was successful in frigate actions against the British
3. British ships formed a blockade here to hurt the American economy

What am I? Write my name _____ on the map of North America

Clue #10: I am a battle site

1. I am located at the western edge of Lake Erie South of Detroit
2. Here 1,100 British and Native American forces led by British General Proctor overwhelmed the American forces led by General William Hull
3. Some described this battle as a "massacre" and others described it as an "overwhelming victory"

What am I? Write my name _____ on the map of North America

Clue #11: I am a Fort

1. I am located at the southwestern end of Lake Erie
2. Here British General Proctor and Native American Leader Tecumseh attacked American General William Henry Harrison
3. The British retreat from this fort was described as "The beginning of the end for Proctor and Tecumseh and the British in the Northwest"

What am I? Write Fort _____ on the map of North America

Clue #12: I am a battle site

1. I am located at the western edge of Lake Ontario, west of Niagara Falls and south of York, Ontario
2. This was the furthest point American forces pushed into Canadian Territory
3. This battle was "Representative of the War of 1812 in microcosm"

What am I? Write Battle of _____ on the map of North America

War of 1812 Scavenger Hunt

Clue #13: I am a body of water

1. I am located south of Lake Huron and east of Lake Michigan
2. It was necessary to control me to control the flow of supplies to your army
3. Here Oliver Hazard Perry captured an entire squadron of the British Navy and said, "We have met the enemy and they are ours"

Where am I? _____

What am I? Write Lake _____ on the map of North America

Clue #14: I am a battle site

1. I am located north of Lake Erie half way between Lake Ontario and Lake Huron
2. The Native American leader Tecumseh lost his life here
3. After this battle the Native Americans were no longer a force in the War of 1812

What am I? Write my name _____ on the map of North America

Clue #15: I am a battle site

1. I am located north of New York State and south of the city of Montreal
2. This was the first battle fought by Canadians and their aboriginal allies on a common cause
3. This battle and the battle of Chrysler's Farm led the American Army to abandon their St. Lawrence campaign

What am I? Write my name _____ on the map of North America

Clue #16: I am a battle site

1. I am located on the Niagara Peninsula near Niagara Falls
2. This was the bloodiest battle of the War of 1812
3. This was described as "A bad night for generals. . . that's a fact, a bad night for everyone"

What am I? Write my name _____ on the map of North America

Clue #17: I am a city

1. I am located near the Chesapeake Bay and on the Potomac River.
2. British Admiral George Cockburn was important in the capture and destruction of this city
3. Dolley Madison was instrumental in saving a historic portrait of George Washington here

What am I? Write my name _____ on the map of North America

Clue #18: I am a battle site

1. I am located at the mouth of the Mississippi River
2. Andrew Jackson led his troops to a victory here
3. This battle occurred after the Treaty of Ghent was signed

What am I? Write my name _____ on the map of North America

War of 1812 Scavenger Hunt

Map



War of 1812 Scavenger Hunt

Answer Key

- 
- #1 Canada
 - #2 Virginia Coastal Waters
 - #3 Vincennes, Indiana Territory
 - #4 Prophetstown
 - #5 New England
 - #6 Fort Mackinac
 - #7 Fort Detroit
 - #8 Queenston
 - #9 Atlantic Ocean
 - #10 River Raisin
 - #11 Fort Meigs
 - #12 Battle of Stoney Creek
 - #13 Lake Erie
 - #14 River Thames (Moraviantown)
 - #15 Chateaugay
 - #16 Lundy's Lane
 - #17 Washington D.C.
 - #18 New Orleans

Build a Battle

Directions:

Now that you are an expert on the battle you made a map of, your task is to describe what took place during this particular battle.

Use the questions below to guide you in your summary.

1. What is the name of the battle?
2. Who began the battle?
3. Who fought in the battle?
4. What weapons and or equipment did they use?
5. Where did the battle take place?
6. When exactly and how long did the battle take place?

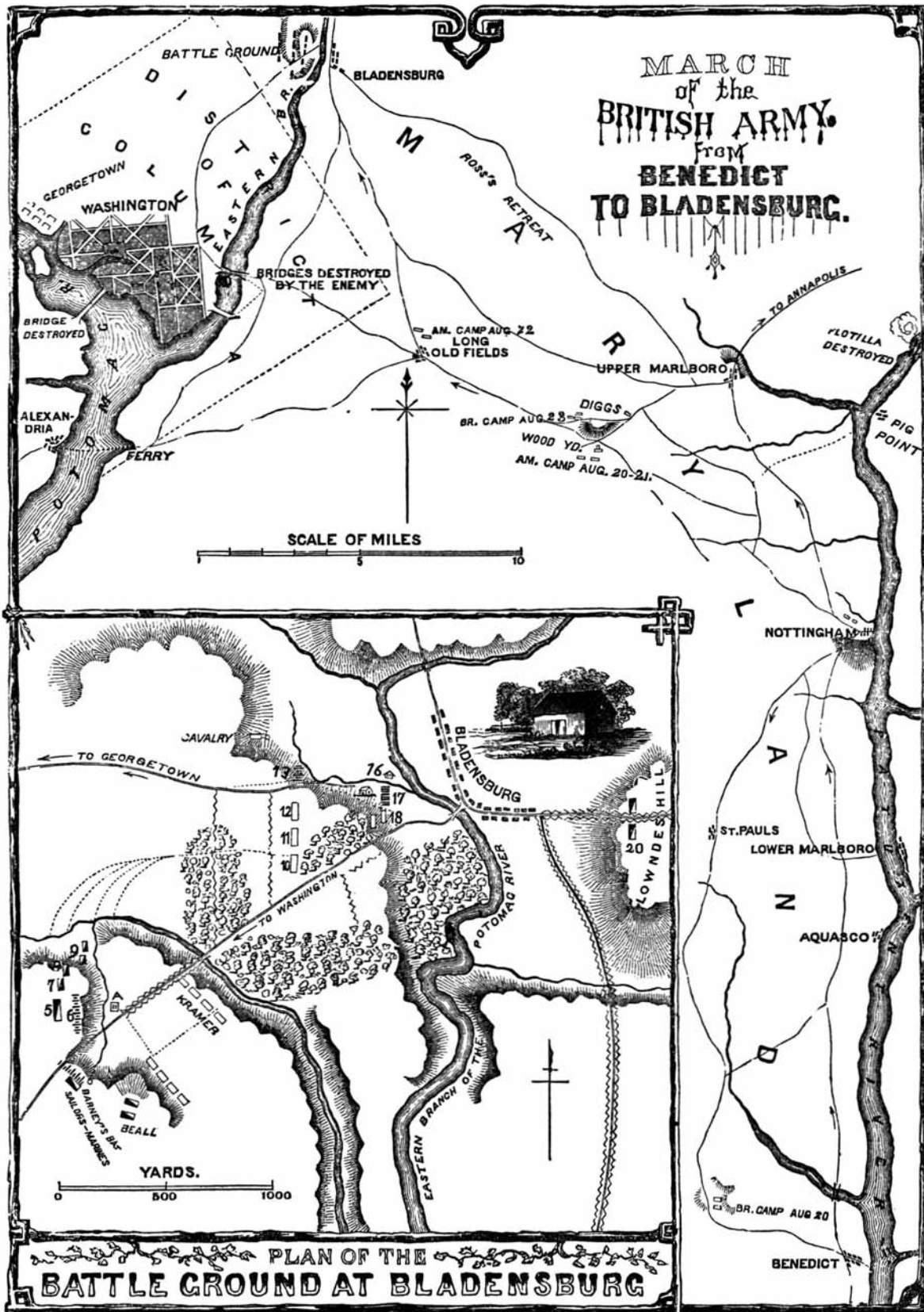
Your map must include:

1. Title
2. Compass (a device for finding directions – North, South, East, West)
3. Directional arrows (arrows on the compass which give directions as to which way to travel)
4. Key (a table on a corner of a map that has symbols to represent what is on the map)
5. Borders
6. Landmarks
7. Labels

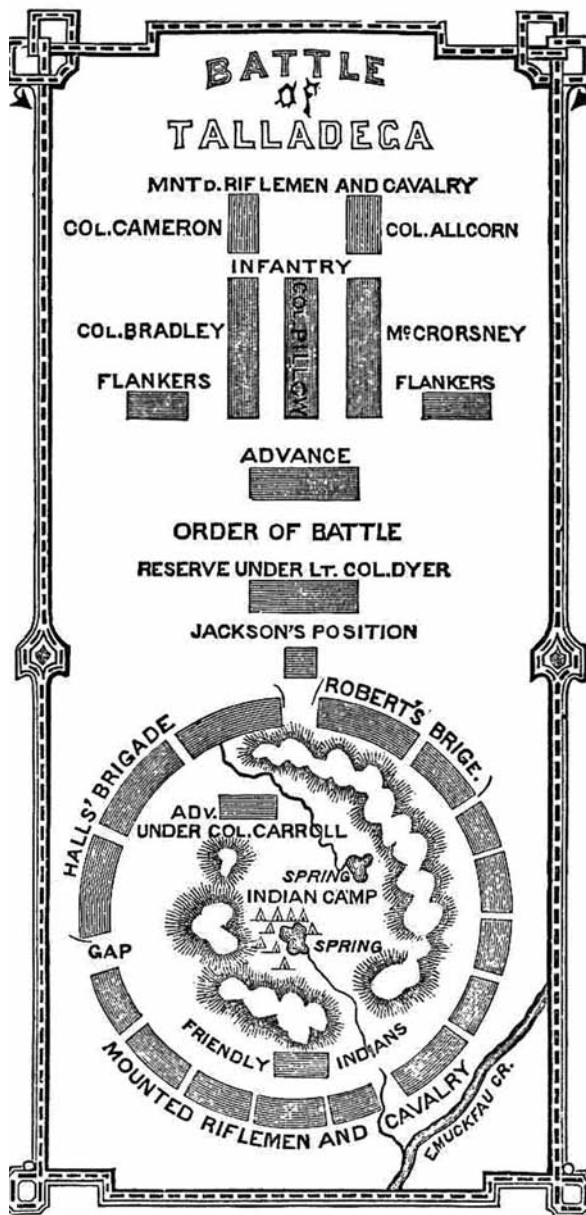
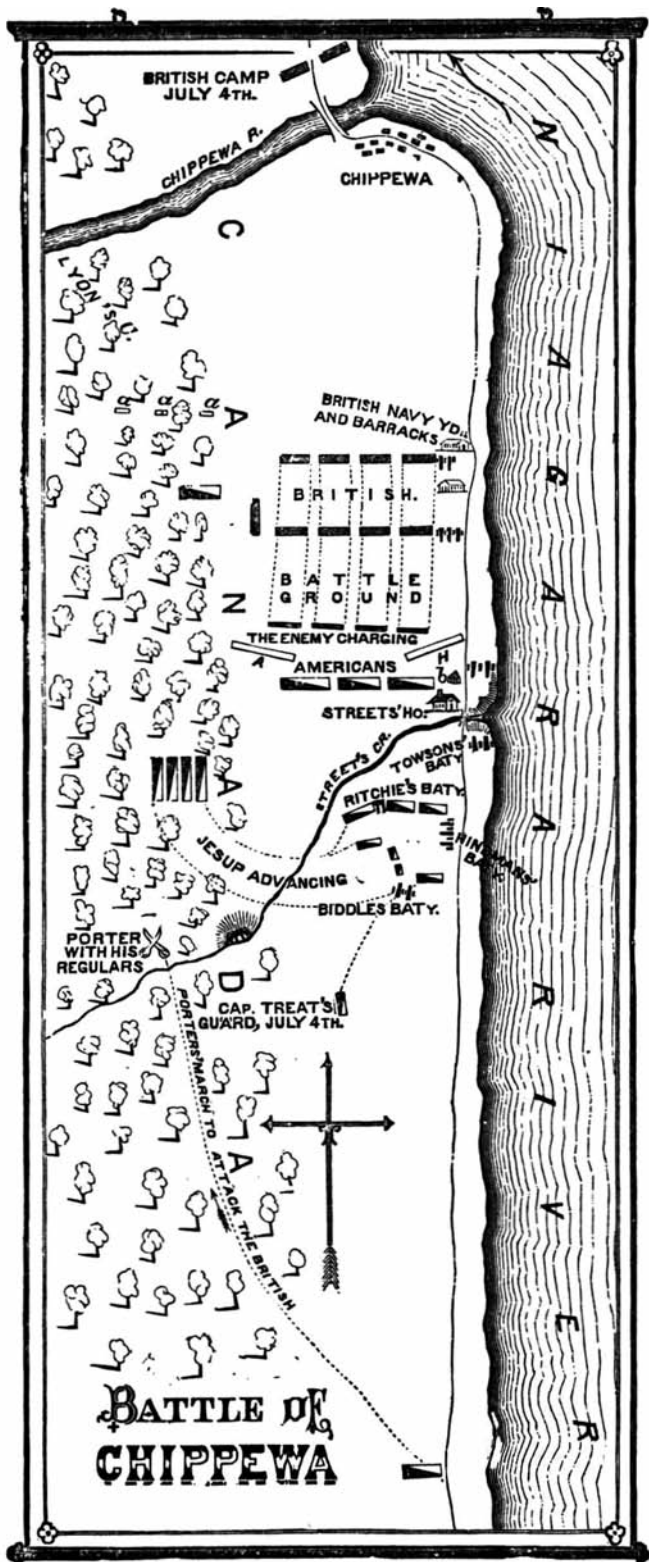
Your map must:

