

Oh, Say Can You See and Learn About The War of 1812?

Grade Level: Second Grade

Presented by: Sharon Terry, Lubbock Christian School, Lubbock, Texas

Length of Unit: Five lessons (approximately seven days)

I. ABSTRACT

In this unit, students will become knowledgeable about America's history as they actively study The War of 1812. The lessons and activities are designed to encourage higher level thinking skills. The unit will integrate skills in the subjects of language arts, math, music, art, and technology. At the completion of the unit the students will comprehend how people and events in the past have influenced their quality of life.

II. OVERVIEW

A. Concept Objectives:

1. The students will learn about historical events.
2. The students will gain an appreciation for people who have influenced our country's history.
3. The students will develop empathy for others.
4. The students will understand cause and effect.

B. Content from the *Core Knowledge Sequence*:

AMERICAN HISTORY AND GEOGRAPHY

1. President James Madison and Dolley Madison (p. 49)
2. British impressments of American sailors (p. 49)
3. Old Ironsides (p. 49)
4. British burn the White House (p. 49)
5. Fort McHenry, Francis Scott Key, and "The Star-Spangled Banner" (p. 49)
6. Battle of New Orleans, Andrew Jackson (p. 49)

READING COMPREHENSION AND RESPONSE

1. Recall incidents, characters, facts, and details of stories and other texts. (p. 43)
2. Gain answers to specific questions from reading nonfiction materials, and interpret information from simple diagrams, charts, and graphs. (p. 43)

WRITING

1. Produce a variety of types of writing—such as stories, reports, letters, poems, descriptions—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition. (p. 43)

SPELLING, GRAMMAR, AND USAGE

1. Identify parts of speech: (p. 44) noun (for concrete nouns) verb (for active verbs)
2. Use capital letters for: (p. 44) the first word of a sentence proper nouns names of countries, cities, states
3. Consistently use correct end punctuation: period, question mark, or exclamation point. (p. 44)

SONGS

1. The Star-Spangled Banner (p. 55)

LINEAR MEASURE

1. Make linear measurements in feet and inches, and in centimeters. (p. 57)

C. Skill Objectives:

1. The students will listen and summarize important details. (TEKS 2.9)
2. The students will write for a variety of audiences and purposes, and in various forms. (TEKS 2.14)
3. The students will interpret textual and graphic information. (TEKS 2.5, 2.9)

4. The students will use research skills.
5. The students will sequence events. (TEKS 2.9)
6. The students will think critically. (TEKS 2.3)
7. The students will be able to edit textual information.
8. The students will relate music to history, to society, and to culture. (TEKS 2.5)
9. The students will identify cause and effect. (TEKS 2.9)

III. BACKGROUND KNOWLEDGE

- A. For Teachers:
1. Hirsch, E.D., Jr. *What Your Second Grader Needs to Know*. New York, New York: Bantam Doubleday Dell, 2000. ISBN 0-385-3311027-7.
 2. Davis, Kenneth C. "War with Canada" [on-line] <http://www.fartnet.com/warwithcanada/chronolo.htm>, 2001
 3. Todd, Anne. *The War of 1812*. Mankato, Minnesota: Capstone Press, 2001. ISBN 0-7368-0585-0.
- B. For Students:
1. American Revolution from first grade.
 2. Geography from first and second grade.
 3. American Government: The Constitution from second grade.

IV. RESOURCES

- A. Carter, Alden R. *The War of 1812*. New York, New York: Franklin Watts. 1992. ISBN 0-531-20080-9.
- B. Gilbert, Nina. "Star-Spangled Trivia" [on-line] <http://www.lafayette.edu/~gilbertn/Star-Spangled-Banner.html>, 2001
- C. Kroll, Steven. *By Dawn's Early Light: The Story of The Star-Spangled Banner*. New York, New York: Scholastic, 1994. ISBN 0-590-45054-9.
- D. Marrin, Albert. *1812: The War Nobody Won*. New York, New York. ISBN 0-689-31075-7.
- E. Nardo, Don. *The War of 1812*. San Diego, California: Lucent Books, 1991. ISBN1-56006-401-3.
- F. Quiri, Patricia Ryon. *The American Flag*. New York, New York: Children's Press, 1998. ISBN 0-516-20617-6.
- G. Spier, Peter. *The Star-Spangled Banner*. Garden City, New York: Doubleday & Company, Inc., 1973. ISBN 0-385-09458-2.
- H. St. Pierre, Stephanie. *Our National Anthem*. Brookfield, CT: Millbrook Press, 1992. ISBN 1-56294-106-2.
- I. Todd, Anne. *The War of 1812*. Mankato, Minnesota: Capstone Press, 2001. ISBN 0-7368-0585-0.

