Unit Plan – Grade 7 History

The War of 1812

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Lesson Plan #1 – Introduction

Overview:
• This lesson will introduce students to the War of 1812 through a PowerPoint presentation and accompanying fill-in-the-blanks note. It will allow students a background of knowledge on the causes, personalities, major battles, and outcomes, which they can apply to the rest of the lessons in the unit.

Learning Goal:
• Students will learn the basic facts about the War of 1812, a knowledge which they can apply to the rest of the lessons in the unit.

Curriculum Expectations:
• Ontario Curriculum: “Describe the major causes and personalities of the War of 1812”
• The Big Six Historical Thinking Concept: Significance, Cause and Consequence

Materials:
• Primary source documents used: Coin commemorating the signing of the Treaty of Ghent (apx 1.4), first draft of the Star Spangled Banner (apx 1.5)
• Lesson Resources:
  o Teachers will need a computer and projector for the powerpoint (apx 1.1).
  o Teachers should photocopy the fill-in-the-blanks note so students can follow along. (apx 1.3)
  o Teachers should also photocopy the exit tickets for assessment purposes. (apx 1.2)

Plan of Instruction:
• Warm up (5 min)
  o Inform students that Canadians and Americans weren’t always friendly towards one another, and ask if they might know which conflict happened two hundred years ago.
• Discussion (5 min)
  o Ask students what they might know about the War of 1812 – where it happened, who it was between. Can make a mind map on the board if they have good suggestions.
• Modeling (30 min)
  o Work through the PowerPoint presentation with the students. Be sure to stop at all the images and discuss them – for instance, why there is a Native man in the background of the Laura Secord image, gain inferences from the maps as to why they would attack certain places (land or water, etc.), who Brock is talking to and why he is wearing that particular outfit. Also discuss why they might mint a
commemorative coin, and how the American National Anthem came to be.

- Guided practice (10 min)
  - After the presentation is over, encourage questions and discussion. Take up the handout with the class to ensure everyone has the correct answers.

- Sharing/Discussing (5 min)
  - Students should fill in the exit cards. You can decide if they should be anonymous or not.

**Assessment:**
- Students will fill in exit cards for a classroom assessment.
Lesson 2 – Causes and Consequences

Overview:
• This lesson will introduce students to the causes of the War of 1812, its historical actors, the consequences of the actor’s actions, and what may have happened if one or more of the causes were to be removed. It will help students understand why the war happened, and what influence it had on Canadian history as a whole.

Learning Goal:
• Students will learn the causes of the War, and why it is an important war to study in Canadian History. They should begin to think about motivations of historical actors, and what may have been different.

Curriculum Expectations:
• Ontario Curriculum: “Describe the major causes and personalities of the War of 1812”
• The Big Six Historical Thinking Concept: Cause and Consequence

Materials:
• Primary source documents used: Declaration of war from First Nations in America (apx. 2.3), Anne Prevost’s journal (apx. 2.2)
• Lesson Resources: Information Sheet for Timeline (apx 2.1)

Plan of Instruction:
• Warm up (15 min)
  o Divide students into groups of four. Have them come up with an eight-line poem including the following terms: “War of 1812,” “British,” “American,” and “Navy.”
  o Give them ten minutes to write it, then collect them. Hand each group another group’s poem and have them read it. Then, tell each of the groups that the group that had theirs thought it was so bad that they ripped it up. Allow students to destroy the poems if they decide to, but don’t prompt them to.
  o Call the class back to their seats, proceed to discussion.
• Discussion (30 min)
  o Explain to students that the original statement wasn’t true, it was an exercise in reactions. Ask them how they felt when they were told that their poem had been ripped up. Discuss how retaliation affects people.
  o Draw the “Causes of the War” timeline with the students, being sure to touch on the primary documents. Discuss perspectives, and the minor causes as well as major ones.
• **Modeling (30 min)**
  o Continuing on the theme of cause and consequences, explain to the students what happened with the occupation of York and how it led to the burning of Washington. Create a mind-map on the board, using two different colours of chalk or markers, to brainstorm the causes and consequences of each event and how they are intertwined.
  o Use this site to gain knowledge of the story. [http://www.eighteentwelve.ca/?q=eng/Topic/47](http://www.eighteentwelve.ca/?q=eng/Topic/47) and [http://www.eighteentwelve.ca/index.php?q=eng/Topic/52](http://www.eighteentwelve.ca/index.php?q=eng/Topic/52) (apx. 2.4)

• **Guided practice (10 min)**
  o Encourage students to think, pair, and share if the British should have retaliated against the Americans and burned down their government buildings.

• **Sharing/Discussing (15 min)**
  o Students can share their opinions with the class if they want, encourage discussion.

**Assessment:**

• Exit card, “tweet of the day:” In 140 characters or less, students need to “send a tweet” to the Americans as if they were a British citizen living in York after the occupation, and hand it in.
Lesson 3 – Historical Significance

Overview:
- This lesson will introduce students to key people, battles, and concepts of the War of 1812. It will reinforce general knowledge of the war, and introduce students to the idea of significance, and evaluating significance of events.

Learning Goal:
- Students should begin to evaluate major events and people and discern their historical significance on a daily basis. It will begin their thinking like a historian and viewing the world with a historian’s eye.
- This lesson is based on inquiry-based learning. Students will be given definitions and some websites to use, and will be instructed to work in partners or teams to find the answers to the questions.

