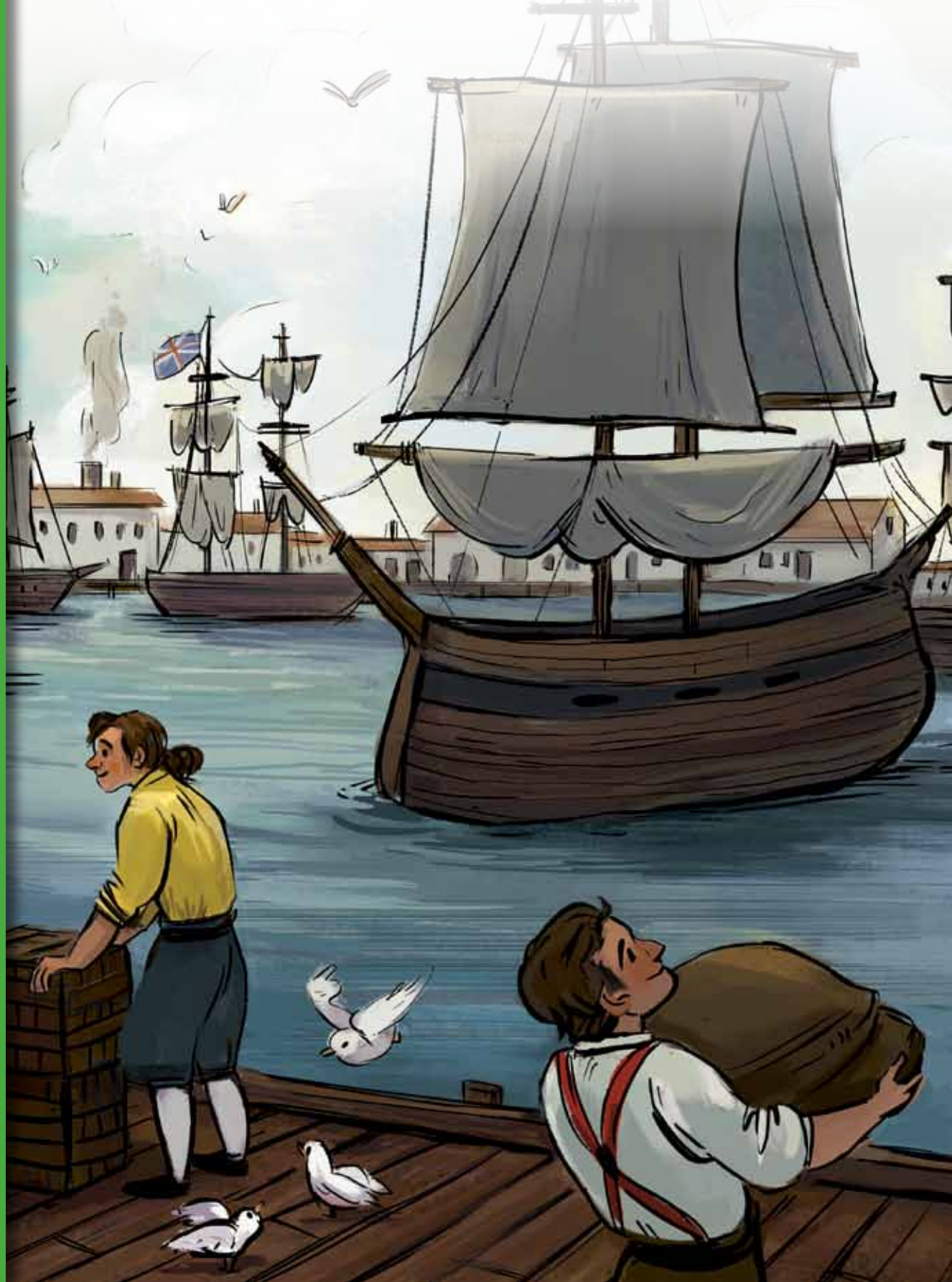


# The War of 1812

Tell It Again!™ Read-Aloud Anthology



Core Knowledge Language Arts® • Listening & Learning™ Strand



Core Knowledge®

GRADE 2





# The War of 1812

## Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand

**GRADE 2**

Core Knowledge Language Arts®



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# Alignment Chart for The War of 1812