V. LESSONS

Lesson One: People

- A. *Daily Objectives*
1. Concept Objectives
 - a. The students will gain an appreciation for people who have influenced our country's history.
 2. Lesson Content
 - a. President James Madison and Dolley Madison (p. 49)
 - b. Recall incidents, characters, facts, and details of stories and other texts. (p. 43)
 3. Skill Objectives
 - a. The students will listen to a teacher dramatization and summarize in writing the important details. (TEKS 2.4, 2.9)

- B. *Materials*
1. old trunk
 2. photographs of James and Dolley Madison on page 27 and 81 in the book *The War of 1812* by Don Nardo
 3. a man's suit of clothes from the 1800s and a woman's dress from the 1800s
 4. notebook paper
 5. pencils
 6. white poster board
 7. background knowledge of James and Dolley Madison (Appendix A)
- C. *Key Vocabulary*
1. Discuss any vocabulary that might occur during teaching
- D. *Procedures/Activities*
1. The teacher will drag into the classroom an old trunk wrapped in chains with an old sign attached to it saying, "Washed ashore from The War of 1812. Do not open until March 9, 2002 by Mrs. Terry's second grade class." The students will discover what is in the trunk.
 2. The teacher will put on the man's clothing from the old trunk and pretend to be James Madison and tell the story of his life. (Appendix A)
 3. The teacher will put on the woman's clothing from the old trunk and pretend to be Dolley Madison and tell the story of her life. (Appendix A)
 4. The students will orally summarize three to four important details about both James and Dolley Madison.
 5. The students will write these details about James and Dolley Madison in complete sentences on notebook paper. The teacher will save these sentences until the end of our unit.
- E. *Assessment/Evaluation*
1. Teacher observation during oral summarization.
 2. Teacher observation of written sentences.

Lesson Two: Causes of the War

- A. *Daily Objectives*
1. Concept Objectives
 - a. The students will understand cause and effect.
 2. Lesson Content
 - a. British impressments of American sailors (p. 49)
 - b. Recall incidents, characters, facts, and details of stories and other texts (p. 43)
 - b. Gain answers to specific questions from reading nonfiction materials, and interpret information from simple diagrams, charts, and graphs. (p. 43)
 - c. Identify parts of speech: (p.44)
 - noun (for concrete)
 - verb (for active verbs)
 - e. Use capital letters for: (p. 44)
 - the first word of a sentence
 - proper nouns
 - names of countries, cities, and states
 - f. Consistently use correct end punctuation: period, question mark, or exclamation point (p. 44)
 3. Skill Objectives
 - a. The students will identify cause and effect (TEKS 2.9)
 - b. The students will be able to edit textual information.

- c. The students will write for a variety of audiences and purposes, and in various forms. (TEKS 2.14)
 - d. The students will interpret textual and graphic information. (TEKS 2.5)
- B. *Materials*
- 1. old trunk
 - 2. pictures of the war ships on page 15 and 36 of the book *The War of 1812* by Alden R. Carter
 - 3. pictures of meetings with the Indian tribes on page 16 of the book *The War of 1812* by Alden R. Carter
 - 4. teacher written information about the causes of The War of 1812 written on large butcher paper (Appendix B).
 - 5. two different colored highlight markers
 - 6. white poster board
 - 7. pencils
 - 8. notebook paper
- C. *Key Vocabulary*
- 1. impressments – to force a person to serve in the armed forces
 - 2. war hawks – congressmen from the west and south who spoke up loudly in favor of war with England
- D. *Procedures/Activities*
- 1. The teacher will lead a brief discussion to review the information learned yesterday about James and Dolley Madison.
 - 2. The teacher will lift the lid to the old trunk and the students will discover what is inside the trunk today from *The War of 1812*. The teacher and students will remove from the trunk pictures of war ships and meetings between the Americans and the Indian tribes.
 - 3. The teacher will guide the students in orally reading the teacher written information on the bulletin board paper to gain information about the causes of *The War of 1812*. (Appendix B)
 - 4. The teacher will guide the students in orally reading the teacher written information on the bulletin board paper and edit each paragraph for capitalization mistakes and punctuation mistakes.
 - 5. The teacher will have the students orally review the definition of a noun by saying a noun is a word that names a person, place or thing. The teacher will guide the students in orally reading the teacher written information on the bulletin board paper about the causes of *The War of 1812* and identify the nouns by highlighting them with a marker. The teacher will ask the students to classify the highlighted nouns as common nouns or proper nouns as the teacher writes the nouns on the board under the title of proper noun or common noun.
 - 6. The teacher will have the students orally review the definition of an action verb. The teacher will guide the students in orally reading the information again and this time identifying the verbs by highlighting them with a different color marker.
 - 7. The teacher will have the students orally summarize their learning about the cause of *The War of 1812*.
 - 8. The students will write two or three complete sentences explaining the cause of *The War of 1812*. The teacher will save these papers until the end of our unit.
- E. *Assessment/Evaluation*
- 1. Teacher observation during editing for capitalization and punctuation.
 - 2. Teacher observation of students as they identify nouns and classify them as common nouns or proper nouns.
 - 3. Teacher observation of students as they identify verbs.