Curriculum Expectations:
- Ontario Curriculum: “Describe the major causes and personalities of the War of 1812”
- The Big Six Historical Thinking Concept: Historical Significance

Materials:
- Primary source documents used:
  - http://images.ourontario.ca/1812/72382/data?n=11 - button from a soldier’s coat. What can it tell us about them? Is it significant? (apx. 3.8)
- Assignment handout (apx. 3.1)
- Lesson Resources: http://www.pbs.org/wned/war-of-1812/classroom/intermediate/1812-portfolio/ - Portfolio lesson plan adaptation. (apx. 3.7)
  - http://bento.cdn.pbs.org/hostedbento-prod/filer_public/Warof1812/Classroom/Intermediate/War1812/Portfolio_Map.pdf (apx. 3.2)
  - http://bento.cdn.pbs.org/hostedbento-prod/filer_public/Warof1812/Classroom/Intermediate/War1812/Portfolio_KeyPeople.pdf (apx. 3.3)
  - http://bento.cdn.pbs.org/hostedbento-prod/filer_public/Warof1812/Classroom/Intermediate/War1812/Portfolio_KeyConcepts.pdf (apx. 3.4)
  - http://bento.cdn.pbs.org/hostedbento-prod/filer_public/Warof1812/Classroom/Intermediate/War1812/Portfolio_Battles.pdf (apx. 3.5)
- These resources can be printed and collated into a packet or workbook which students can work through over the space of several periods, if needed.
- Students will also need various craft supplies such as scissors, glue, markers and foolscap to use as a pocket for the finished assignment.
Students will need access to the Internet, either via iPads or a computer lab.

Teachers should have a prepared, finished version of the assignment to use as an example.

Plan of Instruction:

- **Warm up**  (5 min)
  - Ask students if they have been to or know of any major people, places or events from the War of 1812. The recent Bicentennial should spark their memories, but if anything, you can ask to recap yesterday’s lesson.

- **Discussion**  (5 min)
  - If not already discussed, recover the previous day’s lessons, including the following:
    - “Pressing” into service
    - Who the war was between
    - Major causes of the war

- **Modeling**  (20 min)
  - Hand out the packets of the four handouts, as well as a file folder or some foolscap to contain the handouts.
  - Instruct students to colour the legend of the map, and to cut it out and paste it on the front of the folder or folded foolscap. A title should be drawn above it. You may then wish to label American and British encampments, territories or fortifications.
  - Guide students to the following websites:
    - [http://www.pbs.org/wned/war-of-1812/home](http://www.pbs.org/wned/war-of-1812/home) (apx. 3.6)
    - [http://www.discover1812.com/](http://www.discover1812.com/) (apx. 3.6)
  - Inform students that these websites are a starting point for researching the information needed to fill in the workbook. Instruct them to use these sites, and if they cannot find the information, turn to Google. Instruct them to find all the answers while they have access to a computer, and that the completion of the portfolio will be finished in the classroom at a later time. Remind them to use their time wisely and find the answers to fill in the three remaining sheets (People, Battles and Concepts) while they have access to the internet. This should be finished as homework if students do not finish it in class time. Students can work in pairs or trios.
  - Explain to students that what they are researching are what historians have decided are the most significant people, events and concepts for students to understand. Instruct students to pick the person, battle and concept that they feel is the most important, and to put a star next to it. Instruct students to write three sentences as to why they feel that person, battle and concept is the most significant to the War.
  - Use your completed example to show students what you expect of their portfolio.
• Guided practice  (20 min to a second class period)
  o Allow students time to complete the portfolio in class. While research can be done in collaboration, each student needs to hand in a completed portfolio.

• Sharing/Discussing  (5 min)
  o The ability for students to work in collaboration offers them a chance to discuss their learnings.
  o Before students hand in their portfolios, take time to discuss with them their most significant person, battle and concept. Students will debate their most significant choices in pairs. Students should switch pairs with each different category. Be sure to explain the idea that everyone has a different opinion as to why things are significant, but that doesn’t make anything less significant than another.
  o The portfolio assignment should be taken up as a class once it is returned after being marked for completion.

Assessment:
• Completed portfolios should be handed in and marked for completion, but can also be graded if needed.
Lesson 4 – The Ethical Dimension

Overview:
• This lesson will introduce students to the concept of ethics and how they come into play in the War of 1812. It will demonstrate the plight of the Native people and their displacement during and after the war.

Learning Goal:
• Students will learn to think of the ethical side of the story when learning about different historical subjects.

Curriculum Expectations:
• Ontario Curriculum: “Describe the major causes and personalities of the War of 1812”
• The Big Six Historical Thinking Concept: The Ethical Dimension

Materials:
• Primary source documents used:
  http://images.ourontario.ca/1812/2686949/data?n=3 (Death of Tecumseh, apx. 4.3)
  http://images.ourontario.ca/1812/2686953/image/1608763?n=6 (Death of Tecumseh 2, apx. 4.4)
  http://images.ourontario.ca/1812/2686671/image/1608493?n=7 (Image from “Discovery of America,” apx. 4.5)
• Lesson Resources:
  o Teachers will need a computer and projector system to project the primary source photos to the class.
  o Teachers will need the information handout to give to the class (apx. 4.1) and photocopies of the exit cards (apx. 4.2)

Plan of Instruction:
• Warm up (5 min)
  o Ask students to formulate a definition of ethics, and discuss their answers.
• Discussion (15 min)
  o Show students each of the primary source images and discuss with them how Native parties are portrayed. What are they wearing? What colour is their skin? What is their placement in the image? How do you know that they are Native? Do they look like second-class citizens? How are they being treated here? Do they get as much say in what is going on as the British or white people do?
• Modeling (20 min)
  o Read through the information handout with the students. Ensure that various students get a chance to read.
• Guided practice (10 min)
Discuss what happened to Native people before, during and after the war. Encourage discussion on if they were treated ethically or not. Discuss ways that they could have been ethically treated.

Be sure to hand out exit cards and give students time to fill them in.

• Sharing/Discussing (5 min)

Have students think, pair and share about if Native people during the War were ethically treated or not.

Assessment:
• Students will hand in their anonymous exit cards for formative assessment. (apx. 4.2)
Lesson 5 – Perspectives

Overview:
• This lesson will introduce students to the idea of historical perspectives, or the concept that one event can be seen in two different ways, depending on which party is looking at it. It will help students understand that the War of 1812 is still partly seen as victorious from both sides, and that Americans, British descendants and Native allies all have very different experiences and memories of events.

