

Multiple Perspectives of the War of 1812



Elementary
One Class Period

Program Segments

- June 1812 Declaration of War (6 minutes)
- Summer 1812 The Americans Invade (18 ½ minutes)
- September 1813 The Americans Invade Canada – Again (7 ½ minutes)
- Winter 1814 New Orleans (7 minutes)
- 1815 Peace (4 minutes)

NCSS Themes

- V: Individuals, Groups, and Institutions
- VI: Power, Authority, and Governance
- IX: Global Connections
- X: Civic Ideals and Practices

Canadian (Ontario) Concepts

- Systems and Structures
- Interactions and Interdependence
- Power and Governance

Canadian (Ontario) Specific Expectations – Seventh Grade

- Explain key characteristics of life in English Canada from a variety of perspectives
- Describe the different groups of people

Objectives

Students will be able to:

- understand and explain the multiple perspectives of diverse groups of people during the War of 1812
- experience empathy through understanding what the War of 1812 meant for each group

Focus Questions

1. What was the meaning of the War of 1812 for
 - Great Britain?
 - The United States?
 - The Native Nations of North America?
 - The British Colonies in Canada?

Key Concepts

Impressments, Secession, Embargo, War, Battle, Debate

Instructional Resources

- *The War of 1812* DVD
- Markers, crayons, and colored pencils
- “What is the meaning of War?” Graphic Organizer Template A - elementary or B – intermediate (appendix pgs. 52 & 53)

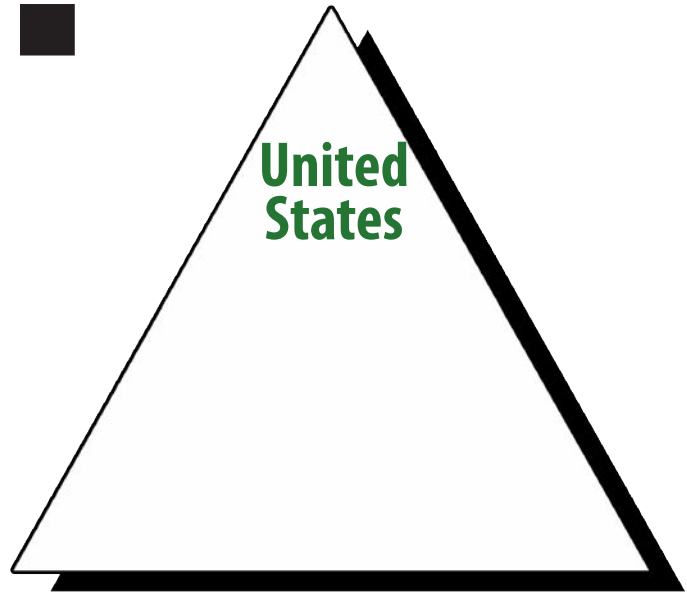
Procedures

1. The teacher will ask students what might cause them to get so angry or upset that they would argue with others.
2. As students brainstorm answers, the teacher will guide them by explaining that an argument always has more than one side. People in an argument must compromise or it can turn into something more dangerous.
3. The teacher will introduce the program segments by explaining that the British, the Native Americans of North America, the Canadian colonies, and the United States interpreted the war differently.
4. The teacher will distribute the graphic organizer and direct students to fill it in while they are viewing the documentary. Students must have at least five sentences for each group. Students may also choose to draw their meanings inside the graphic organizer.
5. The teacher will then question the class about the different meanings of the war and ask students about the various reasons for going to war.
6. The teacher will lead students in a constructive discussion of the pros and cons and reasons for entering the war.
7. Students will turn in their completed graphic organizers.