4. Teacher observation of students as they orally summarize the causes of The War of 1812.
5. Teacher observation as students writes complete sentences about the causes of The War of 1812.

Lesson Three: Battles

A. Daily Objectives

1. Concept Objectives
 - a. The students will learn about historical events.
2. Lesson Content
 - a. Old Ironsides (p. 49)
 - b. British burn the White House (p. 49)
 - c. Produce a variety of types of writing- such as stories, reports, letters, poems, descriptions-and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition. (p. 43)
 - d. Recall incidents, characters, facts, and details of stories and other texts. (p. 43)
3. Skill Objectives
 - a. The students will interpret textual and graphic information. (TEKS 2.5, 2.9)
 - b. The students will write for a variety of audiences and purposes, and in various forms. (TEKS 2.114)
 - c. The students will listen and follow oral directions.

B. Materials

1. old trunk
2. pictures of battleships and muzzle loading cannon equipment on page 44, 48 and 49 of the book *1812 The War Nobody Won* by Albert Marrin.
3. rubber balls (cannonballs)
4. round cardboard tubes to make cannons
5. picture of Old Ironsides on page 26 and 28 of the book *The War of 1812* by Alden R. Carter
6. picture of the British burning the White House on page 82-83 of the book *The War of 1812* by Don Nardo
7. pencils and feathers (quill pens)
8. letter writing paper
9. wax to seal the paper into an envelope
10. notebook paper

C. Key Vocabulary

1. frigate –a swift warship with thirty-two to forty-four cannons

D. Procedures/Activities

1. The teacher will lift the lid of the old trunk and students will discover what is inside the trunk today from The War of 1812.
2. The teacher and students will remove pictures of a warship, cannons, and cannonballs. The teacher and students will also remove a picture of Old Ironsides and a picture of the British burning the White House.
3. The teacher will explain the high point and low point in The War of 1812. The high point of the war was the victory of Old Ironsides, also known as the Constitution. The teacher will explain the battle in detail for the students using the book *The War of 1812* by Alden R. Carter.
4. The teacher will give the students step-by-step oral directions for making their own cannons.

5. The students will pretend they are the British ship and shoot cannonballs (rubber balls) from the cannons they made at a picture of the Constitution drawn on the board. The cannon balls will bounce off the sides of the Constitution.
 6. The teacher will explain the low point of the war was when the British marched into Washington, D. C. and burned the White House, the Capitol, and other buildings. The teacher will explain the British burning the White House in detail for the students using the book *The War of 1812* by Don Nardo.
 7. The students will write a class poem about the British burning the White House.
 8. The students will write a letter to Dolley Madison or to the British soldiers.
- E. *Assessment/Evaluation*
1. Teacher observes as students write letters and a class poem.
 2. Teacher observation of students following directions.

Lesson Four: (Two days) The Story of the Star-Spangled Banner

- A. *Daily Objectives*
1. Concept Objectives
 - a. The students will gain an appreciation for people who have influenced our country's history.
 - b. The students will develop empathy for others.
 2. Lesson Content
 - a. Fort McHenry, Francis Scott Key, and "The Star-Spangled Banner"
 3. Skill Objectives
 - a. The students will sequence events. (TEKS 2.9)
 - b. The students will use research skills.
 - c. The students will interpret textual and graphic information. (TEKS 2.5, 2.9)
 - d. The students will relate music to history, to society, and to culture. (TEKS 2.5)
 - e. The students will write for a variety of audiences and purposes, and in various forms. (TEKS 2.14)
 - f. The students will measure in feet and inches.
- B. *Materials*
1. old trunk
 2. rocket and matches to ignite
 3. 15 stars that are twenty-six inches in size
 4. picture of Fort McHenry and the flag of 1814 from the book *The Star-Spangled Banner* by Peter Spier
 5. picture of Francis Scott Key from the book *By Dawn's Early Light: The Story of the Star Spangled Banner* by Steven Kroll
 6. teacher made copy of "The Star-Spangled Banner" written on old paper
 7. black poster board
 8. a variety of colors of glow in the dark paint
 9. paint brushes
 10. black light
 11. pencils
 12. white poster board
 13. notebook paper
 14. white bulletin board paper cut in 42' strips
 15. red bulletin board paper cut in 42' strips
 16. blue bulletin board paper for background on flag.
 17. the game of Battleship
 18. yardsticks
 19. web site: <http://www.lafayette.edu/~gilbertn/Star-Spangled-Banner.html>

