The War of 1812

Teacher Guide

- British navy
- Americans and British make peace
- American victory on Lake Erie
The War of 1812
Teacher Guide
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The War of 1812
Teacher Guide
Core Knowledge History and Geography™ 2
The new United States faced its first foreign conflict in the War of 1812 against Great Britain. By standing up to mighty Britain in the War of 1812, the United States gained a new sense of nationhood and self-respect. Our national anthem and important national symbols—among them Old Ironsides, the Battle of New Orleans, and the flag as an icon of independence—emerged following the war. The war did, however, engender internal divisions, and it represented a crushing blow for Native Americans.
What Students Should Already Know

Students in Core Knowledge schools should be familiar with the following:

Geography

• maps and globes: what they represent, how we use them
• rivers, lakes, and mountains: what they are and how they are represented on maps and globes
• how to identify and locate the seven continents on a map and globe:
  – Asia; identify Asia as the largest continent with the most populous countries in the world
  – Europe
  – Africa
  – North America
  – South America
  – Antarctica
  – Australia
• how to identify major oceans: Pacific, Atlantic, Indian, Arctic
• how to find directions on a map: north, south, east, west
• how to identify and locate the following countries of North America: Canada, the United States, Mexico, and the countries of Central America
• the locations of the Mississippi River, the Appalachian and Rocky Mountains, and the Great Lakes on a map of the United States
• locations of the equator, Northern Hemisphere, Southern Hemisphere, and the North and South Poles
• the United States has fifty states: forty-eight contiguous states, plus the states of Alaska and Hawaii
• names of their continent, country, state and state capital, neighboring states, and community
• how to explain and give examples of the following geographical terms when used in relation to the United States: peninsula, harbor, bay, island, valley, desert, coast, prairie, oasis

Students in Core Knowledge schools and/or who used Core Knowledge History and Geography™ (CKHG™) in Grades 1 and 2 should also be familiar with the following:

History

• features of the early Maya, Aztec, and Inca civilizations
• the exploration and settlement of North and South America by Europeans during the 1400s and 1500s
• why the American colonists fought the British in the Revolutionary War
INTRODUCTION

- the difficulties and challenges that the Americans faced at the end of the Revolutionary War
- Constitution created so that Americans would have a written set of laws or rules describing how the new American government would work
- Constitution written by men who had different opinions and who did not always agree
- the importance of compromise in creating the Constitution
- why James Madison is called the Father of the Constitution
- Constitution considered the highest law of the United States
- “We the people,” first three words of the Constitution, a phrase meaning that the government gets its power to make laws from the people
- first ten amendments to the Constitution: the Bill of Rights

What Students Need to Learn

- impressment: created conflict between America and Great Britain over sailors
- Britain: provided weapons, aiding a Native American Shawnee chief named Tecumseh in his conflict with American settlers
- James Madison, president of United States during War of 1812, and Dolley Madison, First Lady
- Dolley Madison: escape from the White House, wanted to make sure documents and a portrait were saved; enslaved African American Paul Jennings, with help from others, rescued portrait
- The U.S.S. Constitution, “Old Ironsides,” important symbol of the War of 1812
- Francis Scott Key: “The Star-Spangled Banner”
- Andrew Jackson: Battle of New Orleans
AT A GLANCE

The most important ideas in Unit 7 are:

- The War of 1812 was a significant challenge for the United States at a time when the nation was young and not as firmly established as it is today.
- British impressment of American sailors showed a disregard for U.S. sovereignty.
- The fight for Fort McHenry inspired Francis Scott Key to write “The Star-Spangled Banner,” which became the national anthem.
- The Battle of New Orleans was fought after the peace treaty ending the War of 1812 was signed.
- Old Ironsides, the nickname for the U.S.S. Constitution, became a symbol of how tough and courageous Americans were in the War of 1812.

WHAT TEACHERS NEED TO KNOW

The War of 1812 began in the year that is part of its name, making the date easy to remember; but like the Mexican War, Spanish-American War, and Korean War, it has long been one of our “forgotten conflicts.” Historians usually regard the outcome of the war as a draw, but it was important nonetheless, for the United States emerged from the war with a new confidence that the nation would survive and prosper.

UNIT RESOURCES

Teacher Components

The War of 1812 Teacher Guide—This Teacher Guide includes a general unit introduction, followed by specific instructional guidance. Primary focus objectives, geographical and/or historical background information for teachers, Core Vocabulary, a lesson introduction, and the Student Book text to be read aloud—in the form of actual replicated Student Book pages—are included for each chapter. The Read Aloud sections of the Student Book are divided into segments so that the teacher can pause and discuss each part of the text with students. It is important to discuss the images that accompany the text with the students too.

The instructional guidance for each chapter also includes a Check for Understanding and, when appropriate, Additional Activities, such as virtual field trips, short film clips, and art activities, that may be used to reinforce students’ understanding of the content. These Additional Activities are intended to provide choices for teachers and should be used selectively.

A Culminating Activity, Unit Assessment, Performance Task Assessment, Student Activity Pages, and instructions for My Passport for each student are included at the end of this Teacher Guide in Teacher Resources, beginning on page 52. The Activity Pages are numbered to correspond with the chapter for recommended use and also indicate the recommended order. For example, AP 1.1 is a letter to family designed to be used at the start of this unit.
The Culminating Activity is a multistep activity that provides students an opportunity to review unit content knowledge prior to the Unit or Performance Task Assessments. Students will have a chance to play a unit-related game, learn and sing a song about the unit, or create a collaborative classroom mural and/or museum of craft projects they have made to represent artifacts from the time period and culture studied. At the end of the Culminating Activity, students will also assemble and discuss a mini-book version of the Student Book that they can take home to share with family members.

The Unit Assessment tests knowledge of the entire unit, using a standard testing format. The teacher reads aloud multiple-choice questions or fill-in-the-blank statements, and students are then asked to answer these questions by circling a picture representing the correct response on the Unit Assessment Student Answer Sheet.

The Performance Task Assessment allows students to apply and demonstrate the knowledge learned during the unit by drawing and talking about images representing key content.

My Passport is a tangible reminder and souvenir of the various events and places that students using the CKHG units at their grade level will have visited and learned about over the course of the school year. Note that prior to reading Chapter 1 of each unit aloud, you will be prompted to ask your students to pretend that they are boarding an airplane in real time to travel to a particular place in the world; this approach will be used in units that focus on modern-day cultures and/or geography. For units that focus on historical events, you will be prompted to ask students to pretend they are boarding a “time machine” to travel “back in time” with you to visit each historical period and culture studied. Guidance will be provided at the end of every unit, directing teachers how to assist students in creating and updating their passport. The passport template can be downloaded from www.coreknowledge.org/ckhg-online-resources. Teachers will need to make sufficient copies for each student before conducting the passport activity.

The Activity Pages are designed to reinforce and extend content taught in specific chapters. The Teacher Guide lessons provide clear direction as to when to use specific Activity Pages. Teachers will need to make sufficient copies of the Activity Pages they choose to use for all students in their class.

Student Component

The War of 1812 Student Book includes five chapters, intended to be read aloud by the teacher as the students look at images on each page.

As you will note when you examine the Student Book, minimal text is included on each page. Instead, colorful photos and engaging illustrations dominate the Student Book pages. The design of the Student Book in this way is intentional because students in Kindergarten–Grade 2 are just learning to read. At these grade levels, students are learning how to decode written words, so the complexity and amount of text that these young students can actually read is quite limited.

While some advanced students may be able to read words on a given page of the Student Book, as a general rule, students should not be expected or asked to read aloud the text on the Student Book pages. The text in the Student Book is there so that teachers and parents can read it when sharing the Student Book with students.
The intent of the Grades K–2 CKHG lessons is to build students’ understanding and knowledge of specific historical time periods, people, and events, as well as of associated geographical concepts and skills. It is for this very reason that in Grades K–2 CKHG, the historical and geographical knowledge of each lesson is delivered to students using a teacher Read Aloud, accompanied by detailed images. Cognitive science research has clearly documented the fact that students’ listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades. Said another way, students are able to understand and grasp far more complex ideas and text that they hear read aloud than they would ever be able to read or comprehend when they read to themselves. For a more thorough discussion of listening and reading comprehension and the underlying cognitive science research, teachers may want to refer to Appendix A of the Common Core State Standards for English Language Arts, noting in particular the Speaking and Listening section of the appendix.

Use this link to download the CKHG Online Resources for this unit, where the specific link to this appendix can be found:

www.coreknowledge.org/ckhg-online-resources

**Using the Teacher Guide**

**Pacing**

*The War of 1812* unit is one of eleven world and American history and geography units in the Grade 2 CKHG series that we encourage teachers to use over the course of the school year. We have intentionally left the pacing and timing needed to teach the content presented in the Teacher Guide and Student Book very flexible. Teachers can choose how much they read aloud and discuss in a single instructional period, as well as how often each week they use the CKHG materials.

In many instances, it is likely that the teacher will be able to read aloud and discuss a complete chapter from the Student Book in a single instructional period. At other times, teachers may choose to spread the Read Aloud and discussion of a longer chapter over two instructional periods.

At the end of this unit introduction, you will find a blank Pacing Guide on page 11 that you may use to plan how you might pace reading aloud and discussing each chapter, as well as when to use the various other resources in this unit. We strongly recommend that you preview this entire unit and create your pacing guide before teaching the first lesson. As a general rule of thumb, we recommend that you spend no more than ten to fifteen days teaching *The War of 1812* unit so that you have sufficient time to teach the other units in the Grade 2 CKHG series.

**Reading Aloud**

Within each Read Aloud, the text to be read aloud to students is in roman text in the Teacher Guide (like this); instructions intended only for the teacher are in boldface (*like this*). Core Vocabulary words appear in boldface color (*like this*). You may sometimes wish to preview one or two of these vocabulary words before reading aloud a page from the chapter. In most instances, however, it may be more effective to pause and explain the meaning of the words as they are encountered when you read aloud.
It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If students hear these words used in context by the teacher over the entire unit, they will gain an increasingly nuanced understanding of these words. With support and encouragement by the teacher, students may even begin to use these same words in their own oral discussions of the unit.

Interspersed throughout the Read Aloud, you will note instances in which instructional guidance is included. This guidance may call the teacher’s attention to Core Vocabulary and idiomatic or figurative language that may be confusing and therefore require explanation. In other instances, Supports may direct the teacher to call attention to specific aspects of an image—as shown in the Student Book. And, in some instances, a Challenge, usually a more demanding task or question, may be included for teachers’ optional use.

