The War of 1812

Grade Level: Second Grade
Presented by: Jeanie Vance and Keitha Bailey, Clegern Elementary School, Edmond, Oklahoma
Length of Unit: Thirteen Lessons

I. ABSTRACT
In this unit, students will learn about our country’s history by studying the events leading up to and during the War of 1812.

II. OVERVIEW
A. Concept Objectives:
1. The students will understand the meaning of time and chronology.
2. The students will develop a sense of historical empathy.
3. The students will gain an understanding of how an historical event may have multiple causes and effects.

B. Core Knowledge Sequence Content
1. Geography
   a. Spatial Sense
      (1) Name your continent and country
      (2) Understand that maps have keys or legends with symbols and their uses
      (3) Identify a major ocean: Atlantic
      (4) Continents: Europe and North America
   b. Geographical Terms and Features
      (1) Coast
2. The War of 1812
   a. President James Madison and Dolley Madison
   b. British imprisonment of American sailors
   c. Old Ironsides
   d. British burn the White House
   e. Fort McHenry, Francis Scott Key, and “The Star-Spangled Banner”
   f. Battle of New Orleans, Andrew Jackson
   g. Fort McHenry, Francis Scott Key, and “The Star-Spangled Banner”
3. Symbols and Figures
   a. U. S. flags: current and earlier versions
4. Music
   a. The Star-Spangled Banner
   b. This Land is Your Land
5. Mathematics
   a. Numbers and Number Sense
      (1) Identify ordinal position, 1st to 20th
      (2) Identify even and odd numbers
      (3) Recognize place value: ones, tens, hundreds
   b. Computation
      (1) Know subtraction facts to 18
      (2) Know how to write subtraction problems
      (3) Know how to write subtraction problems vertically
      (4) Solve two-digit and three-digit subtraction problems without regrouping.
   c. Measurement
      (1) Linear Measure
         (a) Make linear measurements in feet
(b) Know that one foot = 12 inches

(2) Time
   (a) Solve problems on elapsed time (How much time has passed?)
   (b) Write the date using words and numbers

(3) Geometry
   (a) Describe square, rectangle, triangle according to number of sides;
       distinguish between square and rectangle as regards length of sides (a
       square has sides of equal length)
   (b) Identify a line of symmetry

6. Science
   a. The Water Cycle
      (1) Most of the earth’s surface is covered by water.
   b. The Digestive and Excretory Systems
      (2) Teeth: incisors, bicuspids, molars

C. Edmond Public Schools Literacy Skill:

1. Reading:
   a. The student will make connections to text (e.g., remember and talk about books he
      or she has read, relate information gained from reading to prior knowledge and
      experience).
   b. The student will determine a probable outcome or logical future action in a text,
      drawing on his or her own knowledge of the world.
   c. The student will describe personal preferences regarding fiction and nonfiction and
      justify his or her opinion.
   d. The student will recognize the author’s purpose for writing a text.
   e. The student will differentiate between fact and opinion in reading passages.
   f. The student will compare or contrast topics or ideas between two passages to make
      connections between texts.
   g. The student will read a selection from a grade-level story or poem and respond
      through writing.
   h. The student will read selections from grade-level nonfiction text and respond
      through writing.
   i. The student will print uppercase and lowercase letters legibly in words and
      sentences.

2. Math
   a. The student will find the difference of two whole numbers of not more than three
digits, with regrouping.
   b. The student will identify two-dimensional figures.
   c. The student will identify a number or series of numbers as odd or even.
   d. The student will identify the object in a specific ordinal position in a row of up to
      20 objects.
   e. The students will recall the difference of a basic subtraction number fact involving
      minuends of 18 or less.

3. Social Studies
   a. The student will use legend information on a map to locate a designated area.
   b. The student will locate a place or determine a direction on a map using a compass
      rose.
   c. The student will read a simple timeline and sequence events chronologically.
   d. The student will describe the symbolism of the American flag (e.g., stars, stripes,
      colors).
   e. The student will recognize the historical person associated with given information.
   f. The student will determine if a picture represents the past or the present.
The student will develop historical literacy through the study of stories, folktales, legends, and biographies of people through written, oral, or pictorial expression.