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for The War of 1812	Lesson							
	1	2	3	4	5	6	7	8
<b>Core Content Objectives</b>								
Explain that America fought Great Britain for independence	✓							
Explain that the Founding Fathers wrote the Constitution	✓							
Explain that Thomas Jefferson purchased the Louisiana Territory from the French	✓							
Explain that Great Britain became involved in a series of wars against France	✓							
Explain that due to a shortage of sailors, Britain began to impress, or capture, American sailors	✓	✓						
Explain that some members of the U.S. government began to call for war		✓						
Identify that the British controlled land in the northern Great Lakes region, the northwestern territories, and Canada		✓						
Explain that James Madison was the president during the War of 1812		✓	✓					
Identify James Madison, a Founding Father, as the main author of the Constitution			✓					
Identify Dolley Payne Todd as James Madison's wife			✓					
Identify James Madison as the fourth president of the United States			✓					
Explain that in 1812 the United States had a small army and a small navy				✓				
Explain that President Madison persuaded farmers to become soldiers				✓				
Explain that the USS <i>Constitution</i> became known as "Old Ironsides" because British cannonballs could not damage it				✓				
Explain how the President's House was a house especially built for the president and his family; today it is called the White House					✓			

## Alignment Chart for The War of 1812

### Lesson

	1	2	3	4	5	6	7	8
Explain that in 1814 the British attacked the capital, Washington, D.C.					✓			
Explain that Dolley Madison had to escape from the President's House					✓			
Explain that Dolley Madison saved important papers, letters, and a portrait of George Washington					✓			
Explain that the British Army set fire to the President's House					✓			
Describe how the British attacked the city of Baltimore and Fort McHenry						✓		
Explain that the U.S. commander of Fort McHenry asked for a large flag to be made to fly over Fort McHenry						✓		
Explain that the British failed to capture Baltimore and Fort McHenry						✓		
Explain how Francis Scott Key watched the Battle of Fort McHenry and wrote a poem that later became the national anthem						✓		
Demonstrate familiarity with the song, "The Star-Spangled Banner"						✓		
Explain that General Andrew Jackson's army was made up of militiamen, soldiers, farmers, Native Americans, African Americans, and pirates							✓	
Explain that the Battle of New Orleans actually took place two weeks after the War of 1812 was over							✓	✓
Describe how the War of 1812 was considered a second war for independence								✓

## Reading Standards for Literature: Grade 2

### Craft and Structure

<b>STD RL.2.4</b>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.							
<b>CKLA Goal(s)</b>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song			✓		✓	✓	



## Alignment Chart for The War of 1812

### Lesson

		1	2	3	4	5	6	7	8
<b>Reading Standards for Informational Text: Grade 2</b>									
<b>Key Ideas and Details</b>									
<b>STD RI.2.1</b>	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.								
<b>CKLA Goal(s)</b>	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud					✓			
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships					✓			
<b>STD RI.2.2</b>	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.								
<b>CKLA Goal(s)</b>	Identify the main topic of a multi-paragraph nonfiction/informational read-aloud as well as the focus of specific paragraphs within the text		✓		✓	✓	✓	✓	✓
<b>STD RI.2.3</b>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.								
<b>CKLA Goal(s)</b>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud	✓	✓			✓	✓	✓	✓
<b>Craft and Structure</b>									
<b>STD RI.2.4</b>	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.								
<b>CKLA Goal(s)</b>	Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions					✓			
<b>Integration of Knowledge and Ideas</b>									
<b>STD RI.2.9</b>	Compare and contrast the most important points presented by two texts on the same topic.								
<b>CKLA Goal(s)</b>	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds						✓		✓

## Alignment Chart for *The War of 1812*

### Lesson

		1	2	3	4	5	6	7	8
<b>Range of Reading and Level of Text Complexity</b>									
<b>STD RI.2.10</b>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.								
<b>CKLA Goal(s)</b>	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4					✓			
<b>Writing Standards: Grade 2</b>									
<b>Text Types and Purposes</b>									
<b>STD W.2.1</b>	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. <i>because, and, also</i> ) to connect opinion and reasons, and provide a concluding statement or section.								
<b>CKLA Goal(s)</b>	Plan and/or draft, and edit an opinion piece in which they introduce a topic, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i> ) to connect opinion and reasons, and provide a concluding statement or section		✓						
<b>STD W.2.2</b>	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.								
<b>CKLA Goal(s)</b>	Plan and/or draft, and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section		✓		✓	✓		✓	✓
<b>Research to Build and Present Knowledge</b>									
<b>STD W.2.7</b>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).								
<b>CKLA Goal(s)</b>	Participate in shared research and writing projects (e.g., after listening to several read-alouds, produce a report on a single topic)								✓
<b>STD W.2.8</b>	Recall information from experiences or gather information from provided sources to answer a question.								
<b>CKLA Goal(s)</b>	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud and/or make connections among several read-alouds		✓					✓	
	With assistance, categorize and organize facts and information within a given domain to answer questions								✓
	Generate questions and gather information from multiple sources to answer questions								✓

