Lesson Plan #2
Major Battles of the War of 1812

Introduction:
This lesson provides a variety of learners different access to learning about the major battles of the War of 1812. This lesson utilizes stations, and the instruction is very much student-centered and led. The stations can be in any order except the visual-spatial station must be last! The teacher will provide direction and aid when needed and help to facilitate conversation, but the main experiences and activities at the stations will allow the students to experience the major battles in unique ways.

Objectives:
Content/Knowledge (Head):
1. Student will be able to outline the main strategies of the British and the Americans.

Process/Skills (Hands):
1. Student will be able to create a (2-D or 3-D) model or diorama of one of the major battles of the War of 1812.

Values/Dispositions (Heart):
1. Student will be able to practice communicating in different ways- verbally, creatively, and physically- whether through a narrative, music, or through the creation of the model.
2. Student will be able to experience the idea of a battle in a variety of ways rather than just text.

Standards:
State – Illinois Social Science Learning Standards (2016)
1. SS.H.1.9-12: Evaluate how historical developments were shaped by time and place as well as broader historical contexts.
2. SS.H.5.9-12: Analyze the factors and historical context that influenced the perspectives of people during different historical eras.
3. SS.H.9.9-12: Analyze the relationship between historical sources and the secondary interpretations made from them.

State – Common Core State Standards: Grades 6-12 Literacy in History/Social Studies
1. CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

National Council for the Social Studies
1. NCSS II: Time, Continuity, and Change

Central Focus:
1. The students will use the facts to understand the weaponry, violence, and strategies of the separate armies. The students will also interpret and analyze sources from the culture of the time to firmly place themselves in the time and empathize with the soldiers of the time. This will allow the student to draw his or her own conclusion about the conditions of war, especially this war.

Academic & Conceptual Foundation:
Facts and Concepts
During the Battle of Plattsburgh, which occurred on September 11, 1814, the British army led by George Prevost and the navy led by Downie were beaten by a smaller United States naval force, which led to the British retreat to Lower Canada.

After winning the Battle of Bladensburg in Maryland, the British marched onto Washington, D.C. and set fire to the White House, which was called the Presidential Mansion at the time.

The Battle of Lake Erie was one of the biggest naval battles in the War of 1812.

The Battle of New Orleans was the final major battle of the War of 1812.

At the Battle of Baltimore, the American defenders and citizens of the city seized British merchant ships and transported smaller cargoes to international ports; Baltimore’s seizure of ships made up about 30% of the United States’ captured vessels for the war.

When the U.S. Navy beat and captured six British vessels at the Battle of Lake Erie, this victory became very important for the recovery of Detroit and for the future win of the Battle of Thames.

The Treaty of Ghent had not been ratified yet in January of 1815, so battle continued, especially the decisive American win with the Battle of New Orleans.

The Battle of Baltimore and the attack on Fort McHenry inspired the words to today’s national anthem, “The Star-Spangled Banner.”

Although outnumbered, the U.S. Navy had ships better suited for one-to-one combat; this, as well as the 148 “legalized pirates” in America, who captured over 1,300 British vessels, allowed the Americans to win the naval war.

Inquiry, Interpretations, or Analyses

1. When the U.S. Navy beat and captured six British vessels at the Battle of Lake Erie, this victory became very important for the recovery of Detroit and for the future win of the Battle of Thames.

2. The Treaty of Ghent had not been ratified yet in January of 1815, so battle continued, especially the decisive American win with the Battle of New Orleans.

3. The Battle of Baltimore and the attack on Fort McHenry inspired the words to today’s national anthem, “The Star-Spangled Banner.”

Arguments or Conclusions

1. Although outnumbered, the U.S. Navy had ships better suited for one-to-one combat; this, as well as the 148 “legalized pirates” in America, who captured over 1,300 British vessels, allowed the Americans to win the naval war.

Assessment:

Informal

1. The station think-sheet will allow the teacher to assess the students’ grasp of the different parts of the battle within the context of different mediums, such as music, as an individual, or working with a group.

Formal

1. The 2-D or 3-D model/image/diorama project will allow the teacher to assess the students’ overall understanding of the physical layout of battle, the weaponry, the amount of people, and the location.
Syntax – Procedures

1. Logical/Mathematical:
   a. Teacher Instructions
      1. The teacher will provide two charts printed out at this station with the following directions: Analyze the data of the following two charts and answer the question on your thinksheet: Comparatively, was the War of 1812 costly in money or in lives?
         a. This instruction shows the logical side through the comparison of data to other wars and other time periods.
   b. Resource
      1. Battle Stations Thinksheet to be utilized at each station (See Resource 2.1)
      2. Cost of War Comparatively (See Resource 2.2)
      3. Number of Deaths by War (See Resource 2.3)
   c. Student Activity
      1. The students will examine the two charts and answer the question on the thinksheet.

2. Visual/Spatial:
   a. Teacher Instructions
      1. The teacher will have a laptop open to the interactive map of Baltimore, which shows its maritime access and routes.
         a. The chart allows the students to interact with a few different pictures as well as the map as the defense of Baltimore is recounted.
   b. Resource
      1. Interactive Map of Baltimore (See Resource 2.4)
      2. Battle Stations Thinksheet to be utilized at each station (See Resource 2.1)
   c. Student Activity
      1. The student will examine and analyze the chart before answering a few questions about what they saw on the thinksheet.

3. Body/Kinesthetic:
   a. Teacher Instructions
      1. The teacher will provide the instructions: the students must create a diorama, model, or image that displays the movement of one battle. The student cannot show violence but can display routes, strategies, and create something with their hands or act out the movement of troops or of pillaging.
         a. Part of kinesthetic learning is creating or hands-on work. Here the student must create something that displays some form of movement of troops or leaders in a battle.
   b. Resource
      1. Supplies: poster board, cotton balls, popsicle sticks, clay, beads, aluminum foil, plastic wrap, etc.
      2. Interactive Map of all the Battles (See Resource 2.5)
      3. Battle Stations Thinksheet to be utilized at each station (See Resource 2.1)
   c. Student Activity
      1. The students will move around this station to create something of their own: either a model, diorama, cartoon, or image.
      2. The student will have to utilize supplies at the table to create their own rendition of one of the battles of the War of 1812; however, no blood or violence can be shown; it must predate the actual fight or show the route of the fight.
4. **Musical/Rhythmic:**
   a. **Teacher Instructions**
      1. The teacher will have a laptop or iPad at this station along with headphones for the students to listen to the song “Battle of New Orleans” by Johnny Horton.
      2. The students will then answer the following questions on the thinksheet: What is the main theme of this song? Are any words or phrases repeated? How did the song make you feel?
   b. **Resource**
      1. “Battle of New Orleans” recorded by Johnny Horton and written by Jimmy Driftwood (See Resource 2.6)
      2. Battle Stations Thinksheet to be utilized at each station (See Resource 2.1)
   c. **Student Activity**
      1. The student will listen to the song using the headphones. They can also view the lyrics on the video as well.
      2. After listening, the student will answer the following questions: What is the main theme of this song? Are any words or phrases repeated? How did the song make you feel?

5. **Naturalist AND Interpersonal:**
   a. **Teacher Instructions**
      1. The teacher will leave instructions for the students at the station, saying “Read the following secondary material on the weather and effects of the fire on the capital city. Then, answer the following questions on your thinksheet: What factors contributed to the British soldiers’ weariness? How did the fire contribute to the destruction of the city?”
         a. This station refers to naturalistic because it examines the effects of the hot summer with a drought upon the endurance of the soldiers. It also examines the effect of fire, which will leave marks for centuries to come!
         b. This station also looks at the interpersonal because it asks for the student to put themselves in the place of the British soldiers. What factors were motivating them as they looted and destroyed the city but retreated within the next 26 hours?
   b. **Resource**
      1. Fire Report Secondary Material (See Resource 2.7)
   c. **Student Activity**
      1. The students will read the excerpt about the fire and answer the questions on the thinksheet.