Learning Goal:
• This lesson will have students begin to think about all historical events from the viewpoint of all interested parties. It is an excellent historical thinking skill to acquire, as it allows for speculation and inquiry into the decision making process of multiple parties and provides potential motivations for actions. Students should begin to consider bias and perspective in all of their graded work.

Curriculum Expectations:
• Ontario Curriculum: “Describe the major causes and personalities of the War of 1812”
• The Big Six Historical Thinking Concept: “Historical Perspective”

Materials:
• Primary source documents used:
  o All are within the website – guide them to…
    ▪ A VIEW OF THE BOMBARDMENT OF FORT McHENRY, NEAR BALTIMORE, BY THE BRITISH FLEET … ON THE MORNING OF THE 13TH SEPT. 1814 (apx. 5.3)
    ▪ BOARDING AND TAKING THE AMERICAN SHIP CHESAPEAKE, BY THE OFFICERS & CREW OF H.M. SHIP SHANNON, COMMANDED BY CAPT. BROKE, JUNE 1813 (apx. 5.4)
    ▪ THE BATTLE OF QUEENSTON HEIGHTS, 13 OCTOBER 1812 (apx. 5.5)
    ▪ COL. JOHNSONS MOUNTED MEN CHARGING A PARTY OF BRITISH ARTILLERISTS AND INDIANS, AT THE BATTLE Fought NEAR MORAVIAN TOWN OCTOBER 2ND 1813 (apx 5.6)
    ▪ All can be found on the homepage of each of the participating sides. It should be the main image on the first page.
  o Teacher should acquire EITHER:
    ▪ Computer and projector system with internet access and audio
    ▪ Audio system and projection system (overhead or computer)
    ▪ Class set of computers, iPads, or access to a computer lab
• Lesson Resources:
• YouTube videos or audio tracks of Johnny Horton’s “The Battle of New Orleans” and The Arrogant Worms’ “The War of 1812” (apx. 5.7, 5.8)
• Lyrics to both songs
• Canadian War Museum War of 1812 Virtual Exhibit
• Handout and rubric for group work section (apx. 5.1, 5.2)

Plan of Instruction:
• Warm up (5 min)
  o Ask students if they like various foods, such as tomatoes, or mushrooms, chocolate, ice cream, broccoli, etc. Explain that they are giving their opinion on the topic (the food,) and that they are biased towards their opinion of it.
• Discussion (5 min)
  o Talk about what perspectives and bias are. Explain that, if I don’t like broccoli, I’m biased against any dishes that have broccoli in them. My perspective of broccoli is a negative one. Use other examples as you see fit. Explain that bias can also be a loyalty towards something (e.g., you are biased towards wanting your school teams to win events because you attend the school and feel loyal towards it.)
• Modeling (15 min)
  o First, play the Johnny Horton song for students, allowing them to read the lyrics along with the song. Ask them what the song was describing and how it described British people. Then, play the Arrogant Worms song in the same manner. Ask them what the song was describing, and how it painted the Americans. Ask about the bias of each musician, and why their songs use the certain words that they do. Discuss perspectives and bias of both songs.
  o Explain that there were four major interested parties in the War of 1812. (Canadian, American, British, Native.) Ask students to speculate what each party’s perspectives and biases might be.
• Guided practice (30 min, plus another period of preparatory time)
  o Take students to computer lab, or hand out mobile internet devices. Guide students to the website www.warmuseum.ca/war-of-1812/explore-history (apx. 5.9)
  o Explain that the website gives a history about the war from each perspective. Divide students into four groups and assign each group a personality. Explain that each group will assume the personality of one of the interested parties. They are to write a short presentation of their perspective of the War, as if the war had only recently ended. The website should be used for resources. Walk through the different parts of the website with the students and show them where they can find information. Eg., when the students are divided into groups, have each group go into their section of the website and follow along.
  o Be sure to examine the primary source painting or picture on the front page of each section’s virtual exhibition. Discuss what students see as a class and how the artist’s perspectives are shown in their paintings.
• Sharing/Discussing
  o Students should be given ample time to prepare their skits and perform them.

Assessment:
• Students will perform their skits for the class, and should be graded using the attached rubric for a summative assessment of learning.
Lesson 6 – Continuity and Change

Overview:
• This lesson will introduce students to the idea of historical continuity and change, and the concepts of progress, stasis and decline. The students will learn to identify these three concepts, and apply them to the War of 1812.

Learning Goal:
• Students will learn to see the process of history, and how the perception of history can change over time. Students will learn to identify progress, stasis and decline and apply these concepts to all historical study.

Curriculum Expectations:
• Ontario Curriculum: “Describe the major causes and personalities of the War of 1812”
• The Big Six Historical Thinking Concept: Continuity and Change

Materials:
• Primary source documents used:
  http://www.loc.gov/pictures/item/95509666/resource/cph.3g03675/?sid=05e4b404a8902c4bf27f74234f056601 (Painting) (apx. 6.1) and
  http://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=008/llsl008.db&recNum=231 (Treaty of Ghent.) (apx. 6.2)
  o The teacher will need to read the Treaty in advance to highlight the main points, i.e. all land and possessions returned, firm peace, political boundaries.
• Lesson Resources:
  o Teachers will need to know what to write on the board to guide students in their discussion. Teachers should pre-read the Treaty to be able to guide students.

