Lesson #1 - Introduction Lesson War of 1812
Overview
This lesson aims to give students a summary of the War of 1812 (through a video) and evaluate their prior knowledge (with a mind map).

Learning Goal
I. Knowledge
   A. By the end of this lesson students should have a grasp of the War of 1812 timeline as well as possible causes, consequences, and significance.
I. Skills
   A. An ability to navigate the War of 1812 chronologically
I. Habits of mind
   A. An ability to sift through information to determine what will be useful for discussion and to ask appropriate questions

Curriculum Expectation
I. This lesson aims to satisfy criteria B3 by describing the War of 1812 and its impact on Canadians.
II. Historical thinking concepts used: significance, cause and consequence.

Materials
I. “The War of 1812” DVD (A-V Discovery Ltd “The War of 1812” available in Queen’s teacher resource library)
II. Paper for mind maps

Plan of Instruction
Warm up (1-2 minutes)
I. Ask students if they like living in Canada and whether or not they prefer it to the United States.
II. Make the connection to the War of 1812 as a big part of why we are still separate from the U.S.

Discussion (3-4 minutes)
I. Begin the discussion on what the students already know about the War of 1812. Ask if they know any major names or events, following up with a request for more detail about said events or people.
Modeling (5 minutes)
I. Model the kind of mind map that students are expected to do. Start with “War of 1812” in the centre and branch out to “Significance”, “Cause”, “Consequence”, and “questions”.

II. Explain:
   A. Significance: Something that resulted in change or is notable. (Can vary based on perspective).
   B. Cause: Something that happened which may have played a role in the creating of the war of 1812.
   C. Consequence: Something which seems to have happened because of the war of 1812.
   D. Questions: This is where students can share anything they want to know more about concerning the war.

Guided Practice (30 minutes)
I. Play DVD “The War of 1812” and give students paper to write on their mind maps as the movie is playing

Independent Study (10 minutes)
I. Allow students time to work on their mind maps independently

Discussion (5 minutes)
I. At this point, form groups of 4-5 among students to discuss the content of their mind map (what they thought was significant, their questions, etc.)

Assessment
I. Provided students write something for each of the four categories, the mind maps will be marked based on successful completion.
Lesson #2 - Change and Continuity Lesson War of 1812

Overview
In this lesson students will work with timelines to show change and continuity throughout the War of 1812. This lesson would be structured close to the star of the unit because it will provide students with a generic overview of the entire War.

Learning Goal
I. Knowledge
   A. I want students to learn key events and figures of the War of 1812, so that they can use these figures/events as a reference when they are cited later on in the unit.

I. Skills
   A. I want the students to practice their timeline making skills. A timeline is extremely important in a historical sense.

I. Habits of Mind
   A. I want the students to understand the importance of a timeline and how the events are structured in time.

Curriculum Expectations
I. Strand B. Canada, 1800–1850: Conflict and Challenges
II. B2. use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1800 and 1850.
III. B3. describe various significant events, developments, and people in Canada between 1800 and 1850, and explain their impact.
IV. The primary historical thinking concept in this lesson is Change and Continuity. A secondary historical teaching concept that connects to this lesson is Cause and Consequence.

Materials
I. Primary Source Documents
   A. Map of 1812 Upper Canada (Appendix 2.1)

I. Instructions to the teacher
   A. Spend time prior to class creating a timeline on the white/black board. This time line should only have dates posted on it. The dates posted are: 1812 June, July, August, October. 1813 April, May, October. 1814 July, August, September and December. 1815 January. (Appendix 2.4)
   B. Bring packing tape/pens/pencils/paper etc. to class.
   C. Pre cut the event titles from their descriptions and dates. (Appendix 2.2)
   D. Print off Journeys Timeline (Appendix 2.3) for each student.
   E. To make the Discussion easier make sure you start placing the events on the timeline with the declaration of war in 1812.

I. Prompts for the students
   A. N/A
Plan of Instruction

Warm up (5 minutes)

I. Play “Don’t Stop Believing” by Journey to gather students interest for 2 minutes (Just till the end of the first chorus)

II. Explain to the class that journey is an American rock band, famous for songs such as “Don’t Stop Believing”.

III. Journey as a band has experienced several changes in membership. There has been a change made in almost every instrument, with the exception of Neil Schon on Lead guitar. Neil Schon represents continuity. Now take a look at the red line, the lead vocals. There has been 6 people who have been Journeys frontman, most notably Steve Perry (due to his vocal abilities and length of membership). You see this change in every other instrument, sometimes its just one change.

Discussion (20 minutes)

I. The War of 1812 can be charted on a time line (reference the timeline on the board).

II. Have the students volunteer to place a War of 1812 event on the timeline (getting it wrong is expected, little background information will be known at this point).

III. As you tell the student the title of the event they have to post to the timeline, reference a map of 1812 (if one is not available use a modern map) to show the place where this event takes place.

IV. Discuss with the class if a student is stuck in placing the event.

V. Then have other student volunteers match and post the descriptions of the events to each title. Some will be easier then others, but if they are stuck ask the class for help.

VI. Spend time correcting the timeline, a great way to do this (if you have time) is to fix half of the wrong match ups and ask the students to fix the other half.

Modelling/Guided Practice (20 minutes)

I. Once the timeline is completely accurate have the students take out a sheet of paper and copy down the timeline for their notes.

II. As they copy down the note, write CAN/BR or USA above each event to represent which side was the victor. As you write CAN/BR or USA repeat the timeline descriptions to let the students see the flow to the War of 1812.

III. Once you complete writing CAN/BR or USA start placing the Canadian victories on top of the line, and the American victories on the bottom.

IV. Draw a vertical line down the first event in the timeline to create a live graph. Ask the students where the majority of victories lie in the first half of the timeline? in the last half?

V. This is to show change throughout the War of 1812, the War was not lopsided, it saw change throughout the 4 years it was fought.

VI. If time allows, add the lines for Tecumseh, Brock, Madison, Pike and Liverpool to represent continuity. Each person will start in 1812 however only Madison and Liverpool will go till 1815. The rest will have their lines end when they were killed.
**Individual Activity (5 minutes)**
I. Hand out the work sheet. (Appendix 2.5)
II. Have the students fill out the answers to the worksheet.

**Sharing/Discussing/Teaching (5 minutes)**
I. Take up the answers, ask for multiple participants. (Appendix 2.6)

**Assessment**
I. Have students create their own timeline, that features 10 main events in their life from birth to now for homework. (Focus on large events, as well as family members and pets to represent continuity.)
Lesson #3 - Evidence Lesson War of 1812

Overview

This lesson revolves around how to recognize what evidence looks like. The lesson also shows the difference between primary and secondary sources of evidence. It will teach the students how to examine evidence and ask the right questions in order to look at evidence through the right perspective. The lesson will look at evidence of the War of 1812, including journals, paintings and songs. This would be an earlier lesson within the broader unit of the War of 1812 because it teaches the students new techniques that they will use not only in the remainder of this unit but also in the rest of the course.

Learning Goals

I. Knowledge
   A. I would want the students to learn that there is several different types of evidence.

I. Skills
   A. I want the students to practice the skill of proper ‘detective work’ which implies becoming aware of each piece of evidence, examining each event for multiple pieces of evidence and creating a factual event based on this evidence.

I. Habits of mind
   A. I would want the students to start understanding the connection between evidence and perspective.
   B. I would want the students to understand that each piece of evidence is subjective.