4. Technology
The Priority Academic Student Skills were written to provide utilization of technology throughout the curriculum. These priority skills were purposely designed to be broad in defining the basic skills for instructional technology statewide. Each level of technology skill is built upon previous levels. The skills addressed are:
   a. operation of the computer
   b. application of software as a tool
   c. problem-solving skills
   d. telecommunications skills
   e. ethical and legal issues in technology
   f. technology skills necessary for success.

5. Instructional Technology: Introductory Level
The Student will:
   a. Demonstrate proper care of hardware and software.
   b. Follow verbal and computer-given directions using instructional software.
   c. Identify and use computer terms appropriate to grade level.
   d. Use the computer as a communication tool (documents, electronic mail, the Internet, telecommunications).
   e. Become familiar with keyboard functions and general keyboarding skills.

III. BACKGROUND KNOWLEDGE
A. Teacher:

B. Children:
   2. Lowitz, Sadyebeth, Mr. Key’s Song. Lerner Publications Co., Minneapolis, Minn. 1968. ISBN 8225-0137-6

IV. RESOURCES
A. Books:
V. LESSONS

Lesson One: General Washington

A. Objective/Goals:
1. Lesson Content: General George Washington, James Madison
2. Concept Objectives: The students will understand the meaning of time and chronology.
3. Skill Objectives:
   a. To put together a timeline starting with George Washington to James Madison.
   b. To read and discuss the first half of Buttons for General Washington.
   c. To become familiar with the authors Peter and Connie Roop.
   d. To complete a subtraction paper using a code of 1 digit from 2 digit problems without regrouping found in Addition and Subtraction Math Riddles by Frank Schaffer Publications Inc. (Page 22)
   e. To learn the key vocabulary words

B. Materials:
1. Paper and pencil
2. A dictionary for each child
3. Copies of the timeline (Appendix A)

C. Key Vocabulary:
1. headquarters
2. code
3. Tories

D. Procedures/Activities:
1. Students will discuss the timeline starting with George Washington to James Madison
2. The teacher will introduce the story Buttons for General Washington by Peter and Connie Roop.
3. The teacher will introduce the authors Peter and Connie Roop.
4. The teacher will do a book talk on Ahoyka and the Talking Leaves by Peter and Connie Roop.
5. Students will work in pairs looking up related vocabulary words.
   a. headquarters
   b. code
   c. Tories
6. Students will complete a math paper using a code.
7. Students will read the first half of Buttons for General Washington by Peter and Connie Roop.

E. Evaluation
Evaluation will be based on teacher observation during small and large group discussion times and individual student participation.

Lesson Two: Revolutionary War

A. Objectives/Goals:
1. Lesson Content: the Revolutionary War
2. Concept Objectives: The students will develop a sense of historical empathy.
3. Skill Objectives:
   a. To review the Revolutionary War time period
   b. To finish reading and discussing Buttons for General Washington by Peter and Connie Roop
   c. To complete a subtraction paper using a code of 2 digit from 2 digit problems without regrouping found in Addition and Subtraction Math Riddles by Frank Schaffer Publications Inc. (Page 25)
   d. To become familiar with a present day General’s uniform.
e. To learn the key vocabulary words.

B. Materials:
1. A dictionary for each student
3. Book: Collection for Young Scholars Volume 2 by Open Court Publications for each child
4. Paper and pencil
5. General’s uniform

C. Key Vocabulary:
1. decode
2. Patriot
3. British

D. Procedure/Activities:
1. Students will discuss what they know about the Revolutionary War.
2. The teacher will lead a discussion about the first part of Buttons for General Washington by Peter and Connie Roop.
3. Students will work in pairs to look up vocabulary words related to the story.
   a. decode
   b. Patriot
   c. British
4. Students will read and discuss the ending to the story Buttons for General Washington by Peter and Connie Roop.
5. Student will complete a math paper using a code found in Addition and Subtraction Math Riddles by Frank Schaffer Publications Inc. (Page 25)
6. The teacher will show a modern day General’s uniform.