6. **Verbal/Linguistic AND Intrapersonal:**
   a. **Teacher Instructions**
      1. The teacher will provide instructions at this station stating, “Read the following call for declaration of war written by President Madison. Write at least five sentences on your thinksheet about how you would have responded if you were in Congress at the time. Would you support war or not? Why?”
         a. This method allows for the student to practice using language to express feelings and also allows the student to explore those feelings, arguments, and draw their own conclusion about whether they would support the war or not after reading Madison’s war message.
   b. **Resource**
      1. James Madison’s War Message to Congress (See Resource 2.8).
      2. Battle Stations Thinksheet to be utilized at each station (See Resource 2.1)
   c. **Student Activity**
      1. The student will read Madison’s War Message to Congress.
      2. Then, the student will analyze, reflect, and write five sentences on their thinksheet to answer the question if they would support Madison into entering war or not.

**Resources (Source Citations & Bookmarks)**

**Resource 2.1 Battle Stations Thinksheet [See attachment]**
Resource 2.2 Cost of War Comparatively

Cost of Wars as a Percent of GDP

Resource 2.3 Number of Deaths by War
Resource 2.4 Baltimore Chart

<table>
<thead>
<tr>
<th>War</th>
<th>Years</th>
<th>Deaths</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Civil War</td>
<td>1861–1865</td>
<td>625,000</td>
</tr>
<tr>
<td>World War II</td>
<td>1941–1945</td>
<td>405,399</td>
</tr>
<tr>
<td>World War I</td>
<td>1917–1918</td>
<td>116,516</td>
</tr>
<tr>
<td>Vietnam War</td>
<td>1955–1975</td>
<td>58,151</td>
</tr>
<tr>
<td>Korean War</td>
<td>1950–1953</td>
<td>36,516</td>
</tr>
<tr>
<td>American Revolutionary War</td>
<td>1775–1783</td>
<td>25,000</td>
</tr>
<tr>
<td>War of 1812</td>
<td>1812–1815</td>
<td>20,000</td>
</tr>
<tr>
<td>Mexican–American War</td>
<td>1846–1848</td>
<td>13,283</td>
</tr>
<tr>
<td>Afghanistan &amp; Iraq</td>
<td>2001–present</td>
<td>5,491</td>
</tr>
<tr>
<td>Philippine–American War</td>
<td>1899–1913</td>
<td>4,196</td>
</tr>
</tbody>
</table>

Interactive Source available at: https://www.oceangrafix.com/chart/zoom?chart=1812BaltimoreChart

**Resource 2.5 Interactive Map of All the Battles of War of 1812**

**Resource 2.6 “Battle of New Orleans” by Johnny Horton**

January 8th, 1815. British troops attacked, loosing 2,036 out of more than 10,000 men.

Source: https://www.youtube.com/watch?v=VL7XS_8qgXM
It was the hottest summer in memory and no rain had fallen for three weeks. The dusty roads were clogged with desperate refugees, their meager possessions spilling over in the stampede to escape. Others fled to the wooded surroundings, preferring the security of the wild to the insecurity of their homes. By the time the British set food on Capitol Hill after sunset on Wednesday, August 24, about 90 percent of Washington’s residents had bolted. The vandals were tired, thirsty, and famished. It was almost midnight and the end of an exhausting day that had begun with a seven-hour forced march from near Upper Marlboro, through miles of woods, thickets, and brush until they reached Bladensburg, where they had fought a running battle with Americans in heat so fierce that eighteen invaders dropped dead from exhaustion. And then they had marched another six miles to Washington. After a night and a day of torching nearly all of the public buildings, and even a few private businesses, including ropewalks, which sent billowing clouds of choking black smoke over the capital, the British withdrew to their ships, afraid that their path of retreat might by blocked by American troops. The occupation of Washington by British troops lasted about twenty-six hours, but evidence of their
vandalism survives to this day. Some of the blocks of Virginia sandstone that make up the original walls of the White House are clearly defaced with black scorch marks. They are the indelible strains from the fires of 1814.

Source: https://www.whitehousehistory.org/the-burning-of-washington

Resource 2.8 Madison’s War Message to Congress

**JAMES MADISON, WAR MESSAGE TO CONGRESS**

**JUNE 14, 1812**

Without going back beyond the renewal in 1803 of the war in which Great Britain is engaged, and omitting unrepaired wrongs of inferior magnitude, the conduct of her Government presents a series of acts hostile to the United States as an independent and neutral nation. British cruisers have been in the continued practice of violating the American flag on the great highway of nations, and of seizing and carrying off persons sailing under it, not in the exercise of a belligerent right founded on the law of nations against an enemy, but of a municipal prerogative over British subjects. British jurisdiction is thus extended to neutral vessels in a situation where no laws can operate but the law of nations and the laws of the country to which the vessels belong, and a self-redress is assumed which, if British subjects were wrongfully detained and alone concerned, is that substitution of force for a resort to the responsible sovereign which falls within the definition of war...

