

SOCIAL STUDIES
Geography/Civics/History
Grade 8
War of 1812

Part 1: Lessons 1 & 2

Lesson Components:

Benchmark(s)

- G-1A-M2 interpreting and developing maps, globes, graphs, charts, model, and databases to analyze spatial distributions and patterns
- G-1B-M2 identifying and describing significant physical features that influenced historical events
- G-1D-M2 explaining and giving examples of how characteristics of different physical environments affect human activities
- C-1A-M7 explaining the importance of law in the American constitutional system and applying criteria to evaluate rules and laws
- C-1B-M3 explaining the meaning and importance of basic principles of American constitutional democracy as reflected in core documents
- C-1B-M4 analyzing the ways in which political and social conflict can be peacefully resolved
- C-1D-M3 discussing issues involving the rights and responsibilities of individuals In American society
- H-1A-M1 describing chronological relationships and patterns
- H-1A-M3 analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history
- H-1A-M4 analyzing historical data using primary and secondary sources
- H-1A-M5 identifying issues and problems from the past and evaluating alternative courses of action
- H-1B-M9 describing the territorial expansion of the United States and analyzing the effects on relations with Native Americans and external powers
- H-1D-M1 describing the contributions of people, events, movements, and ideas that have been significant in the history of Louisiana
- H-1D-M3 identifying and discussing the major conflicts in Louisiana’s past
- H-1D-M4 locating and describing Louisiana’s geographic features and examining their impact on people past and present

Key Concepts

Landforms, bodies of water, waterways, physical features, levee, canal, democracy, republic, documents core to U. S. democracy, United States Constitution, Bill of Rights, war, military service, timeline, alternative courses of action, War of 1812 (causes, course, and consequences)

Lesson Duration

Five days

Purpose/Introduction

See individual lessons attached.

Objectives

1. Locate major land forms and geographic features, places, bodies of water/waterways on a map of Louisiana and the United States. (G-1A-M2)
2. Add features to a map based on given narrative information, such as showing the location of capital or key cities, major land forms, bodies of water, battle sites, etc. (G-1A-M2)
3. Determine how land and water features influence historical events. (G-1B-M2)
4. Identify the role of the Mississippi River and the swamp in the Battle of New Orleans. (G-1B-M2)
5. Identify ways in which location and physical features contributed to the American victory over the British at the Battle of New Orleans. (G-1B-M2)
6. Explain or give examples of how people adapt to living in a particular physical environment. (G-1D-M2)
7. Discuss the importance of the rule of law in the American constitutional system. (C-1A-M7)
8. Explain the meaning and importance of other ideas essential to American constitutional democracy (e.g., basic freedoms) or analyze these ideas in core documents (e.g., Declaration of Independence, Bill of Rights, major speeches/texts). (C-1B-M3)
9. Analyze given events or experiences in U. S. history in terms of the methods used to institute change or resolve societal conflict (e.g., War of 1812, states' rights theory, Jackson's handling of the tariff controversy). (C-1B-M4)
10. Identify individual rights guaranteed by specific amendments to the U. S. Constitution. (C-1D-M3)
11. Explain the importance of various rights and responsibilities of citizenship to the individual or to society at large. (C-1D-M3)
12. Design a timeline based on information given in a passage. (H-1A-M1)
13. Chronologically organize major events and personalities in U. S. or Louisiana history. (H-1A-M1)
14. Demonstrate an understanding of elapsed time between and within time periods. (H-1A-M1)
15. Identify, explain, or analyze the causes, effects, or impact of a given historical event (e.g., American Revolution). (H-1A-M3)
16. Explain how a given historical figure influenced or changed the course of history (e.g., Napoleon, Hitler, Washington, Edison, Alexander the Great). (H-1A-M3)
17. Analyze historical data using primary and secondary sources. (H-1A-M4)

18. Evaluate alternative courses of action in terms of their positive and negative consequences. (H-1A-M5)
19. Evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences. (H-1A-M5)
20. Explain President Madison's reasons for declaring war in 1812, the sectional divisions over the war, and the consequences of Native American alliance with the British. (H-1B-M9)
21. Describe the contributions of people, events, movements, and ideas that have been significant in the history of Louisiana (e.g., Major conflicts: Battle of New Orleans, War of 1812). (H-1D-M1)
22. Describe major conflicts in context of Louisiana history (e.g., Natchez Indian wars, Civil War, Battle of New Orleans/War of 1812). (H-1D-M3)
23. Construct a timeline from given information about people, events, or ideas significant to the growth and development of Louisiana. (H-1D-M3)
24. Describe or analyze the impact of Louisiana's geographic features on historic events, settlement patterns, economic development, etc. (H-1D-M4)

Prior Knowledge/Pre-requisites

An understanding of the physical location of New Orleans and its importance in Louisiana and United States history

A basic understanding of military strategy in early United States wars

An understanding of United States and Louisiana history prior to the onset of the War of 1812

Materials/Resources

Student notebooks; student textbooks; map of Canada, the U. S. Atlantic coast, and the Gulf coast; wall map of the United States; wall map of the world c. 1812; student LEAP folders; copy of "The Star-Spangled Banner;" map of site of Battle of New Orleans; copy of the song, "The Battle of New Orleans;" copy of the poem, "The Battle of New Orleans;" student journals; copy of the United States Constitution

Teacher Preparation

The teacher should be familiar with all aspects of the War of 1812 and with the Battle of New Orleans in particular. The teacher needs a thorough knowledge of the geographic features of the New Orleans area in order to impart to the students the importance of geography in the American victory in the Battle of New Orleans.