Plan of Instruction:
• Warm up  (10 min)
  o Discuss the concepts of progress, stasis and decline with students. Use an example such as the status of the Toronto Blue Jays – they have gotten better, they have gotten worse and they have stayed the same.
• Discussion  (10 min)
  o Explain to students how the War ended, and discuss the primary sources with them. Have them examine the Treaty and highlight the major points with them. Write down point-forms of what the class decides are the most important points and keep it on the board so students can return to it. With that knowledge, look at the painting. Ask students what they can point out about it, and what it means for the peace between the two countries. What symbols can they see? What do they want people to know about the two countries?
• **Modeling**  (10 min)
  o Split the class into three groups. Have each group argue a different opinion of the aftermath of the Treaty of Ghent. One group will argue that it progressed the American and British causes for the war, another that it did not progress nor decline (stasis,) and the last that it did not change anything, and instead regressed the causes and made things worse for the countries and its citizens. Encourage individual groups to brainstorm ideas. As a class, come up with one point for each group to use before sending them on their own way.

• **Guided practice**  (30 min)
  o Write on the board that:
    * Students will have 15 minutes to write a 1 minute speech outlining their argument and points,
    * One student from each group will present the speech to the class,
    * After the speeches have been presented, groups will have 5 minutes to come up with 1 question to ask each of the other two groups.
    * The questions should be written on a piece of paper with everyone’s name on it, and be handed in.
  o Be sure to guide students if they seem to be having issues, and offer them suggestions when necessary.
  o Encourage discussion if the students have points to make.

• **Sharing/Discussing**  (5 min)
  o Students should think, share and pair with their neighbour what their personal opinion on the results of the War of 1812 are. Did it advance the American or British causes? Why or why not?

**Assessment:**

• Students should be assessed on a formative basis for how well they work in a large group setting and for completion of the written questions.
Lesson 7 – Evidence

Overview:
- This lesson will introduce students to using primary and secondary documents to study history. They will learn how to identify and read primary and secondary sources, examine their value at the moment and assess their usefulness to the student.

Learning Goal:
- Students will learn to consult primary and secondary sources to find out if events really happened, and which perspectives exist of it. Students will begin to think about how primary and secondary evidence can help provide a deeper understanding of the topic at hand.

Curriculum Expectations:
- Ontario Curriculum: “Describe the major causes and personalities of the War of 1812”
- The Big Six Historical Thinking Concept: Evidence

Materials:
- Primary source documents used: Various found on http://images.ourontario.ca/1812/results?q=1812 (apx. 7.2)
- Lesson Resources:
  o Teachers will need access to computers or internet enabled devices for all students
  o Teachers will require the assignment handout for students. (apx. 7.1)

Plan of Instruction:
- Warm up (10 min)
  o Ask students to share one thing that they did yesterday. Ask them if there is any evidence that they have done so (e.g., any receipts, tickets, passes, anything with a signature). Ask them if they know what kind of evidence they can leave behind for historians of the future. How will someone know that you existed 100 years in the future?
- Discussion (10 min)
  o Explain to students how we know that all the events in the war of 1812 actually happened (e.g., primary and secondary sources.) The students should know what these are as they have been exposed to them previously in the unit. Define primary vs. secondary sources (primary were created during the time in study or personal experiences, secondary are anything that used primary sources to gain their information. Newspapers, pictures, photos, objects, memoirs, diaries are primary. Anything else is secondary.) (see appendix 7.4, 7.5)
- Modeling (10 min)
o Take students to computer lab or hand out internet-enabled devices, and guide students to
  http://images.ourontario.ca/1812/results?q=1812 (apx. 7.2) and
  http://www.eighteentwelve.ca/?q=eng/Educational_Resource/8&tab=3 (apx. 7.3). Hand out the assignment sheet. Help them find a primary source, and model filling out the handout with the students. Allow them to finish the handout.

  • Guided practice (30 min)
    o Students should fill out the assignment sheet on an individual basis.

  • Sharing/Discussing (5 min)
    o Discuss with students some of the primary sources they've found and how they can help historians learn about the time.

**Assessment:**
  • The assignment sheet should be handed in and assessed for quality of assessment as learning.
Lesson 8 – Conclusion

Overview:
• This lesson will reinforce what students have learned about the War of 1812.

Learning Goal:
• Students will learn to recall important information and convey it in group form.

Curriculum Expectations:
• Ontario Curriculum: “Describe the major causes and personalities of the War of 1812”
• The Big Six Historical Thinking Concept: Evidence, Historical Significance

Materials:
• Primary source documents used:
  http://images.ourontario.ca/1812/2686733/data?n=3 (Architectural statue of prominent 1812 figures on a courthouse, built 1882) (apx. 8.2)
• Lesson Resources: War of 1812 Jeopardy Game (apx. 8.1)
  o Teachers should photocopy and distribute entry cards (apx. 8.3)

Plan of Instruction:
• Warm up (10 min)
  o Ask students to fill out the anonymous survey, and read some of the student’s favourite facts to the class.
• Discussion (10 min)
  o Explain to the students that you will be playing a Jeopardy game. If students do not know how to play, explain it to them. Divide the students into two groups and have them compete against each other.
• Modeling (30 min)
  o Begin the game with the students, explaining any concepts or asking any questions they don’t know the answers to.
• Guided practice (5 min)
  o Be sure to take notes on what concepts students understand and what ones they are struggling with. Reinforce these concepts with students before they do any further summative assessment.

Assessment:
• This is an opportunity for formative assessment to informally see how well the students as a whole learned the material. It should be done before any further summative assessment on the topic.
An Introduction To

THE WAR OF 1812
Very Beginnings

- The War was fought between June 18, 1812 and February 16, 1815.
- Although it was fought between the British and the Americans, it was fought on Canadian soil.
- It involved British soldiers who traveled from England, as well as Canadian and Native American soldiers.
Why?

- British ships were “pressing” American soldiers into working for them because of their British heritage, and Americans didn’t like it!
- America was expanding, and more people needed more room to live, so they moved North and West. This displaced Canadian and Native settlements.
- Finally, America was unhappy because, in their eyes, Britain wasn’t recognizing the United States as an independent nation.
What happened?

- Americans attacked in three places – Detroit, Niagara and Montreal.
- Canada’s defenses held back the Americans, and they were eventually defeated in 1813.
What else happened?