20. The book *By Dawn's Early Light: The Star-Spangled Banner* by Steven Kroll
 21. The book *The Star-Spangled Banner* by Peter Spier
 22. The book *Our National Anthem* by Stephanie St. Pierre
 23. map of Baltimore p. 38 of the book *By Dawn's Early Light: The Star-Spangled Banner* by Steven Kroll
 24. teacher written research questions (Appendix D)
 25. words to "The Star-Spangled Banner" from the book *By the Dawn's Early Light: The Star-Spangled Banner* by Steven Kroll
- C. *Key Vocabulary*
1. anthem - a song that expresses patriotism or praise
 2. dawn - the beginning of each day when the first light can be seen
 3. gallantly - grand or wonderful
 4. perilous - dangerous
 5. ramparts - a wall or bank raised around a fort for protection against attack
 6. spangled - any small bright object
 7. twilight's last gleaming - sunset
- D. *Procedures/Activities*
1. The teacher will lift the lid of the old trunk and students will discover what is inside today from The War of 1812.
 2. The teacher and students will remove from the trunk pictures of Fort McHenry, Francis Scott Key, red bulletin board paper that is 42' X 30', an old paper with the poem of "The Star-Spangled Banner" written on it, a rocket, 15 stars that are twenty-six inches from point to point, and the game Battleship.
 3. The teacher will hand out a question to each student about Fort McHenry, Francis Scott Key, or the song "The Star-Spangled Banner" to research on the Internet at <http://www.lafayette.edu/~gilbertn/Star-Spangled-Banner.html> or in the book *By Dawn's Early Light: The Story of The Star-Spangled Banner* by Steven Kroll.
 4. When the students have written the answer to their research question the teacher will orally ask for each child to read his/her question and answer starting with question one and continuing in numerical order. The teacher may explain each answer with detailed information. (Appendix D)
 5. The students will sequence four or five main events of the battle of Fort McHenry that the teacher selects.
 6. The teacher will review the size of the flag that flew over Ft. McHenry was 42' X 30' and the class will go to the gym with yardsticks and measure the size of the actual flag. The students will create an example of the flag on the gym floor with the stripes of white and red, the field of blue, and the fifteen large stars.
 7. The teacher will review how the Americans sank 24 ships in the harbor so the British could not get close to Fort McHenry. The students will play a game of Battleship.
 8. The teacher will read the book *The Story of the Star-Spangled Banner* by Peter Spier and the students will illustrate the first verse of the song The Star-Spangled Banner using glow in the dark paint and pasting their pictures onto black poster board. The teacher will use a black light on the student's illustrations for a dramatic effect.
 9. The students will use the skill of fluency to name places "The Star-Spangled Banner" might play.
 10. The students will write a letter from the point of view of Francis Scott Key describing what it was like to be on the ship observing the battle of Fort McHenry or a letter from the point of view of the flag flying over the fort.
 11. The teacher will ignite the rocket in an open area of the playground.
- E. *Assessment/Evaluation*
1. Teacher observation of sequencing events.

2. Teacher observation of letter writing.
3. Teacher observation of measuring.
4. Ask students to explain how things might be different today if Francis Scott Key had not rescued his friend, Dr. Beames.

Lesson Five: The War Comes to an End

A. Daily Objectives

1. Concept Objectives
 - a. The students will gain an appreciation for important people who have influenced our country's history.
 - b. The students will learn about historical events.
2. Lesson Content
 - a. Battle of New Orleans, Andrew Jackson
3. Skill Objectives
 - a. The students will identify cause and effect. (TEKS 2.9)
 - b. The students will listen to teacher lecture and determine the important details. (TEKS 2.4, 2.9)
 - c. The students will write for a variety of audiences and purposes, and in various forms. (TEKS 2.14)

B. Materials

1. old trunk
2. picture of Andrew Jackson on page 139 in book *1812 The War Nobody Won* by Albert Marrin
3. map of Louisiana
4. CD of song "The Battle of New Orleans"
5. paper with the words "Treaty of Ghent" written on it
6. quill pens (pencil with feather attached)
7. cassette tape or CD with song "Yankee Doodle"
8. letter writing paper from 1814
9. wax for sealing the letter

C. Key Vocabulary

1. retreat- to move back in the case of an enemy attack
2. treaty – an official agreement between two or more countries, governments, or rulers
3. trenches – a long, narrow ditch used to protect soldiers in battle