1. Have proper spelling and grammar
2. Be colorful
3. Be creative
4. Be neat and easy to read

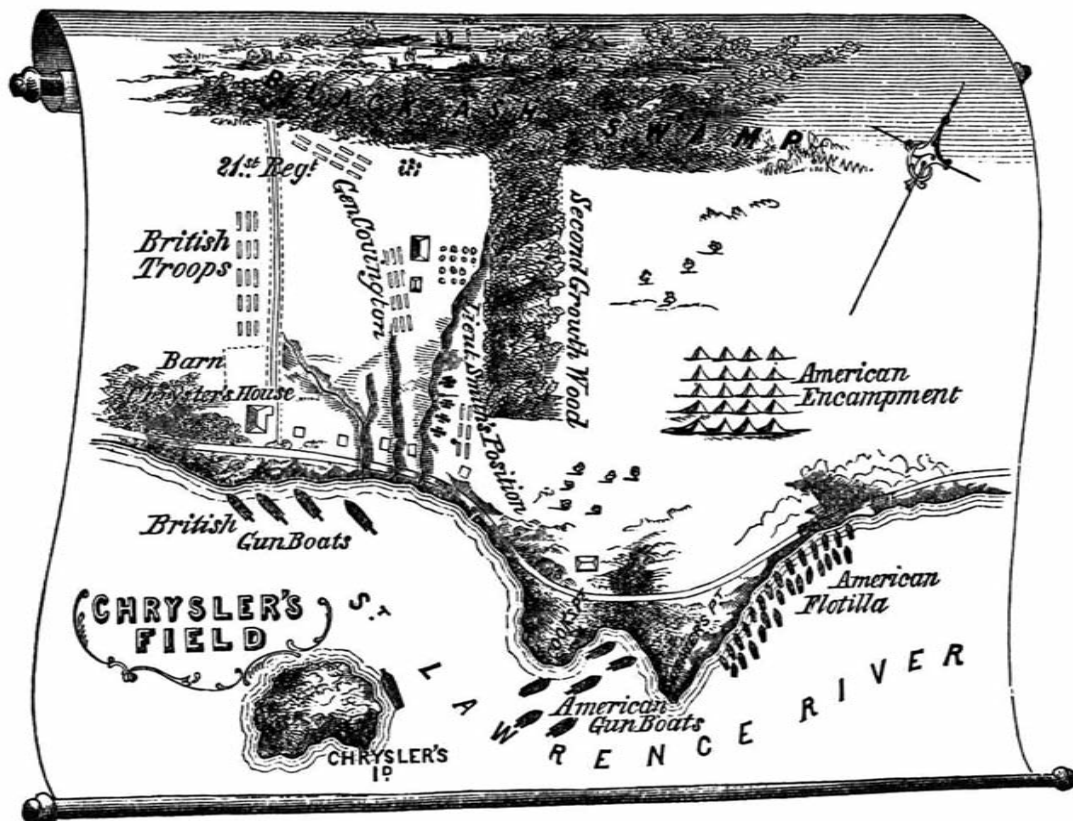
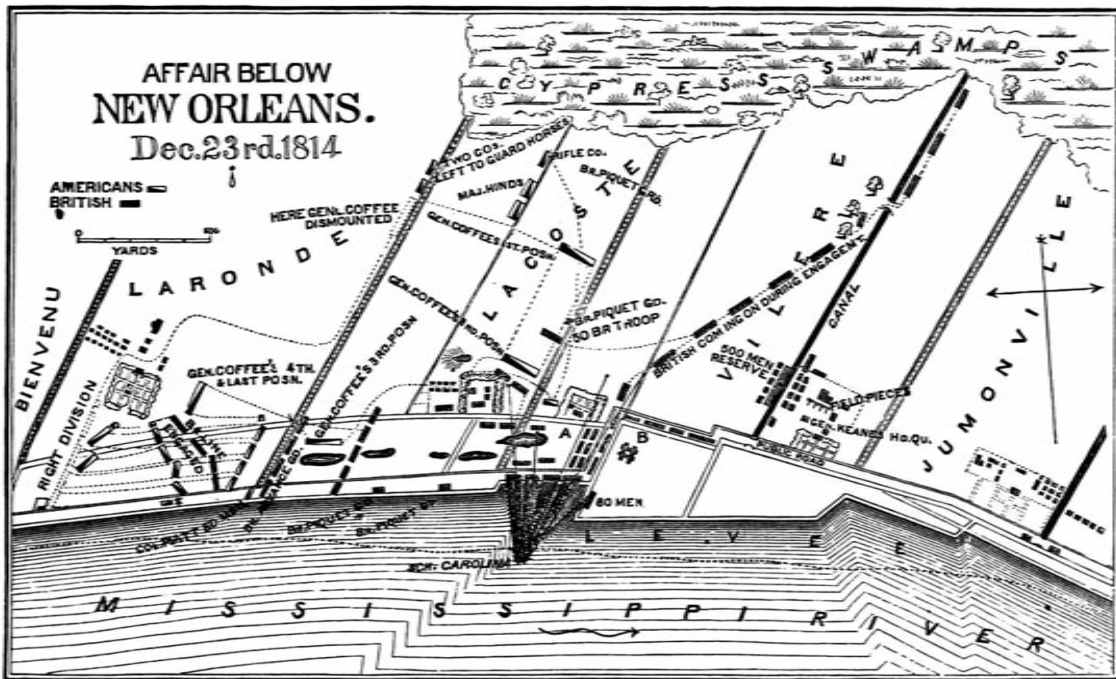
Build a Battle



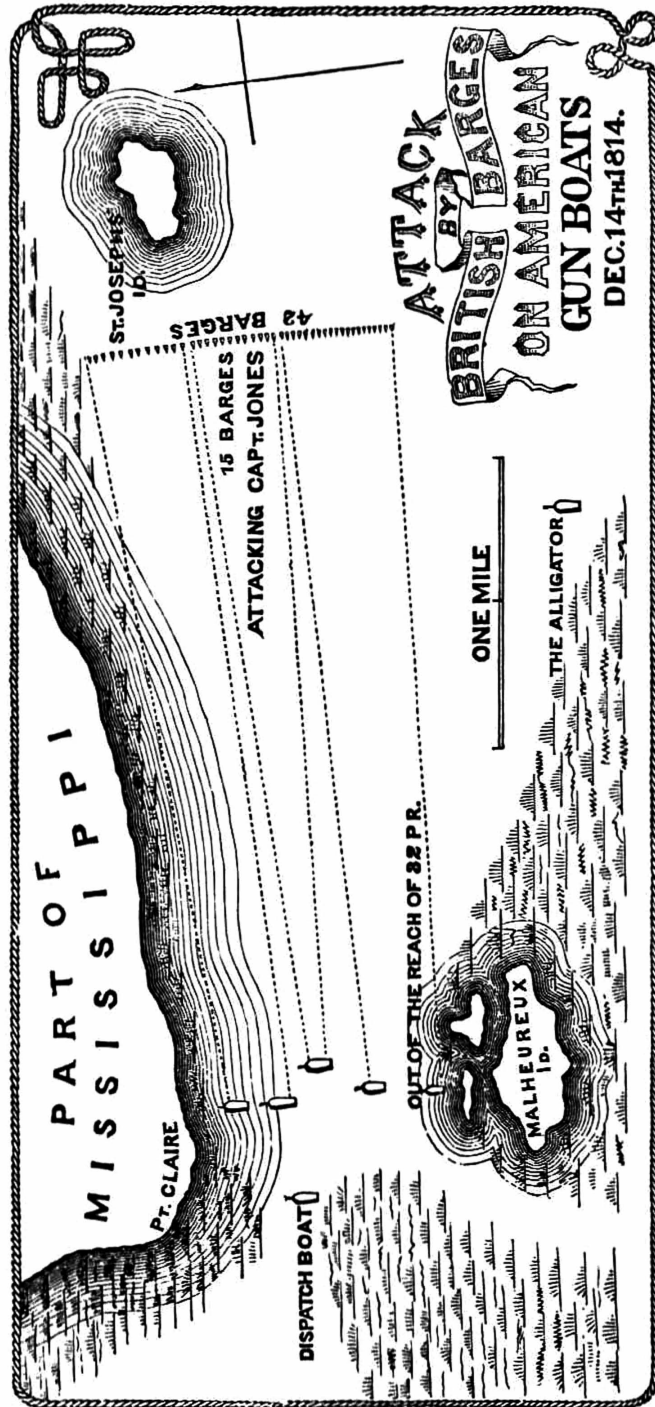
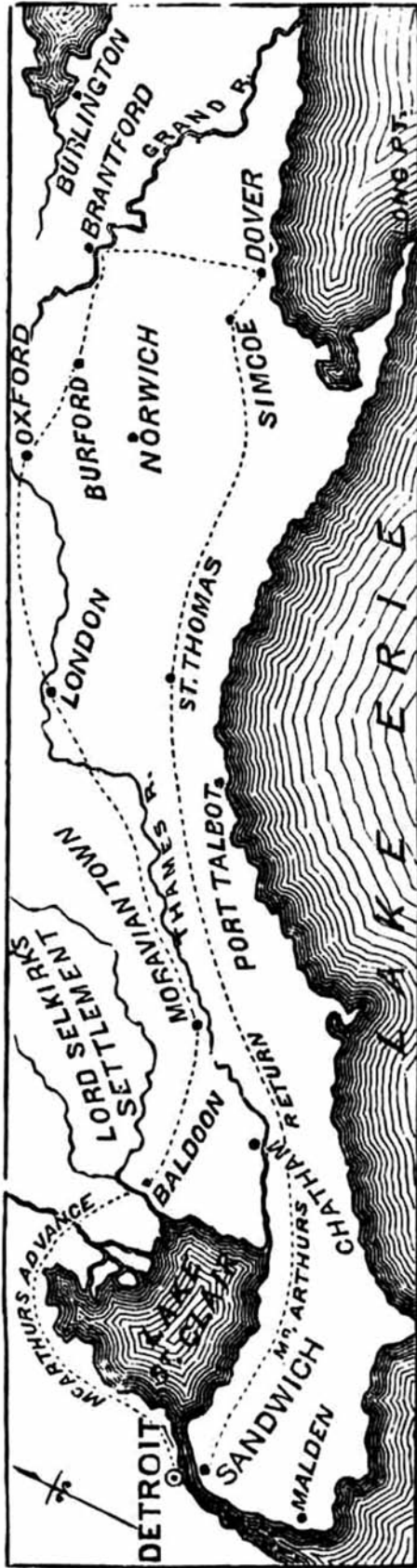
Build a Battle