- Laura Secord made a midnight journey of twenty miles from her home in American territory to warn British soldiers that the American troops stationed in her home were planning an attack on them.
What else happened?

- An American witness to the bombing of Fort McHenry in Baltimore was moved by the fact that the American flag was still standing once it was over, so he wrote a poem – it later became the Star-Spangled Banner.
O say can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming,
To the hue of the flag, or the form of its stars, dignifying
In the blue of the day, Brandywine and the Brandywine

O say does the Star-Spangled Banner yet wave
O'er the land of the free, and the home of the brave?

O'er the land of the free, and the home of the brave,
O'er the land of the free, and the home of the brave.

And when is that land, which so salutary a servile
That the home of war, the battles of its former
A home to a country? Where is the land of war?

O'er the land of the free, and the home of the brave,
O'er the land of the free, and the home of the brave.

O say can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming,
To the hue of the flag, or the form of its stars, dignifying
In the blue of the day, Brandywine and the Brandywine
What else happened?

- Major-General Sir Isaac Brock captured the town of Detroit with a force of regulars and First Nations warriors by making it seem like he had a massive army.
## Some Battles

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Date</th>
<th>Winner</th>
<th>Importance?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Queenston Heights</td>
<td>Niagara</td>
<td>October 1812</td>
<td>British</td>
<td>Improved morale in the area, showed that the British would fight for their land – but Brock was killed</td>
</tr>
<tr>
<td>Capture of York</td>
<td>Toronto</td>
<td>April 27, 1813</td>
<td>American</td>
<td>Americans burned down government buildings in present-day Toronto, led to the capture of Washington DC</td>
</tr>
<tr>
<td>Thames</td>
<td>London</td>
<td>October 5, 1813</td>
<td>American</td>
<td>Americans kept control of south-western Ontario and Detroit area, death of Tecumseh and break-up of his Native American forces</td>
</tr>
<tr>
<td>Chrysler’s Farm</td>
<td>Eastern Ontario</td>
<td>November 11, 1813</td>
<td>British</td>
<td>Very few British soldiers kept the American attacks at bay and forced them to retreat. Protected Montreal and Kingston from attack for the rest of the war.</td>
</tr>
</tbody>
</table>
How did it end?

- The British had recently won their war against Napoleon, and were able to focus their attention on the Americans, pressuring them into peace talks.
- The two sides met at Ghent and drew up a peace treaty.

What changed?

- Not a lot – all land was returned to the original owners, and the Canadian/United States border was returned to pre-war locations.
- Informally, the War proved that America was an independent nation and it set the stage for an independent Canada.
Painting of the American delegates meeting British counterparts in Ghent, Belgium, to agree on the terms of the Treaty of Ghent, December 24, 1814.
Appendix 1.2

Exit Cards – Intro to 1812 Lesson

Today I learned that:

I don’t understand why:

I want to know more about:

Exit Cards – Intro to 1812 Lesson

Today I learned that:

I don’t understand why:

I want to know more about:
Appendix 1.3

An Introduction to the War of 1812

Fill-In-The-Blanks Note

Very Beginnings

• The War was fought between _____ 18, ____ and ________ 16, ____.
• Although it was fought between the __________ and the Americans, it was fought on ________________ soil.
• It involved British soldiers who traveled from England, as well as _________ and ____________________ soldiers.

Why?

• British ships were “____________” American soldiers into working for them because of their British heritage, and Americans didn’t like it!
• America was ________________, and more people needed more room to live, so they moved _______ and ___________. This displaced Canadian and Native settlements.
• Finally, America was unhappy because, in their eyes, Britain wasn’t recognizing the United States as an ________________ nation.

What happened?

• Americans attacked in three places – ____________, _______________, and ________________.
• Canada’s defenses held back the Americans, and they were eventually defeated in ____________.

What else happened?

• Laura Secord made a midnight journey of _______ miles from her home in ________________ territory to warn British soldiers that the American troops stationed in her home were planning an attack on them.
• An American witness to the bombing of Fort McHenry in Baltimore was moved by the fact that the American flag was still standing once it was over, so he wrote a poem – it later became the ____________________________.
Appendix 1.3

- Major-General Sir _________ _________ captured the town of Detroit with a force of regulars and First Nations warriors by making it seem like he had a _________ _________.

Some Battles

<table>
<thead>
<tr>
<th>Name</th>
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<td>Americans kept control of south-Western Ontario and Detroit area, death of _________ and break-up of his Native American forces</td>
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<td></td>
<td>Very few British soldiers kept the American attacks at bay and forced them to retreat. Protected _________ and _________ from attack for the rest of the war.</td>
</tr>
</tbody>
</table>

How did it end?

- The British had recently won their war against Napoleon, and were able to focus their attention on the Americans, pressuring them into _________ _________.
- The two sides met at _________ and drew up a peace treaty.

What changed?

- Not a lot – all land was _________ to the _________ _________, and the Canadian/United States border was returned to _________ _________.
- Informally, the War proved that America was an _________ _________ and it set the stage for an independent Canada.
1.4 – Coin commemorating the signing of the Treaty of Ghent -
http://1812.gc.ca/eng/1314982425662/1314982700685
O say can you see by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming—
To the music of the bars, the flag we so long to see;
O say does the 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,
While the foe's on our壤 to in armed array appears,
What is that which the breeze over the water stirs?
As it half conceals, half discloses,
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines on the stream.
To the Star-Spangled Banner—O long may it wave
O'er the land of the free and the home of the brave!

And when in the bands of our countrymen,
That the home of war is the battle's conclusion
A home in a country should leave us no more?
—Their blood has made our gore so precious
Pave the way for the breezy breeze
From the stream of life to the stream of the grave.
O the Star-Spangled Banner in triumph o'er us
O'er the land of the free and the home of the brave.