D. Procedures/Activities

1. The teacher will lift the lid of the old trunk and students will discover what is inside from *The War of 1812*.
2. The teacher and students will remove from the trunk pictures of Andrew Jackson, a map of New Orleans, a teacher made paper that says the Treaty of Ghent, and a CD with the music and words to "The Battle of New Orleans" by Jimmy Driftwood.
3. Play the CD for the children and then tell the story of the last battle of *The War of 1812*. (Appendix E)
4. The teacher will orally ask students causes and effect situations and the students will orally respond. The teacher will ask why the battle was fought if the treaty had been signed, why the Americans had few casualties, and why Andrew Jackson became a hero.
5. Students will re-enact "The Battle of New Orleans" in the classroom by putting desks in a row and covering them with brown bulletin board paper to look like trenches. Create the Mississippi River on one side of the trench and a swamp on the other side of the trench using bulletin board paper. One student can be Andrew Jackson and the other students can be American soldiers. Play the song "Yankee Doodle" during the battle.

6. Students will write a letter home while in the trenches telling of “The Battle of New Orleans.”
- E. *Assessment/Evaluation*
1. Teacher observation as students orally answer cause and effect questions.
 2. Teacher observation as students write letter.
 3. Teacher observation to student details as they re-enact the battle.

VI. CULMINATING ACTIVITY

- A. I Have...Who Has? review game (Appendix F)
- B. Make a classroom big book of The War of 1812 by saving the daily work and organizing it on the poster board.
- C. Open House to show our learning and serve patriotic refreshments.

VII. HANDOUTS/STUDENT WORKSHEETS

- Appendix A Teacher written background knowledge of James and Dolley Madison
 Appendix B Teacher written page for students to edit on the causes of The War of 1812
 Appendix C List of addresses to write for information on The War of 1812
 Appendix D Research questions and teacher information on “The Star-Spangled Banner”
 Appendix E Teacher written background knowledge on “The Battle of New Orleans”
 Appendix F I Have...Who has? Review game

VIII. BIBLIOGRAPHY

- A. Banfield, Susan. *James Madison*. New York: Franklin Watts, 1986. ISBN 0-531-10217-3.
- B. Carter, Alden R. *The War of 1812*. New York: Franklin Watts, 1992. ISBN 0-531-20080-9.
- C. Davis, Kenneth C. “War with Canada” [on-line] <http://www.fartnet.com/warwithcanada/chronolo.htm>, 2001
- D. Fritz, Jean. *The Great Little Madison*. New York, New York: G.P. Putnam’s Sons, 1989. ISBN 0-399-21768-1
- E. Gilbert, Nina, “Star-Spangled Trivia” [on-line] <http://www.lafayette.edu/~gilbertn/Star-Spangled-Banner.html>, 2001
- F. Hirsch, E.D., Jr. *What Your Second Grader Needs to Know*. New York, New York: Bantam Doubleday Dell, 2000. ISBN 0-385-3311027.
- G. Kroll, Steven. *By the Dawn’s Early Light: The Story of the Star-Spangled Banner*. New York, New York: Scholastic, 1994. ISBN 0-590-45054-9.
- H. Marrin, Albert. *1812: The War Nobody Won*. New York, New York. 1985. ISBN 0-689-31075-7
- I. Miller, Natalie. *The Story of the Star-Spangled Banner*. Chicago: Children’s Press, 1965.
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- K. Nardo, Don. *The War of 1812*. San Diego, California: Lucent Books, 1991. ISBN 1-56006-401-3.
- L. Quackenbush, Robert. *James Madison And Dolley Madison and Their Times*. New York, New York: Pippin Press, 1992. ISBN 0-945912-18-8.
- M. Quackenbush, Robert. *Who Let Muddy Boots Into the White House?* New York, New York: Prentice-Hall Books for Young Readers A Division of Simon and Schuster, 1986. ISBN 0-13-958257-6.
- N. Quiri, Patricia Ryon. *The American Flag*. New York, New York: Children’s Press, 1998. ISBN 0-516-20617-6.
- O. Sandak, Cass R. *The Madisons*. New York, New York: Crestwood House, Macmillan Publishing Company, 1992. ISBN 0-89686-642-4.

- P. Spier, Peter. *The Star-Spangled Banner*. Garden City, New York: Doubleday & Company, 1973.
- Q. St. Pierre, Stephanie. *Our National Anthem*. Brookfield, CT: Millbrook Press, 1992. ISBN 1-56294-106-2.
- R. Todd, Anne. *The War of 1812*. Mankato, Minnesota: Capstone Press, 2001. ISBN 0-7368-0585-0.

