

Title:

War of 1812 in the Old Northwest Territory

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Abstract:

The content focus of this lesson plan is the War of 1812. It is designed for eighth and ninth graders. Depending on how these resources are used the lesson could take between 3 to 5 days. This unit centers on the northwest frontier, on expansionism , and on the different perspectives involved in the War of 1812.

State Standard(s):

B.8.2 - Employ cause and effect arguments to demonstrate how significant events have influenced the past and the present in U.S. & world history.

B.8.3 – Describe the relationships between and among significant events, such as the causes and consequences of wars in the U.S. and World history.

Essential Historical Question:

Why was the War of 1812 a pivotal point in the expansion of the American frontier?

Perspectives on the Question:

English	<p>Why did we think it was important to hold this land?</p> <p>Why would we want to get into a dispute with the American's over land that we rarely used, and while we are already fighting with the French in the Napoleonic wars?</p>
Native American's	<p>Who was more of a threat?</p> <p>Why did many we choose to fight for the English?</p> <p>What did we expect from the English, had they won?</p>
Settlers	<p>Why do we want to move west?</p> <p>How did the U.S. government protect us in the frontier?</p> <p>How did the result of the War of 1812 influence our decision to migrate west?</p>
U.S. Government/Military	<p>How will this land benefit our country?</p>

	<p>Why do we need this land?</p> <p>Why was this considered the 2nd War for Independence?</p>
New England/Federalists	<p>How does this war effect us?</p> <p>How does this war benefit us?</p> <p>Why didn't we support this war?</p> <p>In what ways did we hinder American military progress during this war?</p> <p>How does this war directly contribute to the fall of the Federalist party?</p>

Learning Targets:

Knowledge

- Terms:
 - Expansionism
 - Alliance
 - Manifest Destiny

- Determine perspectives of:
 - U.S. Military/Govt. - Madison
 - English Military/Govt.
 - Native American's
 - Settlers
 - Federalists/New England

- Locate:
 - Western Territory
 - Major Battle sites
 - New England
 - English Forts
 - American Forts
 - Native American Tribes Involved

Skills and Processes

- Summarizing

- Cause & Effect

- Presentation
- Essay writing
- Cooperation
- Mapping
- Oral Language Tradition

Reasoning and Critical and Creative Thinking

The student engages in historical analysis and interpretation:

- Compare and contrast differing sets of ideas, values, etc.
- Consider multiple perspectives
- Analyze cause and effect relationships (multiple causation, importance of individual, influence of ideas, role of change.)
- Draw comparisons across eras and regions in order to define enduring issues.

Dispositions and Attitudes

- Connectivity of local, state and national histories.
- Perspectives change based on culture, time and location.
- In conflict somebody always loses.
- Time management

Instruction:

Preliminary Activities:

KWL- Chart

(Knowledge, Want to know, What you learned)

Review:

Revolutionary War

Napoleonic Wars

Timeline of events in late 1700's & early 1800's

Map of the United States 1810.

Why do people fight?

How do countries expand?

Why do countries expand?

Why do countries build empires?

New Learning Activities:

Worksheet on historical perspectives:

- Colonist's position
- English position
- Native American position
- Federalist position
- Settler position

Map of Western frontier at the time.

Answer questions using 1-4 complete sentence answers.

Presentation of their research from the perspective assigned.

Post-Learning Activities:

- Each student comes up with one questions that they would like to ask a real participant. Then as a class we will discuss how we the they probably would have answered based on what we learned.
- Discuss what they would have done differently if they had to do it again.

Assignment:

Students will write 1-4 sentence answers to the Time Travel worksheet (available online), and they will design period costumes and orally present their perspectives to the rest of the class.

Assessment:

Goal of Performance or Product:

Analyze perspectives of different players in the War of 1812.

Explain why this war played an important role in the expansion of the United States.

Role of Student:

In pairs students will pretend that they are an assigned contributor in the War of 1812.

Audience of Performance or Product:

Classmates and teachers

Situation:

Written work and oral presentations

Criteria Used to Evaluate Performance or Product:

The student will...

- Research perspectives on internet, textbooks and using local resources.
- write 1-4 sentences answering each question on the Time Travel worksheet.
- Create Costumes
- Orally present researched perspectives

Write paragraph answering question on Why the War of 1812 was a pivotal point in American Expansionism.

Scoring Tool available online at the Teaching American History Grant Program Web Site

Resources:

Secondary Sources:

Donald E. Graves, *Field of Glory: The Battle of Crysler's Farm, 1813* (1999).

Donald E. Graves, *Where Right and Glory Lead! The Battle of Lund's Lane, 1814* ().

Joseph A. Whitehorne, *The Battle of Baltimore 1814* (1997).

Internet:

1812 Soldier Journal

<http://memory.loc.gov/ammem/mdbquery.html>

A British Account of the Burning of Washington by George Robert Gleig

<http://www.brandywinesources.com/1813-1859/1814DOCBritDCBurnng.htm>

The Burning of Washington by Dolley Madison

<http://www.brandywinesources.com/1813-1859/1814DOCDolleyMadison.htm>

History of the United States Army

<http://www.army.mil/cmh-pg/books/amh/amh-06.htm>

Major Battles of the War of 1812

<http://www.multied.com/1812/>

MilitaryHeritage.com's War of 1812 Website.

<http://www.militaryheritage.com/1812.htm>

The Star-Spangled Banner 1813 – (From Smithsonian)

<http://historywired.si.edu/object.cfm?ID=526>

War of 1812: A Chronology

<http://www.warof1812.ca/1812events.htm>