You will also notice within the Read Aloud segments that the Teacher Guide directs you to pause occasionally to ask questions about what students have just heard. By using this carefully scaffolded approach to reading aloud and discussing a portion of the content a bit at a time, you will be able to observe and ensure that all students understand what they have heard before you proceed to the next section of the Read Aloud.

**Turn and Talk**

Specific instances in the Read Aloud portion of the lesson are designated as Turn and Talk opportunities. During these times, teachers should direct students to turn and talk to a partner to discuss specific things. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.

**Big Questions and Core Vocabulary**

At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Big Question. The answer to each Big Question is included as part of the text read aloud in each chapter of the Student Book. At the end of each Read Aloud segment, you will be prompted to formally reask the Big Question for students to discuss during the Check for Understanding. Key vocabulary, phrases, and idioms are also identified in each lesson of the Teacher Guide.
Read Aloud Chapters | Big Questions | Core Vocabulary
---|---|---
Chapter 1: Trouble at Sea | Why did the British navy stop and search American ships sailing across the Atlantic Ocean? | goods, warships, trade ships, sailors, capture, impressment
Chapter 2: Trouble at Home | Besides impressing sailors, how was Great Britain attempting to make trouble for American settlers? | settlers
Chapter 3: America at War | What did the British do to Washington, D.C.? | Congress, War Hawks, retreat, loyal, cannonballs, victories, daring move
Chapter 4: The Star-Spangled Banner | What happened at Fort McHenry in Baltimore, Maryland? | dawn, national anthem, twilight, perilous, ramparts, gallantly streaming
Chapter 5: The War Ends | Why was the Battle of New Orleans fought after the peace treaty to end the war had been signed? | peace treaty, held its own, proud

Activity Pages

The following activity pages can be found in Teacher Resources, pages 78–81. They are to be used with the lesson specified for additional class work or in some instances may be sent home to be make parents aware of what students are studying. Be sure to make sufficient copies for your students before conducting the activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–2—World Map (AP 1.2)
- Chapters 2–5—Map of the United States, War of 1812 (AP 2.1)
- Culminating Activity—Who Am I? (AP CA.1)

Additional Activities and Website Links

An Additional Activities section, related to material the students are studying, may be found at the end of most chapters in this Teacher Guide. Even though there are multiple suggested activities, it is advised that you choose activities based on your students’ interests and needs, as well as on the instructional time available. Many of the activities include website links, and you should check the links prior to using them in class.
A critical goal of the Core Knowledge Curriculum Series™, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included important content in our American history units that will help students deepen their understanding of U.S. history, laws, and government. In Grades 3–6, we denote content related to this civics instruction with an American flag icon. For Grades K–2, we have shaped each American history unit as a whole to provide basic, foundational information key to civics instruction.

In choosing the specific content in our American history units, we have been guided by the Core Knowledge Sequence. The Sequence topics align well with the civics test developed by the U.S. Citizenship and Immigration Services, which is required for all immigrants wishing to become naturalized American citizens.

Students who have used our American history materials throughout the Core Knowledge Curriculum Series™ have the opportunity to take an analogous citizenship test to demonstrate that they have acquired the knowledge fundamental to becoming a participatory American citizen.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the USCIS Citizenship Resource Center may be found:

www.coreknowledge.org/ckhg-online-resources

Books


Note to Teacher: *The War of 1812* is intended to be taught as the seventh unit of Grade 2 CKHG.

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CHAPTER 1

Trouble at Sea

Primary Focus Objectives

✓ Understand that the period in time described in this unit is approximately thirty years after the United States declared its independence from Great Britain. (SL.2.3)

✓ Understand that Great Britain was at war with France. (RI.2.1, SL.2.3)

✓ Describe how Great Britain got some of the sailors they needed to fight the war with France. (SL.2.2)

✓ Understand the meaning of the following domain-specific vocabulary: goods, warships, trade ships, sailors, capture, and impressment. (L.2.4, L.2.5)

Materials Needed

Activity Pages

• internet access
• display copies of Images to Introduce The War of 1812: Map of the Thirteen Colonies, The Declaration of Independence, and The U.S. Constitution
• individual student copies of The War of 1812 Student Book
• individual student copies of Letter to Family (AP 1.1)
• teacher and individual student copies of World Map (AP 1.2)
• video about impressment

Use this link to download the CKHG Online Resources for this unit, where the specific links to the images and video referenced above may be found:

www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

In 1793, European countries were involved in a great war. Fearful of the spread of ideas from the French Revolution, the rulers of countries such as Great Britain, Spain, Austria, and the Netherlands waged war against France. The United States, recently independent and still struggling to establish itself as a country, declared its neutrality and pledged not to sell guns and other war supplies to any combatant.

The British, however, began capturing American ships in the Caribbean Sea that were trading with the French colonies there. In seizing the ships, the British also seized sailors suspected of being deserters from the British Royal Navy. In some cases, there may have been real British deserters on the American ships, but in other cases the “deserter” argument was just a handy excuse for captains who needed more sailors. The Royal Navy had a chronic manpower shortage. While it was the best and largest navy in the world, conditions on its warships were harsh, and punishment of the sailors was arbitrary and brutal.
For these reasons, many British sailors jumped ship. British captains tried to make up for runaway sailors by seizing American ships and forcing American sailors into the British navy. This practice was known as impressment.

The impressment of sailors, as well as other violations of American neutrality, almost led to war with Great Britain in the 1790s. However, negotiations with Great Britain resulted in Jay’s Treaty, named after Chief Justice John Jay, who worked out the agreement with the British. The United States was allowed to trade with British colonies in the Caribbean, and a committee would determine a solution to the impressment problem. Unfortunately, this never occurred—and impressment continued.

President Thomas Jefferson tried to put an end to impressment by passing the Embargo Act of 1807. Under this act, U.S. ports were closed to foreign ships, and U.S. ships were confined to coastal waters. The thinking was that Great Britain would agree to end the seizure of U.S. ships and impressment in return for the resumption of trade.

But the embargo was very unpopular. American markets suffered greatly under the embargo, whereas the lack of American trade goods barely affected European countries, including Great Britain. In the end, the U.S. government had to abandon the law.

It is estimated that the British impressed six thousand or more American sailors. British impressment humiliated Americans. American leaders were embarrassed that they could not protect their own men at sea. Impressment was one of the factors that led to the War of 1812.

### The Core Lesson

**Introduce The War of 1812 and Chapter 1: “Trouble at Sea”**

This introduction references images in a separate PDF titled “Images to Introduce The War of 1812,” which we encourage you to download from the CKHG Online Resources for this chapter and to share as you guide students in discussing and reviewing the background knowledge essential for understanding the events described in the current unit, The War of 1812.

**Introduce The War of 1812** by telling students that they will be starting a new unit about what was happening in the United States about thirty years after America had declared its independence from Great Britain.

**Show students a map of the original thirteen colonies (from “Images to Introduce The War of 1812”), and remind them that Americans who lived in these thirteen colonies were ruled by the British king in the years leading up to the Revolutionary War.**

**Draw a timeline on the board or chart paper, labeling a point under the line at the far left end as “Thirteen Colonies.”** Affix the image of the map of the thirteen colonies above the line.

Thirteen Colonies

**Next, show students an image of the Declaration of Independence (from “Images to Introduce The War of 1812”), and ask if they recognize what is shown in this image.** Guide students as needed to state that this is the Declaration of Independence that the colonists signed and sent to the British king to tell him that they did not want to be ruled by Great Britain.
Ask students if they remember the name of the war that then took place between the colonists and Great Britain. Prompt students as needed to state that the war was called the American Revolution or the American Revolutionary War. Remind them that at the end of that war, the independent colonies became a new country—America.

Add a new label to the timeline—“Declaration of Independence”—and affix the image of the Declaration of Independence above the line.

As a new country, the American leaders next needed to decide how their government would work, who would make the laws, etc. Show students an image of the Constitution (from “Images to Introduce The War of 1812”), and ask them to recall what they learned about the Constitution in the last unit they studied. Prompt students as needed to recall that the Constitution is the highest law of the United States of America. It established the principle of government by the consent of the people: “rule by many, not by one” (the people gave power to their government, while also limiting that power, rather than being ruled by a king or queen).

Add another label to the timeline—“Constitution”—and affix the image of the Constitution above the line.

Distribute copies of the Student Book to the class, and tell students that the name of this unit is The War of 1812. Add a final label to the timeline: “War of 1812.” Run your finger along the timeline from the Declaration of Independence to the War of 1812, and explain that in the year 1812, about thirty years after declaring independence from Great Britain, Americans became involved in fighting another war.

Call students’ attention to the images on the cover of the Student Book as you read the captions aloud. Based on the information provided by the cover images and captions, ask students to predict which country America fought during the War of 1812. Accept any reasonable answers, and tell students that as they listen to the Read Alouds in this book, they will learn more about the War of 1812 and about whom the Americans were fighting.
Tell students that you are going to pretend that you have a special machine so that you can all travel back in time to visit America after the Constitution had been signed, when America was a new, independent nation, in the years leading up to 1812.

Ask students to close their eyes and make sure that they are “buckled in” so that they can travel back in time. Count backward, saying, “3 . . . 2 . . . 1 . . . Back to America in the years leading up to 1812,” and then ask students to open their eyes.

Tell students that the first chapter you will read aloud to them is called “Trouble at Sea.” Remind students that the word sea is another word for ocean. Ask students to predict what kind of trouble the Americans might have been experiencing “at sea.” Accept any reasonable responses.

Big Question

Why did the British navy stop and search American ships sailing across the Atlantic Ocean?
Chapter 1: Trouble at Sea

In the early 1800s, American ships sailed across the Atlantic Ocean to Europe carrying tobacco, tools, lumber, and other goods to sell. In Europe, cloth was loaded onto ships to be brought back to America. Sometimes, British warships followed and stopped American trade ships.

CORE VOCABULARY—Explain that goods are anything that people buy, sell, or trade.

CORE VOCABULARY—Explain that warships are ships equipped with guns so that they are prepared to fight with other ships.

CORE VOCABULARY—Explain that trade ships are ships that carry goods from one country to another to be sold or bought. Point out that the text says the warships were British warships, while the trade ships were American.
**SUPPORT**—Point to the British flag in the image. Note that ships flew the flag of their country so that other ships knew where the ship was from. This practice continues today.

**SUPPORT**—Have students use their World Map (AP 1.2) to point out the locations of America, the Atlantic Ocean, and Europe. Also have them locate Great Britain and reemphasize that the warships were from Great Britain.