E. Evaluation
Evaluation will be based on teacher observation during small and large group discussion times and individual student participation.

Lesson Three: The First Fourth of July

A. Objectives/Goals:
1. Lesson Content: July 4, 1776, Andrew Jackson
2. Concept Objectives: The students will understand the meaning of time and chronology.
3. Skill Objectives:
   a. To introduce the time period of 1776 as our nation’s birth
   b. To read and discuss the story The First Fourth of July by Charles P. Graves
   c. To become familiar with the author Charles P. Graves
   d. To become familiar with the flag of 1777
   e. To introduce Andrew Jackson

B. Materials:
1. A dictionary for each student
3. Copies of the flag of 1777 found in The Star-Spangled Banner by Douglas M. Rife (Page 8)
4. Paper and pencil

C. Key Vocabulary:
1. resolution
2. alternating
3. constellation

D. Procedures/Activities:
1. The teacher will introduce the story The First Fourth of July by Charles P. Graves.
2. Students will work in pairs to look up words related to the story.
   a. Congress
   b. lead
   c. pursuit
3. Students will read and discuss the story The First Fourth of July by Charles P. Graves.
4. Students will color the flag of 1777 found in The Star-Spangled Banner by Douglas M. Rife.

E. Evaluation
   Evaluation will be based on teacher observation during small and large group discussion times and individual student participation.

Lesson Four: George Washington’s Boyhood

A. Objective/Goals:
1. Lesson Content: George Washington, James Madison
2. Concept Objectives: The students will understand the meaning of time and chronology.
3. Skill Objectives:
   a. To review the time line from George Washington to James Madison.
   b. To compare and contrast Washington as a boy to a boy’s life in present day.
   c. To discuss how people who lived during the 1800’s took care of their teeth compared to how we care for our teeth now.
   d. To learn what incisors, bicuspids, and molars are.

B. Materials:
1. A dictionary for each student
2. Paper and pencil
3. Copies of the Venn Diagram (Appendix B)

C. Key Vocabulary:
1. biography
2. present
3. compare

D. Procedure/Activities:
1. The teacher will read A Picture Book of George Washington by David Adler.
2. Students will complete a Venn Diagram to compare Washington’s life to present day life.
3. The teacher will read Teeth by John Gaskin.
4. Students will discuss how people who lived during the 1800’s took care of their teeth compared to how we care for our teeth now.
5. Students will work in pairs to look up key vocabulary words.
6. Students will listen to a presentation given by a dentist on dental health.

E. Evaluation
   Evaluation will be based on teacher observation during small and large group discussion times and individual student participation.

Lesson Five: The Eagle Is A National Symbol

A. Objectives/Goals:
1. Lesson Content: the eagle
2. Concept Objectives: The students will understand the meaning of time and chronology.
3. Skill Objectives:
   a. To complete a patriotic art project.
   b. To discuss odd and even numbers.
   c. To identify a line of symmetry.
   d. To describe a square and a triangle according to the number of sides.
   e. To have a Sustained Silent Reading time to read related books about the 1776 time period.
   f. To learn key vocabulary words.

B. Materials:
1. Paper and pencil
2. A dictionary for each student
3. Glue, scissors, white and brown construction paper
4. Copies of the head and tail of the eagle (Appendix C)

C. Key Vocabulary:
1. patriotic
2. soar
3. aerie
4. symmetry

D. Procedure/Activities:
1. The teacher will discuss odd and even numbers.
2. The teacher will discuss squares and triangles according to the number of sides.
3. The teacher will discuss what a line of symmetry is.
4. Students will choose a book to read during a Sustained Silent Reading time.
5. Students will complete a patriotic 3-D eagle art project.
6. Students will work in pairs looking up key vocabulary words.