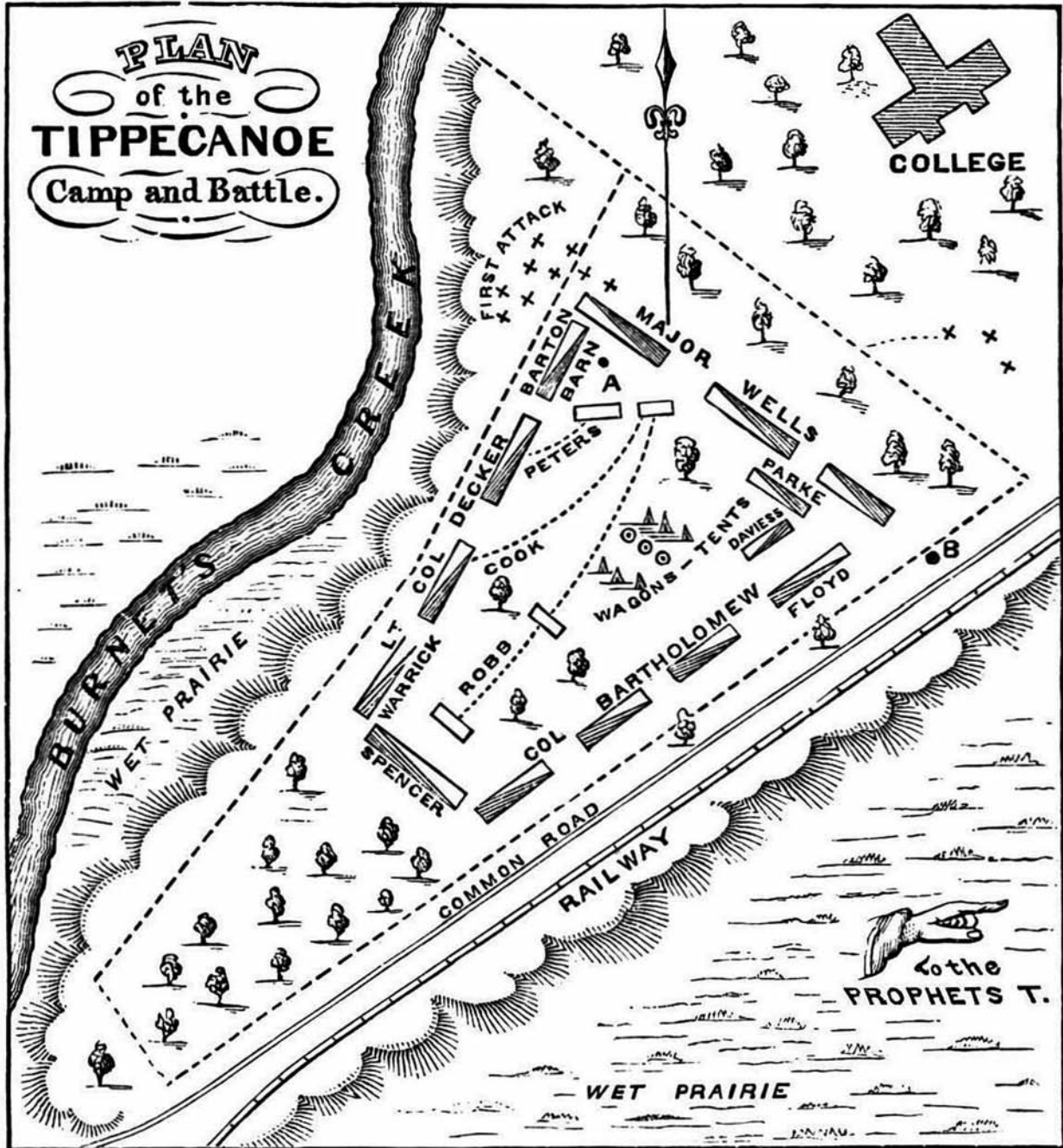
Build a Battle



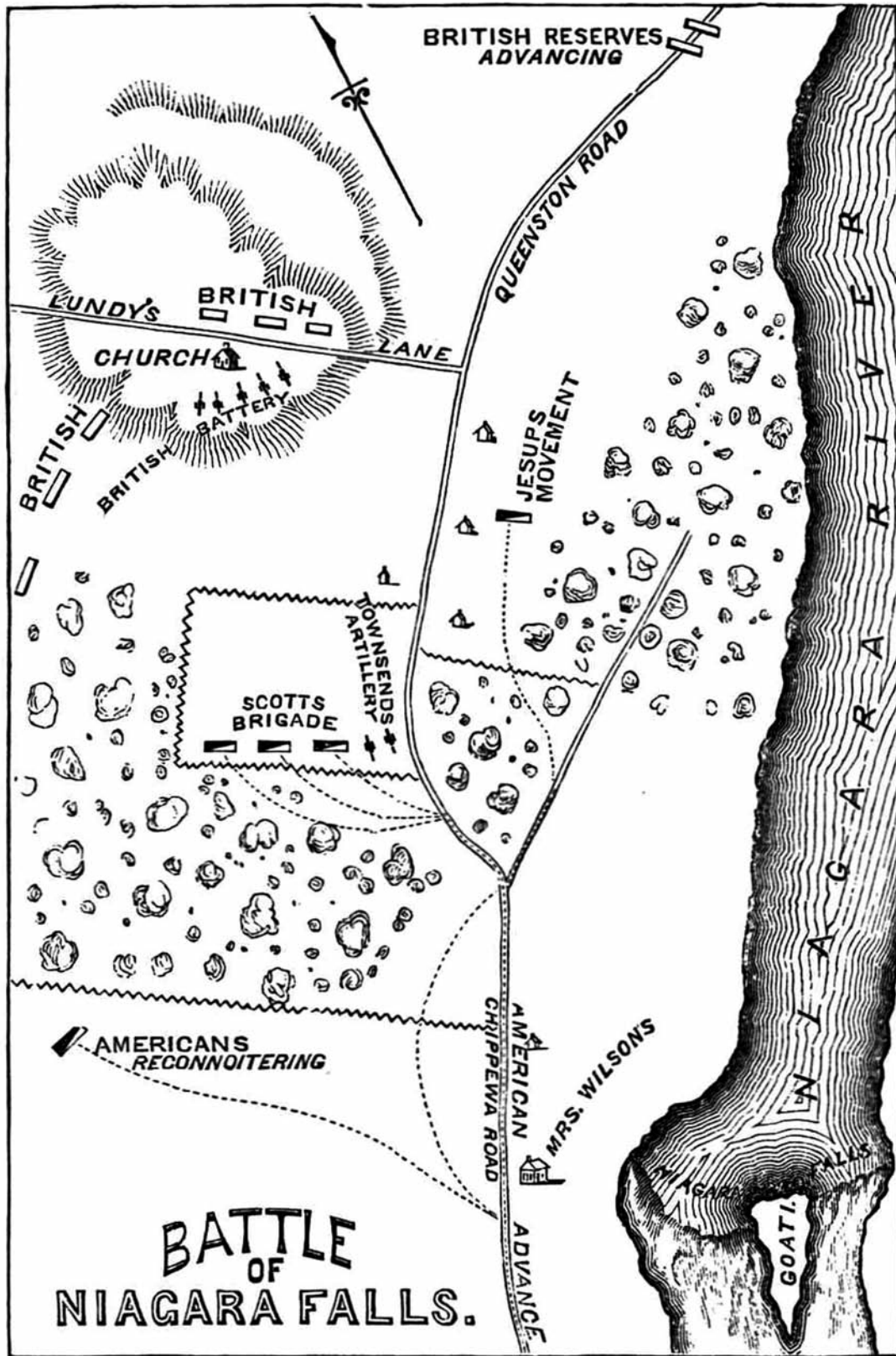
Build a Battle



Build a Battle



Build a Battle



Treaty of Ghent Simulation

American

American Dossier-

The United States had made the decision to no longer endure the British superpower running roughshod over them, a fledgling, neutral power in North America. The British had been supplying the Native Americans with weapons and inciting them to attack peaceful settlers in the Western territories since the end of the Revolutionary War. The British Navy had infringed on the sovereignty of the United States by impressing American citizens into the British Navy. The United States made mistakes during the war but showed its strength by defeating the British Navy in both the Atlantic and the Great Lakes.