O thus be it ever when freemen shall stand
Between their love's home and the war's despotism,
With the burst of the breeze the path is widened
O'er the land of the free and the home of the brave.
Appendix 2.1

Information for Timeline for Cause and Consequences Lesson

Causes:

**Impressment (begin 1798)**
- The British Navy needed more sailors and supplies, so it looked to their colonies – Canada and the United States
- It considered all colonial people to still be British, and did not think they were doing anything wrong.
- The Americans did not like how their people were being kidnapped!

**British Trade Restrictions (November 1807)**
- In order to weaken France’s economy, the British government ordered that no one could trade with France without first stopping in Britain.
- This meant that trading took a lot longer, and cost a lot more money!

**Embargo Act (December 1807)**
- The United States passed The Embargo Act, which protected its shipping rights in court.
- This law is a consequence of the British Trade Restrictions.

**Chesapeake (September 1807)**
- The British HMS Leopard opens fire on USS Chesapeake off the American coast. The incident convinces the British to strengthen and improve their fortifications in Upper Canada.

**Expansion (1800 On)**
- The United States were expanding within North America, and settlers moved into the interior of the continent.
- This displaced Aboriginal inhabitants as Native settlements were pushed westward. First Nations people resisted, resulting in raids on frontier settlements and all-out warfare between the United States Army and some Aboriginal Nations.

**United States is not a real country! (1810-1812)**
- In response to the idea that Britain was failing to recognize the reality of the United States as an independent nation, war was declared in 1812.
Appendix 2.1

Consequences

Impressment (begin 1798)
- The American navy and private sailors were being kidnapped, and the American people were offended.

British Trade Restrictions (November 1807)
- American shippers were losing time and money because of a foreign dispute. Americans were offended, and convinced to go to war.

Embargo Act (December 1807)
- This law is a consequence of the British Trade Restrictions, and offended Britain.

Chesapeake (September 1807)
- The incident convinced the British to strengthen and improve their fortifications in Upper Canada.

Expansion (1800 On)
- This displaced Aboriginal inhabitants as Native settlements were pushed westward. First Nations people resisted, resulting in raids on frontier settlements and all-out warfare between the United States Army and some Aboriginal Nations.

United States is not a real country! (1810-1812)
- In response to the idea that Britain was failing to recognize the reality of the United States as an independent nation, war was declared in 1812.
Appendix 2.2, 2.3, 2.4
Sources for Lesson 2

2.2 – Anne Prevost’s Journal

Anne was a daughter of General Sir George Prevost, Governor General of the British forces in Canada. At seventeen she was a faithful journal keeper, and she made almost daily entries during the time her father was prosecuting the war. In her entry of June 25, 1812 she provides insight into how a young British subject in Canada would react to news of the declaration of war:

“I was summoned in the midst of my French lesson to hear some news that had arrived. It was indeed an important piece of intelligence:—’America has declared War against England.’ The news had arrived by an Express to some of the Quebec merchants. ...On this day I saw nothing before me but my Father’s honour and glory. Although I knew how small a force we had to defend the Canadas, such was my confidence in his talents and fortune, that I did not feel the slightest apprehension of any reverse. I thought those abominable Yankees deserved a good drubbing for having dared to think of going to War with England, and surely there was no harm in rejoicing that the War had happened during my Father’s Administration, because I thought he was the person best calculated to inflict on the Yankees the punishment they deserved."

http://www.pbs.org/wned/war-of-1812/essays/personal-journals-war/

2.3 – Indian Declaration of War

Document found on http://images.ourontario.ca/1812/2690995/data?n=5**

2.4 – Secondary Sources

Appendix 3.1

War of 1812 Portfolio Assignment

Handouts Needed:
- Map of the War
- Significant Battles
- Key People
- Key Concepts
- File folder

1. Colour in the legend and define the American/Canadian border on the Map handout. Cut it out and paste it on the front of your file folder. Remember to give your folder a title and your name!
2. Go to the websites:
   - http://www.pbs.org/wned/war-of-1812/home
   - http://www.discover1812.com/
   Use these resources to help you fill in the three other sheets. You may work with a partner or two. If you can’t find the answer on these sites, you can do your own research on Google.
3. Pick one battle, one person and one concept that you think is the most important. Write three sentences on why you feel each is most important, and put it in your folder.
4. Once all your research is completed, move on to follow the instructions on the handout to create your organized portfolio.
5. Hand it in to be graded for completion.

You will be graded on:

/2 Neatness
/2 Completeness
/2 Accuracy of information
/2 Significant to You Writeup
Appendix 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 - Sources for Portfolio Assignment

3.2 – Portfolio Map

3.3 – Key People
http://bento.cdn.pbs.org/hostedbento-prod/filer_public/Warof1812/Classroom/Intermediate/War1812/Portfolio_KeyPeople.pdf

3.4 – Key Concepts

3.5 - Battles

3.6 – Secondary Sources for Research
http://www.pbs.org/wned/war-of-1812/home
http://www.discover1812.com/

3.7 – Source for Lesson and Handouts

3.8 – Primary Source – Brass button from a member of the Royal Artillery
http://images.ourontario.ca/1812/72382/data?n=11
Appendix 4.1

Native Americans and the War of 1812

The United States declared war over what it thought was British denial of American independence. Although both sides lost many lives, the Native people lost much more than that. Much of the combat occurred along the frontier, where many Native settlements were. Because America was expanding, the Native people in Canada and America were being pushed out of the way. The War did not help their displacement, as the constant fighting moved the tribes around.

The Native Americans were considered in the writing of the Treaty of Ghent, the document which ended the War. Article 9 of the Treaty of Ghent stated that the Native should receive “all the possessions, rights and privileges which they may have enjoyed or been entitled to in 1811.” Unfortunately, this was ignored in favour of peace between the British and Americans. The Native people of Canada and the United States were displaced as a result of ignoring the Treaty of Ghent.