E. Evaluation
Evaluation will be based on teacher observation during small and large group discussion times and individual student participation.

Lesson Six: To War Again
A. Objectives/Goals:
1. Lesson Content: the time period from 1176-1812, Belgium, England
2. Concept Objectives: The students will understand the meaning of time and chronology. The students will gain an understanding of how an historical event may have multiple causes and effects.
3. Skill Objectives:
   a. To review the time line from 1776-1812.
   b. To locate Belgium and England on a map.
   c. To complete a writing for their Liberty booklet (The teacher will collect the students writing daily and put it in a white folder to form their Liberty booklet.)
   d. To learn fascinating facts about the Constitution (Web site: http://www.constitutionfacts.com/cbody2.shtml)
   e. To learn how to write subtraction problems vertically
   f. To solve a four-digit subtraction problem with regrouping.
   g. To write and solve a word problem related to the war.
   h. To learn key vocabulary words.
i. To become familiar with the Preamble to the Constitution.
j. To encourage each student to memorize the Preamble to the Constitution.

B. Materials:
1. Paper and pencil
2. A dictionary for each student
3. Copies of the Preamble to the Constitution
4. World map
5. A 11” by 18” piece of white construction paper, folded in half for each student

C. Key Vocabulary:
1. treaty
2. liberty
3. defend

D. Procedures/Activities:
1. Students will write and solve a word problem to find out how many years there are between 1776 and 1812.
2. Students will use a world map to locate Belgium and England.
3. Students will complete a writing for their Liberty booklet.
4. The teacher will read the Preamble to the Constitution and share fascinating facts about it throughout the unit.
5. The students will work in pairs to look up key vocabulary words.

E. Evaluation
Evaluation will be based on teacher observation during small and large group discussion times and individual participation.

F. Writing I
In 1812, the United States again went to war against the British to defend their liberty. The war ended when the British and Americans signed the Treaty of Ghent in Ghent, Belgium, on December 24, 1812. Adapted from Grollier Multimedia Encyclopedia. Grollier CD-ROM. 1998.

Lesson Seven: The Actual Star-Spangled Banner

A. Objective/Goals:
2. Concept Objectives: The students will understand the meaning of time and chronology. The students will develop a sense of historical empathy.
3. Skill Objectives:
   a. To discuss the battle that took place at Fort McHenry.
   b. To locate Fort McHenry on a map.
   c. To complete a writing page for their Liberty booklet.
   d. To use the Internet to research the U.S.S. Constitution (www.ussoldironsides.com)
   e. To color a map of the Battle of Baltimore found in The Star-Spangled Banner by Douglas M. Rife (Page 15)
   f. To learn key vocabulary words

B. Materials:
1. Paper, pencil and map pencils
2. World map
4. Copies of The Battle of Baltimore Map found in The Star-Spangled Banner by Douglas M. Rife (Page 15)
5. A dictionary for each student
C. Key Vocabulary:
1. battleship
2. constitution
3. commissioned

D. Procedures/Activities:
1. The teacher will read background information about the War of 1812 from What Your 2nd Grader Needs to Know (Pages 128-130).
2. The students will color a map of The Battle of Baltimore found in The Star-Spangled Banner by Douglas M. Rife. (Page 15)
3. The students will take a virtual field trip on the Internet to become familiar with the U.S.S. Constitution. (http://www.oldironside.com/virtualfieldtrip)
4. The students will complete a writing for their Liberty booklet.
5. The students will work in pairs to look up key vocabulary words.

E. Evaluation
Evaluation will be based on teacher observation during small and large group discussion times and individual student participation.

F. Writing
During the war, the British had a plan to capture the city of Baltimore by destroying Fort McHenry, which guarded the city from attack by sea. The actual Star-Spangled Banner was 30’ by 42’ – the largest battle flag ever flown. Major George Armistead, the commander of Fort McHenry, commissioned the flag. He wanted a flag large enough to be seen by the British at a distance. Adapted from Star-Spangled Trivia by Nina Gilbert at http://www.arts.uci.edu/gilbert/Star-Spangled-Banner.htm.

