Lesson Plan Asset Content Template (NEW Template)

Used by TRTs in Reformatting Lessons

Note: \*\*Starred\*\* are required for all lesson plans to be uploaded.

**\*\*Park or Program Name**

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| Fort McHenry National Historic Shrine, Horshoe Bend Miliitary Park, Jean Lafitte National Historical Park and Preserve, Perry's Victory and International Peace Memorial River Raisin National Battlefield Park |

**\*\*Lesson Plan Title (255 characters maximum)**

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| The War of 1812 - Baltimore's Role  Older version: <http://www.nps.gov/fomc/forteachers/classrooms/baltimores-role.htm> |

**\*\*Essential Question and Objective(s)**

**This should include the lesson’s objective or what question the students should be able to answer at the end of the lesson. This section should also include a quick description of what the students will experience in the lesson. (100 characters maximum)**

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| Students will read primary and secondary source documents to identify the actions of the citizens in the defense of Baltimore during the War of 1812. |

**\*\*Lesson Grade Level: (Check One of the following)**

\_\_\_ Lower Elementary: Pre-Kindergarten through 2nd Grade

\_x\_\_ Upper Elementary: 3rd Grade Through Sixth Grade

\_\_\_ Middle School: Sixth Grade Through Eighth Grade

\_\_\_ High School: Ninth Grade through Twelfth Grade

\_\_\_ College Undergraduate Level

\_\_\_ Graduate Level (Masters, PhD)

\_\_\_ Adult Education

**\*\*Lesson Subject: (Check As Many as Apply)**

\_x\_\_ Social Studies

\_\_\_ Math

\_\_\_ Science

\_\_\_ Literacy and Language Arts

\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Feature Image for Lesson**

**This will be shown next to your lesson on the Education Portal. Please upload or provide URL**

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**Alt Text for Feature Image**

**If the image does not display, what description do you want to appear in its place?**

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| The Battle of Fort McHenry - Alfred Jacob Miller |

**\*\*Common Core Standards:**

**Want more information about Common Core? Go to** [**http://www.corestandards.org/**](http:///h)

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| **Grade Level Subject Area**  **Common Core Standards:**  [CCSS.ELA-Literacy.RF.4.4.b](http://www.corestandards.org/ELA-Literacy/RF/4/4/b/) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  [CCSS.ELA-Literacy.RF.4.4.c](http://www.corestandards.org/ELA-Literacy/RF/4/4/c/) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  [CCSS.ELA-Literacy.SL.4.4](http://www.corestandards.org/ELA-Literacy/SL/4/4/) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |

**\*\*State Standards:**

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| **State Maryland Subject Grade Level**  **State Standards**  **VSC Objective Alignment:**  **5.C.2.** Explain the political, cultural, economic and social changes in Maryland during the early 1800's **a.** Describe Maryland's role in the War of 1812 **6.D.1.** Identify primary and secondary sources of information that relate to the topic/situation/problem being studied **a.** Gather and read appropriate print sources, such as textbooks, government documents, timelines, trade books, websites.  **Guided Practice VSC Social Studies Skills and Processes**  **6.A.1.** Use appropriate strategies and opportunities to increase understandings of social studies vocabulary **a.** Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources **6.A.3.** Use strategies to monitor understanding and derive meaning from text and portions of text (during reading) **b.** Use a graphic organizer or another note-taking technique to record important ideas or information |

**Additional Standards(s) (255 characters maximum): Does this lesson meet additional standards?**

**e.g. Next Generation Science Standards, National Council for Social Studies Standards, Advanced Placement (AP) Courses, International Baccalaureate (IB) Courses, Next Generation Science Standards**

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**Thinking Skills (Check As Many as Apply)**

The thinking skills listed below are based on Bloom’s Taxonomy. Consider your lesson procedure and activities. Then check off the thinking skills that students will experience through your lesson.

\_x\_\_ **Remembering** – Recalling or recognizing information ideas, and principles

\_x\_\_ **Understanding** – Understand the main idea of material heard, viewed, or read. Interpret or summarize the ideas in own words.