Web sites:

- A. <http://www.multied.com/1812/>
- B. <http://www.semo.net/suburb/dlswoff/1812.html>
- C. <http://www.fartnet.com/warwithcanada/chronolo.htm>

Appendix A- James and Dolley Madison

My name is James Madison. I became the fourth president of the United States. I was president during The War of 1812. I was born on March 16, 1751 in Virginia. I was the oldest of twelve children. At my large plantation home there was a room with eighty-five books. These were books for adults on science and history and were not children's books. I began reading the books when I was nine years old and two years later when I was eleven I had read every book. During the time I was growing up many people did not go to school, but because I was eager to learn, my father sent me away to school. Later, when I went to college I finished in two years instead of four years. Patriotism or a love for the country was becoming popular in the thirteen colonies. I was a delegate at the Constitutional Convention in Philadelphia in 1787. I saw the need for a constitution or laws for our country. Although I had a soft and quiet voice and was little shy, I spoke up two hundred times at the Constitutional Convention explaining my good ideas. I became known as the Father of the Constitution. One time someone said I was no bigger than half a piece of soap. I was 5' 6," which was not all that short, but because I was thin, people were always talking about my "littleness." People nicknamed me "The Great Little Madison." I liked to dress in black and I powdered my brown hair white, which was the fashion of the day. I am forty-three years old and ready to get married. I am living in the city of Philadelphia. I had heard about a twenty-five year old young lady named Dolley Payne Todd who also lived in Philadelphia. I asked my friend, Aaron Burr, who also knew Dolley to arrange an introduction.

My name is Dolley Madison. I was very excited to meet the famous Madison! I am a warm-hearted person who naturally makes people feel at ease. James fell in love with me and within a few months he asked me to marry him. I wasn't sure about marrying Madison. That's what I always called him, Madison. After thinking over his marriage proposal for a few months I said yes. My first husband had died of yellow fever. In the summer of 1793, four thousand people died of yellow fever. I had a son named Payne. I called him Precious Payne. He was spoiled and a troublemaker, but I never could admit it. Madison showed love and acceptance to Precious Payne. I really put myself into Madison's career. I had weekly receptions at the White House and many people attended. I loved to shop for household furnishings and for clothes. I really became know for high fashion. People said I was known for my warm personality and I carried myself like a queen. I created an atmosphere of friendship and lively conversation. I acted very brave when the British came to Washington, D.C. and burned the White House. I am sure you will find out more about that later.

Adapted from: James Madison by Susan Banfield, The Great Little Madison by Jean Fritz, What Your Second Grader Needs to Know by E.D. Hirsch, and The Madisons by Cass R. Sandak

Appendix B- Causes of The War of 1812

The country of England was at war with the country of France. these two countries had been fighting for many years.

- france. these
- France. These
- france. These
- correct as it is

American ships would sail on the atlantic ocean to sell supplies to Europe. France did not want us to sell supplies to England and England did not want us to sell supplies to France.

- Atlantic ocean
- atlantic Ocean
- Atlantic Ocean
- correct as it is

When England needed more sailors they stopped American ships and captured our sailors. Taking the sailors this way is called impressments. By 1812, England had impressed 10,000 American sailors. This made many Americans angry and they wanted to declare war on England. President Madison did not want to go to war because he knew the British had a large and powerful navy.

- sailors. This
- sailors? This
- sailors, This
- correct as it is

A group of people called the war hawks wanted more land and wanted to take over Canada. In 1812, Canada was a British colony. They thought since England was at war with France, the British would not be able to defend Canada and we could march right in and take over Canada. There were conflicts with the Indian tribes. The Indians did not want Americans moving west and settling the land. The British were friends with the Indians and encouraged the Indians to drive the settlers off the land.

- Indian Tribes?
- indian tribes.
- indian Tribes.
- correct as it is

Not everyone in America wanted war, but after awhile, President Madison and Congress agreed with the war hawks and declared war on England on june 18 1812.

- June 18 1812
- june 18, 1812
- June 18, 1812
- correct as it is

Appendix C- Addresses for more information on The War of 1812

Battlefield House Museum
P.O. Box 66561
Stoney Creek, ON L8G 5E5
Canada

Fort McHenry National Monument and Historic Shrine
End of East Fort Avenue
Baltimore, MD 21230-5060

Naval Historic Center
Washington Navy Yard
805 Kidder Breese SE
Washington, D.C. 20374-5060

Star-Spangled Banner Flag House
844 E. Pratt Street
Baltimore, MD 21202

Appendix D

Research questions and teacher information on “The Star-Spangled Banner”

First, I have listed the research question. The answer the second graders will find is underlined. Last of all, I have included more information about each topic.

1. What was the size of the American flag flying over Fort McHenry?

The flag was 42' X 30'. It was the largest battle flag ever flown.

2. Who made the flag that flew over Fort McHenry?

Mary Young Pickersgill and her thirteen year old daughter, Caroline made the flag that flew over Ft. McHenry during The War of 1812. They made the flag in the summer of 1813 from a cotton material called bunting. They would work late at night by candlelight. They were paid \$405.90 to make the flag. This was a very large amount of money in those days.