Ask students the following question:

**LITERAL**—Why did American ships sail to Europe?

» American ships sailed to Europe carrying American goods to sell and then bringing back European cloth to America.

Now ask students to look at the image on page 3 as you read aloud.

The British not only stopped American ships, they came aboard and searched them too. They were looking for runaway British sailors. You see, Great Britain was at war with France. Britain’s Royal Navy had many powerful ships, but it did not have enough sailors. Oftentimes, British sailors did not want to fight in the war, so they ran away to work on trade ships.

**CORE VOCABULARY**—Explain that sailors are people who work on a ship. Further explain that runaway British sailors were people who were working on one of Great Britain’s warships and who ran away or escaped so they didn’t have to fight in the war.
Ask students the following questions:

**LITERAL**— What country was Great Britain at war with?

» Great Britain was at war with France.

**LITERAL**— What were the British looking for when they searched other ships, and why?

» The British were looking for runaway British sailors because the Royal Navy did not have enough sailors.

Now ask students to look at the image on page 4 as you read aloud.

Great Britain did these things because it believed it had the right to capture British sailors who were needed to fight in the war with France. If the British found any runaways, they tied them up and took them away. This is called impressment. Sometimes the British took American sailors as well. This made Americans very angry!

**CORE VOCABULARY**—Explain that to **capture** means to take something by force.

**CORE VOCABULARY**—Explain that **impressment** is taking sailors off ships and forcing them to work on another ship without their permission. If time allows, show students the video about impressment from the CKHG Online Resources. The video is approximately one minute long.
SUPPORT—Explain that some of the runaway sailors who were impressed were British sailors who had run away to escape the harsh treatment on Britain’s ships. Other sailors were actually American and were forced to work for the British because the Americans were not strong enough to keep the British from taking their sailors away.

Ask students the following question:

LITERAL—What did Americans think about the British use of impressment?

» Americans were very angry about impressment. They did not think the British had the right to take sailors from their ships to work on the ships of the British navy.

CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—Why did the British navy stop and search American ships sailing across the Atlantic Ocean?

» The British stopped and searched American ships to look for and take away runaway sailors because they needed more sailors for their ships.

Activity Page Note to Teacher: Distribute copies of Letter to Family (AP 1.1) for students to take home.

AP 1.1
CHAPTER 2

Trouble at Home

Primary Focus Objectives

✓ Understand that the Native Americans did not want more settlers moving west to the areas where they lived. *(RI.2.1, SL.2.3)*

✓ Understand that the British did not want Americans moving closer to the border of Canada, a country that they controlled. *(RI.2.1, SL.2.3)*

✓ Understand that the British secretly provided the Native American chief named Tecumseh with guns to fight the American settlers. *(RI.2.1, SL.2.3)*

✓ Understand that American soldiers fought with and killed many Native Americans at the Battle of Tippecanoe. *(RI.2.1, SL.2.3)*

✓ Understand the meaning of the following domain-specific vocabulary: settlers. *(L.2.4, L.2.5)*

Materials Needed

- individual student copies of The War of 1812 Student Book
- teacher and individual student copies of World Map (AP 1.2)
- teacher and individual student copies of Map of the United States, War of 1812 (AP 2.1)

What Teachers Need to Know

While the problem of impressment grew worse, the states along the western U.S. frontier were agitating for war against the British for a different reason. They believed that the British were using their Canadian outposts to aid Native Americans who were attacking American frontier settlements.

In Congress, these advocates for war were known as “War Hawks.” The War Hawks were mostly younger congressmen from the western and southern states. The term, later shortened to “hawks,” came to mean those who advocate an aggressive foreign policy and a strong military as strong tools in diplomacy. In addition to the satisfaction of beating the British, the War Hawks saw Canada as a vast territory that should be added to the United States.

The Battle of Tippecanoe, between the United States and Native Americans in the Indiana Territory in 1812, tipped the scale to war with the British. The commanding general of the U.S. forces, William Henry Harrison, allegedly found British weapons in the Native American camp. This seemed to prove what the War Hawks had been saying—that the British were arming the Native Americans. Upon hearing this, Congress passed a war resolution, and the War of 1812 began.
Introduce “Trouble at Home”

Referring to the images from Chapter 1, review with students the following key points made in the previous Read Aloud, “Trouble at Sea”:

- There were British warships sailing the Atlantic Ocean.
- These warships began stopping American ships to look for any British sailors who might be on board the American ships.
- Great Britain was at war with France, so Great Britain needed sailors to fight the war against France.
- To get more sailors, British warships also stopped American ships and used impressment to capture sailors whom they believed were British runaways, even though some of the sailors were American.

Summarize by noting that the chapter “Trouble at Sea” described the trouble between American and British ships.

Explain to students that in addition to having problems at sea with Great Britain during this time, America was having trouble at home: American settlers had begun to clash with Native Americans who lived in territory that these settlers wanted to claim for themselves, as they moved west to present-day Ohio and Indiana. Tell students to listen carefully to this Read Aloud to find out what happened with the Native Americans.

**CORE VOCABULARY**—Explain that *settlers* are people who move to live in a new place. “American settlers” refers to people who originally lived in one of the early states (some were also immigrants) and who moved to live in territory outside the United States, territory where Native Americans already lived.

**Big Question**

Besides impressing sailors, how was Great Britain attempting to make trouble for American settlers?

**Core Vocabulary**

*settlers*
Trouble at Home

Trouble at sea turned into trouble at home. In the early 1800s, Americans were moving west into present-day Ohio and Indiana. A Native American Shawnee chief named Tecumseh wanted to stop the settlers moving west onto Native American land.

Tecumseh knew that the Native Americans needed guns to defend their land. But where could they get these weapons? One place was from Canada, which was controlled by the British. The British did not want Americans to move close to Canada. So the British secretly agreed to help Tecumseh.

SUPPORT—Distribute student copies of Map of the United States, War of 1812 (AP 2.1) while you display the teacher copy of the same map. Remind students that following America's independence from Great Britain after the American Revolution, most Americans lived in areas/states along the eastern coast of the United States. Point to and name some of these states.

Review the four cardinal directions with students, asking them to use their finger on the map to show the direction in which Americans were moving (west). Then help students to locate the territory to which Americans were moving in the early 1800s, the present-day states of Ohio and Indiana.

SUPPORT—Have students use their World Map (AP 1.2) or Map of the United States, War of 1812 (AP 2.1) to locate Canada.
Ask students the following questions:

**INFERENTIAL**—Why might Americans have been interested in moving west?
» Accept any reasonable response, including that more and more people probably were living in the original states along the eastern coast, which would make less land available for farming. People may have moved west looking for more space to live and more farmland.

**LITERAL**—Why did the Native American chief named Tecumseh want to stop the settlers from moving west?
» Accept any reasonable response, including that Native Americans already lived on the western land where the settlers now wanted to live.

**LITERAL**—Why did the British help Tecumseh?
» The British did not want the Americans to move close to Canada.

Now ask students to look at the image on page 6 as you read aloud.

Tecumseh united many Native American tribes against the American settlers. This made the American government nervous. In 1811, the United States sent soldiers to a Native American camp at Tippecanoe Creek in Indiana. The American soldiers killed many Native Americans. This is known as the Battle of Tippecanoe. The next year, in 1812, war broke out between the United States and Great Britain.
Ask students the following questions:

**LITERAL**—Why did the Battle of Tippecanoe take place?

» The Battle of Tippecanoe took place because the American government was nervous about the Native Americans whom Tecumseh united.

**LITERAL**—What happened at the Battle of Tippecanoe?

» Many Native Americans were killed by American soldiers at the Battle of Tippecanoe.

**LITERAL**—What happened the year after the Battle of Tippecanoe?

» The next year, war broke out between the United States and Great Britain.

**CHECK FOR UNDERSTANDING: BIG QUESTION**

**TURN AND TALK**—Besides impressing sailors, how was Great Britain attempting to make trouble for American settlers?

» Great Britain gave arms to the Native Americans to prevent American settlers from moving close to Canada, an area controlled by the British.
America at War

Primary Focus Objectives

✓ Identify James Madison and his wife, Dolley Madison, as the president and First Lady during the War of 1812. (RI.2.1, SL.2.3)

✓ Identify the U.S.S. Constitution, nicknamed “Old Ironsides,” as responsible for winning a number of battles fought on water for the Americans. (RI.2.1, SL.2.3)

✓ Recognize that over the course of the war, the Americans won some battles, while the British won others. (SL.2.2, RI.2.1)

✓ Explain that the British attacked and burned Washington, D.C., including the president’s house, but that the Madisons escaped unharmed. (SL.2.2)

✓ Understand the meaning of the following domain-specific vocabulary: Congress, War Hawks, retreat, loyal, cannonballs, victories, and daring move. (L.2.4, L.2.5)

What Teachers Need to Know

The War of 1812 began during the presidency of James Madison. (Students in Core Knowledge schools should be familiar with Madison from their study of the Constitution.)

In August 1814, the British easily routed the American army defending Washington, D.C., and set fire to much of the city, including the White House. President Madison was away at the time, and his wife, Dolley, was waiting for his return when the British took the city.

Dolley had been a young widow with two children in 1794 when she married James Madison, who was then a member of the House of Representatives. She had become an influential hostess—first in Philadelphia and later in Washington, D. C.—and she acted with an acute sense of political interest. When the widower Thomas Jefferson became president, she acted as his unofficial First Lady. By then, her husband had been appointed secretary of state. In 1808, after Jefferson announced that he would not seek a third term, James Madison was elected president.
When word reached her of the British victory, Dolley Madison prepared to evacuate. However, she wanted to make sure that certain important government papers, a copy of the Declaration of Independence, and a portrait of George Washington were saved. (The portrait was by Gilbert Stuart, and it is considered to be among his most famous works, although it was a copy of Stuart’s original painting.) Paul Jennings, an enslaved African American who worked for the Madisons both at their Montpelier, Virginia, home and at the White House, is credited with physically removing the portrait, with help from others. Jennings, who would eventually gain his freedom later in life, wrote what is considered to be the first memoir of life in the White House.

Dolley Madison wrote the following to her sister:

At this late hour, a wagon has been procured; and I have had it filled with the plate [silverware] and the most valuable portable articles belonging to the house. . . . Our kind friend, Mr. Carroll, has come to hasten my departure, and is in a very bad humor with me because I insist on waiting until the large picture of Gen. Washington is secured, and it requires to be unscrewed from the wall. This process was found too tedious for these perilous moments; I have ordered the frame to be broken, and the canvas taken out; it is done,—and the precious portrait placed in the hands of two gentlemen of New York, for safe keeping. And now, dear sister, I must leave this house, or the retreating army will make me a prisoner in it, by filling up the road I am directed to take. . . .

Dolley Madison finally left Washington just ahead of the British. The British entered the White House and ransacked it before setting it on fire.

A Special Note to Teachers—Talking About Slavery

In this chapter, reference is made to the use of enslaved people at the White House during this time. Discussing slavery with younger students is a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence.

Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In CKHG materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

Some may question whether students in K–Grade 2 are too young to be introduced to the topic of slavery in American history, as described in this chapter. After much thought and discussion with child development specialists, as well as historians, it is our belief that age-appropriate conversations about the inhumane practices of slavery—indeed about any form of racism and/or discrimination—are a necessary first step in helping young students begin to understand and accept individuals who may be different from themselves.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to *slaves* but instead to *enslaved persons* or *enslaved workers*. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* or *enslaved worker* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as though they were someone else’s property. In CKHG, we acknowledge the logic of both perspectives and sometimes refer to *slaves* while at other times referring to *enslaved persons* or *enslaved workers*. 
Introduce “America at War”

Referring to the images from Chapter 2, review with students the following key points made in the previous Read Aloud, “Trouble at Home“:

- More American settlers began moving west.
- The Native Americans did not want more settlers moving west to the areas where they lived.
- The British secretly provided the Native American chief named Tecumseh with guns to fight the Americans.
- The British did not want Americans moving closer to Canada, which they controlled.
- American soldiers fought with and killed many Native Americans at the Battle of Tippecanoe.

Remind students that at the end of Chapter 2, they heard that war broke out between America and Great Britain in 1812. Tell them that in this chapter, they will find out about some of the things that happened during the war.

Big Question

What did the British do to Washington, D.C.?

Core Vocabulary

Congress  War Hawks  retreat  loyal  cannonballs  victories  daring move
Chapter 3: America at War

Tell students to turn to page 7 in the Student Book, asking them to look at the image on the page as you read aloud. Tell them that the title of this chapter is “America at War.”

America at War

James Madison was the president of the United States when war broke out in 1812. He had not wanted to go to war with Great Britain. However, some members of the American Congress, who were angry with the British, did! They were known as War Hawks.

CORE VOCABULARY—Explain that Congress is the group of people who make the laws for the United States. People in Congress are elected by the people of each state.

CORE VOCABULARY—Explain that War Hawks was the name given to some Americans who wanted to go to war with Great Britain.

Ask students the following questions:

LITERAL—Why did war between America and Great Britain break out in 1812?

» War broke out in 1812 because some members of Congress, known as the War Hawks, were angry with the British and wanted to go to war.

LITERAL—Who was James Madison?

» James Madison was the president of the United States during the War of 1812.
James Madison had first gone to Washington to help President Thomas Jefferson run the government. Both men believed that government should work for the good of the people. When he became president himself, his wife, Dolley, often advised him when he had to make difficult decisions.

Ask students the following questions:

**LITERAL—Why did James Madison first go to Washington?**

» James Madison first went to Washington to help President Thomas Jefferson run the government.

**LITERAL—What did both James Madison and Thomas Jefferson believe?**

» Both James Madison and Thomas Jefferson believed that government should work for the good of the people.

**LITERAL—What did you learn about Dolley Madison?**

» Dolley Madison was James Madison’s wife. She sometimes gave her husband advice when he had difficult decisions to make as president.
James Madison’s government hoped to force the British out of Canada. The U.S. Army tried several times to do this. However, they did not succeed. American soldiers did capture and burn the Canadian town of York, today known as Toronto, but were soon forced to retreat.

The U.S. Army also fought Native Americans loyal to the British. In the battle of Thames, in 1813, American soldiers defeated a group of Native Americans and killed Tecumseh.

**CORE VOCABULARY**—Explain that to **retreat** is to move away or to move back from where you came.

**CORE VOCABULARY**—Explain that someone who is **loyal** shows strong support for someone or something. In this instance, some Native Americans showed strong support for the British.

**Ask students the following question:**

**LITERAL**—What happened when the U.S. Army fought Native Americans loyal to the British?

» When the U.S. Army fought Native Americans who were loyal to the British, the American army won, and Tecumseh was killed.
For a while, America had more success against the British on water than on land. On Lake Erie, American warships defeated British warships.

The most famous American warship was the USS Constitution. The USS Constitution defeated a number of British warships at sea.

The USS Constitution earned the name “Old Ironsides” when an American sailor said that British cannonballs seemed to bounce off the side of the ship but never to damage it.

**CORE VOCABULARY**—Explain that cannonballs are metal balls the size of small bowling balls that are shot out of very large guns called cannons.

**SUPPORT**—Students may be interested to know that more than two hundred years after her service in the War of 1812, the U.S.S. Constitution, “Old Ironsides,” is still a U.S. Navy ship that is docked in Boston, Massachusetts. In fact, the U.S.S. Constitution is the world’s oldest commissioned warship that is still afloat, and visitors can board and walk through the ship today.

**Ask students the following questions:**

**LITERAL**—America did not do well in land battles against the British. Where did America have more success?

» America had more success on water than on land, especially on Lake Erie.

**LITERAL**—What was the nickname of the U.S.S. Constitution, and why?

» The U.S.S. Constitution’s nickname was “Old Ironsides” because cannonballs seemed to bounce off the sides of the ship without damaging it.
As the months passed, both sides had some victories and some defeats. Then the British tried a daring move. They marched into Washington, D.C. They set fire to the capital city. By the time the British arrived at the president’s house, the Madisons were gone.

CORE VOCABULARY—Explain that victories are wins. The opposite of victories are defeats, or losses.

CORE VOCABULARY—Explain that a daring move is an action that is bold, or brave, and possibly dangerous.

SUPPORT—Help students find Washington, D.C., on their Map of the United States, War of 1812 (AP 2.1).

SUPPORT—Remind students that a capital city is the city where the government meets.

SUPPORT—Ask students to look at the image on the page. Explain that the soldiers in red are British. (Students in Core Knowledge schools may recall from Grade 1 that British soldiers were nicknamed “redcoats.”) Call students’ attention to the cannon in the bottom right corner. Remind them that a cannon is a very large, very heavy gun that fires large, round cannonballs. Point out the building on fire in the background, and identify it as the president’s house. Remind students that today, the president’s house is called the White House.
Ask students the following question:

LITERAL—What daring move did the British try?

» The daring move the British tried was to march into Washington, D.C., and set fire to the capital city, including the president’s house.

Now ask students to look at the image on page 12 as you read aloud.

Before she left, Dolley Madison wanted to make sure that certain important government papers, a copy of the Declaration of Independence, and a portrait of George Washington were saved. An enslaved African American named Paul Jennings, with help from others, actually saved the portrait just in time!

Ask students the following questions:

LITERAL—What did Dolley Madison want to do before she left the president’s house to escape from the British?

» Before she escaped, Dolley Madison wanted to make sure that important government papers and a portrait of George Washington were saved.

LITERAL—Who was Paul Jennings?

» Paul Jennings was an enslaved African American who, with help from others, saved George Washington’s portrait.
CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What did the British do to Washington, D.C.?

» The British marched into Washington, D.C., and burned the city, including the president’s house.

Additional Activities

When the British Burned the President’s House

Materials Needed: internet access, capability to display internet in the classroom

Background for Teachers: These videos include more information about the British attack on Washington, D.C., including the fact that the portrait of George Washington had to be cut from its frame because the frame was screwed to the wall, as well as more details about the part Paul Jennings played in the escape and in the lives of James and Dolley Madison.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the videos, When the British Burned the White House and A Slave’s Story, may be found:

www.coreknowledge.org/ckhg-online-resources

Watch the videos with students. When you are finished viewing, invite students to discuss what new information they have learned about the British attack on Washington, D.C., and the White House.

Note to Teacher: Explain to students that Paul Jennings’s use of the phrase “colored man” in the title of his memoir is a term no longer considered appropriate.

The Town That Fooled the British (SL.2.2)

Materials Needed: internet access, capability to display internet in the classroom

Background for Teachers: This Read-Aloud video shares the tale of the night the town of St. Michaels, Maryland, was attacked by the British. Although the story is embellished a bit to put a child at the center of the action, the clever American trickery that saved the town really happened.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video Read Aloud, The Town That Fooled the British, by Lisa Papp, may be found:

www.coreknowledge.org/ckhg-online-resources

Watch the Read Aloud with your students. When it is finished, ask:

• Why did the British want to capture the small town of St. Michaels?
  » American ships were made there.

• What was Henry’s idea?
  » Henry’s idea was to hang lanterns in the trees.
How did Henry’s idea fool the British?
» Because of the fog, the village could not be seen by the British ships. By hanging the lanterns high in the trees and ships’ masts, the soldiers made the guns aim high and miss the town altogether.

Life Aboard the U.S.S. Constitution

Materials Needed: internet access, capability to display internet in the classroom

Background for Teachers: The U.S.S. Constitution, “Old Ironsides,” is the oldest floating commissioned naval vessel in the world. Docked at the Charlestown Navy Yard in Boston, Massachusetts, visitors can climb aboard the vessel that was such an important part of the War of 1812. In addition, a museum focused on the history of the ship is nearby. The games and activities linked here can provide your students with a variety of learning activities related to life on a warship during the War of 1812. Preview the videos and activities to discern which would best suit your class and time frame.

Use this link to download the CKHG Online Resources for this unit, where the specific links to the video and activities may be found:
www.coreknowledge.org/ckhg-online-resources

Note to Teacher: Some of the sites recommended require Adobe Flash Player. Please make sure your browser supports Adobe Flash Player before using those sites. Some browsers, such as Safari, no longer support Adobe Flash Player.

Video:
For more information about the ship, view the video, Five Things You Don’t Know About: The U.S.S. Constitution. The video lasts six minutes.

Interactive Activities (Adobe Flash Player required):
Explore Old Ironsides—This self-guided picture tour with hotspots is like a virtual field trip.
Meet the Crew—This online activity allows you to read the journals of the U.S.S. Constitution’s crew.
Scrub the Deck—Interactive game: Get the ship ship-shape while cleaning up after birds and watching out for the officers!
Pack Your Sea Bag—Interactive game: Pack everything you need for your two-year journey.

