

Stark County Teaching American History Grant

Stark County Educational Service Center
2100 38th Street NW
Canton, Ohio 44709



Courtesy of the Library of Congress

Push for Power

Grade Level 4

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Lake Elementary School

Duration - 5 Days

Overview

- Students will investigate the causes and effects of The War of 1812 including the effects on the Native Americans, and the creation of the “Star Spangled Banner”. Students will examine web sites that take a closer look at this conflict. The use of cause and effect charts will also allow students to deepen their understanding of cause and effect relationships. Computers with Internet connection will be needed to complete this lesson.

Ohio’s New Learning Standards

- History # 6 ~ The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812.

Historical Background

- There were numerous causes leading up to the War of 1812. Several conflicts in the Northwest Territory (Great Lakes and Ohio River Valley) continued after the American Revolution. These conflicts between the Native Americans, British, and Americans still persisted because the British maintained a strong military presence while supplying goods, such as weapons, to the Native Americans. The Native Americans strongly desired to keep their land and push back against westward expansion. The British also did not want to lose the lucrative fur trade in the Northwest Territory. This situation did not sit well with the Americans and wanted to settle the newly formed territory by removing the Native Americans. All of these discrepancies led to numerous conflicts between the Americans and the British including the Battle of Fallen Timbers in 1794. This battle created the Treaty of Greenville forcing the Indians to live in the northwestern part of present day Ohio.

Along with these clashes of interest, the British continued to enforce policies and actions that angered many Americans. For example, they controlled trade with France during the Napoleonic Wars. These restrictions angered the Americans because they felt that this violated international law. The British also had forced some U. S. sailors to become part of the Royal Navy by boarding ships at seas. With these continuous violations, leaders debated on the decision to enter into war with Britain. Therefore, James Madison asked for a declaration of war from Congress and was approved in 1812 after many intense debates.

The War of 1812 was fought in numerous locations in the United States and Canada. There were several battles along the east sea coast, the south, and in the Great Lakes. A few well-known consequences of the battles included burning of the White House and Capitol buildings, several victories by the U. S. S. *Constitution*, and Oliver Hazard Perry's defeat of Tecumseh and the defeat of British forces in the Battle of the Thames in 1813. The war ended with the signing of the Treaty of Ghent in 1814.

Enduring Understandings/ Essential Questions

- Inabilities to resolve standing issues among groups lead to conflict.
- How do inabilities to resolve standing issues lead to conflict?

Instructional Strategies

Prior Vocabulary Knowledge

- Cause and effect relationships
- Primary and Secondary Sources

DAY 1 – Cause and Effects of the War of 1812

Preparation:

1. Computers
 2. Cause and effect worksheet – Appendix A
 3. Cause and effect answer key – Appendix B
 4. Projector and screen
 5. Pencils
- Students will access the “America’s Library” website and read about The War of 1812 (http://www.americaslibrary.gov/aa/madison/aa_madison_war_1.html). After reviewing cause and effect relationships with students, project the website (http://www.americaslibrary.gov/aa/madison/aa_madison_war_1.html) and read the first page aloud to students. Guide students by helping them fill in one example of the cause and effect section of the worksheet. For example: **Cause** - The British were blocking ships and making the U. S. pay fees. **Effect** - The U. S. declared war against England on June 18, 1812.
 - Have partner teams get a laptop computer and help guide students to the correct website (http://www.americaslibrary.gov/aa/madison/aa_madison_war_1.html). Write the website on the board for student reference.
 - Students will then continue to further investigate website with partners and fill out worksheet together in pairs.
 - After the investigation, students will share out in teams one cause and effect relationship.
 - When the discussion has finished, students hand in worksheet so that the teacher can do an informal evaluation to check students’ comprehension of the cause and effect relationships.