3. How many stars and stripes were on the flag that flew over Fort McHenry?

There were 15 stars and 15 stripes on the flag that flew over Ft McHenry. This flag was used from 1795-1818. Whenever a new state was added to the United States they would add a star and a stripe. Soon they saw this would not work because the flag would be too large. In 1818 the Flag Act said whenever a state was added to the United States a new flag would fly on the next Fourth of July.

4. Francis Scott Key was a 35 years old lawyer who enjoyed writing poetry. What was he doing at Fort McHenry?

The British had captured his friend, Dr. William Beanes, and were holding him prisoner. After the British burned the White House in August they captured Dr. Beanes. He was a doctor to American soldiers as well as the British soldiers. The doctor had interfered in military matters and caused some British soldiers to be captured.

Appendix D-continued

5. Who helped Francis Scott Key by going with him to help the British ship to ask for Dr. Beames' release?

Colonel John S. Skinner helped Francis Scott Key. They sailed in a small ship flying a flag of truce as they approached the British ship. Colonel Skinner knew Dr. Beanes personally and he had in his possession letters from wounded British officers describing Dr. Beanes' kindness as he treated them.

6. Were Francis Scott Key and Colonel Skinner successful in getting Dr. Beanes released?

Yes, the British soldiers would let him go, but only after the attack on Fort McHenry. The Americans had heard the plans of how the British would attack Fort McHenry, so the British officers made Key, Skinner and Dr. Beanes wait for their release until after the battle. The men had to watch the British attack Fort McHenry from their small boat and spend the night wondering which side would win. When the bombardment began, the noise was so great and the smell of gunpowder was so strong the men had to take shelter in their cabin. The fighting began at dawn on September 13th and continued all day and into the night.

7. Who was the American general at Fort McHenry during The War of 1812?

Major George Armistead was in command at Fort McHenry. Baltimore was getting ready for the British to attack. One thousand men were at the star-shaped fort overlooking the Patapsco River. The Americans had sunk twenty-four old ships in the channel of the river to keep the large British ships from sailing right into the city. The British had to attack with sixteen of their smaller ships from a distance of two miles. (show map of Baltimore on page 38 of the book *By Dawn's Early Light: The Star-Spangled Banner* by Steven Kroll)

8. How many bombshells did the British fire upon Fort McHenry?

The British fired 1,500 bombshells at Fort McHenry. Some of the bombshells weighed as much as 220 pounds. One type of rocket fired was the specialized congreve rockets that left red tails of flame (rockets red glare). Another type of rocket was the bomb with burning fuses that were supposed to explode when they reached their target, but often blew up in midair instead (bombs bursting in air).

Appendix D –continued

9. Francis Scott Key was so full of relief and pride at dawn when he saw the American flag flying over Fort McHenry. It was an amazing victory for the Americans. Francis Scott Key began writing a poem. What was the name first given to his poem that later became known as “The Star-Spangled Banner?”

The poem was called “The Defense of Fort McHenry.” Francis Scott Key pulled an old letter out of his pocket and began writing a few words. There wasn’t much time to write because Key, Dr. Beanes, and Colonel Skinner were free to sail back to Baltimore.

10. How many stanzas in the poem Francis Scott Key wrote that later became known as “The Star-Spangled Banner?”

“The Star-Spangled Banner” has four stanzas. The first verse tells of the bombardment of Ft. McHenry and how the sky looked with exploding rockets. Since the flag was still there it meant the Americans had not been beaten. The second verse tells the British were defeated and how he watched the American flag wave proudly over Ft. McHenry. The third verse describes the way the British bragged they would defeat the Americans, but instead the British were defeated. The fourth verse expresses hope and tells whenever people stand up for the good of their nation they will defeat their enemies.

11. How did people know about Francis Scott Key’s poem?

After he finished all four stanzas Francis Scott Key’s brother-in-law printed it on handbills. Two newspapers published the poem. The words fit a popular tune called “To Anacreon in Heaven,” so people began singing the words of the poem.

12. When did “The Star-Spangled Banner” become America’s national anthem?

Congress made the song our national anthem in 1931. Right away Americans began to think of “The Star-Spangled Banner” as their national anthem. By the end of 1814 Americans were feeling very patriotic. They had won The War of 1812 and had defeated the British for the second time in less than forty years.