\_\_\_ **Applying** – Apply an abstract idea in a concrete situation to solve a problem or relate it to a prior experience.

x\_\_\_ **Analyzing** – Break down a concept or idea into parts and show the relationships among the parts.

\_\_\_ **Evaluating** – Make informed judgments about the value of ideas or materials. Use standards and criteria to support opinions and views.

\_\_\_ **Creating** – Bring together parts (elements, compounds) of knowledge to form a whole and build relationships for NEW situations.

**Complete Lesson File**

**Is there a downloadable file (or PDF) for this lesson plan? If yes, please upload or provide URL:**

**Be sure your PDF or other file meets universal accessibility requirements, most PDFs do not.**

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**Lesson Duration**

**Time to complete this lesson plan in minutes (25 characters maximum)**

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| 60 mins |

**\*\*Background Information for Teacher**

**What important content, contextual, or practical information and background knowledge does the teacher need to successfully implement this lesson?**

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| The War of 1812 was fought between the United States and Great Britain from June 1812 to the spring of 1815. Beginning with the end of the American Revolution in 1783 Britain frustrated the new nation by failing to withdraw from the area around the Great Lakes, supporting the Indians in the frontier and refusing to enter into equitable commercial agreements with the United States. Especially egregious was the practice of impressing Americans into British service.  One of the actions taken by the United States was the passing of the Embargo Act banning all American ships from foreign trade. The embargo failed to change British and French policies but succeeded in devastating New England shipping. Additionally, other economic measures that were attempted failed to deter the Europeans in their destructive policies aimed at the United States. The elected Congress of 1810 included a group known as the War Hawks who demanded war against Great Britain. New England shippers who feared further destruction of their trade opposed war. However, on June 18, 1812, President James Madison signed a declaration of war that Congress passed. The first two years of the war saw numerous campaigns, many of which devastated the young nation's forces.  In 1814 the United States faced complete defeat. The British planned to attack the United States in three main areas: in New York along Lake Champlain and the Hudson River; at New Orleans; and in the Chesapeake Bay. The British appeared near success in the late summer of 1814. American resistance to the diversionary attack in Chesapeake Bay was so weak that the British, after winning the Battle of Bladensburg, marched into Washington, D.C., and burned most of the public buildings. President Madison had to flee into the countryside. The British then turned to attack Baltimore but met stiffer resistance and were forced to retreat after the American defense of Fort McHenry. |

**\*\*Important Vocabulary and Terms with Definitions:**

**What terms and academic language will students learn in the lesson? Lessons typically include 5 to 15 terms and definitions.**

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| artillery – weapons for discharging missiles; a branch of an army battery – an emplacement for one of more pieces of artillery blockade – an action to keep supplies from getting into or out of an area brigade –a large unit of soldiers fortifications – a fort or defensive earthwork, wall, etc. master – a person in charge; a military title repose – calm, peace vessels – ships |

**\*\*Lesson Preparation: What preparation does the teacher need to do before the lesson? What supplies or materials should be gathered?**

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| Transparencies of each Student Handout 1 copy for each student of Handout "Pictorial Field-Book of the War of 1812" Highlighters Colored pencils or thin lined markers Copies of primary source documents and graphic organizers for Group Handouts (1 for each pair of students) Recruitment Poster Letter written by John and S. Bell to Thomas C. Bell Letter written by John Harris to Doctor William Harris Paper for newspaper article  Duplicate worksheets and primary source documents Prepare transparencies or charts of each activity from the worksheets |

**\*\*Lesson Hook or Preview: What activity, video, song, or other experience could get the students excited about the lesson and thinking about the topic? Is there a way to make the lesson important to their lives or link the lesson content to what they already know?**