The practice, hence, is so far from affecting British subjects alone that, under the pretext of searching for these, thousands of American citizens, under the safeguard of public law and of their national flag, have been torn from their country and from everything dear to them; have been dragged on board ships of war of a foreign nation and exposed, under the severities of their discipline, to be exiled to the most distant and deadly climes, to risk their lives in the battles of their oppressors, and to be the melancholy instruments of taking away those of their own brethren. Against this crying enormity, which Great Britain would be so prompt to avenge if committed against herself, the United States have la vain exhausted remonstrances and expostulations, and that no proof might be wanting of their conciliatory dispositions, and no pretext left for a continuance of the practice, the British Government was formally assured of the readiness of the United States to enter into arrangements such as could
not be rejected if the recovery of British subjects were the real and the sole object. The communication passed without effect. British cruisers have been in the practice also of violating the rights and the peace of our coasts. They hover over and harass our entering and departing commerce. To the most insulting pretensions they have added the most lawless Proceedings in our very harbors, and have wantonly split American blood within the sanctuary of our territorial jurisdiction.... Under pretended blockades, without the presence of an adequate force and sometimes without the practicability of applying one, our commerce has been plundered in every sea, the great staples of our country have been cut off from their legitimate markets, and a destructive blow aimed at our agricultural and maritime interests.... Not content with these occasional expedients for laying waste our neutral trade, the cabinet of Britain resorted at length to the sweeping system of blockades, under the name of orders in council, which has been molded and managed as might best suit its political views, its commercial jealousies, or the avidity of British cruisers.... It has become, indeed, sufficiently certain that the commerce of the United States is to be sacrificed, not as interfering with the belligerent rights of Great Britain; not as supplying the wants of her enemies, which she herself supplies; but as interfering with the monopoly which she covets for her own commerce and navigation. She carries on a war against the lawful commerce of a friend that she may the better carry on a commerce with an enemy—a commerce polluted by the forgeries and perjuries which are for the most part the only passports by which it can succeed.... In reviewing the conduct of Great Britain toward the United States our attention is necessarily drawn to the warfare just renewed by the savages on one of our extensive frontiers—warfare which is known to spare neither age nor sex and to be distinguished by features peculiarly shocking to humanity. It is difficult to account for the activity and combinations which have for some time been developing themselves among tribes in constant intercourse with British traders and garrisons without connecting their hostility with that influence and without recollecting the authenticated examples of such interpositions heretofore furnished by the officers and agents of that Government. Such is the spectacle of injuries and indignities which have been heaped on our country, and such the crisis which its unexampled forbearance and conciliatory efforts have not been able to avert.... Our moderation and conciliation have had no other effect than to encourage perseverance and to enlarge pretensions. We behold our seafaring citizens still the daily victims of lawless violence, committed on the great common and highway of nations, even within sight of the country which owes them protection. We behold our vessels, freighted with the products of our soil and industry, or returning with the honest proceeds of them, wrested from
their lawful destinations, confiscated by prize courts no longer the organs of public law but the instruments of arbitrary edicts, and their unfortunate crews dispersed and lost, or forced or inveigled in British ports into British fleets....

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

Whether the United States shall continue passive under these progressive usurpations and these accumulating wrongs, or, opposing force to force in defense of their national rights, shall commit a just cause into the hands of the Almighty Disposer of Events, avoiding all connections which might entangle it in the contest or views of other powers, and preserving a constant readiness to concur in an honorable reestablishment of peace and friendship, is a solemn question which the Constitution wisely confides to the legislative department of the Government. In recommending it to their early deliberations I am happy in the assurance that the decision will be worthy the enlightened and patriotic councils of a virtuous, a free, and a powerful nation....

Source: http://sageamericanhistory.net/jeffersonian/documents/MadisonWarMessage.htm