Body of the Lesson

See overview of the unit on "The War of 1812" on the following page and in individual lessons on this topic.

AMERICAN HISTORY/LOUISIANA HISTORY

THE WAR OF 1812

Objectives:

1. Students will be able to interpret and add major features to a map of Canada, the United States Atlantic coast, and the Gulf coast. (G-1A-M2)
2. Students will be able to list some of the causes of the War of 1812. (H-1B-M9)
3. Students will be able to describe the consequences of the decision by many Native Americans to ally with the British during the War of 1812. (H-1B-M9)
4. Students will be able to compare American and British performance in the war between 1812 and 1814.
5. Students will be able to trace the origins of the “Star-Spangled Banner.” (H-1A-M4)
6. Students will be able to analyze the decisions of Andrew Jackson to declare martial law and raise an army in New Orleans in 1814. (C-1A-M7, C-1B-M3, C-1D-M3)
7. Students will be able to analyze the impact of Andrew Jackson on the American victory at the Battle of New Orleans. (H-1A-M4, H-1A-M5, H-1D-M1)
8. Students will be able to identify the ways in which geography influenced the American victory and British defeat at the Battle of New Orleans. (G-1B-M2)
9. Students will be able to analyze the importance of the Battle of New Orleans in light of the Treaty of Ghent. (C-1B-M4)
10. Students will be able to describe the results of the War of 1812 and its impact on Louisiana, New Orleans, and the United States. (H-1A-M5, H-1D-M1, H-1D-M3, H-1D-M4)

Content Outline:

Background of the conflict
Causes for war (H-1B-M9)
Major highlights of the war, 1812-1814

Declaration of war in 1812
American invasion of Canada, 1812-1813
Native American losses in the Old Southwest Territory, 1813-1814
(H-1B-M9)

British invasions of the United States in 1814

Invasion of the Northeast and defeat at Plattsburgh, NY
Taking and burning of Washington, D.C., and failure at Fort McHenry
Invasion of the Gulf Coast
The Battle of New Orleans, January 8, 1815

British strategy

Efforts by Andrew Jackson to counter a British invasion of the Southeastern part of the United States

Declaration of martial law in New Orleans (C-1A-M7)
Formation of a volunteer army of local residents of Louisiana (C-1D-M3)

The British invasion of Louisiana

The battle for New Orleans and the lower Mississippi Valley (H-1D-M3)

Reasons for the American defeat of the British

The impact of the American victory at the Battle of New Orleans

The Treaty of Ghent, December 24, 1814 (C-1B-M4)

Results of the War of 1812 (H-1D-M1, H-1D-M3)

The impact of the War of 1812 on Louisiana, New Orleans, and the United States (H-1D-M1, H-1D-M4)

Lesson 1:

Benchmarks: G-1A-M2, H-1A-M1, H-1B-M9

Lesson Outline:

Background of the conflict
Causes for war
Major highlights of the war, 1812-1814

Declaration of war in 1812

Objectives:

1. Students will be able to interpret and add major features to a map of Canada, the United States Atlantic coast, and the Gulf coast. (G-1A-M2)
2. Students will be able to list some of the causes of the War of 1812. (H-1B-M9)

Procedures:

Whole group discussion of the background of the War of 1812, its causes, and the U. S. declaration of war on Britain in 1812

Identify the following:

Terms—impressment, War Hawks
Persons—James Madison, Napoleon, Tecumseh
Places—France, England (Great Britain), Canada
Dates—1812-1815

Create a timeline of the period from 1789 to 1815—French Revolution; accession of Napoleon to power in 1799; Presidencies of George Washington, John Adams, Thomas Jefferson, and James Madison; naval war of 1798-99; the Louisiana Purchase; and declaration of war in 1812 (H-1A-M1).

