

Time Travel...Primary Sources, Perspective, and the War of 1812

Students (in pairs) will:

- Research a specific perspective of the War of 1812
 - U.S. Government/Military
 - English Government/Military
 - Native American (Northern Front & Southern Front)
 - Settlers in the Northwest Territory
 - New England States
- Create costumes for the era
- Present orally, the answers to the following questions:
 - Why is this war being fought?
 - Why is expansion important to the American Government?
 - How will this war make life better/worse?
 - What outcome do you want from this war?
 - Why do you want the British/Americans to have this land?
 - How does this war effect you?
- Together, write a paragraph explaining the following:
 - Why was the War of 1812 a pivotal point in the expansion of the United States?

Specific questions you should answer from your role's perspective include:

Essential Question: Why was the War of 1812 a pivotal point in the expansion of the American frontier?		
Perspective	Question from that Perspective	Where to find Information
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>	<p>The Road to Washington British Army Style</p> <p>http://www.tc-solutions.com/croom/1812.html</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>	<p>Account of Shabonee's eyewitness view of the Battle of Tippecanoe</p> <p>http://tippecanoe.tripod.com/shab.html</p> <p>http://members.tripod.com/~war1812/nativepeople.html</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>	<p>http://members.tripod.com/~war1812/women.html</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>	<p>Darnell, Elias. A Journal Containing An Accurate and Interesting Account of the Hardships, Sufferings, Battles, Defeat and Captivity of those Heroic Kentucky Volunteers and Regulars commanded by General Winchester in the Years 1812-13. Lippincott, Grambo, and Co. 1854</p> <p>http://memory.loc.gov/ Look under "War of 1812"</p> <p>http://www.multied.com/1812/declares.html</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>	<p>War Hawks vs. New England States</p> <p>http://www.u-s-history.com/pages/h504.html</p>

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	Minimal 1	Basic 2	Proficient 3	Advanced 4
Perspective	Students did not write or present from their assigned perspective. The students did not make the conversion to a different role/character.	Students wrote and presented from their assigned perspectives at times. Breaks in character were noticeable and began to effect the information presented.	Students effectively wrote, and presented from their assigned perspective dealing with the War of 1812. The small breaks in character did not interfere with the presentation of material.	Students effectively wrote, and presented from their assigned perspective dealing with the War of 1812. The students never broke from character.
Content (Ideas)	Students did not write answers to questions that allowed them to present the following information on their role: position on the war, effects of the war, effects of expansion, why's of expansion. Much of the necessary information is missing. A significant lack of research is evident.	Students wrote answers to most questions that allowed them to present the following most of the information on their role: position on the war, effects of the war, effects of expansion, why's of expansion. Some information is lacking. Evidence of research begins to lack.	Students effectively wrote answers to questions that allowed them to present the following information on their role: position on the war, effects of the war, effects of expansion, why's of expansion. Answers show primary source research.	Students effectively wrote answers to questions that allowed them to present the following information on their role: position on the war, effects of the war, effects of expansion, why's of expansion. Answers show intense research, using primary source quotes.
Organization	The questions and presentation are not organized. They do not feed into one another. There is a loss of meaning due to too much jumping around.	The questions and presentation are organized, but the flow is interrupted and a little choppy. Some questions do not feed into others.	The questions and presentation are organized in a manner that makes sense. The writing and speaking flows.	The questions and presentations are organized in a way that not only makes sense, but enhances the information given. The organization helps to give meaning.
Presentation	Students' volume fluctuates from being able to be heard and not heard. Meaning is lost due to volume. Speech is too fast/slow. I am unable to understand a majority of the speech. Students do not use eye contact, reads directly from their notes.	Students' volume is softer, but can be heard with intense listening. Rate of speech makes it hard to follow, either too fast or too slow. Student looks at the audience from time to time, but is very dependent on their notes.	Students' speech is clear and volume is correct and totally understandable. Rate of speech is appropriate. The students' use notes as a helper, but look at the audience more than their notes.	Students' speech is clear and used to stress importance/ meaning. Volume is appropriate and expresses felling/emotion. Student does not use notes, looks at audience, makes consistent eye contact.
Conventions	Spelling and capitalization is affecting the understanding to the point where information is not being effectively	Spelling and capitalization are somewhat correct. General understanding is beginning to be affected.	Spelling and capitalization are mostly correct. Errors do not interfere with the presentation of information.	Spelling and capitalization are all correct.

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