

What Caused the War of 1812? Modified Lesson Plan for Students with Special Needs

This lesson is intended to be used to supplement the War of 1812 Curriculum developed by the Friends of Fort McHenry, found at <http://www.friendsoffortmchenry.org/education-programming.html> . It can be used either as written for a self-contained classroom, or pieces can be borrowed to differentiate instruction in a general education setting. Students should already have some background in the War of 1812 before beginning this lesson. For more information on this topic, visit <http://warof1812.thinkport.org> for lesson plans and resources. For extension activities, visit any of the sites along the trail with your class. The trail sites are located throughout Maryland and offer students the chance to connect the history learned in the classroom with a sense of place. For field trip opportunities and maps of trail locations, please visit <http://starspangledtrail.net/> .

Essential Questions	Enduring Understandings	Standards
Why did the United States enter into war with Great Britain in 1812?	Students will understand the reasons that nations go to war with one another.	<p>Maryland State Curriculum Content Objectives: 4.5.C.2.a Describe Maryland's role in the War of 1812</p> <p>Maryland State Curriculum Skills and Processes Objectives: 4.6.B.4.a/b/c/d Use timed, on-demand writing to demonstrate understanding on assessments</p> <p>4.6.F.3.a Recognize relationships</p> <p>Common Core State Standards for Literacy: Reading, Informational Text (Grade 4): RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>

Objective: By the end of the lesson, students will be able to identify at least one reason why the US went to war with the British and support it with evidence from a primary source document.

Assessment: Students will use information from primary sources to answer the question, "Why did the US go to war with Britain in the War of 1812?"

Materials

Vocabulary: Word Cards and Picture Guide

Chart paper/White Board

Primary Documents

Primary Documents Notecatcher (scissors and glue for those using sentence strips)

Two versions of BCR

Part 1: Previewing Vocabulary

1. Assign students to work together in pairs or threes. Pass out sets of flashcards to each group.
2. Display the Picture Guide at the front of the class.
3. Read each new word aloud, and inviting a student to read the definition. Point out the picture that accompanies the word and explain its significance. Give the students time to draw a doodle with each word that will help them remember the meaning.
4. Review by randomly pointing to a few words on the list and asking for volunteers to read the word and give a definition.

Part 2: Setting a purpose

1. Ask students, what are some reasons that nations go to war? Write their answers on the chart paper.
2. Explain the essential question. Tell students, "Today, we are going to ask 'Why did the US go to war with Great Britain in the War of 1812?'" Explain that the class will be using primary source documents, which are letters and journals from people of the time, to look at why people wanted to go to war.

Part 3: Guided Practice

1. Read document 1 aloud to the class, pausing at words in the vocabulary list, and modeling how to look at the flashcards to get an idea of what a word means.
2. After reading, use a think aloud strategy while paraphrasing document 1 in the space provided.
3. Tell students they will read their own documents in their pairs/groups. After they read the document, they should be able to fill out the chart with what Great Britain wants and what the US wants. Assign them to either use the cut and paste sentence strips or write the answers on their own.

Part 4: Independent Practice

1. Give students 10 minutes to read and paraphrase
2. Give students additional 5 minutes to complete the T-chart, and either post it on a wall or hold it up. Use the T-chart as a check for understanding. If there are many errors, call the class back together and go over what they read as a whole class.

Part 5: Assessment

1. Call class back together. Does what you read match what we said at the beginning about reasons for war?
2. Assign students a BCR with sentence starters or without. Give 10 minutes to complete.

Vocabulary and Pictures

maritime



jurisdiction

vessels



→ impressment ←

remedy



intermitted



Vocabulary and Pictures

commencement



discharged



frigate



defiance



interdicting



Document 1: Letter from Secretary of State James Monroe, June 8,

1812 Mr. Monroe for Mr. Foster

Enlistments, by force or by **impressment**, are against the laws of the United States. Great Britain does this, not only within her legal **jurisdiction**, but also on the high seas, with abuses which aggravate the outrage to the nations to whom the vessels belong.

You say that your government has charged you to state that it will continue to give the orders against the detention of American citizens on board British ships of war. If those orders were to stop the **impressment** of seamen from American vessels at sea, they would have been a welcome proof of your country's disposition to do justice and promote a good understanding between the two countries. Nothing short of this can be an adequate **remedy**.

"Mr. Monroe to Mr. Foster." The Weekly Register, Vol 2. [1812]. p. 255. "Online posting." Google Books. Posted May 17, 2008. Accessed June 8, 2011.

<http://books.google.com/books?id=k_AaAAAYAAJ&pg=PA255&dq=niles+weekly+register+monroe+foster+june+8+1812&hl=en&ei=5NjvTeaGB8X00gHuuuX0DA&sa=X&oi=book_result&ct=result&resnum=2&ved=0CDIQ6AEwAQ#v=onepage&q&f=false>

In my own words:

HINT: Why is Mr. Monroe angry?