DAY 2 - Cause and Effects of the War of 1812 – Native Americans

Preparation:

1. Computers
 2. Cause and effect worksheet – Appendix C
 3. Cause and effect answer key - Appendix D
 4. Projector and screen
 5. Pencils
- Review cause and effect relationships with students.
 - Brainstorm some ideas about why the Native Americans would have been involved in the war with the British. Inform students that they will be investigating some causes and effect relationships with students about the involvement of the Native Americans.
 - Students will access the “Think Quest” website and read about aftermath The War of 1812 (<http://library.thinkquest.org/22916/>) for the Native Americans. Project the website (<http://library.thinkquest.org/22916/>) and click on the main menu link the search link. To the left of the screen you will see the “Explore” section and then continue to click on the

“Causes” link. Read the web page allowed with them looking for and identifying cause and effect relationships dealing with the Indians. Guide students by helping them fill in one example of the cause and effect section of the worksheet. For example: **Cause** - Many Americans felt that the frontier warfare with the Amerindians was started by the British. **Effect** – The Americans thought that this was cause enough to declare war on Britain.

- Have partner teams get a laptop computers and help guide students to the correct website (<http://library.thinkquest.org/22916/>). Write the website on the board for student reference.
- Students will then continue to further investigate website with partners and fill out worksheet together.
- After the investigation, students will share out in teams one cause and effect relationship. When the discussion has finished, students hand in worksheet so that the teacher can do an informal evaluation to check students’ comprehension of the cause and effect relationships.
- The teacher will then do a review the main cause and effects of the war of 1812 as a class.

Q: What British actions led the United States to declare war against them in 1812?

A: Impressments of sailors, blocking trade, supplying Native Americans.

Q: Why were Native Americans unhappy with the U.S. in the early 1800s?

A: Expansion of American settlements, violence against Native tribes

Q: List a result of the war for the British.

A: Lifted blockade on US; dropped land claims in Northwest Territory

Q: List 2 results of the war for the US.

A: U.S. withdraw from Canada; U.S. gains in national pride; U.S. gains respect from other nations; Star-Spangled Banner; western expansion

Q: List a result of the war for Native Americans.

A: lost important leader, Tecumseh; weakened Native tribes; ended hope for a united Native American state; lost land

- At the conclusion of the lesson, have students turn in an exit sheet summarizing the causes and effects of the War of 1812.

DAY 3 – Battles

Preparation:

1. Computers
 2. Map Worksheet
 3. Projector and screen
 4. Pencils
- Review day one and two with students.
 - Project the map (<http://warof1812.thinkport.org/#interactive-map.html>) and discuss the geography of the war and where the battles are taking place.
 - Students will access the website in partners and read about the battles of the War of 1812 (<http://warof1812.thinkport.org/#interactive-map.html>).
 - Have students click on the interactive battle sites and timeline and complete the map worksheet finding the date and one fact from each of the battles on the website.
 - Have students share their findings in teams when finished.
 - The teacher then focuses the students' attention on the Battle of Baltimore on the projector screen.
 - On the board the teacher writes the following questions:
 - 1) Where did the battle take place?**
 - 2) What type of battle was it (land, sea, etc.)?**
 - 3) What things happened during the battle?**
 - 4) What was the result of the battle? Who won, who lost, did they tie?**
 - 5) What was the long-term effect of the battle?**
 - The teacher guides students to the correct answers together as a class.
 - Hand out the for the Battle of Lake Erie worksheet. Students will use the website and click on the link to the Battle of Lake Erie and answer the questions listed on the worksheet (name, date, fact).
 - Go over answers as a class when completed.

DAY 4 – “Star Spangled Banner” (Primary Source Activity)

Preparation:

1. “Star-Spangled Banner” Vocabulary Sheet
 2. “Star-Spangled Banner” picture – Appendix G
 3. “Star-Spangled Banner” lyrics – Appendix H
 4. Highlighters
 5. Computer
- Review the difference between a primary and secondary source.

- Hand out the lyrics of the “Star-Spangled Banner” and have students read and listen to the song (http://www.teachertube.com/music.php?music_id=6638).
- Brainstorm what the song describes and what words are the most important.
- In groups, students analyze the anthem lyrics line-by-line with the help of a vocabulary sheet. Have students underline the key words in their section of the lyrics and paraphrase the material in their own words.
- Have students share their findings.
- Review the battle of Baltimore with students from their findings from the previous day.
- Finally, have students write a short paragraph on the ways the “Star-Spangled Banner” connects to the events at Fort McHenry as an informal assessment.