Treaty of Ghent Simulation

American

The Opening Statement should express the point of view for the group that you represent. This statement should be an attempt to explain why your side is “right” and the other side(s) was/were wrong. Be sure to include dates and events that support your argument (for example the American side should mention The Chesapeake when speaking on the matter of impressment). The Dossier is a helpful resource to complete this task.

Opening Statement:

List of Demands:

1. Demand

This is necessary because . . .

2. Demand

This is necessary because . . .

3. Demand

This is necessary because . . .

Treaty of Ghent Simulation

Native American

Native American Dossier-

The Native Americans who fought against the Americans in the War of 1812, hoped to create a homeland for themselves from the Great Lakes to the Gulf of Mexico. Native Americans wanted to stop the American government from picking off Native tribes one by one and create a federation to look out for the best interest of all Native Americans in North America. William Henry Harrison the Governor of the Indian Territories has unlawfully acquired Native land throughout the Ohio River Valley. His massacre at Prophetstown forced the Native Americans to join the side of the British. The white European settlers were not satisfied with the land they had acquired from the Native people and had to be stopped from taking all their land in North America. The Native American warriors fought with honor and strength and the British would not have been able to defend her Canadian colonies without their aid.

Treaty of Ghent Simulation

Native American

The Opening Statement should express the point of view for the group that you represent. This statement should be an attempt to explain why your side is “right” and the other side(s) was/were wrong. Be sure to include dates and events that support your argument (for example the American side should mention The Chesapeake when speaking on the matter of impressment). The Dossier is a helpful resource to complete this task.

Opening Statement:

List of Demands:

1. Demand

This is necessary because...

2. Demand

This is necessary because...

3. Demand

This is necessary because...

Treaty of Ghent Simulation

British

British Dossier-

The British considered the War of 1812 a minor irritant and a diversion from the world war they were fighting against Napoleon in Europe. The United States was trading and providing supplies to the enemy of the British, the French. Britain was concerned with protecting its Canadian colonies from an invasion from the South. The United States engaged in state licensed pirating or privateering against the British navy which endangered the British attempts to protect the world from the despot Napoleon. The British army and its allies were able to repel all attempts by the Americans to invade Canadian territory as well as burn down the home of the President in the Capital of the United States, Washington D.C.

Treaty of Ghent Simulation

British

The Opening Statement should express the point of view for the group that you represent. This statement should be an attempt to explain why your side is “right” and the other side(s) was/were wrong. Be sure to include dates and events that support your argument (for example the American side should mention The Chesapeake when speaking on the matter of impressment). The Dossier is a helpful resource to complete this task.

Opening Statement:

List of Demands:

1. Demand

This is necessary because . . .

2. Demand

This is necessary because . . .

3. Demand

This is necessary because . . .

Treaty of Ghent Simulation

Demands	Vote 1			Vote 2		
	American	Native American	British	American	Native American	British
American #1						
American #2						
American #3						
Native American #1						
Native American #2						
Native American #3						
British #1						
British #2						
British #3						

Every Song Tells a Story

The Battle of New Orleans Lyrics

In 1814 we took a little trip
Along with Colonel Jackson down the mighty Mississip.
We took a little bacon and we took a little beans
And we caught the bloody British in the town of New Orleans.

[Chorus:]
We fired our guns and the British kept a'comin.
There wasn't nigh as many as there was a while ago.
We fired once more and they began to runnin' on
Down the Mississippi to the Gulf of Mexico.

We looked down the river and we see'd the British come.
And there must have been a hundred of'em beatin' on the drum.
They stepped so high and they made the bugles ring.
We stood by our cotton bales and didn't say a thing.

[Chorus]

Old Hickory said we could take 'em by surprise
If we didn't fire our muskets 'til we looked 'em in the eye
We held our fire 'til we see'd their faces well.
Then we opened up with squirrel guns and really gave 'em ... well

[Chorus]

Yeah, they ran through the briars and they ran through the brambles
And they ran through the bushes where a rabbit couldn't go.
They ran so fast that the hounds couldn't catch 'em
Down the Mississippi to the Gulf of Mexico.**

We fired our cannon 'til the barrel melted down.
So we grabbed an alligator and we fought another round.
We filled his head with cannon balls, and powdered his behind
And when we touched the powder off, the gator lost his mind.

[Chorus]

Yeah, they ran through the briars and they ran through the brambles
And they ran through the bushes where a rabbit couldn't go.
They ran so fast that the hounds couldn't catch 'em
Down the Mississippi to the Gulf of Mexico.**

Every Song Tells a Story

War of 1812 Song (Arrogant Worms) Lyrics

Come back proud Canadians,
To before you had TV.
No Hockey Night in Canada,
there was no CBC.

In 1812 Madison was mad,
He was the president you know.
Well he thought he'd tell the British where they ought to go.
He thought he'd invade Canada,
He thought that he was tough.
Instead we went to Washington,
And burned down all his stuff.

And the white house burned, burned, burned.
And we're the ones that did it,
It burned, burned, burned.
While the president ran and cried,
It burned, burned, burned.
And things were very historical,
And the Americans ran and cried like a bunch of little babies Wa Wa Wa
In the War of 1812.

Those hillbillies from Kentucky,
Dressed in green and red.
Left home to fight in Canada,
But they returned home dead.
It's the only war the Yankees lost except for Vietnam.
And also the Alamo and the Bay of ham.
The loser was America,
The winner was ourselves.
So join right in and gloat about the War of 1812.

And the White House burned, burned, burned.
And we're the ones that did it,
It burned, burned, burned.
While the president ran and cried,
It burned, burned, burned.
And things were very historical,
And the Americans ran and cried like a bunch of little babies Wa Wa Wa
In the War of 1812.

In 1812 we were just sitting around,
Minding our own business,
Putting crops into the ground.
We heard the soldiers coming,
And we didn't like that sound.
So we took a boat to Washington and burned it to the ground.

Every Song Tells a Story

Oh we fired our guns but the Yankees kept a coming,
There wasn't quite as many as there was a while ago.
We fired once more and the Yankees started running,
Down the Mississippi to the Gulf of Mexico.
They ran through the snow,
And they ran through the forest,
They ran through the bushes where the beavers wouldn't go,
They ran so fast they forgot to take their culture,
Back to America, and the Gulf of Mexico.

So if you go to Washington,
Its building clean and nice,
Bring a pack of matches,
And we'll burn the White House twice.

And the White House burned, burned, burned,
But the Americans won't admit it.
It burned, burned, burned...
It burned and burned and burned
It burned, burned, burned
I bet that made them mad.
And the Americans ran and cried like a bunch of little babies Wa Wa Wa
In the War of 1812.

Lyrics Cited

Johnny Horton The Battle of New Orleans Song. (n.d.). Retrieved September 28, 2010,
from All Classic Country Lyrics: www.best-song-lyrics.com

The War of 1812 Arrogant Worms. (n.d.). Retrieved August 18, 2011,
from: www.sing365.com

Comparing Lyrics Worksheet

What stands out to you? Think about emotions, attitudes about war, attitudes about "sides" (British, American).

Johnny Horton's The Battle of New Orleans	Arrogant Worms The War of 1812
Why do you think each artist was motivated to write each song?	

What contemporary conflict could be compared the Battle of New Orleans or the War of 1812?

Every Song Tells a Story

Rubric for Songs and Poems

Follow the guidelines below to help you create your song or poem

1 = weak 2 = somewhat weak 3 = standard 4 = fairly strong 5 = strong

Song Title _____

1. The organization of the poem or song is clear and easy to follow.

1 2 3 4 5

2. The poem or song is expressive and creative.

1 2 3 4 5

3. The contents of the poem or song demonstrate an understanding of the appropriate events, concepts, or topics.

1 2 3 4 5

4. The poem or song has a clearly defined message.

1 2 3 4 5

5. The poem or song contains symbolism.

1 2 3 4 5

6. The poem or song utilizes originality.

1 2 3 4 5

7. The poem or song is neatly typed or handwritten.

1 2 3 4 5

8. The poem or song displays student's full potential.

1 2 3 4 5

1812 Portfolio

The War of 1812 Battles Map

1. Cut out battle map and glue to front of folder
2. Put the heading, "War of 1812"



1812 Portfolio

The War of 1812 Battles

1. In each battle square, mark a blue **X** on the American victories and a red **X** on the British victories
2. Cut out the headings "Fought in America" and "Fought in Canada" and glue onto the folder
3. Glue the battles under the appropriate location in which they took place

Battle of Tippecanoe	Battle of New Orleans	Battle of Queenston Heights	Battle of Beaver Dams
Battle of Lake Erie	Battle of Lundy's Lane	Battle of Frenchtown	Battle of Thames
Capture of Fort Niagara	Battle of Stoney Creek	Battle of York	Battle of Chateaugay
Battle of Washington	Battle of Chippewa	Capture of Fort George	Capture of Chrysler's Farm
Battle of Baltimore	Fought in the U.S.		
	Fought in Canada		

1812 Portfolio

Descriptions of Key People of the War of 1812


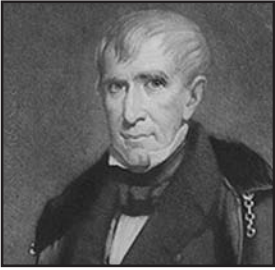


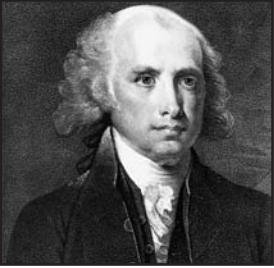









1. Cut out each description
2. Cut out the headings "American Allies" and "British Allies" and glue at the top of the folder
3. Determine who the Key People are based on these descriptions
4. Glue the descriptions under the correct heading
5. Glue the images of Key People (on next Appendix page) on top, so that you can lift images to read the descriptions underneath

<p>First Lady, social hostess, politically astute. Saved George Washington's portrait at the White House from British.</p>	<p>Dedicated expansionist. Took Indian land throughout the Ohio River Valley. Wanted Canadian land. General. Defeated Native Americans and British in the Battle of Thames.</p>	<p>Fought in the Revolution as a soldier, given generalship to invade Canada. Feared Indians. First to raise a white flag over an American city. He lost an entire army.</p>	<p>Lawyer detained by British officers, watched the Battle of Fort McHenry. From this, he wrote a poem which became the "Star Spangled Banner".</p>
<p>President of the U.S., pushed by War Hawks to declare war. Very smart and skilled. Unprepared for war. Not very powerful.</p>	<p>Fought in the Revolutionary War. Hot temper. Disliked the British. Volunteered to fight on the Canadian front. Led militia in the defeat of the British at the Battle of New Orleans.</p>	<p>A pirate that smuggled through New Orleans. Warned Louisiana of the British attack, then went to Andrew Jackson whom he helped in the Battle of New Orleans.</p>	<p>Representative of Canadian women. Struggles alone through 20 miles of wilderness to warn British forces that Americans were going to attack. She is now remembered as a hero.</p>
<p>Commander in Upper Canada. Aristocratic and ambitious. Had an army made up of Black troops, farm kids, and the poor to defend Canada. Assisted by Tecumseh and his Native warriors.</p>	<p>British politician and aristocrat. Determined and honorable. Major-general who commanded the British in the Battle of New Orleans.</p>	<p>Shawnee war chief. Ambitious and political warrior. Unified Indian nations.</p>	<p>Governor-general for the British. Sensible, practical. Had to protect Canadian territory with Brock.</p>
<p>Major-general, relentless leader. His soldiers destroyed and burnt the capital. Directly guided and fought alongside his troops. Fearless.</p>	<p>French Canadian general for the British. Known for intimidating the American troops which stopped advancement in Montreal.</p>	<p>American Allies</p>	<p>British Allies</p>