Curriculum Experience

I. Strand B. Canada, 1800–1850: Conflict and Challenges

II. B2. use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1800 and 1850.

III. B3. describe various significant events, developments, and people in Canada between 1800 and 1850, and explain their impact.

IV. This lessons primary teaching concept is Evidence found in the War of 1812. The secondary teaching concept is Perspective.

Materials

I. Primary source documents (Found in Appendix)
   A. Journal entries x4
   B. Journal Entry #1 (Appendix 3.1)
   C. Journal Entry #2 (Appendix 3.2)
   D. Journal Entry #3 (Appendix 3.3)
   E. Journal Entry #4 (Appendix 3.4)
   F. Picture of the Battle of Lundy’s Lane(Appendix 3.5)
   G. Portrait of Sir Isaac Brock (Appendix 3.6)
   H. Songs x2
      1. The War of 1812 by the Arrogant Worms. (Appendix 3.7)
2. The Battle of New Orleans by Johnny Horton (Appendix 3.8)

I. Instructions for the teacher
   A. Print off and gather all sources, make sure they have all names, dates and places blacked out. (Appendix 3.9 - 3.14)
   B. Have extra paper and pens incase some students do not have them. Used for Guided Practice and Individual Activity.
   C. For the Warm Up/Discussion have some evidence that you were in class yesterday (An assignment with your name, date, a witness signature and class number) - (Teachers Aid 3.15)
   D. When it comes to the Guided Practice, number students off into 6 groups instead of allowing them to form their own groups.
   E. During the Guided Practice write the questions from the sheet on the white board (Teachers Aid 3.16)

I. Prompts for the students
II. See Appendix 3.17 - 3.18 For in class worksheets
III. See Appendix 3.19 For Homework/Exit Slip

Plan of instruction

Warm up (5 minutes)
I. Tell the students that the principal was asking where they have all been, they were all marked absent on their first period class (or yesterdays class). The Principal is asking for proof that the students were in their classes. Tell the students that they have 5 minutes to gather/think about all pieces of evidence that can prove their case.

Discussion (10 minutes)
I. Have volunteers vocalize what they found to prove they were in class. Common items might include homework, another classmate validating their presence, attendance sheet or a note taken in that class. Write these down on the white board.
II. Start asking questions about how valid/accurate each piece of evidence is. Can we trust your friend? Judges require witness testimony to be sworn in. A note is easily forged, how do we know that note is from that one specific class? Does it have your teachers signature? Does it have the date marked on it?
III. Explain to the students that the best source of proof is something that has the teachers name, date and class on it.

Modeling (5 minutes)
I. Use the same items that are listed to prove that you were in class yesterday. Using the worksheet (Appendix 3.15)

Guided Practice (15 minutes)
I. Gather the students in 6 groups, ask each group to take out a sheet of paper and pen.
II. Hand out a worksheets to each group.
III. Ask each group to answer the questions posted on the top of their worksheet.
Sharing/Discussing/Teaching (5 minutes)
I. Ask each group to present their piece of evidence, and the questions/answers they were asked.
II. After each group, inform them of the correct answers/add insight (Appendix 3.20)

Independent Activity (10 minutes)
I. Ask the students to each take out another sheet of paper and answer the next set of questions on the board

Sharing/Discussing/Teaching (5 minutes)
I. Ask students to volunteer to read out their answers to the questions posted on the whiteboard.
II. Focus the discussion on what makes these pieces of evidence accurate. Out of the three sets of evidence (Journals, Pictures, Songs) which one is the best? Why?
III. Use Appendix 3.21 to help support why each piece of evidence is important.
IV. Refer them back to the example set in the beginning of class, what is the best proof? A picture someone drew of you in class? A song someone wrote about you sitting in class? OR a Journal article written by you about the lesson you covered in class?

Assessment
I. Have the students take home an exit ticket (Appendix 3.22) to fill out and return to class the following day.
II. Have the students hand in both their individual answers and group answers.
Lessons #4 - Significance War of 1812

Overview
This lesson, a modification of two lessons from historicalthinking.ca (The Historical Significance of General Sir Isaac Brock Pt.1 and Pt. 2), challenges students to consider whether or not Sir Isaac Brock should be considered historically significant after interacting with secondary and primary resources concerning his actions.

Learning Goal
I. Knowledge
   A. Sir Isaac Brock’s role in the War of 1812 and whether or not he should be considered as significant as he currently is.

I. Skills
   A. Gain a better understanding of the determining factors in a person’s or event’s level of significance.
   B. Develop an ability to screen primary and secondary sources for information relevant to a person or event’s significance.

I. Habits of mind
   A. Weighing their own conclusions, based on primary resources, against those of other historians.

Curriculum Expectation
I. B2: to use the historical inquiry process to explore different perspectives and significance on/ of Sir Isaac Brock.
II. Historical thinking concepts used: Significance, evidence.

Materials
I. Each student will need copies of all Primary Sources from http://historicalthinking.ca/sites/default/files/L12_Brock%20Part%202.pdf and worksheets from the appendix.
II. Should book a computer lab if students don’t have their own devices.

Plan of Instruction
Warm up (1-2 minutes)
I. Ask what makes someone or something important
II. Frame the discussion by making the criteria for significance whether or not that person's actions resulted in change or where revealing (For example, the Canadian women’s soccer team revealing a great deal of support among Canadians).

Discussion (3-4 minutes)
I. Get students thinking about what makes someone significant by using recent events. (Potentially the 2012 olympics, film awards, etc.)
Modeling (1-2 Minutes)
I. Ask: “Why is it that even though General Brock was killed in the early hours of the Battle of Queenston Heights and Colonel Roger Sheaffe lead the British forces to victory, Brock is more remembered than Sheaffe?”
II. Explain that students will be working in small groups, reading secondary resources to see what they can find other people have said about this question.

Guided practice (20 Minutes)
I. Put students into groups of 4-5 and have them read through the secondary sources and see if they agree with them.

Independent Activity (20 Minutes)
I. Have students look at primary resources individually and see if their opinion changes. Based on interactions with both primary and secondary sources, have students fill out significance sheet (Appendix).

Assessment
I. Mark the significance sheet (have students hand it in either at the end of class or beginning of next period).
Lesson #5 - Cause and Consequence War of 1812

Overview
This lesson will look at the possible causes of the War of 1812 through the use of primary and secondary resources, adapted and modified from http://historicalthinking.ca/sites/default/files/L18_Questioning%20Causes.pdf.

Learning goals
I. Knowledge
   A. Familiarization with the causes commonly associated with the War of 1812
I. Skills
   A. Extracting information from primary resources to determine what were the main causes of the War of 1812.
I. Habits of mind
   A. Developing an ability to see the multitude of potential causes for any given event and evaluate their relative affect.

Curriculum expectations
I. B2: to use the historical inquiry process to explore different perspectives on the causes of the War of 1812.
II. Historical thinking concepts used: Cause and consequence, evidence, perspectives.

Materials
I. Print primary sources (found at http://historicalthinking.ca/sites/default/files/L18_Questioning%20Causes.pdf) For students group work.

Plan of instruction
Warm up (1-2 Minutes)
II. Discuss the relationships between cause and events in a broad sense. Do events take place for no reason? Should we look at what happened before the declaration of war? Is there usually one or multiple causes?

Discussion (5-6 Minutes)
III. Ask “Based on previous lessons and prior knowledge, what do you think the cause or causes of the War of 1812 were?”
IV. This can be discussed as a class or in groups (if in groups, call on a group representative after to tell the class their group’s thoughts on the matter).

Modeling (1-2 Minutes)
V. Read the first few sentences of Madison’s speech
   “To the Senate and house of representatives in the United States... Great Britain is engaged...[in] a series of acts hostile towards the United States as an independent and neutral nation.
British cruisers have been in the continued practice of violating the American flag on the great highway of nations, and of seizing and carrying off persons sailing under it”.

VI. Ask what students think Madison’s belief was regarding the cause of the war. (British provocation by impressment).

Guided Practice (20 Minutes)
I. At this point, have students read the rest of Madison’s speech and answer the following on lined paper:
   A. What reasons did President Madison give in recommending that Congress vote to declare war against Great Britain?
   B. How many of these reasons are related to Maritime conflicts on the high seas, how many are related to conflicts on the Frontier and how many are related to national rights and Pride? Put an M, F or P beside the causes in your answer to number 1.
II. How do you think that President Madison ranked the different causes in order of importance? Place the number 1 beside the most important cause, 2 beside the second most important cause, 3 beside the next cause, etc. Why do you think that a southern planter would place such an emphasis on Maritime issues?

Independent Activity (20 Minutes)
I. Have students read other statements concerning about the War and derive their own conclusions concerning the War’s causes, comparing them to those of Madison (chart in appendix).

Discussing
I. Students are allowed and encouraged to deliberate amongst their peers as to the degree of importance each cause is given throughout the Independent Activity.

Assessment
I. Teacher observation of student participation in class discussion and individual student contributions to group discussions
II. Student answers to questions and the rank order of causes list
Lesson #6 - Perspective War of 1812

Overview

This lesson will look at the varying perspective from within the United States, Canada, Britain, and the Native community on who won the War of 1812 and how it affected their national community through secondary and primary resources.

Learning Goals

I. Knowledge
   A. Students will attain a greater awareness of current perspectives on the outcome of the War of 1812.

I. Skills
   A. Students will hone their ability to extract information from primary and secondary sources and discerning from them appropriate conclusions.

I. Habits of mind
   A. It is the aim of this lesson to develop in students a tendency to look for different perspectives in all historical events rather than settling for the most popular narrative.

Curriculum goals

I. B2: to use the historical inquiry process to explore different perspectives on the outcomes of the War of 1812.

II. This lesson will makes use of the historical thinking concepts of Historical perspectives, evidence, and continuity and change.

Materials

I. All materials are online (videos and text, found in the corresponding appendix)

Plan of instruction

Warm up (1-2 Minutes)

I. Introduce the concept of historical perspective and explain how our location (in time, cultures, geographically speaking) has a profound impact on our understanding of history.

Discussion (3-5 Minutes)

I. Ask students who, at this point, they think won the War of 1812. After some deliberation, ask them what they think a typical perspective is from Canadians, Americans, the British, and the Native community.

Modeling (3-5)

I. Show clip on James Madison (appendix) and discuss how it shows a more American academic perspective on the War of 1812. Ask the students what they think and allow some discussion.
Guided practice (20 Minutes)
I. Show four different perspective clips (appendix) and facilitate discussion in small groups concerning the differences between the four perspectives. Try to have the discussion center around who won the War, or their views on the outcomes of the War.
II. Also show students the excerpt from the Treaty of Ghent (appendix) and have them discuss based on that who won the war based on how much change took place.
III. Show them the political cartoon from the time period (appendix). Who is portrayed as victorious?

Independent activity (20 Minutes)
I. Have students write a letter from a perspective other than their own, from the perspective of a person alive in 1815 after hearing of the wars end.
II. This letter must:
   A. Show whether or not the individual thinks their side has won the war.
   B. Their general mood in response to the terms of peace.
   C. Their sentiments towards their foe.

Discussion (5 Minutes)
I. Ask what it is like to write from a different perspective about something the students already have their own beliefs about.

Assessment
I. Collect the letters written by the students and grade them by levels 1, 2, 3, and 4. Based on the fulfillment of the criteria, clarity, and creativity.
Lesson #7 - Ethical Dimension Lesson War of 1812

Overview
This lesson is based around teaching ethical dimension through the use of building a monument. It will rely on the monuments that already stand commemorating an event or leader from the War of 1812. This lesson would fall in the later have of the unit because it contains a lot of assessment goals.

Learning Goal
I. Knowledge
   A. I want the students to understand the importance of each ethical perspective in the War of 1812.

I. Skills
   A. I want the students to use their skills built throughout the unit to culminate in creating an accurate monument.

I. Habits of mind
   A. I want the students to leave the lesson realizing the different ethnical dimensions to the War of 1812, and apple this perspective to other events.

Curriculum Expectations
I. Strand B. Canada, 1800–1850: Conflict and Challenges
II. B2. use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1800 and 1850.
III. B3. describe various significant events, developments, and people in Canada between 1800 and 1850, and explain their impact.
IV. The primary historical thinking concept used in this lesson is ethnical dimension. This lesson also uses perspective.

Materials
I. Primary source documents
   A. Tecumseh monument, two pictures (Appendix 7.1)
   B. Brock monument (Appendix 7.2)

I. Instructions to teacher
   A. Use Powerpoint “War of 1812 - Ethnical Dimension”
   B. If you can not get powerpoint to work print off and hand out monument pictures
   C. For Guided Practice, place the students in groups.
   D. Bring the supplies to class (Lego, Paper, Pen, Markers, Paintbrushes/Paint etc.)

I. Prompts for students
   A. Students will create a monument with a set ethical dimension.
Plan of Instruction

Warm up (5 minutes)

I. Tell the students about the Olympic games hosted by Canada in 2010. Most should remember a little bit about the games, Crosby’s golden goal, Joannie Rochette’s bronze medal after her mother passed away the night prior, or the malfunctioning arm of the cauldron.

II. The cauldron is a monument that represented the olympics since its beginning. Recently countries use the cauldron to show a representation of their country. Canada in 2010 is a prime example. Numerous artists and historians weighed in on how the cauldron should look like. Eventually they came up with this (Reference slide #1). The cauldron caused some controversy due to its very odd shape, and only being able to view it through a chain link fence. The monument they choose was built by a Canadian company (Bombardier), however it did not have a distinct Native feel. The Olympic ceremony was based on the history of Canada and its ties to Native groups, however they did not choose the Native aspect to be the monument (symbol) of Canada’s Olympic Games. Some thought it should be an Inukshuk with a burning head.

Discussion (10 minutes)

I. Ask the students three questions:
   A. How does this cauldron represent Canada?
   B. What makes a monument important?
   C. What was the ethnic dimension to this monument?