DAY 5 - Assessment

Preparation:

1. Cause and effect assessment
 2. Cause and effect assessment answer key
 3. Pencils
- Review the cause and effect relationships of the War of 1812 with students.
 - Hand out Cause and Effect Assessment.
 - Go over directions with students.
 - Students will complete the 4 point cause and effect assessment.
 - Have students turn in assessment for grading with rubric.

Classroom Materials

- Pencils
- Dry erase markers and boards
- Computers and internet access
- Projector & projector screen
- Cause and Effect worksheet Day 1 (Appendix A)
- Cause and Effect Key Day 1 (Appendix B)
- Cause and Effect worksheet Day 2 (Appendix C)
- Cause and Effect Answer Key Day 2 (Appendix D)
- “Star Spangled Banner” Picture (Appendix E)
- “Star Spangled Banner” Lyrics & Vocabulary (Appendix F)
- Battle Investigation Worksheet (Appendix G)
- Battle of Lake Erie Worksheet (Appendix H)
- Cause and Effect Assessment (Appendix I)
- Cause and Effect Assessment Answer Key (Appendix J)

Resources

Key, Frances S. "Star Spangled Banner" Baltimore: Thomas Carr, 1814, The American Treasures of the Library of Congress, Washington D. C. Accessed March 5, 2013
<http://www.loc.gov/exhibits/treasures/trm065.html>

"Re-living History: The War of 1812." *ThinkQuest : Library*. N.p., n.d. Web. 14 Mar. 2013.
<http://library.thinkquest.org/22916/> .

"Second War of American Independence." *America's Story from America's Library*. N.p., n.d. Web. 13 Feb. 2013. http://www.americaslibrary.gov/aa/madison/aa_n/aa_madison_war_1.html

"Star Spangled Banner - TeacherTube." *TeacherTube - Teach the World*. N.p., n.d. Web. 2 Apr. 2013. http://www.teachertube.com/music.php?music_id=6638

Stewart, J. Mark. *Ohio: adventures in time and place*. New York: Macmillan McGraw-Hill, 1997. Print.

Stockwell, Mary. *The Ohio adventure*. Rev. ed. Layton, Utah: Gibbs-Smith, 2004. Print.

1814, Francis Scott Key. "Star Spangled Banner Lyrics - USA Flag Site." *American Flag Info: USA Flag Site, Patriotic pictures - All things American*. N.p., n.d. Web. 14 Mar. 2013.
<http://www.usa-flag-site.org/song-lyrics/star-spangled-banner.shtml>

Appendix A

Day 1 Worksheet

CAUSE	EFFECT
	The U. S. declared war against England on June 18, 1812.
Fort McHenry's flag was still flying after being bombed.	
	Washington D.C. was burned.
The United States and Britain grew weary of fighting.	

Key

CAUSE	EFFECT
The British were blocking ships and making the U. S. pay fees.	The U. S. declared war against England on June 18, 1812.
Fort McHenry's flag was still flying after being bombed.	Francis Scott Key was moved to write the song.
The British attacked Washington D.C.	Washington D.C. was burned.
The United States and Britain grew weary of fighting.	They both signed a peace treaty.

Appendix C

Day 2 Worksheet

CAUSE	EFFECT
Because the British supported the Indians...	
Because of the arrival of Chief Tecumseh...	
	...everyone was not satisfied.

Key

CAUSE	EFFECT
Many Americans felt that the frontier warfare with the Amerindians was started by the British.	The Americans thought that this was cause enough to declare war on Britain.
Because the British supported the Indians...	The Americans felt that this was a threat to their expansion and the policy of converting Indians to farmers.
Because of the arrival of Chief Tecumseh...	The Americans fear worsened.
Because of the land division after the Revolution...	...everyone was not satisfied.

Battle Examination Sheet

Battle Name: _____
Date: _____
Fact: _____

Battle Name: _____
Date: _____
Fact: _____

Battle Name: _____
Date: _____
Fact: _____

Battle Name: _____
Date: _____
Fact: _____

Battle Name: _____
Date: _____
Fact: _____

Battle Name: _____
Date: _____
Fact: _____

Battle Name: _____
Date: _____
Fact: _____

Battle Name: _____
Date: _____
Fact: _____

Battle of Lake Erie Investigation

1) Where did the battle take place?