1812 Portfolio

Key People of the War of 1812

1. Cut out each image
2. Glue the images of Key People on top of their descriptions, so that you can lift the images to read the descriptions underneath

			
Dolley Madison	William Henry Harrison	William Hull	Francis Scott Key
			
James Madison	Andrew Jackson	Jean Lafitte	Laura Secord
			
Isaac Brock	Edward Pakenham	Tecumseh	George Prevost
			
Robert Ross	Charles de Salaberry		

1812 Portfolio

Key People of the War of 1812 Answer Key

<p>Dolley Madison</p> <p>First Lady, social hostess, politically astute. Saved George Washington's portrait at the White House from British.</p> <p>American Ally</p>	<p>William Henry Harrison</p> <p>Dedicated expansionist. Took Indian land throughout the Ohio River Valley. Wanted Canadian land. General. Defeated Native Americans and British in the Battle of Thames.</p> <p>American Ally</p>	<p>William Hull</p> <p>Fought in the Revolution as a soldier, given generalship to invade Canada. Feared Indians. First to raise a white flag over an American city. He lost an entire army.</p> <p>American Ally</p>	<p>Francis Scott Key</p> <p>Lawyer detained by British officers, watched the Battle of Fort McHenry. From this, he wrote a poem which became the "Star Spangled Banner".</p> <p>American Ally</p>
<p>James Madison</p> <p>President of the U.S., pushed by War Hawks to declare war. Very smart and skilled. Unprepared for war. Not very powerful.</p> <p>American Ally</p>	<p>Andrew Jackson</p> <p>Fought in the Revolutionary War. Hot temper. Disliked the British. Volunteered to fight on the Canadian front. Led militia in the defeat of the British at the Battle of New Orleans.</p> <p>American Ally</p>	<p>Jean Lafitte</p> <p>A pirate that smuggled through New Orleans. Warned Louisiana of the British attack, then went to Andrew Jackson whom he helped in the Battle of New Orleans.</p> <p>American Ally</p>	<p>Laura Secord</p> <p>Representative of Canadian women. Struggles alone through 20 miles of wilderness to warn British forces that Americans were going to attack. She is now remembered as a hero.</p> <p>British Ally</p>
<p>Isaac Brock</p> <p>Commander in Upper Canada. Aristocratic and ambitious. Had an army made up of Black troops, farm kids, and the poor to defend Canada. Assisted by Tecumseh and his Native warriors.</p> <p>British Ally</p>	<p>Edward Pakenham</p> <p>British politician and aristocrat. Determined and honorable. Major-general who commanded the British in the Battle of New Orleans.</p> <p>British Ally</p>	<p>Tecumseh</p> <p>Shawnee war chief. Ambitious and political warrior. Unified Indian nations.</p> <p>British Ally</p>	<p>George Prevost</p> <p>Governor-general for the British. Sensible, practical. Had to protect Canadian territory with Brock.</p> <p>British Ally</p>
<p>Robert Ross</p> <p>Major-general, relentless leader. His soldiers destroyed and burnt the capital. Directly guided and fought alongside his troops. Fearless.</p> <p>British Ally</p>	<p>Charles de Salaberry</p> <p>French Canadian general for the British. Known for intimidating the American troops which stopped advancement in Montreal.</p> <p>British Ally</p>		

1812 Portfolio

Key Concepts from the War of 1812

1. Write the definitions for each Key Concept from the War of 1812 in the empty box next to it
2. Cut out Key Concepts and definitions
3. Glue the definitions on the folder with the Key Concept on top so that you can lift the Key Concept to read the definitions underneath

Impressments	
Embargo	
War Hawks	
Blockade	
Port	
Allies	
Neutrality	
Deserters	
Hartford Convention	
Secession	

William Henry Harrison Makes the Front Page!

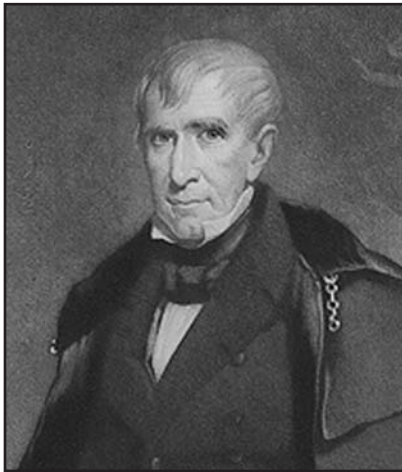
Newspaper Article Guidelines/Expectations

1. The headline of the article must catch the reader's attention and relate to the topic.
2. The lead sentence captures the attention of the reader.
3. Include who Harrison was, what he did, where he did these things, when he acted, and why he chose to behave in that fashion.
4. The article must demonstrate an understanding of all historical events included.
5. Historically correct details of all events must be included.
6. Proper spelling and grammar.
7. Include a clear, easy to understand picture.
8. Include a caption under the picture.

Sample Article

HARRISON THE RUTHLESS JUST CAN'T BE STOPPED

By Sally Sample



William Henry Harrison

It has been reported that William Henry Harrison has been involved with the mistreatment of Native Americans. Harrison has tortured another Native family from the Ohio River valley as they refused to leave the land they called home. He set the Natives' home and crops on fire. He is determined and dedicated with expansionist ideas. Harrison who is known as the "Populist General" of the people is determined to expand whether it is through treaty or violence.

Harrison is known to be quite the strategist, taking Native lands through treaties that the Natives do not understand.

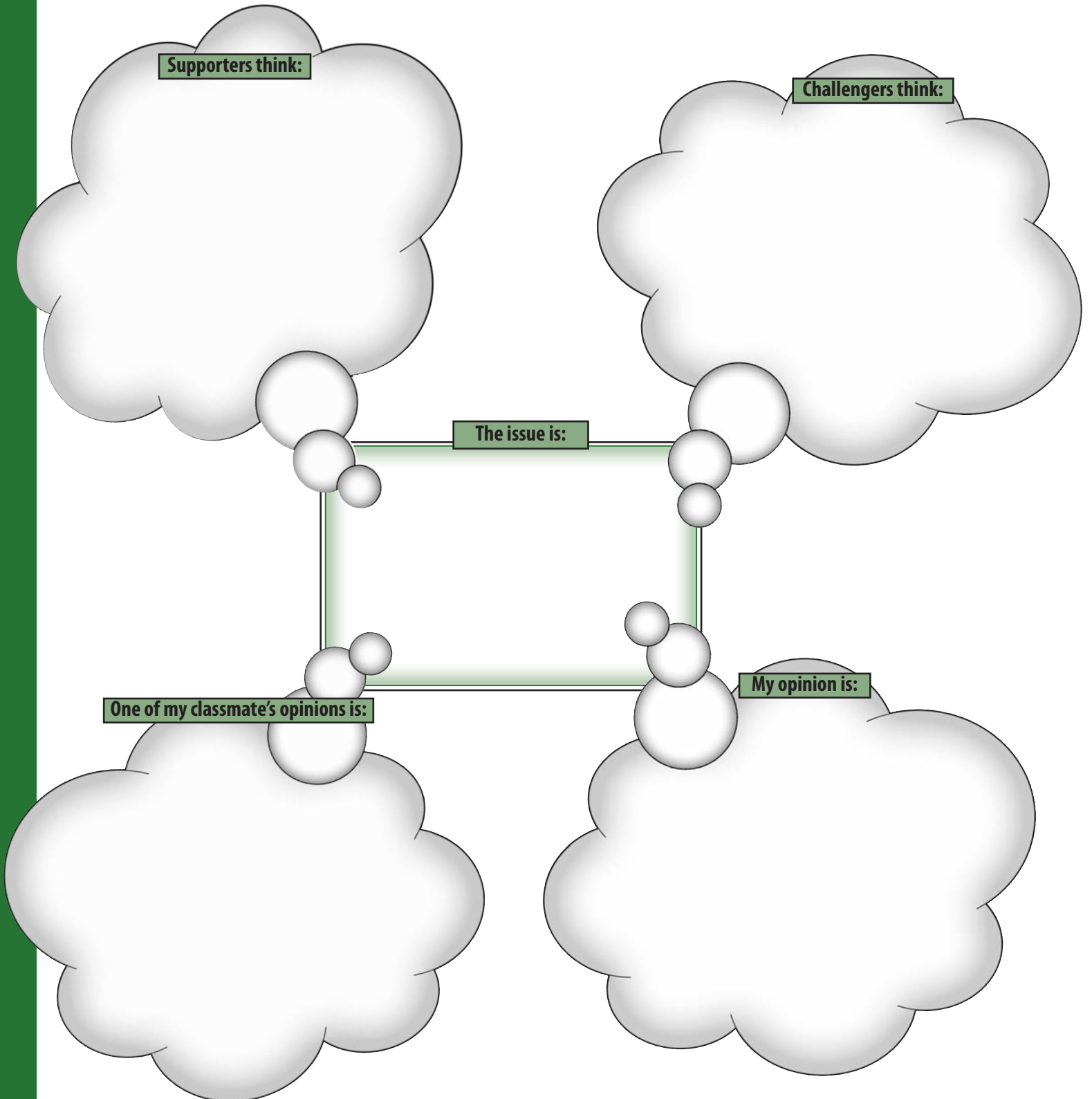
He has also recently taken the greater measures of digging up Indian graves and scalping mutilated Indian corpses. The question is, does he have a limit to where he will draw the line?

Although Harrison is harsh, it is war. In war it is standard for both Natives and frontiersmen to use brutal tactics. It is said that Harrison has body parts for souvenirs in his possession. It can be argued that Harrison is a true warrior who does not fear men and will not act like a coward. It is unknown what his next act will be to expand the land and rid it of Native Americans.

A Bundle of Twigs

Debate Organizer

Directions: after reading the sample newspaper article on cigarette tax disputes, complete the chart below.