Printable Activities:
“Write a Secret Message with Signal Flags” Activity—In this printable activity, students learn the alphabet in signal flags.
“Cook a Sailor’s Meal”—This offers recipes from the ship’s kitchen to make and eat.

Note to Teacher: Be sure to follow your school’s policy regarding food distribution and allergies.
CHAPTER 4

The Star-Spangled Banner

Primary Focus Objectives

✔ Understand that the term “The Star-Spangled Banner” was first used by Francis Scott Key to refer to the enormous American flag that flew at Fort McHenry in Baltimore, Maryland, when the British attacked the fort. (RI.2.1, SL.2.3)

✔ Recognize that Francis Scott Key wrote the lyrics for a poem that eventually became the national anthem of the United States. (RI.2.1, SL.2.3)

✔ Understand the meaning of the following domain-specific vocabulary: dawn, national anthem, twilight, perilous, ramparts, and gallantly streaming. (L.2.4, L.2.5)

Materials Needed

• internet access
• individual student copies of The War of 1812 Student Book
• teacher and individual student copies of Map of the United States, War of 1812 (AP 2.1)
• video of “The Star-Spangled Banner”

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video referenced above may be found:

www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

After the British burned Washington, D.C., they moved toward Baltimore and attacked Fort McHenry, which guarded the city. Francis Scott Key, a U.S. civilian, was on one of the British warships in the harbor. He had gone aboard to try to gain the release of a friend who had been taken prisoner by the British during the capture of Washington. Key watched anxiously during the twenty-five-hour siege as the British fired 1,800 shells at the fort. During the night, in the glare of bursting shells, Key was able to catch occasional glimpses of the U.S. flag flying atop Fort McHenry, but it was not until daylight that he knew that the flag was still flying and the Americans still held the fort. The British retreated, and Key and his companions were freed.
On September 14, 1814, Key wrote a poem about what he had experienced the night of September 13–14. It began with a question:

\[
\text{O say, can you see, by the dawn’s early light,} \\
\text{What so proudly we hail’d at the twilight’s last gleaming?} \\
\text{Whose broad stripes and bright stars, thro’ the perilous fight,} \\
\text{O’er the ramparts we watch’d, were so gallantly streaming?} \\
\text{And the rockets’ red glare, the bombs bursting in air,} \\
\text{Gave proof thro’ the night that our flag was still there.} \\
\text{O say, does that star-spangled banner yet wave} \\
\text{O’er the land of the free and the home of the brave?}
\]

In later verses, Key answered his own question: yes, the flag was still flying. Within a day, his poem was printed and distributed in Baltimore. Within a month, it had been set to music and performed for the first time.

Throughout the 1800s, “The Star-Spangled Banner” was a popular patriotic song. Beginning in 1895, it was the official song played when the flag was lowered on army installations. Nine years later, the navy adopted it for the raising and lowering of the flag. In 1931, Congress made “The Star-Spangled Banner” the national anthem. Although there are four verses, typically only the first verse, printed above, is sung.

**The Core Lesson**

**Introduce “The Star-Spangled Banner”**

Referring to the images from Chapter 3, review with students the following key points made in the previous Read Aloud about the start of the War of 1812:

- James and Dolley Madison were the president and First Lady during the War of 1812.
- The American warship the U.S.S. Constitution, nicknamed “Old Ironsides,” won many battles.
- The British attacked and burned Washington, D.C., including the president’s house, but the Madisons escaped.

Tell students that in this Read Aloud, they will hear about another battle in the War of 1812 that took place in Baltimore, Maryland, not far from Washington, D.C., at a place called Fort McHenry. Ask students to listen carefully to find out what happened at Fort McHenry.

**Big Question**

What happened at Fort McHenry in Baltimore, Maryland?

**Core Vocabulary**

dawn  national anthem  twilight  perilous  ramparts  gallantly streaming
Chapter 4: The Star-Spangled Banner

Tell students to turn to page 13 in the Student Book, noting that this chapter is titled “The Star-Spangled Banner.” Ask them to look at the image on the page as you read aloud.

After burning Washington, D.C., the British set off to attack Fort McHenry in Baltimore, Maryland. Major George Armistead, who was in charge of the fort, knew they were coming. He had asked Mary Young Pickersgill, the owner of a business that made flags, to make a giant American flag for the fort. Mary and her daughter Caroline used four hundred yards of wool. The stars on the flag were two feet high. Its red and white stripes were each two feet wide. This was a flag that the British would see from far away.

Ask students the following questions:

**LITERAL**—What did Major George Armistead, who was in charge of Fort McHenry, do when he learned the British were coming to attack the fort?

» Major Armistead asked Mary Young Pickersgill to make a giant American flag for the fort.

**INFERENTIAL**—Why do you think Major Armistead wanted such a big flag?

» Answers may vary but may include that Major Armistead wanted such a big flag so that the British would see it from far away, because he was proud to be an American, etc.

Activity Page

Help students find Fort McHenry on their Map of the United States, War of 1812 (AP 2.1).
British warships opened fire on Fort McHenry. All day and all night, their guns fired at the fort. Guns inside the fort fired back. Smoke filled the air. British soldiers also tried to fight their way into the fort.

Ask students the following question:

LITERAL—What did the British do at Fort McHenry?

» British warships fired on Fort McHenry, and British soldiers also tried to fight their way into the fort.
A man named Francis Scott Key watched the battle as it happened. It was impossible to tell who was winning. Then, at dawn’s first light, Key saw that the huge American flag was still flying above Fort McHenry! It had holes in it, and was burned around the edges, but the flag was still there. Soon, the British stopped firing. The attack had failed, and the British general had been killed.

**CORE VOCABULARY**—Explain that **dawn** is the time when the sun is just coming up in the early morning.

**SUPPORT**—Explain that a general is a leader in an army.

**SUPPORT**—Tell students that at the time of the War of 1812, flags were important markers in a battle. When armies took over one another’s land or a ship, they flew their own flag to show that they now controlled the land or the ship. If the British had been able to take Fort McHenry, they would have taken down the American flag and put up the British flag. That’s the reason why Francis Scott Key looked for the flag as soon as it was morning—it was a signal that showed how the battle was going for his country.

**Ask students the following questions:**

**LITERAL**—What did Francis Scott Key see early in the morning?

» Early in the morning, Francis Scott Key saw that the American flag still flew over the fort.

**LITERAL**—Why did the British stop firing?

» The British stopped firing because the land attack had been stopped and the British general had been killed.
Francis Scott Key wrote a poem on the back of an envelope about what he had just witnessed. He called the poem “The Star-Spangled Banner.”

A few days later, the poem was printed in newspapers around the country. Later, the poem was set to an old British tune. Today, “The Star-Spangled Banner” is the national anthem of the United States of America:

O say can you see, by the dawn’s early light,
What so proudly we hail’d at the twilight’s last gleaming,
Whose broad stripes and bright stars through the perilous fight
O’er the ramparts we watch’d were so gallantly streaming?
And the rocket’s red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there,
O say does that star-spangled banner yet wave
O’er the land of the free and the home of the brave?

CORE VOCABULARY—Explain that a national anthem is the official song of a country.

CORE VOCABULARY—Explain that twilight is the time of day when the sun has set, but there is still a little light in the sky.

CORE VOCABULARY—Explain that perilous means dangerous.

CORE VOCABULARY—Explain that ramparts are the strong walls of a fort or a castle.

CORE VOCABULARY—Explain that gallantly streaming means bravely waving in the wind.

If time allows, play the video of “The Star-Spangled Banner” for students. The link can be found in the CKHG Online Resources for this chapter.

Ask students the following questions:

LITERAL—What object is “The Star-Spangled Banner” about?

» “The Star-Spangled Banner” is about the American flag.
**EVALUATIVE**—Why do you think Francis Scott Key’s poem became our national anthem?

» Answers will vary, but students may note that the song focuses on our national flag and tells the story of an important victory for America, so it makes Americans proud to sing it.

![Check for Understanding: Big Question]

**TURN AND TALK**—What happened at Fort McHenry in Baltimore, Maryland?

» The British attacked Fort McHenry in Baltimore, Maryland, by shooting cannons at it and by sending soldiers to fight their way into the fort. The Americans defended the fort and defeated the British.

**Additional Activities**

**More About the War of 1812 and the Battle at Fort McHenry**

**Materials Needed:** internet access, capability to display internet in the classroom

**Background for Teachers:** The Battle at Fort McHenry took place soon after the British burned Washington, D.C. The British hoped to take the busy port of Baltimore and sent troops by land and ships by sea. The land troops were outnumbered by the Americans two to one, and the fort, which was heavily fortified to begin with, had had time to prepare more fortifications—enough to withstand a British bombardment on September 13–14, 1814.

Francis Scott Key witnessed the battle because he was on board a British ship that was ransoming an American who had been taken hostage by the British, a common practice as the British Army moved through the land. Because the men had heard some of the plans for the battle, they were held on the British ship overnight.

Use this link to download the CKHG Online Resources for this unit, where the specific link to videos about the Battle of Fort McHenry may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

If you have time and internet access, show the following videos to the class, which give more information on the Battle of Fort McHenry. Begin with *History of the Star Spangled Banner*, which lasts just under eight minutes and connects the battle to the burning of Washington, D.C. For more information about Francis Scott Key’s role and experience, play *The Battle of Fort McHenry Through Francis Scott Key’s Eyes*, which lasts three and a half minutes. Finally, a forty-five-second video of the battery firing at Fort McHenry in 2014 shows what it might have been like for defenders of the fort during the battle.
More About the Flag That Flew at Fort McHenry

Materials Needed: internet access, capability to display internet in the classroom

 риск Background for Teachers: The flag, made by Mary Pickersgill and featured in “The Star-Spangled Banner,” still exists today in the Smithsonian Museum in Washington, D.C. Worn through use and stained, patched, and shortened by patriotic souvenir searchers, the flag has been cleaned and cared for by curators at the museum.

Use this link to download the CKHG Online Resources for this unit, where the specific links to the Smithsonian’s Interactive Flag, the Preservation Project web page, and a math and measuring activity (that helps students visualize the original size of the flag) may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students that the flag made by Mary Pickersgill so long ago is now in the Smithsonian, our national museum. With your students, explore the interactive activities online to see the flag today and the work that has been done to preserve it.