Document 2: Report from President Thomas Jefferson to Congress, January 17, 1806

On the **impressment** of our seamen, our protests have never been **intermitted**. A hope existed at one moment, of an arrangement which might have been submitted to, but it soon passed away, and the practice, though relaxed at times in the distant seas, has been constantly pursued by those in our neighborhood.

Thomas Jefferson to the Senate and House of Representatives of the United States. January 17, 1806. Journal of the Senate of the United States of America, 1789- 1873 (vol. 4). Page 23. "Online Posting." Library of Congress, American Memory Project. Accessed June 10, 2011. <[http://memory.loc.gov/cgi-bin/ampage?collId=llsj&fileName=004/llsj004.db&recNum=21&itemLink=r?ammem/hlaw:@fi_eld\(DOCID+@lit\(sj00434\)\)%230040022&linkText=1](http://memory.loc.gov/cgi-bin/ampage?collId=llsj&fileName=004/llsj004.db&recNum=21&itemLink=r?ammem/hlaw:@fi_eld(DOCID+@lit(sj00434))%230040022&linkText=1)>

In my own words:

Hint: Did Jefferson think the British would stop?

Document 3: Report from Secretary of State James Madison to Congress, February 29, 1802

From the returns in the office it would appear that 4,028 American seamen have been **impressed** into the British service since the **commencement** of the war, but 936 of this number have been **discharged**, leaving in that service 3,292

James Madison to the Senate and House of Representatives of the United States. February 27, 1802. Annals of Congress, 1807-1808, 1st Session. "Online posting." Library of Congress, American Memory Project. Accessed June 10, 2011. <<http://memory.loc.gov/ammem/amlaw/lwac.html>.>

In my own words:

Hint: What happened to more than 4,000 sailors?

Document 4: Report from President Thomas Jefferson to Congress, October 27, 1807

On the 22nd day of June last by a formal order from British admiral the **frigate** Chesapeake was attacked by one of those **vessels** which had been lying in our harbors under the indulgences of hospitality, was disabled from proceeding, had several of her crew killed and four taken away...

The aggression thus begun has been continued on the part of the British commanders by remaining within our waters in **defiance** of the authority of the country, and at length by putting to death one of the persons who they had forcibly taken from on board the Chesapeake.

The former violations of **maritime** rights another is now added of very extensive effect. The Government of that nation has issued an order **interdicting** all trade by neutrals between ports not in amity with them; and being now at war with nearly every nation on the Atlantic and Mediterranean seas, our **vessels** are required to sacrifice their cargoes at the first port they touch or to return home without the benefit of going to any other market. Under this new law of the ocean our trade on the Mediterranean has been stopped, and that in other seas is threatened with the same fate.

Thomas Jefferson to the Senate and House of Representatives of the United States [October 27, 1807]. Seventh Annual Message to Congress. "Online posting." 2008. Lillian Goldman Law Library, Yale University. Accessed June 10, 2011. <http://avalon.law.yale.edu/19th_century/jeff_mes7.asp>

In my own words:

Hint: Who is the United States not able to trade with?

Document 5: Report from President Thomas Jefferson to Congress, October 27, 1807

British cruisers have been in the continued practice of violating the American flag on the great highway of nations, and of carrying off persons sailing under it.

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 forced to risk their lives in the battles of their oppressors.

British cruisers have also been in the practice of violating the rights and the peace of our coasts. They hover over and harass our entering and departing merchants. Under pretended blockades, without the presence of an adequate force, our commerce has been plundered in every sea.

Thomas Jefferson to the Senate and House of Representatives of the United States [October 27, 1807]. Seventh Annual Message to Congress. "Online posting." 2008. Lillian Goldman Law Library, Yale University. Accessed June 10, 2011. <http://avalon.law.yale.edu/19th_century/jeffmes7.asp>

In my own words:

Hint: What were the Americans forced to do?

Name:
Date:

The Causes of the War of 1812



Notecatcher

Great Britain wants...



The US wants...



Option: Sentence Strips

More soldiers to fight in the navy,

**To stop other countries from trading
with countries who are their enemy.**

To stop impressment of their citizens.

Maritime rights.

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Exit Ticket
B.C.R.

Explain one reason why the US went to war with Great Britain in the War of 1812. Use details from the primary sources we read to support your answer.

The U.S. went to war with Great Britain because_____

In the text, it says, “_____

_____.” This means that _____

_____.

Exit Ticket

B.C.R.

Explain one reason why the US went to war with Great Britain in the War of 1812. Use details from the primary sources we read to support your answer.

Rubric

Student Name: _____

Does the student...	Yes	No
Give one reason the US went to war with Britain?		
Cite a piece of evidence that makes sense?		
Explain their reasoning?		

Comments: