I. ABSTRACT
This core knowledge history unit is used to not only teach the major events and players of the War of 1812, but it also is a mechanism to teach state outcomes on reading a timeline, discerning fact from opinion, establishing rules of fair play, and assessments that help prepare students for state reading proficiency tests.

II. OVERVIEW
A. Concept Objectives
1. Students will understand the causes and effects of war.
2. Students will understand the role of key figures in history.
3. Students will appreciate the fact that winning a war isn’t always clear.

B. Content from the Core Knowledge Sequence, page 49.
1. President James Madison and Dolley Madison
2. British impressments of American sailors
3. Old Ironsides
4. British burn the White House
5. Fort McHenry, Francis Scott Key, and “The Star-Spangled Banner”
6. Battle of New Orleans, Andrew Jackson

C. Skill Objectives
1. Place a series of related events in chronological order on a time line
2. Identify and interpret vocabulary
3. Describe the contributions of significant individuals to the cultural heritage of the United States
4. Recognize the importance of individual character and explain how they have made a difference in others’ lives
5. Demonstrate skills and explain the benefits of fair play as it relates to United States and Britain
6. Read and interpret a variety of maps
7. Describe an locate landforms, such as Lake Erie, Ohio River, Atlantic Ocean
8. Explain how the scarcity of resources requires people to make choices and satisfy their wants
9. Summarize a text
10. Use graphic aids to locate an interpret information

III. BACKGROUND KNOWLEDGE
A. For Teachers:
Marquette, S. “America at War: War of 1812”. Vero Beach, FL: Rourke Publishing
V. LESSONS

Lesson One: Impressment—One Reason for the War of 1812

A. **Daily Objectives**
   1. **Concept Objectives:**
      a. Students will understand the causes and effects of war.
   2. **Lesson Content:**
      a. England started impressing American sailors to serve in their navy.
      b. Impressment continued for five years before the war started.
   3. **Skill Objectives:**
      a. Place a series of related events in chronological order on a time line.
      b. Identify and interpret vocabulary.
      c. Demonstrate skills and explain the benefits of fair play as it relates to the United States and Britain.

B. **Materials:**
   2. British Royal Navy Hats and American Sailor Hats. Appendix A.
   3. Signs 1807, 1808, 1809, 1810, and 1811. Appendix B.

C. **Key Vocabulary:**
   1. impressment—pressing soldiers into duty for the Royal Navy

D. **Procedures/Activities:**
   1. Read Allowed from “The War of 1812”, Pearson, pp. 4-5.
   2. Drama Enactment: Have the students act out the British impressment of American sailors. A student carries a sign with the year 1807. Two sets of children are behind
the sign. One set has British hats on and the other set has American hats on. The British hats board the American “ship” (the drama area that has the Americans) and take an American sailor to their “ship” or drama area. The ships are pretend areas mapped out by the teacher. The British walk off with the American sailor. This is repeated with signs 1808, then 1809, then 1810, and 1811, to show that this behavior went on for about five years before the war started.

3. Discussion of what happened and how the American would feel about the British.

E. **Assessment:**
   1. Informal observation of the students performing the drama will indicate an understanding of impressment.
   2. Discussion after the drama enactment will also indicate an understanding in the students.

Lesson Two: Trade—Second Reason for the War of 1812

A. **Daily Objectives**
   1. Concept Objectives:
      a. Students will understand the causes and effects of war.
   2. Lesson Content:
      a. Early New England states wanted to trade goods with France and Britain.
      b. Britain told America that if we traded with France, we were against Britain.
      c. France told America that if we traded with Britain, we were against France.
      d. Both Britain and France made rules and took our ships and took our goods.
      e. President Jefferson told Americans to stay home, but that made Americans lose their jobs.
   3. Skill Objectives:
      a. Explain how the scarcity of resources requires people to make choices and satisfy their wants.
      b. Identify and interpret vocabulary.
      c. Demonstrate skills and explain the benefits of fair play as it relates to the United States and Britain.

B. **Materials:**

C. **Key Vocabulary:**
   1. goods—something you would make or sell for prophet
   2. trade—the buying or selling of goods

D. **Procedures/Activities:**
   2. Discuss how Americans might feel about staying home. Talk about how students may have two friends who are fighting and how does that make them feel to be “caught in the middle”. Also ask how they feel if they are unable to play with either friend because parents may have said, “Stay out of the fight. Just stay home”?

E. **Assessment:**
   1. Discussion will allow teacher to make informal observations as to the understanding of the students.

Lesson Three: Britain Helps Native Americans—The Third Reason for the War of 1812.

A. **Daily Objectives**
   1. Concept Objectives:
2. Lesson Content:
   a. Chief Tecumseh wanted to unite Indians to fight for land and their right to hunt and trap freely.
   b. Tecumseh gets guns from Britain who wanted the Indians to keep Americans from spreading into Canada, the British territory.
   c. Frontier was expanding in the early 1800’s, keeping the Native Americans from their lifestyle of roaming and hunting freely on all the land.
   d. War Hawks were those who lived close to the frontier and wanted war with Britain because they felt Britain was bullying America.

3. Skill Objectives:
   a. Read and interpret a variety of maps.
   b. Use of graphic aids to locate and interpret information.
   c. Identify and interpret vocabulary.
   d. Describe and locate landforms, such as Lake Erie, Ohio River, Atlantic Ocean.

B. Materials:

C. Key Vocabulary:
   1. Frontier- the part of a country bordering a wilderness
   2. War Hawks- people who wanted to go to war

D. Procedures/Activities:

E. Assessment:
   1. Discuss why the frontiersmen would probably be the “War Hawks”.

Lesson Four: James Madison, the Fourth President Declares War on Britain in 1812

A. Daily Objectives
   1. Concept Objectives:
      a. Students will understand the causes and effects of war.
      b. Students will understand the role of key figures in history.
   2. Lesson Content:
      a. The Hawks pushed for President Madison to declare war on Britain.
      b. The support for the war was not strong throughout the country.
      c. Madison declared war in 1812 because Britain was bullying America by impressing sailors, taking America ships and goods, and supporting the Native Americans by selling them weapons.
      d. Fighting in Canada went badly. Canada did not want to belong to America.
      e. Americans did defeat Tecumseh and stop the tribes from uniting.
      f. An important battle was won on Lake Erie. Admiral Perry kept the waterway of the frontier under American control.
   3. Skill Objectives:
a. Read and interpret a variety of maps.
b. Use of graphic aids to locate and interpret information.
c. Identify and interpret vocabulary.
d. Describe and locate landforms, such as Lake Erie, Ohio River, Atlantic Ocean.
e. Recognize the importance of individual character and explain how they have made a difference in others’ lives.

B. **Materials:**

C. **Key Vocabulary:**
1. retreat- the retirement of an armed force in a position of danger
2. victory- triumph in war

D. **Procedures/Activities:**
2. Show Overhead Map and pass out maps to students. Have students follow along with the overhead as battles in Canada are explained and the battle of Lake Erie is explained. Also connect that if they travel to Lake Erie that they will see a monument to Admiral Perry because of the battle in the War of 1812.

E. **Assessment:**
1. Have students come up to find Canada, Lake Erie, Ohio, battles on the overhead map. Observe as the students point to the areas on their own maps.
2. Discuss why the New England states might not have cared enough to send troops.

**Lesson Five: Battles Won and Lost in the War of 1812**

A. **Daily Objectives**
1. Concept Objectives:
   a. Students will understand the role of key figures in history.
   b. Students will appreciate the fact that “winning” a war isn’t always clear.
3. Skill Objectives:
   a. Describe the contributions of significant individuals to the cultural heritage of the United States.
   b. Recognize the importance of individual character and explain how they have made a difference in others’ lives.
   c. Summarize text.

B. **Materials:**

C. **Key Vocabulary:**
1. Blacken- soot from a fire
2. National Anthem- song written to honor a country

D. **Procedures/Activities:**
2. Bring in a votive candle with blackened sides from soot. Explain how the President’s House was rebuilt and painted white to get rid of the blackened surface. It then became the White House and is still known as that.
3. Overhead of the “Star-Spangled Banner” and guide class to summarize the poem. Discuss the figurative language.

E. **Assessment:**
1. Have the students retell how the White House received its name.
2. Have the students tell why our flag is sometimes called the “Star-Spangled Banner”
Lesson Six: The End of the War Nobody Won

A. Daily Objectives
   1. Concept Objectives:
      a. Students will understand that “winning” a war isn’t always clear.
   2. Lesson Content:
      a. Nobody received anything from the War of 1812.
      b. The United States did gain respect from the other countries of the world.
      c. The United States Navy was seen as strong.
      d. Americans became united as a nation and patriotic.
      e. The frontier was accepted as an equal part of the country.
      f. America gained two patriotic symbols in “The Star-Spangled Banner” and the White House.
   3. Skill Objectives:
      a. Place a series of events in chronological order on a time line.
      b. Demonstrate skills and explain the benefits of fair play as it relates to United States and Britain.

B. Materials:

C. Key Vocabulary:
   1. treaty- a formal agreement between two or more nations

D. Procedures/Activities:

E. Assessment:

VI. CULMINATING ACTIVITY:
   A. Assessment Appendix C
   B. Assessment Appendix D
   C. Assessment Appendix E
   D. These are to be given in a guided way using an overhead or assisting the students because the assessments were designed to give students in second grade experience with the types of questions they would be experiencing during the fourth grade proficiency tests given in Ohio. The tests were not designed to be independent student tests at the second grade level.