2) What type of battle was it (land, sea, other)?

3) What things happened during the battle?

4) What was the result of the battle? Who won, who lost, did they tie?

5) What was the long-term effect of the battle?

Appendix G
Day 4 Picture

THE
STAR SPANGLED BANNER

A PATRIOTIC SONG.

Baltimore. Printed and Sold at CARRS Music Store 36 Baltimore Street.
Air, Anacrusis in Heaven.

Con. Soprano

O! say can you see by the dawn's early light, What so
preciously we hail'd at the twilight's last gleaming, Whose broad stripes & bright stars
perishous fight, O'er the ramparts we watch'd, aye so gallantly streaming, And the
buckets' red glare, the bombs bursting in air, Gave proof through the night that our

(Adapt. & Arr. by T.C.)

Singing Chorus.

Flag was still there, O! say does that star spangled Banner yet wave, O'er the
Land of the free, and the home of the brave

L.H.

On the shores dimly seen through the mists of the deep, And where is that land whose mountains are
Where the foe's haughty host in dread silence reposes, That the home of war and the battle's confusion,
What is that which the breeze, o'er the towering steep, As it fitfully blows, half conceals, half discloses,
Now it catches the gleam of the morning's first beam, No refuge could save the hireling and slave,
In full glory reflected new shines in the stream, From the terror of flight or the gloom of the grave,
"On the star spangled banner Oh may it And the star spangled banner, in triumph shall wave,
O'er the land of the free and the home of the brave."

(4)

O! thus be it ever, when freemen shall stand,
Between their lov'd home, and the war's desolation,
Blest with vict'ry and peace, may the heav'n rescued land,
Praise the Pow'r that hath made and preserved us a nation!
Then conquer we must, when our cause it is just,
And this be our motto, "In God is our Trust!"
And the star spangled banner, in triumph shall wave,
O'er the Land free.

For the Solo.

Con. Soprano

(Adapt. & Arr. by T.C.)

(F. A.)

Image Courtesy of the Library of Congress

“STAR-SPANGLED BANNER” ~ LYRICS

Oh, say can you see by the dawn's early light
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars thru the perilous fight,
O'er the ramparts we watched were so gallantly streaming?
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
Oh, say does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

“STAR-SPANGLED BANNER” ~ VOCABULARY

- vauntingly - in a boastful manner
- spangled - covered with beads or jewels or sequins
- fitfully - in a random manner
- banner - long strip of cloth or paper used for decoration or advertising
- o'er - throughout a period of time
- stripe - a narrow marking of a different color or texture from the background
- rampart – mound of dirt built around a space for defensive purposes
- wave - a movement up and down or back and forth
- gallantly - in a brave manner
- gleam - a flash of light (especially reflected light)
- star - a celestial body of hot gases that radiates energy derived from thermonuclear reactions in the interior
- rocket - a jet engine containing its own propellant and driven by reaction propulsion
- brave - possessing or displaying courage; able to face and deal with danger or fear without flinching
- dawn - the first light of day

Appendix I
Day 5 Assessment

List 4 cause and effect relationships that led to or happened because of the War of 1812.

Appendix J
Day 4 Assessment Answer Key

Score	Possible Answers
4	<p>Any four of the following:</p> <p>Cause - The British were blocking ships and making the U. S. pay fees. Effect - The U. S. declared war against England on June 18, 1812.</p> <p>Cause – Fort McHenry’s flag was still flying after being bombed. Effect - Francis Scott Key was moved to write the song.</p> <p>Cause – The British attacked Washington D.C. Effect – Washington D.C. was burned.</p> <p>Cause – The United States and Britain grew weary of fighting. Effect – They both signed a peace treaty.</p> <p>Cause - The British supported the Indians. Effect - The Americans felt that this was a threat to their expansion and the policy of converting Indians to farmers.</p> <p>Cause –The arrival of Chief Tecumseh. Effect - The Americans fear worsened.</p> <p>Cause - The division of land after the Revolution. Effect - Everyone was not satisfied.</p>
3	Any of the three causes and effects mentioned above.
2	Any of the two causes and effects mentioned above.
1	Any one causes and effects mentioned above.
0	None of the causes and effects mentioned above.