Adapted from: "Star-Spangled Trivia" [on-line] <http://www.lafayette.edu/~gilbertn/Star-Spangled-Banner.html>, 2001 by Nina Gilbert, By the Dawn's Early Light: The Story of the Star-Spangled Banner by Steven Kroll, The American Flag by Patricia Ryon Quiri, and Our National Anthem by Stephanie St. Pierre

Appendix E-“The Battle of New Orleans” and Andrew Jackson

The Battle of New Orleans is probably one of the most famous battles of The War of 1812. This battle was fought after The War of 1812 was over. America and Great Britain signed the peace Treaty of Ghent on December 24, 1814 in Ghent, Belgium. It was a mistake that “The Battle of New Orleans” was even fought. News of the treaty had to travel by boat across the Atlantic Ocean and did not reach America until forty days later.

General Andrew Jackson arrived in New Orleans the first of December and assembled an army of about five thousand volunteers. He cared for his soldiers and was a respected leader. Many of his soldiers were slaves. There were backwoodsmen, Indians, and there was even a pirate, Jean Lafitte, who brought his crew. In mid-December 7,500 British soldiers arrived at the Gulf Coast. The British had difficulties because of the swamps, terrible weather, and night attacks by the Americans. General Jackson and the men dug a trench almost a mile long between the swamp and the Mississippi River, so the only way the British could get to New Orleans was to go straight toward the ditch which was right through the Americans. There were a couple of little battles, but the main attack was when the British marched on January 8, 1815. The Americans were waiting in the trenches with their cannons, muskets, and long rifles. Andrew Jackson rode his white horse up and down the trench giving the signal to fire. The song “Yankee Doodle” played until the battle ended. After just half an hour of fighting the Americans had killed or wounded close to 3,000 British soldiers, which was about half their army. The British retreated. The Americans were shocked at the sight of the battlefield. You could walk a quarter of a mile and have to step over British bodies. Less than one hundred Americans were killed or wounded in the battle. News of the peace treaty reached America on February 11, 1815. Andrew Jackson became a hero because of the victory at “The Battle of New Orleans” and as a result, he later became the seventh president of the United States.

The War of 1812 ended with really neither side winning. The Americans won a victory by proving to England that we are a strong nation. The War of 1812 was a second war of independence for the United States. The reasons we went to war two years earlier were not issues by the time the war was over. We became friends with England and have never gone to war with them again.

Andrew Jackson was born March 15, 1767 on the frontier between North and South Carolina. He did not have the desire to go to school, which may explain why he is considered to be our worse educated president. He might spell a word three different ways on the same page. It is said that we get the expression O.K. from Andrew Jackson’s habit of writing “Oll Korrekt” on papers he approved. When Andrew Jackson was thirteen years old he went off to fight in the American Revolutionary War. He was taken prisoner and while at prison camp he came down with small pox. He survived the disease, but it left scars all over his face. Also, while a prisoner Andrew Jackson refused to obey a British officer. The officer raised his sword to behead Jackson, but he raised his arm to push it away. His left hand was cut to the bone and it left a deep gash on his face from his left cheek to his forehead. Andrew Jackson grew to be six-feet-one-inch tall. He was so skinny that it looked like he had a sickness. He had steel blue eyes and didn’t laugh or smile much. Before Andrew’s mother died she wrote him a letter giving him words of advice to live by. He tried to live by her advice. He had a reputation for having a quick temper and everyone knew he could fight. He moved to Nashville, Tennessee where he became a lawyer. He was very successful and bought a large estate called Hermitage. Andrew Jackson thought he had a natural ability to lead soldiers in battle, so he spent ten years as a part-time general. Few people knew him until The War of 1812 made him famous.

Adapted from: 1812 The War Nobody Won by Albert Marrin, The War of 1812 by Don Nardo, and The War of 1812 by Anne Todd

Appendix F- I Have...Who Has? Review Game

I cut and paste each game card onto a 3 X 5 index card. Anyone may begin by reading the information on his/her card. When the student can answer a question that has been asked the student reads his/her card. The game will continue until it gets back to the person who started the game.

I have “The Star-Spangled Banner”.
Who has the name of the president during The War of 1812?

I have James Madison.
Who has one of the reasons The War of 1812 began?

I have the British impressments of American sailors.
Who has the name of the treaty that ended The War of 1812?

I have the Treaty of Ghent.
Who has the name of the ship also called the “Constitution”?

I have Old Ironsides.
Who has the name of the place the British attacked in Baltimore?

I have Fort McHenry.
Who has the name of the last battle of The War of 1812?

I have “The Battle of New Orleans”.
Who has the name of the person who saved a painting of George Washington?

I have Dolley Madison.
Who has the event that happened in 1814 when British soldiers came to Washington, D.C.?

I have the burning of the White House.
Who has the name of the person who wrote a poem after watching the British attack Fort McHenry?

I have Francis Scott Key.
Who has the name of the army general during “The Battle of New Orleans”?

I have Andrew Jackson.
Who has the number of stars on the flag that flew over Fort McHenry?

I have 15.
Who has the name of our national anthem that came from The War of 1812?