**Alignment Chart for The War of 1812**

**Lesson**

		1	2	3	4	5	6	7	8
<b>Speaking and Listening Standards: Grade 2</b>									
<b>Comprehension and Collaboration</b>									
<b>STD SL.2.1</b>	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups.								
<b>STD SL.2.1a</b>	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).								
<b>CKLA Goal(s)</b>	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.								
<b>STD SL.2.1b</b>	Build on others’ talk in conversations by linking their comments to the remarks of others.								
<b>CKLA Goal(s)</b>	Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age								
<b>STD SL.2.1c</b>	Ask for clarification and further explanation as needed about the topics and texts under discussion.								
<b>CKLA Goal(s)</b>	Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud								
<b>STD SL.2.2</b>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.								
<b>CKLA Goal(s)</b>	Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud								
<b>STD SL.2.3</b>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.								
<b>CKLA Goal(s)</b>	Ask questions to clarify directions, exercises, classroom routines and/or what a speaker says about a topic to gather additional information, or deepen understanding of a topic or issue								
<b>Presentation of Knowledge and Ideas</b>									
<b>STD SL.2.4</b>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.								
<b>CKLA Goal(s)</b>	Recount a personal experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences								

## Alignment Chart for *The War of 1812*

### Lesson


		1	2	3	4	5	6	7	8
<b>STD SL.2.5</b>	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.								
<b>CKLA Goal(s)</b>	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings		✓		✓	✓	✓	✓	✓
<b>STD SL.2.6</b>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language.)								
<b>CKLA Goal(s)</b>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification					✓			

## Language Standards: Grade 2

### Vocabulary Acquisition and Use

<b>STD L.2.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.								
<b>STD L.2.4c</b>	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i> ).								
<b>CKLA Goal(s)</b>	Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions			✓					
<b>STD L.2.5</b>	Demonstrate understanding of word relationships and nuances in word meanings.								
<b>STD L.2.5a</b>	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> ).								
<b>CKLA Goal(s)</b>	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> )					✓			
	Provide synonyms and antonyms of selected core vocabulary words								✓
	Determine the meaning of unknown and multiple meaning words and phrases in fiction or nonfiction/informational read-alouds and discussions			✓			✓		
<b>STD L.2.5b</b>	Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i> ) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> ).								
<b>CKLA Goal(s)</b>	Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i> ) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> )								✓

## Alignment Chart for *The War of 1812*

		Lesson							
		1	2	3	4	5	6	7	8
<b>STD L.2.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).								
<b>CKLA Goal(s)</b>	Learn the meaning of common sayings and phrases							✓	
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> )								
<b>Additional CKLA Goals</b>									
	Prior to listening to a read-aloud, identify orally what they know and have learned about a given topic		✓	✓	✓	✓	✓	✓	✓
	Prior to listening to a read-aloud, orally predict what will happen based on images or text heard and then compare the actual outcome to the prediction							✓	
	Share writing with others	✓	✓		✓	✓		✓	✓
	Rehearse and perform a read-aloud for an audience using eye contact, appropriate volume, and clear enunciation		✓		✓		✓	✓	



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.





# Introduction to *The War of 1812*

This introduction includes the necessary background information to be used in teaching the *The War of 1812* domain. The *Tell It Again! Read-Aloud Anthology for The War of 1812* contains eight daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 4. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than twelve days total on this domain.**