RESOLUTION ELUSIVE IN DEBATE OVER NEW YORK CIGARETTE TAX

BUFFALO, N.Y. (AP) – New York’s latest attempt to tax lucrative Native American smokeshop sales to non-Indian customers has generated mountains of legal briefs, hours of argument and a seemingly constant flurry of court decisions.

What it hasn’t generated is any of the roughly half-million dollars per day in projected state revenue.

Collections were to start Sept. 1, but legal challenges by five of New York’s Indian nations have indefinitely delayed them.

“To a large extent, this is not a tax issue, it’s a constitutional law issue as to whether or not the state has the right to tax,” said Stuart Lazar, a University at Buffalo law professor who specializes in tax issues.

The five Indian nations are pursuing multiple challenges, rather than a single, united one, because each is an independent nation with its own government, priorities and business models to protect, authorities said. The strategy has not only lengthened the legal debate but also has put the state’s lawyers in the position of defending the same tax law against multiple, simultaneous attacks, each coming from a different perspective.

The state already has appealed a federal judge’s decision in Utica granting the Oneida Nation’s request to block the tax collections. State lawyers also have appealed two orders by a federal judge in Buffalo meant to give the Seneca, Cayuga, Unkechaug and St. Regis Mohawk nations time to appeal after he denied their requests to prevent collections.

“The nations want to maintain their sovereignty, and this is part of that whole process,” said Don Grinde, an American studies professor at the University at Buffalo.

Each nation has a different set of factual circumstances that have to be considered, said Unkechaug Chief Harry Wallace, whose 400-member Long Island nation sold more than 5 million cartons of tax-free cigarettes in 2009, virtually all to non-tribal members, according to state records.

The Cayuga Nation, meanwhile, operates two stores, both tribally owned, while the Seneca Nation’s cigarette economy comprises about 170 stores, most of them independently owned and operated. There are about 30 licensed cigarette retailers on the St. Regis Mohawk’s territory, and the Oneida Nation operates a dozen SavOn gas station-convenience stores.

The Native American cigarette business has flourished as New York has increased its cigarette tax to \$4.35 per pack – the highest in the country. Native smokeshops charge about half of the \$10 that non-Native convenience stores charge for name-brand cigarettes and even less for brands manufactured on reservations. Taxing non-Indian smokeshop customers will produce \$200 million a year in new revenues for the state, officials estimate, at a time of multibillion-dollar budget deficits.

State lawyers say U.S. Supreme Court precedent is on their side, having upheld states’ rights to tax non-Native customers as long as the tax doesn’t impose more than minimal burdens on tribes.

The New York Association of Convenience Stores, which has fought for years against its tribal competitors’ price advantage, has intervened in the lawsuits, supporting the state’s arguments.

A Bundle of Twigs

Ultimately, the issue could return to the U.S. Supreme Court, either through the tribes' federal cases – which argue the state's plans will impinge on their sovereign right to self government – or a separate state case brought by a North Country wholesaler and a Seneca businessman.

Some of the biggest players in the tax-free cigarette business, the Seneca and Unkechaug nations, say the state tax would disrupt internal taxing structures, which bring in millions of dollars for member health and education programs. Others point to the jobs tribal members would lose when smokeshops inevitably close.

"Unemployment will likely rise to greater than 80 percent," Unkechaug Chief Wallace said in a sworn affidavit.

The Cayuga Nation would "struggle to exist as a financially viable entity," its court papers say.

Past taxation attempts have led to violent protests, including one in 1997 involving tire fires that forced authorities to shut down a portion of the New York State Thruway that runs through the Seneca Nation's western New York territory.

"You're talking about a huge issue and significant costs," Lazar said. "You've got the \$200 million a year on one side and all of the job losses on the other side."

But "it's not just a monetary issue," he said. "There's a lot of emotions, especially with tribal members, about encroachment on their sovereignty."

The Cayuga, Oneida and Unkechaug nations have requested court-supervised mediation to settle the dispute, citing a provision in the new tax law that provides for court-endorsed tax agreements between the nations and state. The state attorney general's office so far has opposed the idea.

"It's our view that this dispute is ill-suited to mediation," Andrew Bing, a state lawyer, told Arcara when the issue was raised by the Unkechaug nation. "Mediation has no reasonable chance to be productive."

Caustic Causes

IMPRESSMENT

The British practice of forcing merchants and sailors to work in the Royal Navy. The British had authorized this practice during every war fought over the course of the 17th and 18th centuries; they did NOT just start this practice in the early 19th century. Working in the British Navy was a terrible job, and often included serious injury and illness. The British called for volunteers but usually fell short of the sailors needed, so impressing was the answer. This practice was not looked upon favorably in Britain or America. But in 1743 a British court ruled the practice legal. The United States Government denounced impressment. The British claimed that an Englishman could not change his nationality or escape the obligations to the England without the Crown's consent.

CHESAPEAKE AFFAIR

On June 22, 1807, the HMS Leopard stopped the US Frigate Chesapeake off the coast of Virginia. The crew of the Leopard had direct orders to search the Chesapeake for deserters. The Leopard was denied an onboard inspection so the Leopard fired on the Chesapeake. Three people were killed and 18 were wounded. The British then boarded the Chesapeake and removed four sailors. Three of them happened to be American citizens. The three Americans were taken to a prison in Nova Scotia and one of them died while in custody. The remaining two prisoners were returned before the War of 1812 had started.

ORDERS-IN-COUNCIL

On January 1, 1807 the British passed these measures to keep neutral nations (America) from trading between enemy ports. On November 2, 1807 the British forced neutral nations to have their cargo checked in a British port before going to Europe to unload. Then, on April 3, 1809 the British scrapped the previous 2 orders and instituted a strict blockade and forbade trade with all European ports. The British targeted mostly the ports which were under French control. By doing this the United States felt their rights as a neutral nation were being infringed upon. The British were simply using a strategy which has been used in previous conflicts: strangle your enemy!

NATIVE AMERICANS

The Americans felt that the British were aiding the Native Americans and encouraging raids on frontier settlements. The British were trading with the Native Americans and so were the French. The British did not control the Natives but fostered a good relationship with them. Britain did trade weapons with the Native Americans and those weapons were eventually used to attack the frontier settlements. By 1811 the British actually reduced the amount of gunpowder that was traded to the Natives. The sentiment among most Americans was still that the British had enticed the Natives to attack.

WAR HAWKS

The War Hawks were Congressmen from mostly the South and West. This group was headed by Henry Clay, the great orator from Kentucky. As a member of the United States Legislature he encouraged debates with other Congressmen and urged for a second war with Britain. The chief reason behind this movement was the desire to take land from the British. This land was called British Canada at this time and would add thousands of acres of farmland to America. Henry Clay had a way about him and could convince anyone to do whatever he pleased.

A Fight is On, How Much Power Will You Don?

List of Wartime Powers

- Begin the engagement, actually declare war
- Decide to have a Navy and maintain it
- Decide how large the Army is and maintain it
- Appropriate dollars in order to support the war effort
- Suspend the writ of habeas corpus
- Make decisions on the field of battle
- Require the opinion of the principal officer of the Army, Navy, and Militia before making decisions
- Commander in Chief of the Militia
- Commander in Chief of the Army and Navy
- Power to call forth the Militia to execute the laws of the Union, suppress insurrections, and repel invasions
- Make treaties that officially end the conflict
- Make rules for the governing of new lands acquired through a war
- Make rulings on anything captured during the war either on land or sea

A Fight is On, How Much Power Will You Don?

Congressmen

The founding fathers of America created a system of federalism in which power is divided between the three branches of government. Today we are going to take a close look at the President and Congress. Keep in mind the powers are NOT divided equally.

Today you are going to play the roles of **Congressmen** on the eve of a possible war with Britain. You are to decide how many of these powers you should have and why you alone should have them and not the President.

List of Wartime Powers

- Decide how large the Army is and maintain it
- Appropriate dollars in order to support the war effort
- Power to call forth the Militia to execute the laws of the Union, suppress insurrections, and repel invasions
- Make rules for the governing of new lands acquired through a war
- Make treaties that officially end the conflict
- Begin the engagement, actually declare war
- Decide to have a Navy and maintain it
- Make rulings on anything captured during the war either on land or sea

A Fight is On, How Much Power Will You Don?

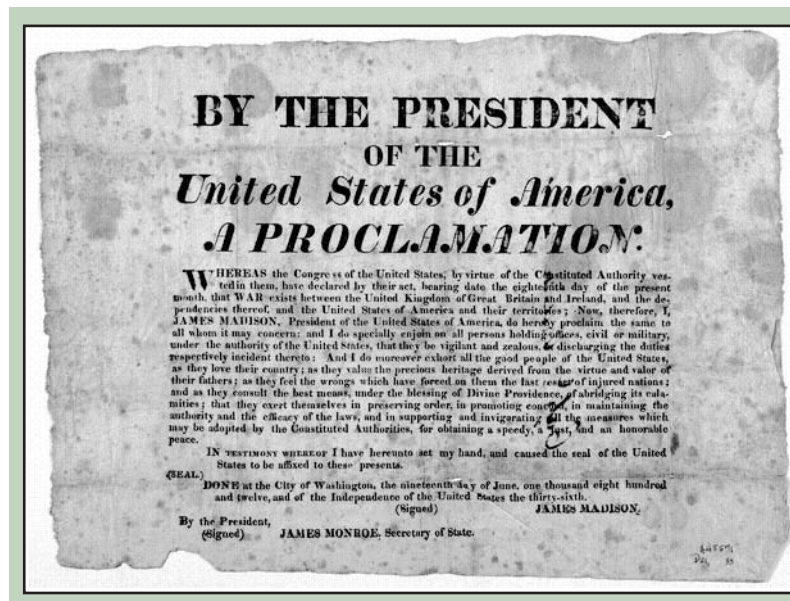
President

The founding fathers of America created a system of federalism in which power is divided between the three branches of government. Today we are going to take a close look at the President and Congress. Keep in mind the powers are NOT divided equally.

Today you are going to play the role of the **President** on the eve of a possible war with Britain. You are to decide how many of these powers you should have and why you alone should have them and not the Congress.

List of Wartime Powers

- Suspend the writ of habeas corpus
- Commander in Chief of the Militia
- Commander in Chief of the Army and Navy
- Make decisions on the field of battle
- Require the opinion of the principal officer of the Army, Navy, and Militia before making decisions





General Andrew Jackson



Tecumseh



Sir Isaac Brock

Fog of War

War of 1812 RAFT Assignment

Background information:

During the War of 1812 the phrase, “The Fog of War” was used, as it was an accurate representation of the conditions that soldiers fought under during this war. Confusion and misinformation were common, as the parties that fought this war did not have the technology to aid them in communication, transportation, and weaponry that are available to soldiers today.