To give your students some math practice and a sense of the huge size of the flag, complete the math and measurement activity linked in the CKHG Online Resources for this unit.
CHAPTER 5
The War Ends

Primary Focus Objectives

✓ Recognize that Andrew Jackson led the American soldiers who defeated the British at the Battle of New Orleans. (RI.2.1, SL.2.3)

✓ Understand that due to slow communications, the Battle of New Orleans was fought after the peace treaty to end the war had been signed. (RI.2.1, SL.2.3)

✓ Understand the meaning of the following domain-specific vocabulary: peace treaty, held its own, and proud. (L.2.4, L.2.5)

Materials Needed

- internet access
- individual student copies of The War of 1812 Student Book
- teacher and individual student copies of Map of the United States, War of 1812 (AP 2.1)

What Teachers Need to Know

The Battle of New Orleans actually took place two weeks after Great Britain and the United States had agreed to end the War of 1812. The commissioners signed the draft peace treaty in Europe on Christmas Eve, 1814, but communications across the ocean were slow. Word did not reach either Andrew Jackson, who commanded the American forces, or Major General Sir Edward Pakenham, who commanded the British forces, until after the battle on January 8, 1815.

Even though the war had officially ended, if the British had won the battle, they might not have willingly surrendered New Orleans. Great Britain maintained that Napoleon had no claim to the Louisiana Territory and, therefore, could not sell it to the United States. The British intended to use the War of 1812 to establish a toehold in the Louisiana Territory, but at the Battle of New Orleans they came up against Andrew Jackson. Jackson commanded a ragtag force of frontiersmen from Kentucky, Creoles and African Americans from New Orleans, and even a few Gulf Coast pirates. The Americans erected defenses on the Mississippi River below the city. When English soldiers and Scottish Highlanders charged across an open field, they faced cannon fire and the rifles of some of the best marksmen in the world. They never reached the Americans. In a valiant attempt to rally his army after repeated charges, Pakenham personally led the final attack and died on the field with 288 of his men. More than two thousand British soldiers were injured. “Old Hickory” (Jackson) was as tough as the wood for which he was named. He lost fewer than fifty men. It was a brilliant victory, one of the most one-sided in American history, and a stunning defeat for Britain. It reinforced the treaty that had already been signed. And, in just over a dozen years, it put Jackson in the White House.

Although the Battle of New Orleans was a great victory, the War of 1812 as a whole was not an outright victory for either side. Native American resistance to westward expansion had been impeded, but the war did not change the boundaries between the United States and British territories in North America.
Canada was not annexed to the United States, as the War Hawks had hoped, and the British had burned Washington, D.C.

The most important effect of the war was a boost in the confidence of Americans. They had fought the most powerful country in the world to a standstill and in the process had acquired new symbols, such as Old Ironsides, and a new song that would become the national anthem, “The Star-Spangled Banner.” The War of 1812 seemed to prove that the United States of America could hold its own against the great powers of Europe.

**THE CORE LESSON**

**Introduce “The War Ends”**

Referring to the images from Chapter 4, review with students the following key points made in the previous Read Aloud about the battle at Fort McHenry and “The Star-Spangled Banner”:

- British warships attacked Fort McHenry in Baltimore in a fierce battle that lasted throughout the night.
- Francis Scott Key watched the entire battle and wondered whether the American flag would still be flying at Fort McHenry in the morning.
- In the morning, the American flag was still flying, so Francis Scott Key wrote a poem about what he had seen happening.
- The poem became America’s national anthem, “The Star-Spangled Banner.”

Explain to students that in this Read Aloud, they will hear about the last battle in the War of 1812, the Battle of New Orleans. Ask them to listen carefully to find out why the battle happened at such a strange time.

**Big Question**

Why was the Battle of New Orleans fought after the peace treaty to end the war had been signed?

**Core Vocabulary**

- peace treaty
- held its own
- proud
In late 1814, American and British government officials met in Europe to talk about ending the war. It took several months for them to work out an agreement. Then, on Christmas Eve, December 24, both sides signed a peace treaty.

**CORE VOCABULARY**—Explain that a **peace treaty** is an official agreement between countries not to fight anymore.

**Ask students the following questions:**

**LITERAL**—How long did it take for the American and British government officials to work out an agreement?

» It took several months to reach an agreement.

**INFERENTIAL**—What did the signing of the peace treaty mean?

» By signing the peace treaty, the American and British governments agreed to end the war.
Now ask students to look at the images on page 18 as you read aloud.

How did people hear about the peace treaty? Well in 1814, there were no telephones. There weren’t any televisions or computers either. News was often written down in letters that were carried slowly by ship and by mail coach.

So while the government officials were talking of peace, American and British soldiers were still getting ready for the biggest battle of the war in New Orleans, Louisiana.

Ask students the following question:

*LITERAL*—What was happening near New Orleans while the government officials were talking?

» While the government officials were talking, the British and American armies near New Orleans were preparing for battle.

SUPPORT—Help students find New Orleans on their Map of the United States, War of 1812 (AP 2.1).
Ask students to look at the images on page 19 as you read aloud.

The U.S. Army was led by Andrew Jackson, who would later become president of the United States. Before the Battle of New Orleans, Andrew Jackson had cruelly defeated Native Americans in what is today Alabama and parts of Georgia. Now, he faced the British Army.

The British thought they would easily defeat Jackson’s army. But this did not happen. The Americans won the Battle of New Orleans, fought on January 8, 1815.

A few days after the battle, news arrived in Washington, D.C., that the peace treaty to end the war had been signed three weeks earlier.

Ask students the following questions:

**LITERAL**—Who was the leader of the U.S. Army at the Battle of New Orleans?

» Andrew Jackson was the leader of the U.S. Army at the Battle of New Orleans.

**LITERAL**—Who won the Battle of New Orleans?

» The Americans won the Battle of New Orleans.
Not much changed after the War of 1812. Settlers continued to move west and take Native American land. The British did not promise to stop capturing sailors, and they didn’t leave Canada. But America had fought the strongest army and navy in the world and had held its own. Americans felt proud of their country. To show their pride, they began to sing “The Star-Spangled Banner” and to honor the American flag.

**Core Vocabulary**—Explain that **held its own** means kept up with or did as well as. America held its own because even though Americans did not defeat the British, they were still able to stand up to the strongest army and the strongest navy in the world. The British were not able to defeat the Americans.

**Core Vocabulary**—Explain that to feel **proud** is to feel happy or pleased with someone or something.

**Ask students the following questions:**

**Literal**—How did the war change things for Americans?

» The war didn’t change much for most Americans, some of whom continued to move west to settle on Native American land. The British did not promise to stop impressing sailors, and they didn’t leave Canada.

**Literal**—Why were Americans proud of their country at the war’s end?

» Americans felt proud because they had fought the strongest army and navy in the world and had held their own.
Now ask students to look at the map on page 21.

Ask students the following questions:

**EVALUATIVE**—What do the sites of the battles of the War of 1812 have in common?

» They’re all close to water: the Atlantic Ocean or the Great Lakes.

**INFERENTIAL**—What might the location of the battles show about Great Britain’s military strength?

» The location of the battles shows that Great Britain chose to use its navy to fight because its navy was very powerful.

**CHECK FOR UNDERSTANDING: BIG QUESTION**

**TURN AND TALK**— Why was the Battle of New Orleans fought after the peace treaty to end the war had been signed?

» In 1814, when the peace treaty was signed, news traveled slowly, and neither the American nor British soldiers at New Orleans knew that a peace treaty had been signed.
Additional Activities

More About the Battle of New Orleans

Materials Needed: internet access, capability to display internet in classroom

Background for Teachers: General Andrew Jackson had only a small number of professional soldiers with whom he could defend New Orleans. So he used local militias, freed African Americans, and members of the Choctaw nation to build an army. Jackson had time to build fortifications, and he accepted help from pirate Jean Lafitte in the form of artillery, gunpowder, and cannonballs. Though the Americans’ numbers were smaller, their position and Andrew Jackson’s strategic decisions, along with a few huge blunders by the British, gave the Americans the victory.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video, The Battle of New Orleans, and the song, “Battle of New Orleans,” may be found:

www.coreknowledge.org/ckhg-online-resources

As always, teachers should preview the video before sharing it with students. The Battle of New Orleans video does contain reenactments of battle. While not gory, the reenactments do show soldiers on both sides being shot, as well as brief scenes of soldiers on the ground who have been killed, in the last minute and a half or so of the video. You are the best judge as to whether this video content may be upsetting for your students.

Finish the activity by playing the song, “Battle of New Orleans.”
Teacher Resources

Culminating Activity: The War of 1812

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• My Book About The War of 1812 54

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• Who Am I? (AP CA.1) 81

Answer Key: The War of 1812—Unit Assessment and Activity Pages 82

Looking for more teaching ideas using CKHG or to connect with other teachers? Check out the Core Knowledge Community at https://www.coreknowledge.org/community/. You will find a Teacher Workroom with ideas for different activities, chat rooms where you can communicate with other Core Knowledge teachers, and a map of the United States so that you can see who else may be using Core Knowledge near you!
**Culminating Activity: The War of 1812**

**Reviewing The War of 1812**

**Activity Page**

**Materials Needed:** sufficient copies of *The War of 1812* Student Book, sufficient copies of *Who Am I? (AP CA.1)*, chart paper, markers

**AP CA.1**

**Part I**

Divide the class into five groups, and assign one chapter from the student book to each group. Tell students that they will have ten minutes to review the chapter and then devise a way to act out the events in the chapter for the other students in the class. After ten minutes are up, have students present their chapters to the class to review what they have learned.

**Part II**

Distribute *Who Am I?* to students. Read the statements and names aloud. Then read them again, encouraging students to match each statement on the left with a name on the right.

**Part III**

Remind students that Francis Scott Key was so joyful and excited to see the American flag flying over Fort McHenry after the battle that he wrote a poem. That poem's fame grew so much that it became our national anthem.

Title the chart paper “Our Thoughts and Feelings About Our Flag.” Encourage students to share their thoughts and emotions about the American flag. Write down each contribution. Display the completed chart in the classroom.

**Make a Mural About The War of 1812**

**Materials Needed:** *The War of 1812* coloring pages; crayons or colored markers; butcher-block paper; tape, glue, or stapler

**Background for Teachers:** Print out the coloring pages about the War of 1812. Use this link to download the CKHG Online Resources for this unit, where the links to the pages may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Organize the class into pairs or small groups. Distribute the coloring pages evenly across the groups. Have each group color its assigned page(s).

Hang a piece of butcher-block paper on the wall. Work with students to affix their colored pages to the butcher-block paper to create a collage.

Once the collage is completed, invite each group of students to tell the rest of the class about the images they colored. What do the images represent?