Several tribes also suffered the loss of their leader, Tecumseh. He led a multi-Nation resistance to American expansion. His death, other losses during the war, and Britain’s abandonment of their native allies after it, destroyed Indians’ defense of their lands, opening the way for waves of American settlers and “Indian Removal” to the west.

Appendix 4.2

Ethical Dimension Exit Cards

What are ethics?

Were Native citizens treated ethically before, during and after the War of 1812? Why or why not?

Ethical Dimension Exit Cards

What are ethics?

Were Native citizens treated ethically before, during and after the War of 1812? Why or why not?

Ethical Dimension Exit Cards

What are ethics?

Were Native citizens treated ethically before, during and after the War of 1812? Why or why not?
Appendix 4.3, 4.4, 4.5 – Primary Sources for the Ethical Dimension

4.3 - Print shows the death of Tecumseh from a bullet fired by Colonel Richard Johnson at the Battle of the Thames on October 5th, 1813.

http://images.ourontario.ca/1812/2686949/data?n=3
4.4 - An ink print created in the United States of America. This piece is portraying Col. Richard Mentor Johnson of the United States killing the Shawnee leader, Tecumseh, at the Battle of the Thames.

http://images.ourontario.ca/1812/2686953/image/1608763?n=6
4.5 – Hand-coloured woodcut illustration from: "History of the Discovery of America" by Henry Trumbull. The print gives a vivid account of the war between the Native Americans led by Tecumseh (1768?-1813), chief of the Shawnee, and the U.S. cavalry led by Colonel Richard M. Johnson (1780 or 81-1850). These same three cuts are also found in the 1819 edition of the book published in Boston by Stephen Seweel and in editions published in Boston by George Clark in 1822, 1830, and 1831.

http://images.ourontario.ca/1812/2686671/image/1608493?n=7
Appendix 5.1

Historical Perspectives on the War of 1812

The War of 1812 was fought by four interested parties: The British, the Americans, the Canadians and the Natives. Each party had a different perspective on the war, its causes and its outcomes. It is your job to prepare a short skit explaining the perspective of the war from one of the four interested parties. Your skit should be 5-8 minutes long, and include at least the following:

- Two key personalities
- Their motivations for war
- Two points about their experience during the war
- Two points about the outcomes of the war and what it meant to them
- Did you win the war? Why?

Feel free to get into character – you can bring props and speak in accents. You do not need to memorize your skit. However, all members of your group MUST have a speaking part. Try to divide the speaking equally.

You will use the website www.warmuseum.ca/war-of-1812/explore-history/ to gather all the information you will need for your skit. You will have at least two class periods to put your skit together.

Skits will be presented on: ______________________________
Historical Role Play: Perspectives on the War of 1812

Category 4

Role
Point-of-view, arguments, and solutions proposed were consistently in character.

Category 3

Role
Point-of-view, arguments, and solutions proposed were often in character.

Historical Accuracy
All historical information appeared to be accurate and in chronological order.

Historical Accuracy
Almost all historical information appeared to be accurate and in chronological order.

Required Elements
Student included more information than was required.

Required Elements
Student included all information that was required.

Knowledge Gained
Can clearly explain several ways in which their party "saw" things differently than other parties and can clearly explain why.

Knowledge Gained
Can clearly explain several ways in which their party "saw" things differently than other parties.

Date Created: **Nov 10, 2013 11:28 am (CST)**
## the War of 1812

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Point-of-view, arguments, and solutions proposed were sometimes in character.</td>
<td>Point-of-view, arguments, and solutions proposed were rarely in character.</td>
</tr>
<tr>
<td></td>
<td>Most of the historical information was accurate and in chronological order.</td>
<td>Very little of the historical information was accurate and/or in chronological order.</td>
</tr>
<tr>
<td></td>
<td>Student included most information that was required.</td>
<td>Student included less information than was required.</td>
</tr>
<tr>
<td></td>
<td>Can clearly explain one way in which their party &quot;saw&quot; things differently than other parties.</td>
<td>Cannot explain one way in which their party &quot;saw&quot; things differently than other parties.</td>
</tr>
</tbody>
</table>
Appendix 5.3, 5.4, 5.5, 5.6 – Primary Sources

5.3 - A VIEW OF THE BOMBARDMENT OF FORT MCHENRY, NEAR BALTIMORE, BY THE BRITISH FLEET ... ON THE MORNING OF THE 13TH SEPT. 1814
Print by John Bower, 1814
Courtesy of the New York Public Library, New York, New York
http://www.warmuseum.ca/war-of-1812/explore-history/the-american-war/

5.4 - BOARDING AND TAKING THE AMERICAN SHIP CHESAPEAKE, BY THE OFFICERS & CREW OF H.M. SHIP SHANNON, COMMANDED BY CAPT. BROKE, JUNE 1813
Painted by Charles Heath
Anne S. K. Brown Military Collection, Brown University Library, Providence, Rhode Island
http://www.warmuseum.ca/war-of-1812/explore-history/the-british-war/

5.5 - THE BATTLE OF QUEENSTON HEIGHTS, 13 OCTOBER 1812
Painting by John David Kelly, around 1896
Library and Archives Canada, 1954-153-1
http://www.warmuseum.ca/war-of-1812/explore-history/the-canadian-war/

5.6 - COL. JOHNSONS MOUNTED MEN CHARGING A PARTY OF BRITISH ARTILLERISTS AND INDIANS, AT THE BATTLE FOUGHT NEAR MORAVIAN TOWN OCTOBER 2ND 1813
Engraving by Ralf Rawdon
Anne S.K. Brown Military Collection,
Brown University, Providence, Rhode Island
http://www.warmuseum.ca/war-of-1812/explore-history/the-native-american-war/
Appendix 5.7, 5.8, 5.9 - Secondary and Lesson Sources

5.7 Links to YouTube Videos and Lyrics of the Arrogant Worms’ “The War of 1812”:

Video:  
http://www.youtube.com/watch?v=fOFUbrQWK_A

Lyrics:  