VII. HANDOUTS/WORKSHEETS
   1. Appendix A
   2. Appendix B
   3. Appendix C
   4. Appendix D
   5. Appendix E

VIII. BIBLIOGRAPHY
      1-890517-20-8.
   0-7690-5049-2.
Appendix A

Making Hats for British Sailor and American Sailor
Drama Enactment of Impressed American Sailors

Materials Needed:
3 Sheets of 12x18 inch Construction Paper
Scissors
Glue
Stapler with staples
Pencil
Ruler
Decorative Feathers

American Sailor Hat: Looks similar to a pill-box hat with ribbons hanging off the brim.

1. Fold a 12x 18 piece of construction paper longwise (hotdog style).
2. Measure in 2 inches and cut a strip 2x18 inches.
3. Staple the piece into a ring.
4. Trace the ring with a pencil on the left over piece of construction paper.
5. Measure out 3 inches all the way around the pencil tracing.
6. Cut on the line that was made 3 inches from the pencil traced circle.
7. Fold the circle just cut in half and cut the center to the ring drawn with the pencil so it looks like a pie cut into pieces (pie shaped wedges). **The brim that is 3 inches should not be cut.**
8. Fold the pie-shapes wedges up and that is where the student’s head will fit.
9. Staple the pie cut folds to the piece that you made into a ring.
10. Cut ribbon-like pieces from left over construction paper and staple to the rim of the hat.

British Sailor Hat: Looks similar to a sail-boat shape.

1. Take two 12x18 pieces of construction paper and staple them together on the long 18 inch end. Staple close to the ends, not in the middle.
2. Bring up the other 18 inch ends and staple in three places—one on one of the 12 inch ends, two in the middle of the 18 inch end and three on the other 12 inch end. The opposite end should be open because that is where the student’s head will go.
3. Cut from 12 inch end to middle of 18 inch end both pieces that are held with the three staples. Then cut from middle of 18 inch end down to the other 12 inch end, so the hat goes up to a point and the slopes back down again, somewhat like a rounded triangle.
4. Staple decorative feathers on one side somewhere from the end to the middle of the top point. Look at a picture of a British sailor to guide you.
Appendix B

Signs for the years 1807, 1808, 1809, 1810, 1811

Drama Enactment of Impressment of American Sailors

Cut out the years and mount a wooden craft stick behind them.
Appendix C

The Star-Spangled Banner  
By Francis Scott Key

O say, can you see, by the dawn’s early light,  
What so proudly we hailed at the twilight’s last gleaming?  
Whose broad stripes and bright stars, through the perilous fight,  
O’er the ramparts we watched, were so gallantly streaming!  
And the rockets’ 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?

Directions: Use the poem above to answer questions 1-3.

(OPT 1)
1. Which sentence best tells about this poem?
   O A. The poet is talking about the U.S. flag
   O B. The poet is describing a circus
   O C. The poet is talking about his mother

(OPT 5)
2. The poet says, “What so proudly we hailed” and “Whose broad stripes and bright stars…” What does the words What and Whose refer to in both lines?
   O A. Ship
   O B. Water
   O C. Flag

(OPT 4)
3. What is “the dawn’s early light” in the poem?
   O A. the morning sun
   O B. the evening moon
   O C. the poet
The Star-Spangled Banner
By Francis Scott Key

O say, can you see, by the dawn’s early light,
What so proudly we hailed at the twilight’s last gleaming?
Whose broad stripes and bright stars, through the perilous fight,
O’er the ramparts we watched, were so gallantly streaming!
And the rockets’ 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?
Appendix C (Continued)

Answer Key

1. A
2. C
3. A
In 1812, our country was very young. Just 36 years before, America had fought to be free from England. Many who had fought in the Revolution were still alive. The country was still new. It needed to grow.

Sailing ships were important to the new nation. But American ships were not safe in the early 1800’s. England and France were at war. American ships were caught in the middle. The French might seize a ship taking goods to England. A ship going to France could be caught by the British. Americans lost more than a thousand ships this way. Because England had a bigger navy, it took more American ships than France did.

England did other things that made Americans angry. Its large navy needed many sailors. British ships stopped American ships and impressed sailors. That meant they forced sailors to serve on British ships. They said the sailors were British subjects. But some of the men caught were really Americans.
Directions: Read the selection and answer the questions 1-5.

1. From the selection we can guess that the Americans were
   O A. good friends with the British
   O B. becoming angry with the British Navy
   O C. becoming angry with the French

2. What caused most of the problems between England and the United States?
   O A. British did not use United States goods.
   O B. France and Britain were seizing United States ships.
   O C. British were taking American sailors off their ships to serve in the British Navy.
3. Which book do you think would have helped the author most when he wrote *War of 1812*?