You may wish to schedule the presentations for a separate day and invite parents or other grade-level students.
Materials Needed: sufficient copies of My Book About The War of 1812 (see pages 56–66), crayons for each student, stapler

Note to Teacher: To save instructional time, you may want to preassemble and staple a book for each student prior to class.

Distribute a copy of My Book About The War of 1812 and crayons to each student. Explain that this is a mini-book version of the Student Book that they have been using in class.

Tell students that they will have a chance to personalize the cover of the book by writing their name and drawing a picture on the cover. Ask students to think about the different things that they have learned about the War of 1812 that they might draw on the cover. Prompt students (if needed) to consider drawing any of the following images:

- Old Ironsides
- the Star-Spangled Banner
- Fort McHenry
- Washington, D.C., burning
- the portrait of George Washington
- British naval ships

Allow students approximately ten to fifteen minutes to draw their cover.

Then divide students into five groups. Assign one chapter to each group of students, telling students that with the members of their group, they should look at just their chapter images and quietly talk about what is depicted, as well as about any information they heard read aloud.

Tell students that they will have about five minutes to talk to one another in a small group and then you will call the entire class back together, asking one member from each group to explain their chapter to the rest of the class. All students should follow along in their own book as the images and pages for each chapter are discussed.

Prompt and elaborate on what students say about each chapter to make sure the following points are made:

Chapter 1
- British warships captured British and American sailors, taking them from American trade ships. This is called “impressment.”
- Britain and France were at war.
- The British Royal Navy had many ships but too few sailors to sail them.

Chapter 2
- American settlers wanted to move west, but the Native Americans who lived there wanted to stop them. A Native American chief named Tecumseh made a deal with the British to get guns to fight the settlers.
- In 1811, American soldiers fought Native Americans at Tippecanoe in Indiana. Many Native Americans died there.
Chapter 3
• In 1812, pushed by the War Hawks in Congress, America went to war with Britain.
• Dolley Madison was President Madison’s wife and sometimes helped advise him.
• Americans tried unsuccessfully to capture land in Canada. In one battle they killed Tecumseh, which led to the loss of more land for the Native Americans.
• American ships, including the U.S.S. Constitution, “Old Ironsides,” had more luck against the British than the land troops had.
• The British marched into Washington, D.C., and set fire to the city and the president’s house. The Madisons escaped, and Dolley wanted to make sure that a portrait of George Washington, the Declaration of Independence, and other important documents were saved before she left. Paul Jennings, an enslaved African American, with help from others, rescued the portrait just in time.

Chapter 4
• The British moved on to Fort McHenry in Baltimore, Maryland, after their victory in Washington, D.C.
• Major George Armistead had asked Mary Pickersgill to make a huge flag for the fort.
• British warships bombarded the fort with gunfire. The attack lasted all day and all night.
• Francis Scott Key was an American on a British warship. At dawn, when the battle was over, he looked for the flag and was relieved to see it flying over Fort McHenry.
• The British were not successful on land or sea. Francis Scott Key was so grateful, he wrote a poem called “The Star-Spangled Banner.” It became the national anthem of the United States of America.

Chapter 5
• At the end of 1814, British and American government officials signed a peace treaty in Europe, but it took a long time for word to reach the United States.
• In New Orleans, British and American troops were preparing for battle.
• Andrew Jackson was the leader of the U.S. Army. He had cruelly fought Native Americans in what would become Alabama and parts of Georgia. Now he gathered an army against the British.
• The Americans won the Battle of New Orleans, and a few days later news arrived in Washington, D.C., that the war was over.
• America did not really gain anything in the war. Even so, Americans were proud that they had not been defeated by Britain, which had the strongest army and navy in the world.

Tell students that they may take their book home. Encourage students to talk about the book at home with their family in the same way that they have in class.
Trouble at Sea

In the early 1800s, American ships sailed across the Atlantic Ocean to Europe carrying tobacco, tools, lumber, and other goods to sell. In Europe, cloth was loaded onto ships to be brought back to America. Sometimes, British warships followed and stopped American trade ships.

The British not only stopped American ships, they came aboard and searched them too. They were looking for runaway British sailors. You see, Great Britain was at war with France. Britain’s Royal Navy had many powerful ships, but it did not have enough sailors. Oftentimes, British sailors did not want to fight in the war, so they ran away to work on trade ships.
Great Britain did these things because it believed it had the right to capture British sailors who were needed to fight in the war with France. If the British found any runaways, they tied them up and took them away. This is called impressment. Sometimes the British took American sailors as well. This made Americans very angry!

Trouble at Home

Trouble at sea turned into trouble at home. In the early 1800s, Americans were moving west into present-day Ohio and Indiana. A Native American Shawnee chief named Tecumseh wanted to stop the settlers moving west onto Native American land.

Tecumseh knew that the Native Americans needed guns to defend their land. But where could they get these weapons? One place was from Canada, which was controlled by the British. The British did not want Americans to move close to Canada. So the British secretly agreed to help Tecumseh.
Tecumseh united many Native American tribes against the American settlers. This made the American government nervous. In 1811, the United States sent soldiers to Tippecanoe Creek in Indiana. The American soldiers killed many Native Americans. This is known as the Battle of Tippecanoe. The next year, in 1812, war broke out between the United States and Great Britain. However, some members of the American Congress, who were angry with the British, did! They were known as War Hawks.

James Madison was the president of the United States when war broke out in 1812. He had not wanted to go to war with Great Britain. However, some members of the American Congress, who were angry with the British, did! They were known as War Hawks.
James Madison had first gone to Washington to help President Thomas Jefferson run the government. Both men believed that government should work for the good of the people. When he became president himself, his wife, Dolley, often advised him when he had to make difficult decisions.

James Madison’s government hoped to force the British out of Canada. The U.S. Army tried several times to do this. However, they did not succeed. American soldiers did capture and burn the Canadian town of York, today known as Toronto, but were soon forced to retreat.

The U.S. Army also fought Native Americans loyal to the British. In the battle of Thames, in 1813, American soldiers defeated a group of Native Americans and killed Tecumseh.
For a while, America had more success against the British on water than on land. On Lake Erie, American warships defeated British warships.

The most famous American warship was the USS Constitution. The USS Constitution defeated a number of British warships at sea.

The USS Constitution earned the name “Old Ironsides” when an American sailor said that British cannonballs seemed to bounce off the side of the ship but never to damage it.

As the months passed, both sides had some victories and some defeats. Then the British tried a daring move. They marched into Washington, D.C. They set fire to the capital city. By the time the British arrived at the president’s house, the Madisons were gone.
Before she left, Dolley Madison wanted to make sure that certain important government papers, a copy of the Declaration of Independence, and a portrait of George Washington were saved. An enslaved African American named Paul Jennings, with help from others, actually saved the portrait just in time!

The Star-Spangled Banner

After burning Washington, D.C., the British set off to attack Fort McHenry in Baltimore, Maryland. Major George Armistead, who was in charge of the fort, knew they were coming. He had asked Mary Young Pickersgill, the owner of a business that made flags, to make a giant American flag for the fort. Mary and her daughter Caroline used four hundred yards of wool. The stars on the flag were two feet high. Its red and white stripes were each two feet wide. This was a flag that the British would see from far away.
British warships opened fire on Fort McHenry. All day and all night, their guns fired at the fort. Guns inside the fort fired back. Smoke filled the air. British soldiers also tried to fight their way into the fort.

A man named Francis Scott Key watched the battle as it happened. It was impossible to tell who was winning. Then, at dawn’s first light, Key saw that the huge American flag was still flying above Fort McHenry! It had holes in it, and was burned around the edges, but the flag was still there. Soon, the British stopped firing. The attack had failed, and the British general had been killed.
Francis Scott Key wrote a poem on the back of an envelope about what he had just witnessed. He called the poem "The Star-Spangled Banner." A few days later, the poem was printed in newspapers around the country. Later, the poem was set to an old British tune. Today, "The Star-Spangled Banner" is the national anthem of the United States of America.

O say can you see, by the dawn’s early light,  
What so proudly we hailed at the twilight’s  
last gleaming,  
Whose broad stripes and bright stars through  
the perilous fight  
O'er the ramparts we watched were so  
gallantly streaming?  
And the rocket’s red glare, the bombs bursting in air,  
Gave proof through the night that our  
flag was still there,  
O say does that star-spangled banner  
yet wave  
O'er the land of the free and the home of the brave?  

In late 1814, American and British government officials met in Europe to talk about ending the war. It took several months for them to work out an agreement. Then, on Christmas Eve, December 24, both sides signed a peace treaty.
How did people hear about the peace treaty? Well in 1814, there were no telephones. There weren’t any televisions or computers either. News was often written down in letters that were carried slowly by ship and by mail coach.

The U.S. Army was led by Andrew Jackson, who would later become president of the United States. Before the Battle of New Orleans, Andrew Jackson had cruelly defeated Native Americans in what is today Alabama and parts of Georgia. Now, he faced the British Army.

The British thought they would easily defeat Jackson’s army. But this did not happen. The Americans won the Battle of New Orleans, fought on January 8, 1815. A few days after the battle, news arrived in Washington, D.C., that the peace treaty to end the war had been signed three weeks earlier.

So while the government officials were talking of peace, American and British soldiers were still getting ready for the biggest battle of the war in New Orleans, Louisiana.
Not much changed after the War of 1812. Settlers continued to move west and take Native American land. The British did not promise to stop capturing sailors, and they didn’t leave Canada. But America had fought the strongest army and navy in the world and had held its own. Americans felt proud of their country. To show their pride, they began to sing “The Star-Spangled Banner” and to honor the American flag.
Unit Assessment Questions: The War of 1812

Make sufficient copies of the Student Answer Sheet for each student; see pages 69–72 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. The British stopped American ships and took sailors they thought were British. This is called ______.
   a) War Hawks
   b) impressment
   c) Old Ironsides

2. Who wanted to stop American settlers from moving onto Native American land?
   a) Tecumseh
   b) Francis Scott Key
   c) Andrew Jackson

3. Whom did the Americans fight in the War of 1812?
   a) other Americans
   b) the British
   c) Native Americans

4. Francis Scott Key wrote “The Star-Spangled Banner” about a battle at ______.
   a) New Orleans
   b) Lake Erie
   c) Fort McHenry

5. After the peace treaty had been signed, who led American forces in a battle in New Orleans?
   a) Andrew Jackson
   b) Francis Scott Key
   c) Tecumseh

6. Old Ironsides was the nickname of a ______.
   a) cannon
   b) flag
   c) ship

7. The person who wanted to make sure that government papers in the president’s house were saved was ______.
   a) Dolley Madison
   b) Andrew Jackson
   c) Francis Scott Key
8. The U.S. national anthem is a song about ______.
   a) the Battle of New Orleans
   b) the American flag at Fort McHenry
   c) Old Ironsides

9. During the War of 1812, the British burned ______.
   a) New Orleans
   b) the Star-Spangled Banner
   c) Washington, D. C.