Begin completing a map of Canada, the United States Atlantic coast, and the Gulf coast. (G-1A-M2)

Copy review questions into LEAP folders

Materials: Student notebooks; student textbooks; map of Canada, the U. S. Atlantic coast, and the Gulf coast; wall map of the United States; wall map of the world c. 1812; student LEAP folders

Evaluation:

Whole class review of today's lesson

Students will copy the following questions into their LEAP folders and answer them for homework:

1. Which of the following two countries **most** interfered with United States trade on the Atlantic Ocean during the period between 1798 and 1812:
 - A. Spain and France
 - B. Britain (England) and France
 - C. France and Spain
 - D. Spain and Russia

2. Which of the following was the leader of France between 1799 and 1815:
 - A. George III
 - B. George Washington
 - C. Thomas Jefferson
 - D. Napoleon

3. Which of the following was the **major** cause for the United States going to war in 1812:
 - A. British interference with United States trade.
 - B. French interference with United States trade.
 - C. Spanish control of the Louisiana territory.
 - D. Native American control of the Florida Territory.

4. Which of the following events occurred first:
 - A. Napoleon came to power in France
 - B. the Louisiana Purchase
 - C. the French Revolution
 - D. the War of 1812

5. The War of 1812 was the second major war in which the United States was involved during the first forty years of its existence. Answer the following questions concerning this war.
- a. List two causes for why the United States entered this war.
 - b. For each of the two causes that you gave, give one way in which the United States might have been able to prevent war.
 - c. Considering the answers that you gave in part b, could the United States take this action in 1812? Why or why not?

Lesson 2:

Benchmarks: G-1A-M2, H-1A-M1, H-1A-M4, H-1B-M9

Lesson Outline:

Major highlights of the war, 1812-1814

American invasion of Canada, 1812-1813

**Native American losses in the Old Southwest Territory,
1813-1814 (H-1B-M9)**

British invasions of the United States in 1814

**Invasion of the Northeast and defeat at Plattsburgh, NY
Taking and burning of Washington, D.C., and failure at
Fort McHenry**

Invasion of the Gulf Coast

Objectives:

1. Students will be able to describe the consequences of the decision by many Native Americans to ally with the British during the War of 1812. (H-1B-M9)
2. Students will be able to compare American and British performance in the war between 1812 and 1814.
3. Students will be able to trace the origins of the “Star-Spangled Banner.” (H-1A-M4)
4. Students will be able to interpret and add major features to a map of Canada, the United States Atlantic coast, and the Gulf coast. (G-1A-M2)

Procedures:

Discuss answers to yesterday’s LEAP review questions.

Whole group discussion of the American invasion of Canada, Native American defeats in the Old Southwest, and the British invasions of New England and Washington, D.C.

Go over the words of the “Star-Spangled Banner.” (H-1A-M4)

Identify the following:

Terms—blockade, “Old Hickory,” “Star-Spangled Banner”
Persons—Andrew Jackson, Jean Lafitte, Francis Scott Key
Places—Plattsburg (New York), Washington, D. C., Fort McHenry,
Florida, Louisiana, New Orleans

Add British invasion of Washington, D.C. to timeline of 1789-1815. (H-1A-M1)

Add Plattsburg, Washington, D.C., Fort McHenry, Florida, Louisiana, and New Orleans to map of Canada, the United States Atlantic coast, and the Gulf coast. (G-1A-M2)

Copy review questions into LEAP folders

Materials:

Student notebooks; student textbooks; map of Canada, the U. S. Atlantic coast, and the Gulf coast; wall map of the United States; copy of the “Star-Spangled Banner,” student LEAP folders

Evaluation:

Whole class review of today's lesson

Students will copy the following questions into their LEAP folders and answer them for homework:

1. Which of the following areas did American troops invade in 1812-1813?
 - a. Spain
 - b. Florida
 - c. Louisiana
 - d. Canada

2. Which of the following areas in the United States were invaded by British troops in 1814 during the War of 1812?
 - a. Canada, Washington, D.C., and Texas
 - b. Plattsburgh, Florida, and Texas
 - c. Plattsburgh, Washington, D.C., and New Orleans
 - d. New Orleans, Texas, and Canada

3. Which of the following events occurred during the British attack on Fort McHenry (Maryland) in 1814?
 - a. the writing of the United States Constitution
 - b. the Battle of New Orleans
 - c. the defeat of Napoleon by the Americans
 - d. the writing of the "Star-Spangled Banner"

4. Which of the following best describes what happened to many Native Americans in the Old Southwest during the War of 1812?
 - a. They allied with the British, but were defeated by American troops.
 - b. They allied with the Americans, but were defeated by British troops.
 - c. They won back much of their land that had been lost to Americans.
 - d. They became an independent nation within the United States.

5. Neither the Americans nor the British did very well during the War of 1812. Answer the following questions concerning this war.

New England	Washington, D.C.
Canada	New Orleans
Old Southwest	

- a. Place a circle around one of the areas in the box above that was invaded by the British. Place a rectangle around one area that was invaded by the Americans.
- b. Briefly describe how each side did in the two areas that you selected in part a.
- c. What most probably would have happened if the other side had been successful in the area that you circled?
- d. What most probably would have happened if the other side had been successful in the area over which you have a rectangle?