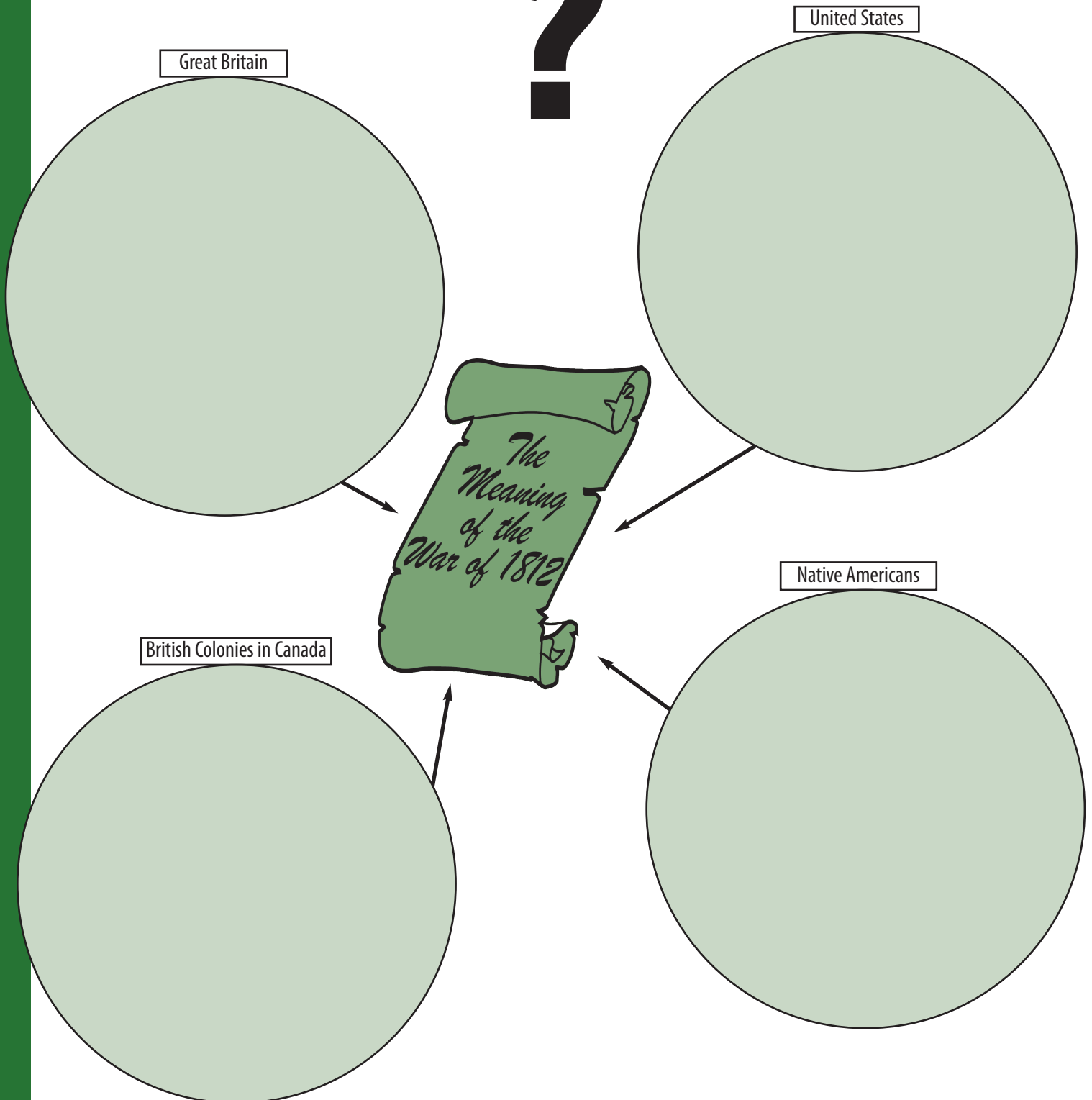
Assessment Tasks

Students will complete a graphic organizer that has at least five sentences or a hand drawn picture that depicts the meaning of the war. Students will also participate in classroom discussions based on the pros and cons along with the meaning of the war.