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| ***The purpose of this activity is to provide the students with an example of the mood of the citizens of Baltimore prior to the British attack in September of 1814.*** Display Transparency 1 Read aloud the words of the song. Ask the students to interpret what they think the words mean. (The students should be able to explain that this is a poem, or message about a battle or war. (Accept all responses.) Reread the words again, line by line and "translate" for the students. Tell the students that this was an old song that the citizens of Baltimore sang when they knew that the British troops under the command of General Ross where advancing on Baltimore. Get reactions from the students regarding the mood of the citizens based on the words of the song. |

**\*\*Procedure: List the instructions the teacher should follow as Step One, Step Two, Step Three, etc.**

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| **Part 1 - Purpose for reading: What actions did the citizens of Baltimore take to prepare for a possible attack by British forces?** Display transparency of Handout #2 Distribute "Pictorial Field Book Handout #1" (Note to Teacher: This is a secondary source document. Make sure that the students understand the difference between a secondary and primary source. ) Direct students to paragraph #1. Read this paragraph, highlight or underline words or phrases that are important to the understanding of the text. Complete the graphic organizer which asks, Who, What, Tell Me and Show Me. Distribute the graphic organizer to groups of students and assign each group a paragraph to read. Bring the students to the front of the room in the order that their paragraph appears in the reading. Have students retell the story using their graphic organizers as a guide. Emphasize the role of the citizens and troops in preparing for the battle.  **Part 2 - Independent Practice** Divide the class into pairs. Assign a primary source document and reading guide sheet to each pair of students. The documents include a recruitment poster from 1813 and letters written immediately after and several months after the actual battle. Groups: Recruitment Poster (Teacher's Note: There is a recruitment poster from Connecticut included for display purposes only.) Letter written by John and S. Bell to Thomas C. Bell Letter written by John Harris to Doctor William Harris Have students read the assigned document and complete the appropriate worksheet. Allow students to respond to the prompts. Record responses. |

**Lesson Materials: Any worksheets, photos, primary source, scientific data, maps, graphic organizers, or PowerPoints should be described and attached using the template below. Please create additional materials boxes if necessary.**

**Material #1**

**Title (255 characters maximum):**

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| Lesson materials |

**Summary (how does the material function in the lesson?):**

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| Student worksheets, history, handouts. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Please upload or provide URL)**

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**Material #2**

**Title (255 characters maximum):**

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**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Please upload or provide URL)**

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**Material #3**

**Title (255 characters maximum):**

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**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Please upload or provide URL)**

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**Assessment Materials**

**How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Attach below the assessment and, if applicable, a rubric or answer key.**

**Assessment**

**Title (255 characters maximum):**

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**Summary (how does the material function in the lesson?):**

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| Direct students to prepare a newspaper report on the events they just learned about in class, using the facts from the primary source documents. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Please upload or provide URL)**

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**Assessment Rubric or Answer Key**

**Title (255 characters maximum):**

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**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint ((Please upload or provide URL)**

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**Supports for Struggling Learners**

**If a learner is struggling to understand the objective, essential question, or skills presented in the lesson, what can be done to help this learner? Is there a lower reading level version of text? Is there a more image heavy or simplified version of content? Can supportive devices be provided such as calculators?**

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| Student Grouping: When assigning students to work in groups, make sure that groups are heterogeneously mixed so that there is an opportunity for peer support.  Primary Source Documents: For low literacy students, provide student friendly wording for each document. Assign passages based on level of difficulty and student ability. |

**Extensions for Excelling Learners**

**If a learner is really excelling at the objective and skills presented in the lesson, what can be done to continue to challenge this learner? Can the student create a product or learn more in depth about the content?**

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**Additional Resources**

**Please list websites, references, or other materials for further research by interested students that is not already provided within the lesson.**

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| Maryland Adventure by Suzanne Ellery Chapelle pages 93-95 Cobblestone Magazine. James and Dolley Madison, March 1996, Volume 17 - Number 3. |

**Related Lessons or Educational Materials**

**Is this lesson connected to other lessons within a unit? Is this lesson related to a field trip guide or activity? If so, list the website address or titled of these other materials below.**

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