10. How did people most likely hear about the peace treaty that ended the War of 1812?
   a) from telephone calls
   b) on television
   c) in letters that were mailed
Unit Assessment Student Answer Sheet: The War of 1812

1. a.  
   b.  
   c.  

2. a.  
   b.  
   c.  

3. a.  
   b.  
   c.

Name  

Date  

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Unit Assessment Student Answer Sheet: The War of 1812

4. a. b. c.

5. a. b. c.

6. a. b. c.
Unit Assessment Student Answer Sheet: The War of 1812

7.

- a.
- b.
- c.

8.

- a.
- b.
- c.

9.

- a.
- b.
- c.

Name: ______________________ Date: __________
Unit Assessment Student Answer Sheet: The War of 1812

10. a. [Image of a smartphone]  b. [Image of a computer monitor]  c. [Image of a mailbox]

Name ____________________________ Date ________________
Performance Task: The War of 1812

Materials Needed: four blank 5” × 8” index cards per student, pencils, assorted thin-tipped colored markers, individual student copies of The War of 1812 Student Book

Teacher Directions: In this unit, students learned about the War of 1812, a result of tensions between the British and Americans over impressment of sailors and seizure of trade ships. They learned that Native Americans and settlers were clashing over land in present-day Ohio and Indiana and that a Native American chief named Tecumseh, who had united many tribes, made a deal with the British for guns to try to stop settlement. They learned that Congress, led by the War Hawks, declared war against Britain. The American army fought many Native Americans and won, but it had little luck on land against the British. On water, U.S. ships, especially the U.S.S. Constitution, or “Old Ironsides,” frequently prevailed over British ships. The British stormed and burned Washington, D.C.; Dolley Madison wanted to make sure that important papers, including a copy of the Declaration of Independence, were saved and directed Paul Jennings, an enslaved worker, to save a portrait of George Washington before they fled. The British went on to bombard Fort McHenry. They were unsuccessful and inspired Francis Scott Key’s poem, “The Star-Spangled Banner.” Although government officials signed a treaty on Christmas Eve, 1814, in Europe, word of the war’s end did not reach Washington, D.C., for three weeks. In that time, Andrew Jackson and his men fought and won the Battle of New Orleans against British troops.

Have students reflect back on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are traveling back in time to visit the War of 1812. They will share the sights, sounds, and smells of this time with their friends and family back home by creating four different postcards on 5” × 8” index cards. Remind students that postcards are like condensed versions of large travel posters. The postcards should show the most important or most interesting details about the War of 1812. Students should identify in their postcards the most important aspects of the War of 1812 that they have learned about that make it an exciting event to visit and think about.

Have students draw images of the War of 1812 on one side of each card and dictate a brief message about the War of 1812 for the other side.

Note to Teacher: We suggest that you allocate two instructional periods for the completion of this performance-based assessment. Students will work at different paces. The teacher should circulate throughout the room and be available to discuss each card and take dictation as individual students finish each postcard.

Prompt each student to talk about his or her drawing by saying, “Tell me about what you drew and what it tells about the War of 1812.” It is not necessary for the teacher to write verbatim what the student says but rather to capture bullet points that can later be used with the Performance Assessment Rubric that follows.
### Performance Task Scoring Rubric

**Note to Teacher:** Students should be evaluated on the basis of their postcard drawings, along with what they say that they have drawn and why, using the rubric.

| **Above Average** | Response is accurate and detailed. Student demonstrates strong understanding of the War of 1812, identifying four of the following details in drawing and/or dictation:
|                  | • impressment—British taking runaway sailors and American sailors from American trade ships
|                  | • British arming the Native Americans and Tecumseh to keep Americans from moving west
|                  | • British burning Washington, D.C.
|                  | • British attacking Fort McHenry in Baltimore, Maryland
|                  | • Francis Scott Key watching the battle and writing a poem about the flag
|                  | • government officials ending the war by signing a peace treaty in Europe
|                  | • Andrew Jackson and his men defeating the British in the Battle of New Orleans |
| **Average**      | Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of the War of 1812, noting three of the details listed above. |
| **Adequate**     | Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of the War of 1812, noting two of the details listed above. |
| **Inadequate**   | Response is incomplete and demonstrates a minimal understanding of the content in the unit, noting only one of the details listed above. |
Directions for Making My Passport

If this is the first Grade 2 CKHG unit you have completed with your students, please download and print the Grade 2 My Passport. Use this link to download the CKHG Online Resources for this unit, where the specific link to the passport PDF may be found:

www.coreknowledge.org/ckhg-online-resources

To save instructional time, prepare a passport for each student in advance. Download and print the Passport PDF pages. Photocopy the pages back to back, according to the specifications on your printer. Staple pages together.
Introducing My Passport to Students

**Materials Needed:** sufficient folded copies of Grade 2 My Passport, pencils, glue sticks, thin-tipped markers*, an actual passport if available

Use this link to download the CKHG Online Resources for this unit, where the specific link to the My Passport may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

*If you prefer, you may take a photograph of each student and print a small copy to distribute to each student instead of having them use the markers to draw a picture of themselves.

Tell students that when people travel, especially to countries outside of the United States, they bring a little booklet with them that is called a passport.

Show students an actual passport, if available, as you continue to explain that a passport has many pages inside. On the first page, there is usually a photograph of the person to whom the passport belongs, as well as personal identification information, such as when the person was born and where the person lives. Explain that as people visit each new place/country, they show the page with their identification information to an official and then receive a stamp in their passport to show that they have visited that place.

Explain to students that today they are going to make a pretend passport that they will use as they “travel” to different places and times in history this year using CKHG. Distribute materials to each student. Examine and discuss the cover of the passport.

Have students turn to the first page inside, and tell them that this page has space for their own personal identification information. Explain each portion of this page, guiding students in personalizing their passport by either drawing a picture of themselves or gluing a photograph in the designated space. Guide students in completing the remaining information, such as their name, date of birth, and remaining information.

**SUPPORT**—Provide prompts for students as needed by writing examples of their correct date of birth and how to spell the name of their town, state, country, and continent.

Next, have students examine the remaining passport pages as you read the titles at the top of each page. Explain that each page lists the name of one of the places they will “visit” as they use the Grade 2 CKHG materials this year. Tell students that once they finish each unit, they will have a chance to glue small pictures in their passport as a reminder or souvenir of the places they have visited.

Collect all passports, and keep them in a safe place until you are ready to have students complete the passport page for *The War of 1812.*
My Passport Activity for The War of 1812

Materials Needed: personalized copies of Grade 2 My Passport for each student, sufficient copies of The War of 1812 Passport Images, pencils, and glue sticks for each student

Note to Teacher: Please download and print The War of 1812 Passport Images. Use this link to download and print the CKHG Online Resources for this unit, where the specific link to The War of 1812 Passport Images may be found:

www.coreknowledge.org/ckhg-online-resources

You will need to print sufficient copies of each page and then cut the images apart on the dotted lines prior to class.

Tell students that today they will each complete the page in their passport that is about the War of 1812. Ask students to turn to page 8 of their passport.

Show students the individual The War of 1812 Passport Images, and ask students to name or describe each image. Explain that you will give each student a copy of every image. Direct students to use their glue sticks to carefully glue each image onto The War of 1812 page of the passport in whatever order they would like.

As students finish, encourage them to share their passport with a partner, showing and describing the images on The War of 1812 page and what they represent. Suggest students talk to one another about what they saw and what they liked best about their time travel to the War of 1812.

If time permits, encourage partners to look back at the images on the passport pages for previous units to discuss similarities and differences between those places and the War of 1812.
During the next few weeks, as a part of our study of Core Knowledge History and Geography, your child will be learning about the War of 1812. They will learn that as a new nation, the United States was experiencing troubles both at sea and at home. At sea, British warships stopped American trade ships and captured sailors using a practice known as impressment. Some of these sailors were escaped British sailors, but others were Americans.

Students will learn that at home, settlers moved west, and Native Americans, afraid of losing their land, got aid from the British in the form of guns. The battles between the American army and the Native Americans (led by a Shawnee chief named Tecumseh) did not go well for the Native Americans.

Students will learn that once war was declared between the British and the Americans, the Americans fared better in naval battles on the Great Lakes than on land. The U.S.S Constitution received the nickname “Old Ironsides” because cannonballs seemed to bounce right off her sides. Washington, D.C., was burned by the British, including the president’s house. First Lady Dolley Madison wanted to make sure that a copy of the Declaration of Independence and a portrait of George Washington could be saved, and enslaved African American Paul Jennings, with help from others, rescued the portrait just in time. The British marched and sailed on to Fort McHenry in Baltimore, where Francis Scott Key penned his famous poem, “The Star-Spangled Banner.”

Finally, they will learn about the Battle of New Orleans, which took place after the peace treaty had been signed in Europe but before word had reached the United States.

Please let us know if you have any questions.
Map of the United States, War of 1812
1. I remained flying over Fort McHenry after a fierce battle with bombs bursting in air.  

   Dolley Madison

2. I must leave this house.  

   Andrew Jackson

3. Oh, say! Can you see by the dawn’s early light?  

   Tecumseh

4. Let’s stop these settlers from taking our land.  

   Star-Spangled Banner

5. We will surprise the British at New Orleans.  

   Francis Scott Key
Answer Key: The War of 1812

Unit Assessment
(pages 67–68)

1. b  2. a  3. b  4. c  5. a  6. c  7. a  8. b  9. c  10. c

Activity Pages

Who Am I? (AP CA.1)
(page 81)

1. Star-Spangled Banner
2. Dolley Madison
3. Francis Scott Key
4. Tecumseh
5. Andrew Jackson
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The Core Knowledge Sequence is a detailed guide to specific content and skills to be taught in Grades K–8 in language arts, history, geography, mathematics, science, and the fine arts. In the domains of world and American history and geography, the Core Knowledge Sequence outlines topics that build chronologically or thematically grade by grade.

For which grade levels is this book intended?
In general, the content and presentation are appropriate for students in the early elementary grades. For teachers and schools following the Core Knowledge Sequence, this book is intended for Grade 2 and is part of a series of Core Knowledge HISTORY AND GEOGRAPHY units of study.

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