Lesson Eight: Mary Pickersgill

A. Objective/Goals:
1. Lesson Content: the Star Spangled Banner
2. Concept Objectives: The students will understand the meaning of time and chronology. The students will develop a sense of historical empathy. The students will understand how an event may have multiple causes and effects.
3. Skill Objectives:
   a. To learn who made the flag that flew at Fort McHenry.
   b. To complete a writing for their Liberty booklet.
   c. To color a picture of the Star-Spangled Banner found in The Star-Spangled Banner by Douglas M. Rife (Page 8).
   d. To recreate the original size of the flag.
   e. To learn key vocabulary words.
   f. To use the Internet to look up information on the Star-Spangled Banner (Web site: http://www.150.si.edu/chap3/flag.htm)

B. Materials:
1. Paper, pencil and crayons
2. Copies of the Star-Spangled Banner found in The Star-Spangled Banner by Douglas M. Rife (Page 8)
3. A dictionary for each student
4. Eight pieces of red crepe paper 42’ long
5. Seven pieces of white crepe paper 42’ long
6. Two pieces of white crepe paper 30’ long
7. Fifteen large stars cut out of white poster board

C. Key Vocabulary:
1. bunting
2. Union
3. assisted

D. Procedures/Activities:
1. The teacher will read background information about Mary Pickersgill found in The Star-Spangled Banner by Douglas M. Rife. (Page 12)
2. Students will complete a writing for their Liberty booklet.
3. Students will color a flag from the War of 1812 from The Star-Spangled Banner by Douglas M. Rife. (Page 8)
4. Students will use the Internet to look up information about the Star-Spangled Banner.
5. Students will measure the size of the flag. (30’ by 42’)

E. Evaluation
Evaluation will be based on teacher observation during small and large group discussion times and individual student participation.

F. Writing 3
Flag-maker Mary Young Pickersgill, assisted by her 13 year-old daughter Caroline, assembled the flag with fifteen stars and fifteen stripes, laying out yards of woolen bunting at night by candlelight.

The flag of 1812 had fifteen stars and stripes because two new states—Kentucky and Vermont—had joined the Union by then.

Adapted from Star Spangled Trivia by Nina Gilbert at http://www.arts.uci.edu/gilbert/Star-Spangled-Banner.htm.

Lesson Nine: Francis Scott Key
A. Objectives/Goals:
1. Lesson Content: Francis Scott Key, the Star Spangled Banner
2. Concept Objectives: The students will develop a sense of historical empathy.
3. Skill Objectives:
   a. To become familiar with the history of the flag and the Star-Spangled Banner
   b. To complete a work sheet entitled Getting to Know the Flag found in Social Studies Grades 2-3 by Frank Schaffer Publications. (Page 4)
   c. To complete a writing for their Liberty booklet.
   d. To enjoy the reading of The Star-Spangled Banner by Peter Spier.
   e. To learn key vocabulary words.

B. Materials:
1. Paper, pencil and crayons
2. Copies of Getting to Know the Flag found in Social Studies Grades 2-3 by Frank Schaffer Publications. (Page 4)
3. Book: The Star-Spangled Banner by Peter Spier
4. A dictionary for each student

C. Key Vocabulary:
1. negotiate
2. bombarded
3. aboard

D. Procedures/Activities:
1. The teacher will read The Star-Spangled Banner by Peter Spier.
2. Students will complete a work sheet called Getting to Know the Flag found in Social Studies Grades 2-3 by Frank Schaffer Publications. (Page 4)
3. Students will work in pairs to look up key vocabulary words.
4. Students will complete a writing for their Liberty booklet.
E. Evaluation  
Evaluation will be based on teacher observation during small and large group discussion times and individual student participation.

F. Writing 4  
On September 13, 1814, Francis Scott Key was aboard a British ship trying to negotiate the freedom of some American prisoners. Key and his friends were held on the ship all night while the British bombarded Fort McHenry.
Adapted from The Star-Spangled Banner by Smithsonian Institution at http://www.150.si.edu/chap3/flag.htm.