I. (Slide #2 & #3)
   A. Tecumseh was a Native leader, who allied with the Canadian/British forces to repeal the Americans during the War of 1812.
   B. Can anyone tell me more about Tecumseh?
   C. This is the monument to him at Thamesville Ontario (Slide #4)
   D. Tecumseh is portrayed as a noble, powerful, inspirational leader who was seeking to align the Native tribes to repel settlements along the frontier. When he saw a greater threat (USA) he allied with the British to help rid the land of the Americans and to increase Native prestige among British and Canadian perceptions. (Slide #5)
   E. Tecumseh died at the Battle of Thames. He fought and died to protect both foreign and native lands from becoming American. (Slide #6)

I. This is Sir Isaac Brock. He was a General in the British forces and led the Canadian militia against the Americans.
   A. Can anyone tell me more about Sir Isaac Brock?
   B. Sir Isaac Brock is portrayed as a noble, powerful, inspirational leader who was seeking to move up the ranks of the British Army. He was enlisted to help lead a resistance army to fight off the American invasion. He fought and died to protect both foreign and native lands.
   C. (Slide #7) This is Sir Isaac Brock’s monument. (Slide #8)
Modeling (5 minutes)
I. Similarities between the two men and monuments (Slide #9):
   A. Both are courageous leaders that died during the war of 1812
   B. Both monuments are placed at the spot where they died.
I. Differences between the two men and monuments:
   A. Tecumseh is a Native American, Brock is a White Anglo Saxon
   B. Tecumseh’s monument is barely 6 feet tall, contains a simple picture and basic description.
   C. Brock’s monument stand 38 meters in height. He sits atop of the monument pointing the way towards America.
I. Now both these monuments were put up after both leaders died, they had no say in how they are remembered.
   A. Why is there such differences between the two monuments?

Guided Practice (20 minutes)
I. Create 3 groups, give each group one perspective (American, Canadian, Native) and hand out the building supplies.
II. Tell the students their task is to now create a monument that is based on their perspective.
   A. Monuments can be built, Drawn, painted any which way they choose.
   B. Keep each group on task, tell them to try to stay away from mimicking the Tecumseh and Brock’s monuments.
   C. Reinforce each groups perspective, and how it might show on the monument.

Independent Activity (10 minutes)
I. Have all the students return to theirs desks, take out a piece of paper and pencil.
II. Have them write a plaque for their monument. This plaque must describe (write questions on board):
   A. Who/What is the monument depicting?
   B. What is the ethical dimension of the monument?
   C. How does the monument show this?
   D. How would your monument change if you took a different ethical dimension?
   E. Reminder - this is to be written in the lens of your ethical dimension.

Sharing/Discussion/Teaching (5 minutes)
I. As historians we have to take a multi lens view. We have to take each ethnical dimension into consideration. If we create a monument that will be in place for a long time, and that is looked on by many to re-tell a certain event, we have to make sure that it will be an unbiased, accurate portrayal of that event.

Assessment
I. Have students hand in their plaque and monument.
Lesson #8 - Conclusion War of 1812

Overview
This lesson is assessment based. Its purpose to conclude the unit on the War of 1812, by assessing the students knowledge. The lesson will draw on a web chart that was done in the introduction lesson, and a comparison of the two web charts. The lesson also will also contain an in class test that will help show the students progression of knowledge and learning goals. This lesson would be the final lesson in the War of 1812 unit.

Learning Goal
I. Knowledge
   A. At the end of this lesson I would want the students to understand the War of 1812 from every perspective.
I. Skill
   A. I would want the students to show their own skills they gained over the unit. (Perspective, significance, working with primary sources.
I. Habit of Mind
   A. I would want the students to proceed from this lesson with the midst of applying all the historical concepts created in this unit to other classes and courses.

Curriculum Expectations
I. Strand B. Canada, 1800–1850: Conflict and Challenges
II. B2. use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1800 and 1850.
III. B3. describe various significant events, developments, and people in Canada between 1800 and 1850, and explain their impact.
IV. Since this is the final lesson, it contains all historical thinking concepts.

Materials
I. Primary Source
   A. Anne Prevost journal exert (Appendix 8.1)
I. Instructions to Teacher
   A. This lesson will draw upon an activity that was created by the class in lesson #1. The Web Chart containing their general knowledge of the War of 1812.
   B. Make sure to cover/erase the web chart prior to the individual activity.
I. Prompts to students
   A. Students will have to choice on the final assessment (Appendix 8.2)

Plan of Instruction

Warm Up (1-2 minutes)
I. Let the students know that this will be a class based on the culmination of their knowledge of the War of 1812. We are looking to review how much they have learnt about the War by revisiting the Web Chart that we made in the first lesson.
Discussion (1-2 minutes)
I. Make sure to tell the student the importance of taking a broader view on the progression of their learning. Touch on their perspective of the War of 1812, and the difference between what it was and what it is.

Modeling (1-2 minutes)
I. Using the old web chart, draw a new conclusion to an event. Show the students the difference between what they knew Day 1 and how it is now a more conclusive review due to the amount of knowledge. Then start by drawing on the chalk/white board a new web chart.

Guided Practice (15 minutes)
I. When drawing the web chart leave room for numerous ideas. Make sure to create at least a three level web chart, requesting the students to review each main point to create second and third level ideas. Make sure you don’t write an essay but keep the points short and too the point. At the end of the guided practice, cover the board or erase.

Independent Activity (30 minutes)
I. Introduce and hand out the final Assessment sheet. (Appendix 8.2)
II. Allow the students to reflect on all parts of the final assessment, tell them to read the instructions carefully.
III. The activity includes:
   A. Drawing a view of a battle from a set perspective, and then writing why you think this is significant.
   B. An exert from primary source, they have to explain what/who its from, what it means.
   C. A creative writing paragraph.

Sharing/Discussion/Teaching (5 minutes)
I. If time allows discuss how the War of 1812 connects to the modern day. Engage the students to start thinking about the major lessons of the War of 1812 and how they will connect to recent global events.
II. What have modern day Canadians taken from the War of 1812? What is our perspective on the War of 1812 today? How do we see Americans today?

Assessment
I. The Web chart will show a direct view of prior and current knowledge of the war of 1812. It represents the entire classes progression in knowledge.
II. The Final test will represent each individuals progression. The Test is designed to allow how each student can show an artistic view of perspective and significance, work with primary evidence, and use of creative writing to touch on cause and consequence.
Appendix:

2.1- Map of Upper Canada 1812

2.2 - Timeline
Declaration of War by USA on Britain - June 1812 - USA
Invasion of Sandwich - July 1812 - USA
Capture of Fort Detroit - Aug 1812 - CAN
Battle of Queenston Heights - Oct 1812 - CAN
American Raid of York - April 1813 - USA
Failed raid on Sackets Harbour - May 1813 - USA
Battle of Thames - Oct 1813 - USA
Battle of Lundys Lane - July 1814 - CAN
Battle of Bladensburg - Aug 1814 - CAN
Coastline cities captured by British Navy - Sept 1814 - CAN
Treaty of Ghent signed - Dec 1814 - CAN
Battle of New Orleans - Jan 1815 - USA
2.3 Journey Band Members Timeline

2.4 All events marked on the timeline are found on [http://www.timetoast.com/timelines/major-events-in-the-war-of-1812](http://www.timetoast.com/timelines/major-events-in-the-war-of-1812)
Change and Continuity in the War of 1812

Why does the USA think they won the war of 1812?

How can you represent change throughout the War of 1812?

How can you represent continuity throughout the War of 1812?

Why was it important to Canadians to attack Washington in 1814?

What would it look like if Canada never won Detroit or Queenston Heights? What if the USA took control of those locations and held them? How would that change our graph?
2.6 - Worksheet Answers:
Why does the USA think they won the war of 1812?
- Won the last battle (Battle of New Orleans). Created the Star Spangled Banner which is now used for their national anthem.

How can you represent change throughout the War of 1812?
- Use of victories in major battles.

How can you represent continuity throughout the War of 1812?
- The use of major figures and their lifespan throughout the War.

Why was it important to Canadians to attack Washington in 1814?
- It was in retaliation for the USA siege on York. We burn your capital because you burnt ours.

What would it look like if Canada never won Detroit or Queenston Heights? What if the USA took control of those locations and held them? How would that change our graph?
- The timeline would be completely changed. What is now southern Ontario could possibly be part of the USA.

“We came to Thompson’s the day before yesterday. I met with a most ungracious reception when Mr. Stanton went to the don. The old fellow told him he could not come in as his family occupied the whole house but that we might go into an old house a little distance of which was inhabited in the early periods of the world. Accordingly we shifted our Flag to the old wigwam, cleared it of rubbish, made a fire & fried a little Beef we had brought with us. In the Evening we cleaned out the dung & made a straw bed on the floor. We collect balm in the garden for tea. I carry on an extensive robbery of pears, apples, onions, corn, carrots [etc.] for we can get nothing but by stealing excepting some milk, which by the by is carefully measured. Bread & butter is out of the question. And to day we sent a Dragoon to the 12 after [their] articles. And Gee to the cross roads for beef and whiskey. Lewis cooked some & have bread yesterday.”

Extract from an original letter from Thomas G. Ridout to his brother George Ridout, September 4, 1813
Thomas Ridout family fonds
Reference Code; F 43, box MU 2390
Archives of Ontario

3.2 Journal entry - Extract from an original letter from Thomas G Ridout to his father Thomas Ridout. November 1, 1813. Archives of Ontario. Reference code; F 43, box MU 2390.

“We have had a most harassing journey of 10 days to this place when we arrived last night in a snow storm. It has been snowing all day & is now half a foot deep. ... Frequently I had to go middle deep in a mud hole & unload the wagon & carry heavy trunks 50 yards waist deep in the mire & reload the wagon. Sometimes put my shoulder to the fore wheel & raise it up. One night the wagon [upset] going up a steep hill in the woods in one of the worst places I ever saw. Gee I carried the load up to the top whilst Mr. Couche rode on 3 miles in the rain for a lanthorn & about 11 o'clock we got it when we missed a trunk with 500 guineas [12 shilling coin] in it. Mr. Couche & I immediately rode back 2 miles & found it in a mud hole but nothing lost ...”

Extract from an original letter from Thomas G. Ridout (Kingston) to his father Thomas Ridout, November 1, 1813
Thomas Ridout family fonds
Reference Code: F 43, box MU 2390
Archives of Ontario

“I have furnished barracks for one hundred and twenty men and they are all on the spot, including the Rifle Company now on duty here. And all are in the greatest want of almost every necessary. And I have this day received a letter from Col. Vincent referring me to you for stoves, blankets, etc. and I must observe that we are in as great want of shoes, pantaloons, jackets, and watch coats for the Guard”

Extract from an original letter from Colonel Joel Stone to Colonel Lethbridge, October 25, 1812
Joel Stone family fonds
Reference Code: F 536, MU 2892
Archives of Ontario

3.4 Journal Entry - Extract from an original letter from Lieutenant Colonel Benoni Wiltse to Colonel Joel Stone. April 13, 1813. Archives of Ontario. Reference code; F536, box MU 2892.

“Give me leave Sir to remark the duty I owe to my fellow creatures and as a true patriot to my country to remind you at the certain calamity that must befall us if the Militia are thus continued to be cauled [called] from their families. If they are cauled [called] one month or six weeks from their farms they can put no spring grain in the ground and the consequence will be that their families must inevitably suffer the famine even threatens before the ensuing harvest when there is but little sown that can be reaped [reaped] if the farmers are prevented from putting in spring grain the famine will undoubted be dreadful.”
3.5 Pen drawing of the Battle of Lundy’s Lane - by C.W. Jefferys. 1921. Government of Ontario Art Collection 621234.
3.6 Portrait of Sir Isaac Brock - by Gerrit Schipper. 1808. The copy was painted by Alice Kerr-Nelson. 1881. Commission for Lieutenant-Governor John B. Robinson

3.7 Song “The War of 1812” - preformed by the Arrogant Worms

3.8 Song “The Battle of New Orleans” - preformed by Johnny Horton
“We came to Thompson’s the day before yesterday. I met with a most ungracious reception when Mr. Stanton went to the don. The old fellow told him he could not come in as his family occupied the whole house but that we might go into an old house a little distance of which was inhabited in the early periods of the world. Accordingly we shifted our Flag to the old wigwam, cleared it of rubbish, made a fire & fried a little Beef we had brought with us. In the Evening we cleaned out the dung & made a straw bed on the floor. We collect balm in the garden for tea. I carry on an extensive robbery of pears, apples, onions, corn, carrots [etc.] for we can get nothing but by stealing excepting some milk, which by the by is carefully measured. Bread & butter is out of the question. And to day we sent a Dragoon to the 12 after [their] articles. And Gee to the cross roads for beef and whiskey. Lewis cooked some & have bread yesterday.”

Extract from an original letter from Thomas G. Ridout to his brother George Ridout, September 4, 1813
Thomas Ridout family fonds
Reference Code: F 43, box MU 2390
Archives of Ontario

“We have had a most harassing journey of 10 days to this place when we arrived last night in a snow storm. It has been snowing all day & is now half a foot deep. ... Frequently I had to go middle deep in a mud hole & unload the wagon & carry heavy trunks 50 yards waist deep in the mire & reload the wagon. Sometimes put my shoulder to the fore wheel & raise it up. One night the wagon [upset] going up a steep hill in the woods in one of the worst places I ever saw. Gee I carried the load up to the top whilst Mr. Couche rode on 3 miles in the rain for a lanthorn & about 11 o’clock we got it when we missed a trunk with 500 guineas [12 shilling coin] in it. Mr Couche & I immediately rode back 2 miles & found it in a mud hole but nothing lost ...”

Extract from an original letter from Thomas G. Ridout (Kingston) to his father Thomas Ridout, November 1, 1813
Thomas Ridout family fonds
Reference Code: F 43, box MU 2390
Archives of Ontario
3.10
What type of source is it? Letter? journal? primary/secondary?
Who was the person that wrote this? soldier? farmer? mother/father?
Who were they writing to?
What is it about? Write a brief summary of each source.
When was it written?
Where was it written?

“I have furnished barracks for one hundred and twenty men and they are all on the spot, including the Rifle Company now on duty here. And all are in the greatest want of almost every necessary. And I have this day received a letter from Col. Vincent referring me to you for stoves, blankets, etc. and I must observe that we are in as great want of shoes, pantaloons, jackets, and watch coats for the Guard”

Extract from an original letter from Colonel Joel Stone to Colonel Lethbridge, October 25, 1812
Joel Stone family fonds
Reference Code: F 536, MU 2892
Archives of Ontario

Letter from Lieutenant Colonel Benoni Wiltse to Colonel Joel Stone, April 13, 1813
Joel Stone family fonds
Reference Code: F 536, box MU 2892
Archives of Ontario

“Give me leave Sir to remark the duty I owe to my fellow creatures and as a true patriot to my country to remind you at the certain calamity that must befall us if the Militia are thus continued to be cawled [called] from their families. If they are cawled [called] one month or six weeks from their farms they can put no spring grain in the ground and the consequence will be that their families must inevitably suffer the famine even threatens before the ensuing harvest when there is but little sown that can be reapt [reaped] if the farmers are prevented from putting in spring grain the famine will undoubted be dreadful.”
3.11
What type of source is it? Picture? Painting? primary/secondary?
Who was the person that made this? soldier? farmer? artist?
What is it about? Write a brief summary of each source.
When was it made?
Where was it made?

The Battle of Lundy's Lane, [ca. 1921]
C. W. Jefferys
Pen and ink drawing on paper
29.2 cm x 36.8 cm (11.5'' x 14.5'')
Government of Ontario Art Collection, 621234
3.12
What type of source is it? picture? painting? primary/secondary?
Who is this man? soldier? farmer?
Was he important?
When was it made?
Where was it made?
3.13
War of 1812 Song

What type of source is it? Letter? journal? primary/secondary?
Who was the person that sung this? soldier? farmer?
What is it about? Write a brief summary of each source.
When was it written?
Where was it written?

Come back proud Canadian's,
To before you had TV.
No hockey night in Canada,
there was no CBC.

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

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

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

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

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

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

So if you go to Washington,
It's building clean and nice,
Bring a pack of matches,
And we'll burn the white house twice.

And the white house burned, burned, burned,
But the Americans won't admit it.
It burned, burned, burned...
It burned and burned and burned
It burned, burned, burned
I bet that made them mad.
And the Americans ran and cried like a bunch of little babies WaWaWa
In the war of 1812.
3.14
The Battle of New Orleans Song

What type of source is it? Letter? journal? primary/secondary?
Who was the person that sung this? soldier? farmer?
What is it about? Write a brief summary of each source.
When was it written?
Where was it written?

In eighteen-fourteen we took a little trip
Along with Colonel Jackson down the mighty Mississipp'
We took a little bacon and we took a little beans
And we caught the bloody British in the town of New Orleans

We fired our guns and the British kept a comin'
There wasn't nigh as many as there was a while ago
We fired once more and they began to runnin'
On down the Mississippi to the Gulf of Mexico

We looked down the river and we seed the British come
And there must've been a hundred of 'em beatin' on the drum
They stepped so high and they made their bugles ring
We stood beside our cotton bales, didn't say a thing

We fired our guns and the British kept a comin'
There wasn't nigh as many as there was a while ago
We fired once more and they began to runnin'
On down the Mississippi to the Gulf of Mexico

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

We fired our guns and the British kept a comin'
There wasn't nigh as many as there was a while ago
We fired once more and they began to runnin'
On down the Mississippi to the Gulf of Mexico

Yeah they ran through the briars and they ran through the brambles
And they ran through the bushes where a rabbit couldn't go
They ran so fast that the hounds couldn't catch 'em
On down the Mississippi to the Gulf of Mexico
We fired our cannon till the barrel melted down
So we grabbed an alligator and we fought another round
We filled his head with cannonballs and powdered his behind
And when we touched the powder off the 'gator lost his mind

We fired our guns and the British kept a comin'
There wasn't nigh as many as there was a while ago
We fired once more and they began to runnin'
On down the Mississippi to the Gulf of Mexico

Yeah they ran through the briars and they ran through the brambles
And they ran through the bushes where a rabbit couldn't go
They ran so fast that the hounds couldn't catch 'em
On down the Mississippi to the Gulf of Mexico
3.15
To: Mr/Mrs. __________
From: Principal __________
Date: ___________

Regards,

This letter is proof that Mr/Mrs. ___________ was in Block A class on ______________ .

Many Thanks,
Written name of Principal ______________
Signature of Principal ________________

Written name of Witness _____________
Signature of Witness ________________

3.16
Why is this piece of evidence important?
What does this piece of evidence tell about the War of 1812?
Can this one piece of evidence represent the whole entire War of 1812?

3.17
Journals used in worksheet 3.1
What type of source is it? Letter? journal? primary/secondary?
- Exerts from a journal.
Who was the person that wrote this? soldier? farmer? mother/father?
- Soldier, named Thomas Ridout.
Who were they writing to?
- His brother and to his father.
What is it about? Write a brief summary of each source.
- Civilian and Soldiers not getting along. Soldiers told they could not take residence in a house.
  Soldiers would ransack any lands they camped on.
- Traveling is not an easy thing to do, roads are bogged down with mud and narrow passages.
When was it written?
- September and November 1813
Where was it written?
- In Ontario

Journals used in worksheet 3.2
What type of source is it? Letter? journal? primary/secondary?
- Exerts from a journal
Who was the person that wrote this? soldier? farmer? mother/father?
- Soldier, Colonel Joel Stone. Loyalist (British).
Who were they writing to?
- Another soldier. Colonel Lethbridge and Lieutenant Colonel Wiltse

What is it about? Write a brief summary of each source.
- He was trying to furnish a barracks, a lot of the men are in need of new apparel.
- He was asking for leave, to help out on the farm so that his family would survive the winter.

When was it written?
- October 1812 and April 1813

Where was it written?
- Ontario, during breaks of fighting.

Picture of the Battle of Lundy’s Lane 3.3
What type of source is it? Picture? Painting? primary/secondary?
- Pen drawing

Who was the person that made this? soldier? farmer? artist?
- Artist

What is it about? Write a brief summary of each source.
- Battle of Lundy’s Lane (1814), Canadians fought against Americans in modern day Hamilton. Americans were forced to retreat.

When was it made?
- 1921

Where was it made?
- Ontario

Picture of Sir Isaac Brock 3.4
What type of source is it? picture? painting? primary/secondary?
- Picture, Portrait

Who is this man? soldier? farmer?
- Sir Isaac Brock, British military officer

Was he important?
- yes, seen from his pronounced stance. very regal look. Broad shoulders, Hand on sword.

When was it made?
- 1808

Where was it made?
- Ontario, by a british artist

The War of 1812 song 3.5
What type of source is it? Letter? journal? primary/secondary?
- Song

Who was the person that sung this? soldier? farmer?
- Modern day Canadian band “The Arrogant Worms”

What is it about? Write a brief summary of each source.
- How the Canadians went down to Washington and burnt it to the ground. The Battle of Bladensburg.
When was it written?
- 1990s
Where was it written?
- Kingston, Ontario

The Battle of New Orleans song 3.6
What type of source is it? Letter? journal? primary/secondary?
- Song
Who was the person that sung this? soldier? farmer?
- American musician Johnny Horton
What is it about? Write a brief summary of each source.
- The last battle of the War of 1812. The battle of New Orleans in 1815, the Americans defeated the British. The creation of the Star Spangled Banner
When was it written?
- The 1950s-60s
Where was it written?
- Tennessee, United States of America

3.18
The Songs:
They both are ‘modern’ songs about the same event, The War of 1812. However they have differences.

- Arrogant Worms - Canadian Perspective, blood and death to the Americans, Siege on Washington.
- Johnny Horton - American Perspective, blood and death to the British, Battle of New Orleans

If we were to just have access to one song, and use only that song to write a paragraph on the war, would it be an unbiased, factual, accurate telling of the entire war? Could we accurately depict the entire war based on one song solely?

If in the year 3013, the only thing left to tell about the War of 1812 is the song Battle of New Orleans, Would that be evidence? Is it credible? Why? Would it be/Is it the most significant piece of evidence to accurately depict the war of 1812?

To completely understand an event we can not just accept one persons retelling of the story (The Songs). We have to find the most credible piece of evidence. We as historians have to dig further into how relevant each piece of evidence is. The songs would not be the best piece of evidence to represent the War of 1812.