What was the meaning of the War of 1812



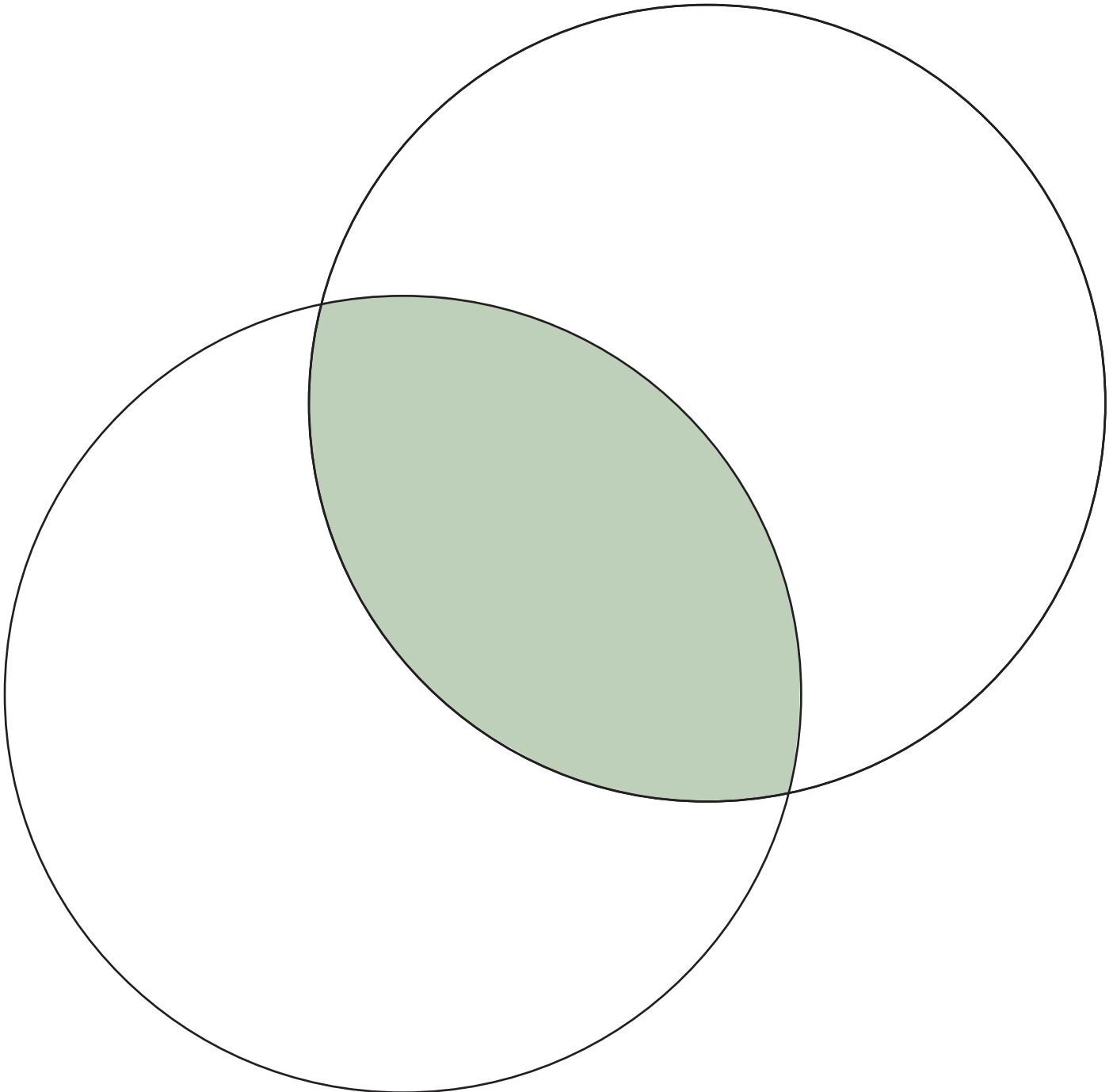
What was the meaning of the War of 1812



Important People Foldable

Venn diagram

Directions: Place one key figure in the right circle and the other key figure in the left circle. This is where you will write what is different about them. In the middle is where you will write what is the same.



Important People Foldable

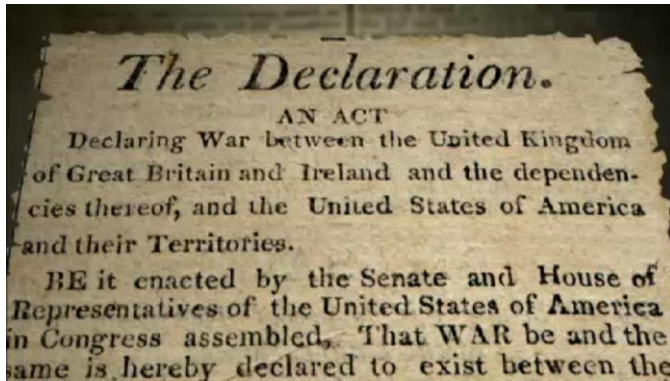
Foldable
Directions: First fold on dotted lines. Write one key person's name on each outer flap. On the left inside flap, write the characteristics of the person on the front of that flap. On the right inside flap write the characteristics of the person on the front of that flap. On the inside in the middle, write the similarities of the key people.

There are also short videos to this lesson on the PBS website at <http://www.pbs.org/wned/war-of-1812/classroom/elementary/multiple-perspective-war-1812/>

Instructional Resources

The War of 1812 DVD

Now Playing June 1812 | Declaration of War



June 1812 | Declaration of War



Summer 1812 | The Americans Invade



September 1813 | The Americans Invade Canada Again