Lesson Ten: Rockets Red Glare  
A. Objectives/Goals:  
1. Lesson Content: the battle at Fort McHenry  
2. Concept Objectives: The students will develop a sense of historical empathy.  
3. Skill Objectives:  
   a. To learn what the shelling was like at Fort McHenry.  
   b. To complete a writing for their Liberty booklet.  
   c. To enjoy the book Mr. Key’s Song by Sadyebeth Lowitz  
   d. To learn key vocabulary words.  
   e. To illustrate The Star-Spangled Banner  
   f. To complete an art project of the type of ships used in the battle of 1812.

B. Materials:  
1. Writing paper, drawing paper, pencil and crayons  
2. Book: Mr. Key’s Song by Sadyebeth Lowitz  
3. A dictionary for each student  
4. Copies of the sails and boats (Appendix D) (run the boats on brown construction & the sails on white construction paper)  
5. White construction paper

C. Key Vocabulary:  
1. dawn  
2. rockets  
3. midair

D. Procedures/Activities:  
1. The teacher will discuss why Francis Scott Key used certain phrases to describe the battle at Fort McHenry.  
2. Students will be put in groups of two. Each group will be assigned a phrase of the Star-Spangled Banner to illustrate. These pages will be used to make a class book. The illustrations will also be used in a musical presentation.  
3. Students will work in pairs to look up key vocabulary words.  
4. Students will complete a writing for their Liberty booklet.  
5. Students will complete an art project of the type of ships used in the battle of 1812.

E. Evaluation  
Evaluation will be based on teacher observation during small and large group discussion times and individual student participation.

F. Writing 5  
The British fired 1500 bombshells at Fort McHenry, including Congreve rockets that left red tails of flame and bombs with burning fuses that were supposed to explode when they reached their target but often blew up in midair. At dawn the Americans saw their flag still flying.  
Adapted from Star-Spangled Trivia by Nina Gilbert at http://www.arts.uci.edu/gilbert/Star-Spangled-Banner.html.
Lesson Eleven: The National Anthem

A. Objectives/Goals:
   1. Lesson Content: the National Anthem
   2. Concept Objectives: The students will develop a sense of historical empathy.
   3. Skill Objectives:
      a. To listen to different versions of the Star-Spangled Banner.
      b. To complete a work sheet about the flag entitled The Star-Spangled Banner found in Social Studies Grades 2-3 by Frank Schaffer Publications. (Page 2)
      c. To complete a writing for their Liberty booklet.
      d. To learn key vocabulary words.
      e. To construct a patriotic wind sock.

B. Materials:
   1. Paper, pencil, crayons, scissors and glue
   2. Copies of the work sheet The Star-Spangled Banner found in Social Studies Grades 2-3 by Frank Schaffer Publications. (Page 2)
   3. A dictionary for each student
   4. Different musical versions of the Star-Spangled Banner
   5. Copies of the stars (Appendix E)
   6. Blue construction paper 6” x 18” for each student
   7. Four red and four white 15’ x 1” tissue paper streamers for each student
   8. Blue yarn cut 36” for each student

C. Key Vocabulary:
   1. anthem
   2. banner
   3. spangled

D. Procedures/Goals:
   1. Students will listen to different versions of the singing of the Star-Spangled Banner.
   2. Students will complete a work sheet called The Star-Spangled Banner found in Social Studies Grades 2-3 by Frank Schaffer Publications. (Page 2)
   3. Students will complete a writing for their Liberty booklet.
   4. Students will work in pairs to look up key vocabulary words.
   5. Students will make a patriotic wind sock.

E. Evaluation
   Evaluation will be based on teacher observation during small and large group discussion times and individual student participation.

F. Writing 6
   To celebrate the victory, Key wrote a poem about what he had seen and it became known as “The Star-Spangled Banner.” His poem was put to the music of an old English song. In 1931 it became the official National Anthem of the United States.

   Adapted from Star-Spangled Trivia by Nina Gilbert at http://www.arts.uci.edu/gilbert/Star-Spangled-Banner.html.

Lesson Twelve: Dolley and James Madison

A. Objectives/Goals:
   1. Lesson Content: Dolley and James Madison
   2. Concept Objectives: The students will develop a sense of historical empathy.
   3. Skill Objectives:
      a. To learn why and how the British burned the White House.
      b. To discuss Dolley and James Madison’s life.
      c. To complete a writing for their Liberty booklet.
      d. To learn key vocabulary words.
To enjoy the reading of *The Story of the Burning of Washington* by Conrad R. Stein.

**B. Materials:**
1. Paper and pencil
2. A dictionary for each student

**3. Key Vocabulary:**
1. heroine
2. invaded
3. portrait

**4. Procedures/Activities:**
1. The teacher will share the book *The Story of the Burning of Washington* by Conrad R. Stein.
2. The teacher will share information about Dolley and James Madison.
   a. The students will use the Internet to find information on Dolley and James Madison.

**E. Evaluation** - Evaluation will be based on teacher observation during small and large group discussion times and individual student participation.

**F. Writing**

A true heroine of the War of 1812 was Dolley Madison. She was the wife of the 4th President of the United States, James Madison. In 1814 the British invaded Washington D.C. They burned the White House, but as it was going up in flames she managed to save some important papers and a portrait of George Washington. Dolley Madison is one of the most famous first ladies in American history.

Adapted from Dolley Madison by Gotha Middle School (Sherri W.) at [http://www.gms.ocps.k12.fl.us/biopage/h-m/dolley.html](http://www.gms.ocps.k12.fl.us/biopage/h-m/dolley.html)

**VI. CULMINATING CELEBRATION**

**A. Objectives/Goals:**
1. To review the knowledge learned in the study of the War of 1812.
2. To have a Sustained Silent Reading time to enjoy all the books introduced in this unit.
3. To celebrate each student’s accomplishment.
4. To decorate their Liberty booklet.

**B. Materials:**
1. Dolley Madison doughnuts (white)
2. Cups (blue)
3. Punch (red)
4. All the children’s books listed on the Bibliography
5. Students’ Liberty booklets
6. Eight red strips 11” by 1” for each student
7. One blue square 4” by 4” for each student
8. Fifteen self stick white or silver stars for each student
9. Copies of the key vocabulary list (Appendix F)

**C. Key Vocabulary:**
   Students will review all key vocabulary words.

**D. Procedures/Activities:**
1. The students will decorate their Liberty booklet by making it look like the flag of 1812.
2. The students will have a Sustained Silent Reading time where they can read some of the books introduced during this unit.
3. The students will be served a treat to celebrate their accomplishments during their study.
E. Evaluation
Evaluation will be based on teacher observation during small and large group discussion times and individual student participation.

VII. HANDOUTS/WORKSHEETS
Appendix A, B, C, D, E, F

VIII. BIBLIOGRAPHY
A. Books:

B. Quiz Cards:

C. Bulletin Board:

D. Web Sites:

E. Music
Presidential Timeline
1789 to 1817

1789
George Washington
1789-1797

1797
John Adams
1797-1801

1801
Thomas Jefferson
1801-1809

1809
James Madison
1809-1817

Appendix A
Boyhood Comparison

40

2000
Appendix F

Key Vocabulary Words

1. headquarters
2. code
3. Tories
4. decode
5. Patriot
6. British
7. resolution
8. alternating
9. constellation
10. biography
11. present
12. compare
13. patriotic
14. soar
15. aerie
16. symmetry
17. treaty
18. liberty
19. defend
20. battleship
21. constitution
22. commissioned
23. bunting
24. Union
25. assisted
26. negotiate
27. bombarded
28. aboard
29. dawn
30. rockets
31. midair
32. anthem
33. banner
34. spangled
35. heroine
36. invaded
37. portrait