The Pictures:
Lundy’s Lane - It depicts a battle, quite accurately. It shows fear and bravery, it shows how terrifying the War was. However be careful because the person who draws this picture is biased.
Clearly there is one side that is the victorious side, on the right we have the Canadians/British. The representation of a brave leader “charging forward” is shown. This evidence is hard to see through however we have to take a step back and think about the larger picture. Who drew this picture? and For whom did he draw it?

General Brock - The same can be seen in the picture of Brock. This was a picture that was commissioned to be painted but why? What does it depict? Brocks posture is one of regal and arrogance. He is depicted as someone who holds position above others. He is of importance, but for who? If an American painter was creating the same picture how would he see it?

The pictures are great pieces of evidence because they visually represent the time/events that took place. They can give us a picture to put with the text, when told General Brock charged we can see this regal man holding his sword out and yelling “Charge”.

So would these pieces of evidence be the most accurate to retell the War of 1812? Why? If we just had these pictures with no further information, what can they tell us of the War?

The Journal Exerts:
Now these are primary sources that are directly written by people who lived during the War of 1812. Combined we have a better understanding about the War on the front line, and the home front. They paint an accurate picture of how people lived in 1812.

Civilian Life - The connection between the military and civilians is not always a happy one. The military would take residence where it felt like, often plundering the civilian farms for anything they could use; livestock, wood fence rails for fire, barns for shelter. Fear of this invasion shook the civilians, loss of home and possession was a constant worry. Travelling was also very tough on everyone. Roads were bogged down with mud and very narrow passes.

Soldier - Life as a soldier was not a glorious, many shortages forced soldiers to contend for dwindling supplies. It would be tough to march in boots that either were broke and worn or under/over sized. The shortage of clothing and supplies made camp life miserable. Many soldiers wanted to return home to help their families with planting crops to survive the winter, this led to desertion among the men.

These first hand accounts of 1812 life, are the most critical pieces of evidence we have because they accurately represent the times. Unlike the other sources, the journal entries are from the minds of the people.

Conclusion:
An argument can be made about how evidence is the most important big 6 component. Without evidence how do we know that an event took place? We must gather as much evidence possible before critiquing or creating an event. We also must take each piece of evidence with a grain of salt, understanding each perspective that is connected to it. “The Past” is everything that has
been made, thought, drawn out, created etc. “History” is what we have deemed important from the past, defining events and people. Historians use evidence to represent history, to put a face to the name, to visually show what life is like in that slice of time.

3.19 Exit Ticket  Evidence War of 1812

1. What is evidence? What are types of evidence?

2. What is the importance of gathering primary evidence?

3. What is the importance of not just using one piece of evidence to represent an event?
# Significance lesson
## Work Sheet #1 - Decoding Secondary Sources

<table>
<thead>
<tr>
<th>Source</th>
<th>What this source tells me</th>
<th>Significance of this source to topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbook</td>
<td></td>
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<tr>
<td><a href="http://www.warof1812.ca/brock.htm">http://www.warof1812.ca/brock.htm</a></td>
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<tr>
<td>Isaac Brock. The War of 1812 Website</td>
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<td><a href="http://www.brocku.ca/about/sir-isaac-brock">http://www.brocku.ca/about/sir-isaac-brock</a></td>
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<tr>
<td>Sir Isaac Brock, The Hero of Upper Canada. Brock University</td>
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<tr>
<td><a href="http://www.historica.ca/isaac_brock.php">http://www.historica.ca/isaac_brock.php</a></td>
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<tr>
<td>Isaac Brock, Saviour of Canada. Historica</td>
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<tr>
<td><a href="http://www.biographi.ca/009004-119.01-e.php?id_nbr=2288">http://www.biographi.ca/009004-119.01-e.php?id_nbr=2288</a></td>
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</tr>
</tbody>
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## Work Sheet #2 - Primary sources

<table>
<thead>
<tr>
<th>Source</th>
<th>What this source tells me about Brock, events, and others.</th>
<th>How it relates to leadership, military skills/strategy, relations with First Nations, personal qualities.</th>
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<tbody>
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</table>
Person/event:

In your opinion, what makes this person/event significant?

It what way has this person/event caused change?

It what way is this person/event revealing?

Is this person/event relevant to us today?
5.1

Cause and Consequence Lesson

JAMES MADISON War Message to Congress (June 1, 1812)

To the Senate and House of Representatives of the United States:
… Great Britain is engaged … [in] a series of acts hostile to the United States as an independent and neutral nation.

British cruisers have been in the continued practice of violating the American flag on the great [seas, the] highway of nations, and of seizing and carrying off persons sailing under it, … [impressment]

[T]housands of American citizens, under the safeguard of public law and of their national flag, have been torn from their country and from everything dear to them; have been dragged on board ships of war of a foreign nation and exposed, under the severities of their discipline, to be exiled to the most distant and deadly climes, to risk their lives in the battles of their oppressors, and to be the melancholy instruments of taking away those of their own brethren….

British cruisers [war ships] have been in the practice also of violating the rights and the peace of our coasts. They hover over and harass our entering and departing commerce. To the most insulting pretensions they have added the most lawless proceedings in our very harbors, and have wantonly spilt American blood within … our territorial jurisdiction.

Under pretended blockades, … our commerce has been plundered in every sea, the great staples of our country have been cut off from their legitimate markets, and a destructive blow aimed at our agricultural and maritime interests….
Not content with these occasional expedients for laying waste our neutral trade, the cabinet of Britain resorted at length to the sweeping system of blockades, under the name of orders in council, which has been molded and managed as might best suit its political views, its commercial jealousies, or the avidity of British cruisers.
To our remonstrances against the … injustice of this …, the first reply was that the orders were reluctantly adopted by Great Britain as a necessary retaliation on decrees of her enemy [France] proclaiming a general blockade of the British …
The British Government would … [not] rescind the blockade … [and] proceeded from a spirit of hostility to the commercial rights and prosperity of the United States; and … [the British] Government was employed in intrigues having for their object a subversion of our Government and a dismemberment of our happy union.

In reviewing the conduct of Great Britain toward the United States our attention is necessarily drawn to the warfare just renewed by the savages on one of our extensive frontiers — a warfare which is known to spare neither age nor sex and to be
distinguished by features peculiarly shocking to humanity. It is difficult to account for the activity and combinations which have for some time been developing themselves among tribes in constant intercourse with British traders and garrisons without connecting their hostility with that influence … [of] the officers and agents of that [British] Government.

Such is the spectacle of injuries and indignities which have been heaped on our country…

… We behold our seafaring citizens still the daily victims of lawless violence, committed on the great common and highway of nations, even within sight of the country which owes them protection. We behold our vessels, freighted with the products of our soil and industry, or returning with the honest proceeds of them, wrested from their lawful destinations, confiscated … [and] their unfortunate crews dispersed and lost, or forced or inveigled in British ports into British fleets, … .

We behold … on the side of Great Britain, a state of war against the United States, and on the side of the United States a state of peace toward Great Britain.

Whether the United States shall continue passive … or, opposing force to force … is a solemn question which the Constitution wisely confides to the legislative department of the Government [Congress]. In recommending it to their early deliberations I am happy in the assurance that the decision will be worthy … of a virtuous, a free, and a powerful nation. …

http://www.presidentialrhetoric.com/historicspeeches/madison/warmessage.html

5.2 Questions:
1. What reasons did President Madison give in recommending that Congress vote to declare war against Great Britain? (answer on lined paper)
2. How many of these reasons are related to Maritime conflicts on the high seas, how many are related to conflicts on the Frontier and how many are related to national rights and Pride? Put an M, F or P beside the causes in your answer to number 1.
3. How do you think that President Madison ranked the different causes in order of importance? Place the number 1 beside the most important cause, 2 beside the second most important cause, 3 beside the next cause, etc. Why do you think that a southern planter would place such an emphasis on Maritime issues?

5.3 Other Statements on the Causes of the War of 1812
1. Representative Felix Grundy of Tennessee, 1811
   “This war, if carried on successfully, will have its advantages. We shall drive the British from our continent. They will no longer have an opportunity of intriguing with our Indian neighbors… [H]er means of annoying us will be diminished.”
   http://en.wikiquote.org/wiki/Wikiquote:Transwiki/American_History_Primary_Sources_The_War_of_1812
2. Representative John C. Calhoun of South Carolina, 1812
"I believe that in four weeks from the time a declaration of war is heard on our frontier, the whole of Upper Canada and a part of Lower Canada will be in our power."

3. Representative Henry Clay of Kentucky, 1813
The gentleman from Delaware sees in Canada no object worthy of conquest. According to him, it is a cold, sterile, and inhospitable region. …Other gentlemen consider the invasion of that country as wicked and unjustifiable. Its inhabitants are represented as unoffending, connected with those of the bordering states by a thousand tender ties, interchanging acts of kindness and all the offices of good neighborhood; Canada … innocent! Canada unoffending! It is not in Canada that the tomahawk of the savage has been molded into its death-like form? From Canadian magazines, Malden and others, that those supplies have been issued which nourish and sustain the Indian hostilities?

4. Nicolas Smyth in a letter opposing war in 1812
“'We hear from the halls of Congress the cry 'On to Canada!' It is the fur dealer and the land speculator who want war, but it is we of New England who will pay the price.... The War Hawks of Tennessee and Kentucky are safe. I doubt if the English navy can reach them.”
### Cause Comparison Chart

<table>
<thead>
<tr>
<th>How would Madison rank the main causes of the War of 1812?</th>
<th>How would you rank the main causes of the War of 1812 were?</th>
</tr>
</thead>
</table>

What is the reason for any differences?
6.1 Excerpt from the Treaty of Ghent
ARTICLE THE SEVENTH.
It is further agreed that the said two last mentioned Commissioners after they shall have executed
the duties assigned to them in the preceding Article, shall be, and they are hereby, authorized
upon their oaths impartially to fix and determine according to the true intent of the said Treaty of
Peace of one thousand seven hundred and eighty three, that part of the boundary between the
dominions of the two Powers, which extends from the water communication between Lake
Huron and Lake Superior to the most North Western point of the Lake of the Woods;-to decide to
which of the two Parties the several Islands lying in the Lakes, water communications, and
Rivers forming the said boundary do respectively belong in conformity with the true intent of the
said Treaty of Peace of one thousand seven hundred and eighty three, and to cause such parts of
the said boundary as require it to be surveyed and marked.

6.2 James Madison video:

6.3 Perspective videos:
http://www.warmuseum.ca/war-of-1812/your-perspective/contemporary-views-on-1812/

6.4 Political Cartoon
http://www.freewebs.com/1812uk/HMIA.html
“Born in a Shawnee village in what is now Ohio, Tecumseh became in the 1970s co-leader with his brother, the Prophet, of a movement to restore and preserve traditional Indian values. He believed a union of all the western tribes to drive back white settlement to be the one hope for Indian survival and spread this idea the length of the frontier. Seeing the Americans as the immediate threat, he allied himself with the British in 1812, assisted in the capture of Detroit and was killed near here at the Battle of the Thames on 5 October 1813, while retreating with General Procter from Amherstburg.”
"In the early morning of 13 October 1812, American troops under Major-General Stephen Van Rensellaer crossed the Niagara River and took possession of Queenston Heights. Major-General Isaac Brock hurried from Fort George to lead a small force against the invaders and was killed in an attempt to regain the heights. In the afternoon, Major-General Roger Hale Sheaffe with his force of British regulars, militia and Indians from Fort George strengthened by reinforcements from Chippawa, took the hill from the west flank, capturing 958 prisoners. This celebrated victory ended the American offensive of 1812.”
8.1. 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 Canada's, 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.”
8.2 Final Assessment

Part A: Choose one of the following, make sure you read and understand the question, if needed ask for clarification.

Question #1: Below is an excerpt from a source, read and answer the following questions.

“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."  

Is this a primary or secondary source?

What perspective is it written from?

Question #2: Use the space provided to depict a battle scene from the War of 1812 from a set perspective. Write why you believe this event is significant.
Part B: Write a paragraph from the perspective of US President Madison. Justify declaring War on Canada/Britain. Make clear reference to causes and consequences of the War of 1812.
War of 1812

Ethnical Dimension
Tecumseh Monument

Born in a Shawnee village in what is now Ohio, Tecumseh became in the 1790s co-leader with his brother, the Prophet, of a movement to restore and preserve traditional Indian values. He believed a union of all the western tribes to drive back white settlement to be the one hope for Indian survival and spread this idea the length of the frontier. Seeing the Americans as the immediate threat, he allied himself with the British in 1812, assisted in the capture of Detroit and was killed near here at the Battle of the Thames on 5 October 1813, while retreating with General Procter from Amherstburg.

Ne dans un village shawnee de l’Ohio, Tecumseh prit avec son frère “le Prophète”, dans les années 1790, la tête d’un mouvement visant à restaurer et à préserver les traditions indiennes. Il croyait et professait que l’union de toutes les tribus de l’Ouest contre les Blanches était le seul espoir de survie des autochtones. Considérant la menace la plus immédiate de Detroit et à la campagne sur la Miami, il fut tué près d’ici, à la bataille de la Thames, alors qu’il d’Amherstburg.
“Born in a Shawnee village in what is now Ohio, Tecumseh became in the 1970s co-leader with his brother, the Prophet, of a movement to restore and preserve traditional Indian values. He believed a union of all the western tribes to drive back white settlement to be the one hope for Indian survival and spread this idea the length of the frontier. Seeing the Americans as the Immediate threat, he allied himself with the British in 1812, assisted in the capture of Detroit and was killed near here at the Battle of the Thames on 5 October 1813, while retreating with General Procter from Amherstburg.”
Brock’s Monument
Brock’s Monument

“In the early morning of 13 October 1812, American troops under Major-General Stephen Van Rensellaer crossed the Niagara River and took possession of Queenston Heights. Major-General Isaac Brock hurried from Fort George to lead a small force against the invaders and was killed in an attempt to regain the heights. In the afternoon, Major-General Roger Hale Sheaffe with his force of British regulars, militia and Indians from Fort George strengthened by reinforcements from Chippawa, took the hill from the west flank, capturing 958 prisoners. This celebrated victory ended the American offensive of 1812.”
Born in a Shawnee village in what is now Ohio, Tecumseh became the 1970s co-leader with his brother, the Prophet, in a movement to reunite and preserve traditional Indian tribes. He believed a union of all the western tribes to drive back white settlement to be the only hope for Indian survival and spread this idea the length of the frontier. Seeing the Americans as the immediate threat, he allied himself with the British in 1812, assisted in the capture of Detroit and was killed there at the Battle of the Thames on 5 October 1813, while fighting with General Proctor from Amherstburg.