5.8 Links to YouTube Video and Lyrics of Johnny Horton’s “Battle of New Orleans”:

Video:  
http://www.youtube.com/watch?v=8dm4ypxpvB8

Lyrics:  

5.9 Secondary Sources

www.rubistar.4teachers.com

http://www.warmuseum.ca/war-of-1812/explore-history/
Appendix 6.1, 6.2 – Primary Sources

6.1 – Peace. John Rubens Smith. [ca. 1814(?)]

http://www.loc.gov/rr/program/bib/ourdocs/Ghent.html

6.2 – Treaty of Ghent

http://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=008/llsl008.db&recNum=231
## Appendix 7.1

<table>
<thead>
<tr>
<th>Question</th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the source? (paper, journal, painting, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who created the source?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When was it created?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where was it created?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why was it made?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Explore</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What facts can you find in it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the opinion in the source?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is anything surprising?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there anything you don’t understand?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How is the world described in the source different from your world?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you believe in the source?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What don’t you believe?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 7.1

How do I know what happened?
Primary and Secondary Sources

Primary and secondary sources are the ways that historians know what happened in the world’s history. They tell us the stories of the past!

What is a primary source?
A primary source is an original document. It was written, painted, or created during the time under study. They can include...
- Diaries, speeches, manuscripts, letters, interviews, news film footage, autobiographies, official records
- Poetry, drama, novels, music, art
- Pottery, furniture, clothing, buildings

What is a secondary source?
A secondary source is something that uses a primary source to make an argument. These can include...
- Textbooks, historical books

Your assignment is to use the following websites to find one primary and one secondary source and fill in the chart on the back of this sheet. Use point-form notes.

Primary Sources: http://images.ourontario.ca/1812/results?q=1812
Secondary Sources:
http://www.eighteentwelve.ca/?q=eng/Educational_Resource/8&tab=3

/2 Completeness
/2 Accuracy
/1 Understanding
Appendix 7.2, 7.3, 7.4, 7.5 – Primary and Secondary Sources

7.2 – 1812 History Database of artifacts, Primary Sources
http://images.ourontario.ca/1812/results?q=1812

7.3 – Parks Canada War of 1812 Lesson Resources, Primary and Secondary Sources
http://www.eighteentwelve.ca/?q=eng/Educational_Resource/8&tab=3

7.4 - Primary Source Analysis Guide from the University of North Carolina at Chapel Hill
http://www.learnnc.org/lp/multimedia/7916

7.5 – “What is a Primary Source?” Princeton Library
http://www.princeton.edu/~refdesk/primary2.html
# The War of 1812 Jeopardy Game

<table>
<thead>
<tr>
<th>Hi, My Name Is:</th>
<th>You did WHAT?!</th>
<th>So you want to start a war?</th>
<th>Identifying Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m a Shawnee leader who had British allies.</td>
<td>Kidnapping ships and sailors, forcing them to work for your Navy.</td>
<td>Moving into “unoccupied” land because your population is growing.</td>
<td>A painting, done in 1900, by someone who witnessed the Battle of Queenston Heights, is which type of source?</td>
</tr>
<tr>
<td>I ran twenty miles to warn the British of an American attack.</td>
<td>Politicians ignored this document which ended the war, and took land from Native Americans</td>
<td>Passing a law stating that you can trade with anyone you want to regardless of anyone else’s laws.</td>
<td>A newspaper article from 1875 about the payment of soldiers in the War is which type of source?</td>
</tr>
<tr>
<td>I commanded an army in Upper Canada and died early in the war. He defended Canada with an army of the poor and farm kids.</td>
<td>When the British marched into America and took over Washington, D.C., what building did they burn down?</td>
<td>The British impressed the sailors of this ship into their service, making Americans very angry.</td>
<td>A button from a soldier’s coat that was found in a field by archaeologists is which type of source?</td>
</tr>
<tr>
<td>I’m the British governor-general, and I protected the Canadian territory alongside Brock and other military leaders.</td>
<td>During the bombing of Fort McHenry in Baltimore, Francis Scott Key wrote which famous song?</td>
<td>One of the main reasons the Americans wanted to go to war is because this country didn’t consider the United States a free country.</td>
<td>Architectural statue of prominent 1812 figures on a courthouse, built in 1882</td>
</tr>
</tbody>
</table>

<table>
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<th>You did WHAT?!</th>
<th>So you want to start a war?</th>
<th>Identifying Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECUMSEH</td>
<td>Impressment/pressing</td>
<td>Expansion</td>
<td>PRIMARY</td>
</tr>
<tr>
<td>LAURA SECORD</td>
<td>Treaty of Ghent</td>
<td>Embargo Act</td>
<td>SECONDARY</td>
</tr>
<tr>
<td>SIR ISSAC BROCK</td>
<td>White House</td>
<td>Cheasapeake</td>
<td>PRIMARY</td>
</tr>
<tr>
<td>GEORGE PREVOST</td>
<td>Star Spangled Banner</td>
<td>The British</td>
<td>PRIMARY</td>
</tr>
</tbody>
</table>
Appendix 8.2 – Primary Source

A photograph of a pediment in the Tippecanoe County Courthouse in Lafayette, IN, USA featuring statues of William Henry Harrison, Lafayette and Tecumseh; sometimes identified as George Rogers Clark, George Washington and Tecumseh. Constructed in the 1880s.

http://images.ourontario.ca/1812/2686733/data?n=3
Appendix 8.3

War of 1812 Summary Entry Card

What is your favourite fact about the War of 1812?

What don’t you understand about the War of 1812?

War of 1812 Summary Entry Card

What is your favourite fact about the War of 1812?

What don’t you understand about the War of 1812?

War of 1812 Summary Entry Card

What is your favourite fact about the War of 1812?

What don’t you understand about the War of 1812?