O A. *Sea Battle from 1807-1816*.

O B. *The Life of George Washington*

O C. *Life in Great Britain*

4. What does impressed in the selection mean?

  O A. The sailors are very special.

  O B. The British forced U.S. sailors to serve on British ships.

  O C. The sailors pressed cloth to make sails on the ships.
5. The selection talked about ways England and France pushed the young country of America around.

Choose one of the ways America was pushed around.

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

Explain how it affected Americans at that time.

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________
Appendix D (Continued)

Answer Key

1. B
2. C
3. A
4. B
5. 2 pt. Rubric: 2 pts. If both answered 1 pt. If one answered
   Acceptable Answers: Impressing American sailors into the British Navy
   Taking American ships
   Taking American goods

Acceptable Answers: Americans were angered
Appendix E

War of 1812

Time Line for War of 1812

Chesapeake-Leopold Affair
where Britain took 4 U.S.
sailors off the U.S. ship to
serve in Britain’s Navy

Admiral Perry
won control of
Lake Erie

Britain burns down
U. S. White House

1807  1812  1813  1814  1816

U.S. declares war on
Britain

Battle of New
Orleans

Directions: Use the timeline above to answer question 1

(OPT 1)

1. Before the U.S. declares war in 1812, what act happened to
cause the war?

O  A. U.S. declares war on Britain
O  B. Britain took 4 U.S. sailors to serve in the British Navy
O  C. Battle of New Orleans

(OPT 4)

2. Tecumseh was a Shawnee leader who tried to unite the
Shawnee, Miami, and other Ohio tribes. Tecumseh was

O  A. British
O  B. Native American
O  C. French
3. The Ohio settlers were farmers and wanted to own their own homes. The Native Americans in Ohio were hunters and did not think owning land was any more possible than owning air or water.

Give two reasons why this may have caused conflict.

1. ________________________________________________________
   ________________________________________________________

2. ________________________________________________________
   ________________________________________________________

Directions: Use the picture below to answer numbers 4.

5. Many Ohio settlers had to move supplies over waterways of rivers and lakes to the Atlantic Ocean. What may have prevented them from traveling by land?

   O  A. Appalachian Mountains
   O  B. Rocky Mountains
   O  C. Desert

6. You are listening to people who live in 1812. Which statement is an OPINION?

   O  A. “William Henry Harrison won the battle of Tippecanoe.”
   O  B. “Tecumseh is trying to unite all the Native Americans.”
   O  C. “The British are bullies and need to leave us alone.”
Appendix E (Continued)

Directions: Read the following statements to answer number 7.

A. British took American sailors off U.S. ships and made them serve in Great Britain’s Royal Navy.

B. After the War of 1812 boundaries of the land returned to what they were before the war.

C. France and Britain captured U.S. ships on the open sea.

E. France, Britain and the U.S. all shared the oceans and ports for trade.

(OPT 18)

7.
Write the letter of the statement to answer the questions.
Which statement shows fair play?

______

Give one reason for the letter you chose.

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________
Appendix E (Continued)

Directions: Use the dictionary information below to answer number 8.

**Jackson, Andrew**  Andrew Jackson, who was nicknamed “Old Hickory” was a military hero and seventh president of the United States.

**Madison, James**  James Madison is known as “the Father of the Constitution” because of his ideas about organizing the United States government. He became the fourth president of the United States.

(OPT 2)

8. Identify two similarities between the men above.

1. ____________________________________________________________
   ____________________________________________________________

2. ____________________________________________________________
   ____________________________________________________________
Appendix E (Continued)

Directions: Use the organizer below to help you understand number 9.

Wood and other raw material. → Shipped to Europe, England, and France.

Europe’s factories make guns, furniture, tools and other materials. → Products shipped to the United States.

9. Wood from the forests of the U.S. is shipped to European factories. What did the European factories make from the wood?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Appendix E (Continued)

Answer Sheet

1. B
2. B
3. Rubric possible 2 pts.
   2 pts. For 2 reasonable answers
   1 pt. for 1 reasonable answer
   Reasonable answers:
   Pioneers wanted to own land
   Native Americans wanted to hunt freely
4. A
5. A
6. C
7. 2 pt. Rubric
   1 pt. for letters B or D
   1 pt. for reasonable answer
   Nobody had more land or less
   Shared same seas
8. 2 pt. Rubric
   2 pts. Both were president
   Both had nicknames
   Or anything reasonable in text
   1 pt. if only one answer
9. 2 pt. Rubric
   2 pts. For anything reasonable made from wood