The Fog of War can literally mean that it is difficult for soldiers to see through the smoke that is caused by musket fire but it can also refer to the confusion that occurs during battles due to inaccurate or lack of information regarding what the enemy is doing. The term seeks to capture the uncertainty regarding one’s own capability, the capability of your enemy, and adversarial intent during an engagement, operation, or campaign.

Assignment:

Using this idea “The Fog of War” you will create an original RAFT assignment that captures what it was like to be a soldier or warrior during the War of 1812. To complete a RAFT Assignment you will write from the point of view of a historical character. It is important that you include historically accurate details to help the reader better understand your character. Please write clearly, strive for creativity, and pay attention to the format.

To write **RAFT** you will do the following:

1. Choose a **R**ole; what historical person will you portray? You may choose from the following list or choose another that represents an individual that participated in the War of 1812.
 - American Militia
 - American Navy
 - British Royal Army
 - British Royal Navy
 - Canadian Colonial Militia
 - Native American Warrior (Shawnee/Haudensaunee)
2. Choose an **A**udience; who will you be writing to? You may choose to write a letter home, a speech, an article for a local newspaper, a poem, a letter to The President, The King, Colonial Governor or another idea that would be believable during this time period.
3. Choose a **F**ormat; what type of format or writing style will you use? You can write formally as in a letter to a government official, informally as in a journal, in verse as in a song or poem, or in another format of your choosing.
4. Choose a **T**opic; what event or series of events from the war will you be writing about? You may choose to describe the everyday life of a soldier, you may choose to describe a battle or campaign, and you may be victorious or die from a mortal wound. The focus must be on someone who participated in the war but it is not mandatory that it is an actual person.

Dissecting the Treaty of Ghent

What does the Treaty of Ghent actually say?

Article I

Who must there be a universal peace between?

When will the hostilities on sea and land cease?

What will happen to all the territories and possessions taken during the war?

Article II

When will the order to cease all hostilities be sent to the armies, squadrons, officers, subjects and citizens of the two powers?

Article III

After the ratification of this agreement, what shall happen to all prisoners of war?

Article IV

To determine the boundaries and ownership of all the islands, two commissioners will be appointed. Who will make these appointments?

If the two appointed commissioners agree to a decision, do they have the final say?

Dissecting the Treaty of Ghent

Article V

Who will determine the boundary lines along the St. Croix River, the boundary along the northern most head of Connecticut, and the land following the St. Lawrence River?

What document do they need to produce?

Article VI

Who will determine the boundary lines within the St. Lawrence River along with the islands located along that river?

Article VII

Who will determine the boundary lines within Lake Huron and Lake Superior?

Articles IV,V,VI,VII all seem to deal with what issue?

Article VIII

If the two appointed commissioners need any help in determining the outcome of the boundary disputes, do they have the authority to appoint these positions?

If yes, who does the Treaty of Ghent specifically say they can use?

Dissecting the Treaty of Ghent

Article IX

Who does Article IX say the United States of America will end hostilities with?

What must be restored to those tribes or nations?

Who does Article IX say His Britannic Majesty will end hostilities with?

What must be restored to those tribes or nations?

What must the tribes or nations do to enjoy the end to those hostilities?

Article X

What did both the United States and His Majesty pledge to stop?

Article XI

How long was Washington D.C. given to ratify the Treaty of Ghent?

Glossary of Key Concepts

Alliance - a connection/agreement between two nations to assist the other in time of war

Anthem - a song praising and declaring loyalty to one's country

Battle - conflict between opposing military forces

Borders - boundary lines that separate or connect cities, states, or countries

"By any means necessary" - quote attributed to Malcolm X: *"We declare our right on this earth to be a man, to be a human being, to be respected as a human being, to be given the rights of a human being in this society on this earth in this day which we intend to bring into existence via any means necessary."*

Cession - something ceded or given up, especially land, property, or a right

Checks and Balances - the system set up by the U.S. Constitution in which each branch of the federal government has the power to limit the actions of the other branches

Colonel - a military officer of a rank above lieutenant colonel

Colonist - one of the early European settlers of North America before it became the United States

Communication - the exchange of information between people

Confederacy - a union of a political organization

Confederation - a united nation or league in a confederacy

Culture - beliefs, customs, practices, and social behavior of a particular nation or people

Diplomat - a member or employee of a government who represents his or her country in dealings with other nations

Debate - to talk about something at length and in detail, especially as part of a formal exchange of opinion

Duty - something that somebody is obliged to do for moral, legal, or religious reasons

Embargo - a government order restricting or prohibiting commerce, especially trade in a given commodity or with a particular nation

Expansionism - efforts of a government or country to increase its land or power

Federalist - political party that favored a strong centralized government

Fog of War - a term used to describe the level of confusion and situational uncertainty that occurs during a time of war

General - an officer of high rank in the army, air force, or marines

Geography - the physical features of a place or region

Hartford Convention - convention where New England Federalists gathered to discuss leaving the Union in 1814



Hero - a person distinguished by exceptional courage, nobility and strength

Hypocrisy - pretending to be what one is not or to believe what one does not

Impressments - to compel people to serve in a navy or army, especially by arbitrary means

Landmark - a prominent structure or geographic feature that identifies a location and serves as a guide to finding it

Loyalist - an American who supported the British during war

Metaphor - to describe somebody or something with a phrase that is not meant literally but by means of a vivid comparison that expresses something about him or her

Musket - a long-barreled shoulder gun that was lit by a match

Nationalism - proud loyalty and devotion to a nation

Neutrality - the state of not taking sides, especially in a war or dispute

Patriot - a proud supporter or defender of his or her country and its way of life

Perspective - a particular evaluation of a situation or facts, especially from one person's point of view

Physical Borders - borders that are determined by geographic features such as rivers or mountain ranges

Political Borders - borders that are determined by political or legal entities

Pride - a feeling of respect for one's self and/or culture

Protest - an expression of strong opposition to or disapproval of something in the form of a public demonstration or other action

Racism - the belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race; includes racial prejudice or discrimination

Saying - a word or phrase that a particular people use in certain situations

Secession - a formal withdrawal from an organization, state, or alliance

Separation of Powers - the constitutional requirement that each of the three branches of the U.S. government (executive, judicial, and legislative) be autonomous and distinct from the others

Slavery - submission to a dominating influence or the state of a person who is property of another

Slogan - a favorite saying of a sect or political group

Stalemate - a situation in which neither side can take any further worthwhile action

Strategic Plan - a coordinated method of doing something that is worked out in advance

Subordinates - lower than somebody in rank or status

Symbol - something that stands for or represents something else

Symbolism - the use of symbols to represent something abstract by something concrete

Technology - the application of tools and methods

Transportation - the act or business of carrying somebody or something from one place to another, usually in a vehicle

Treaty - a formal contract or agreement negotiated between countries or other political entities

Treaty of Ghent – a peace agreement signed by the British and Americans that ended the War of 1812

Tribal Heads - leader/head of a Native American tribe

Unity - being united by agreement, solidarity

War - a period of hostile relations between countries, states, or factions that leads to fighting between armed forces, especially in land, air, or sea battles

Warfare - the act or fact of engaging in a war

War Hawks - Republicans during James Madison's presidency who pressed for war with Britain



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Related Public Media Resources

Elementary Lessons

Multiple Perspectives of the War of 1812

The Beginning of the War: Two Views on Texas

Explore and compare varying conflicts that have escalated into wars and then debate the conflicting perspectives that resulted in the U.S.-Mexican War. www.pbs.org/kera/usmexicanwar/educators/two_views_on_texas.html

The Battle of the Bulge

Describe the military situation in the European Theater in late 1944 and investigate the Battle of the Bulge from both American and German points of view. www.pbs.org/thewar/downloads/bulge.pdf

Rwanda Conflict

The conflict between Hutus and Tutsis in Rwanda centers in some ways on the myth of settler vs. native, and the influence of colonial powers in creating conflict between ethnic groups within a country. www.pbs.org/hopes/rwanda/QUESTION.html

Israeli-Palestinian Peace Summit

Students will develop persuasive arguments for a given position or point of view regarding the Israeli-Palestinian conflict. www.pbs.org/wgbh/globalconnections/mideast/educators/nations/lesson3.html

What Would YOU Save?

American Experience: Dolley Madison

PBS program about the life of First Lady Dolley Madison – includes video clips and teacher resources. www.pbs.org/wgbh/americanexperience/films/dolley/

Choices in War: What Would You Save First?

Looting has erupted in cities throughout Iraq as a result of the fall of Saddam Hussein's regime. Government offices, hospitals, museums and other important facilities have been pillaged and often damaged or destroyed; important facilities have been damaged. Review the situation with your students and engage them in rationalizing what institutions they would defend if given this decision in the face of post-war looting. www.pbs.org/newshour/extra/teachers/lessonplans/iraq/choices_4-14.html

Exploring the Past

Investigate clues about the past and family history through photographs, drawings and other primary source materials. Explore traditions of preserving family histories and record events in your own life.

www.pbs.org/wnet/facesofamerica/lessons/exploring-the-past/lesson-overview/36/

Please Stand for the National Anthem

Revolutionary War Music

Investigate some of the more familiar and famous songs of the Revolutionary War period and how music was used to convey messages of patriotism and highlight popular sentiments. www.pbs.org/ktca/liberty/tguide_5.html

Songs of War

Explore the relationship between real-life events and popular music, focusing on a song written during the U.S.-Mexican War. www.pbs.org/kera/usmexicanwar/educators/songs_of_war.html

Important People Foldable

We Shall Remain: Tecumseh's Vision

Explore the significance of Tecumseh's stand for Native American survival and his visionary movement to secure cultural and physical space for Indian people through united resistance. www.pbs.org/wgbh/amex/weshallremain/beyond_broadcast/activities_2

Intermediate Lessons

What is a Border?

Road Quest

Explore the shape of states across the United States by matching each state's shape with its license plate before time runs out in this online interactive game. pbskids.org/wilsonandditch/plategame/index.html

The Demise of the Great American Frontier

Examine maps created by Frederick Jackson Turner and census data showing the end of the frontier in the early 19th century. Display visual data by developing a series of shaded maps using census data to show the moving frontier. www.pbs.org/fmc/lessons/lesson1.htm

Mapping an Empire

Compare maps of the Roman Empire in 44 BC and 116 AD to investigate the expansion of the Roman Empire during that time period. Draw conclusions about the effectiveness of specific emperors and the pros and cons of expanding the empire so quickly. www.pbs.org/empires/romans/educators/lesson4.html



Dissent

Chicago 10: Dissent in Democracy

Examine the role of dissent in American democracy through this study of the 1968 Democratic Convention and the "Chicago 10." Explore the many forms of protest from America's recent turbulent past to contemporary manifestations of dissent.

www.pbs.org/independentlens/chicago10/resources/chicago10_dissent.pdf

Chicago 10: Media Literacy

Deconstruct the explosion of images and sounds that erupted from the 1968 Democratic Convention. Explore and evaluate the role of the media in our perceptions and reactions regarding the protests staged by the "Chicago 10."

www.pbs.org/independentlens/chicago10/resources/chicago10_medialiteracy.pdf

Strange Fruit: Protest Music

Explore American protest songs and songwriters whose words and music served as catalysts for thought, action and social change. Listen to audio clips while exploring the lyrics and backgrounds of songs from eight eras of U.S. history.

www.pbs.org/independentlens/strangefruit/protest.html

War of 1812 Scavenger Hunt

War Letters: Geography

Map areas of the world where American military forces have fought wars and describe the importance of the locations of battles mentioned in letters read in the accompanying program.

www.pbs.org/wgbh/americanexperience/features/teachers-resources/warletters-teachers-guide/

Two Days in October: Geography

Locate on maps of Vietnam and the U.S. major battles and anti-war demonstrations from one year of the Vietnam War to identify links between the events. www.pbs.org/wgbh/amex/twodays/tguide/index.html

Build a Battle

The Union's "Grand Strategy"

Interpret a map highlighting the "Grand Strategy" of the Union designed by General McClellan. Research the various provisions in the strategy to form conclusions about its strengths and weaknesses. www.pbs.org/civilwar/classroom/lesson_grand_strategy.html

Factors That Handicapped the British

Examine some of the mistakes and misjudgments made by the British that led to their failure to win the Revolutionary War. Compare this surprising defeat to other military conflicts in history. www.pbs.org/ktca/liberty/tguide_4.html

Battle of the Bulge

Describe the military situation in the European Theater in late 1944 and investigate the Battle of the Bulge from both American and German points of view. Write a mock letter home as either an American or German soldier on the front lines.

www.pbs.org/thewar/downloads/bulge.pdf

Treaty of Ghent Simulation

Lee and Grant at Appomattox Courthouse

Research Union General Ulysses S. Grant's battle strategies and how they led to the end of the Civil War. Analyze the terms of surrender, as well as the events leading to Robert E. Lee's surrender, by investigating Grant's own memoirs of this time.

www.pbs.org/civilwar/classroom/lesson_appomattox.html

Wilson's 14 Points

Examine Woodrow Wilson's Fourteen Points, discuss how Wilson's plan and the establishment of the League of Nations were intended to bring peace. Compare these with the Treaty of Versailles and the results of the demands for reparations from Germany.

www.pbs.org/wnet/historyofus/teachers/pdfs/segment11-4.pdf

The Conferences

Re-enact the Allies' conferences at Teheran and Yalta during World War II. Understand the diplomatic maneuvers of the represented nations as each attempted to gain concessions to achieve its national goals.

www.pbs.org/behindcloseddoors/education/webquests/the-conferences.html

How Do You Talk to the Enemy?

Examine the situation in Afghanistan and explore the possibility of negotiating with the Taliban. View recent news reports, discuss possible conflict resolution techniques and develop and evaluate a plan for resolving the conflict.

www.pbs.org/newshour/extra/teachers/lessonplans/world/july-dec09/how_to_talk_to_the_enemy.html

Every Song Tells a Story

Civil War Music

Describe the ways historic events influence popular music. Compare lyrics of Civil War songs from both sides, including "Battle Cry of Freedom" and "Dixie," and make conclusions about the lyrics. www.pbs.org/civilwar/classroom/lesson_music.html

The Pen vs. the Sword: Lyrical Responses to a Nation at War

Research lyrics and/or poems associated with a specific American war, and create a poster with information on the history and significance of the works. Write a song or poem about the war in Iraq or war in general.

www.pbs.org/newshour/extra/teachers/lessonplans/art/literary_war.html



Sierra Leone's Refugee All Stars: Music as Social Protest

Learn about a musical band born in a West African refugee camp that chooses to fight back against their circumstances with music. Write new lyrics to an existing song to address a current social issue. www.pbs.org/pov/sierraleone/lesson_plan.php

1812 Portfolio

Were There Two Wars for American Independence?

Evaluate whether the War of 1812 might be considered America's "second war of independence" with this WebQuest. www.pbs.org/wgbh/americanexperience/features/teachers-resources/dolley-teacher-resource/

William Henry Harrison Makes the Front Page!

Conflicting Newspaper Accounts

In this lesson students write Civil War newspapers about the Battle of Antietam from the opposing perspectives of North and South. www.pbs.org/civilwar/classroom/lesson_accounts.html

Finding the Right Words

Explore how hard it can be to capture the essence of a scene using only words. Examine the challenges war correspondents must face while trying to capture a scene they are witnessing and convey that scene to the public with the right words. www.pbs.org/weta/reportingamericaatwar/teachers/rightwords.html

The War through the Eyes of Al McIntosh

Investigate newspaper editors and correspondents who reported the local impact of war events on communities and towns at home. Review local newspaper stories and editorials from World War II and then write a mock story about the war for the folks back home. www.pbs.org/thewar/downloads/al_mcintosh.pdf

A Bundle of Twigs

We Shall Remain: Tecumseh's Vision

Explore the significance of Tecumseh's stand for Native American survival and his visionary movement to secure cultural and physical space for Indian people through united resistance. www.pbs.org/wgbh/amex/weshallremain/beyond_broadcast/activities_2

Sacred Ground or Federal Ground?

Examine the struggles of the Lakota Sioux to maintain their sacred site at Mato Tipila at Devils Rock in Wyoming. Compare the plight of the Lakota to that of the Hopi and Wintu, who also struggle to maintain their sacred lands. www.pbs.org/pov/inthelightofreverence/lessonplan2.php

Commencement

Caustic Causes

Civil War: Manassas

Examine the causes of the Civil War, describe why the battles at Bull Run and Manassas awakened both the North and the South to the realities of war and read and discuss personal accounts of what it was like to be a slave.

www.pbs.org/wnet/historyofus/teachers/pdfs/segment6-1.pdf

WWI: Beginnings and Progression

Examine the events and people that led the world toward global war. Research and analyze the causes to determine how the events, if altered, might have averted war or ended it sooner.

www.pbs.org/greatwar/resources/lesson1.html

Causes of the Cold War

Investigate the political circumstances that led to rising tensions between the United States and the Soviet Union. Speculate on ways the Cold War might have been avoided and determine why it ultimately wasn't.

www.pbs.org/behindcloseddoors/education/snapshot-lessons/coldwar.html

Symbols, Sayings & Slogans

Revolution: Debate & Political Symbols

Explore the rhetoric of British American colonists during the American Revolution and its application to the lives of enslaved Africans and free blacks. Understand that both fought for freedom and liberty against similar causes. www.pbs.org/wgbh/aia/tguide/2tgfocus.html

Remember the Alamo: Civics

Research well-known slogans and quotations from U.S. history and create a poster depicting the circumstances in which the saying arose. Explore the importance to the battle of the area's 4,000 Mexican Texans, or Tejanos, and describe their fate.

www.pbs.org/wgbh/amex/alamo/tguide/index.html

A Slogan that Captures America's Best Identity

Consider how vacation spots develop their own identities, and explore the perceived images of different countries. Develop a slogan that captures America's best identity. www.pbs.org/pov/borders/2006/foreducators_slogan.html

A Fight is On, How Much Power Will You Don?

Structure of Congress

Students will begin to understand the roles played by the Democratic and Republican parties, congressional leaders, committees and other groups to which members of Congress belong, as well as the formal process of lawmaking and differences between the House and Senate.

www.pbs.org/newshour/extra/teachers/lessonplans/politics/congress.html



The Decision to Go to War

This lesson may be used to discuss with your students President Bush's decision to go to war with Iraq. This lesson is most appropriate for use in a government or history class but may be used in any social studies class. Government teachers may wish to emphasize the political process leading up to the war and the implications for George Bush as president while History teachers may wish to focus on the relevant historical precedents. www.pbs.org/newshour/extra/teachers/lessonplans/iraq/war.html

The President: Politician in Chief

In this lesson students will examine the formal and informal powers of the president, as well as the political skills required to win office. They will also assess the personal qualities needed to win office and to carry out the responsibilities of the presidency.

www.pbs.org/elections/kids/lessons/lesson_plan5.html

Portrait of a Hero

Everyday Heroes

Explain how everyday heroes are just as heroic as famous ones and list heroic things they do. Design and present awards to everyday heroes you know, including yourself. www.pbs.org/parents/arthur/activities/acts/everyday_heroes.html

Honoring Heroes and History

Explore public sculptures and memorials. Discuss how artists' interpretations of history can influence perceptions of the past.

www.pbs.org/art21/education/ritual/lesson2.html

Awarding Valor

Investigate and define valor in the context of the Medal of Honor and extend the defining parameters of the award to incorporate a broader group of recipients. Explore historic controversies surrounding minority recipients of the award.

www.pbs.org/weta/americanvalor/teachers/lesson1.html

Fog of War

Missing In MiG Valley

Research and report on technological advances and tactical strategies used in wars of the 20th century.

www.pbs.org/wgbh/nova/teachers/activities/3418_warplane.html

Dissecting the Treaty of Ghent

The Laws Live On

Examine the content of the U.S. Constitution, the Bill of Rights and Napoleon's civil code on France. Consider the strongest parts of each, and draft a new governing document. www.pbs.org/empires/napoleon/n_clas/lawsliveon.html

The “Failed Peace”

Investigate why it was impossible to achieve a lasting peace after the end of fighting in the Great War. Research how propaganda swayed delegates against a "peace without victory," and create "pro-treaty" propaganda posters or speeches.

www.pbs.org/greatwar/resources/lesson7.html

Black Marines “Walk and Talk”

Double V

Examine how African Americans furthered their quest for equal rights during World War II. Discover how they used the Double V campaign to resolve their inherent conflict of fighting for a country that did not grant them full rights of citizenship.

www.pbs.org/thewar/downloads/double_v.pdf

The Freedom to Fight

Explore the experience of African American soldiers in the Civil War. Analyze discrimination against African Americans in the U.S. military through the end of World War II and how desegregation of the armed forces set a precedent for U.S. society.

www.pbs.org/wnet/aalives/teachers/freedom_to_fight.html

Robert Gould Shaw and the 54th Massachusetts

Investigate the experiences of black troops during the Civil War by reading personal letters from black soldiers. Explore the ethics of the Union Army's treatment of civilians witnessed by Colonel Robert Shaw at one Union raid. www.pbs.org/civilwar/classroom/lesson_shaw.html

Eyes on the Prize: Right Makes Might

Role play Martin Luther King, Jr. or Malcolm X and debate the use of violence in civil rights demonstrations from both moral and practical viewpoints. Select a contemporary issue and examine the possible role for non-violence in addressing it.

www.pbs.org/wgbh/amex/eyesontheprize/tguide/middle.html#lesson5



The War of 1812

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