Week One				
Day 1	Day 2 <sup>ⓐ</sup> #	Day 3	Day 4	Day 5 <sup>ⓐ</sup> #
Lesson 1A: "America in 1812, Part I" (40 min.)	Lesson 2A: "America in 1812, Part I" (40 min.)	Lesson 3A: "Mr. and Mrs. Madison" (40 min.)	Lesson 4A: "Another War Already?" (40 min.)	Pausing Point (60 min.)
Lesson 1B: Extensions (20 min.)	Lesson 2B: Extensions (20 min.)	Lesson 3B: Extensions (20 min.)	Lesson 4B: Extensions (20 min.)	
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 6 <sup>ⓐ</sup> #	Day 7 <sup>ⓐ</sup>	Day 8 #	Day 9	Day 10
Lesson 5A: "The Attack on Washington, D.C." (40 min.)	Lesson 6A: "Broad Stripes and Bright Stars" (40 min.)	Lesson 7A: "The Battle After the War" (40 min.)	Lesson 8A: "Peace and Pirates" (40 min.)	Domain Review (60 min.)
Lesson 5B: Extensions (20 min.)	Lesson 6B: Extensions (20 min.)	Lesson 7B: Extensions (20 min.)	Lesson 8B: Extensions (20 min.)	
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three	
Day 11 <sup>ⓐ</sup>	Day 12
Domain Assessment (60 min.)	Culminating Activities (60 min.)
60 min.	60 min.

<sup>ⓐ</sup> Lessons include Student Performance Task Assessments

# Lessons require advance preparation and/or additional materials; please plan ahead

## Domain Components

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Along with this anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book\** for *The War of 1812*
- *Tell It Again! Image Cards* for *The War of 1812*
- *Tell It Again! Supplemental Guide* for *The War of 1812*

\*The *Tell It Again! Multiple Meaning Word Posters* for *The War of 1812* are found at the end of *Tell It Again! Flip Book*.

Recommended Resource:

- *Core Knowledge Teacher Handbook (Grade 2)*, edited by E. D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517700

## Why the War of 1812 Is Important

---

This domain will introduce students to an important period in the history of the United States—the time during the War of 1812. The War of 1812 is, perhaps, best remembered as the war that gave birth to “The Star-Spangled Banner.” Students will also learn why the War of 1812 is often called America’s second war for independence. Students will learn how the United States was affected by the Napoleonic Wars between France and Great Britain. They will learn about James and Dolley Madison, and their direct connection to the War of 1812. Students will learn about Great Britain’s three-part plan to win back the United States. This includes attacks on Washington, D.C. and Baltimore, and the Battle of New Orleans. This domain will build the foundation for learning about *Westward Expansion*, *The U.S. Civil War*, and *Immigration* later in Grade 2 as well as for learning about other periods of American history in future grades.

### What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten and Grade 1

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The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *The War of 1812*. This background knowledge will greatly enhance students’ understanding of the read-alouds they are about to enjoy:



### ***Native Americans (Kindergarten)***

- Recall that Native Americans were the first known inhabitants of North America
- Explain that there are many tribes of Native Americans
- Explain that Native Americans still live in the United States today

### ***Columbus and the Pilgrims (Kindergarten)***

- Identify the continents of North America and Europe

### ***Colonial Towns and Townspeople (Kindergarten)***

- Explain that long ago, during the colonial period, families who lived in the country on farms were largely self-sufficient, and that this meant all family members had many daily responsibilities and chores
- Identify reasons why people who lived in the country traveled to town

### ***Presidents and American Symbols (Kindergarten)***

- Identify the White House as the president's home
- Describe Washington, D.C. as the city where the current president lives
- Identify the American flag
- Describe the differences between a president and a king
- Describe George Washington as a general who fought for American independence
- Explain that General Washington led his army to victory even though his army was smaller than the British army
- Identify George Washington as the first president of the United States
- Identify Thomas Jefferson as the third president of the United States
- Identify Thomas Jefferson as the primary author of the Declaration of Independence
- Describe the purpose of the Declaration of Independence as a statement of America's liberty

### ***A New Nation: American Independence (Grade 1)***

- Locate the thirteen original colonies
- Describe how the thirteen colonies in America evolved from dependence on Great Britain to independence as a nation
- Describe the Boston Tea Party
- Identify Minutemen, Redcoats, and “the shot heard ’round the world”
- Describe the contributions of George Washington as patriot and military commander
- Describe the contributions of Thomas Jefferson as patriot, author of the Declaration of Independence, and the third president of the United States
- Explain the significance of the Declaration of Independence
- Explain the significance of the Fourth of July
- Retell the legend of Betsy Ross and the flag
- Identify Martha Washington as the wife of George Washington
- Describe the contributions of George Washington as first president of the United States
- Identify Washington, D.C., as the nation’s capital
- Explain that the nation’s capital, Washington, D.C., was named after George Washington
- Describe the roles of African Americans, Native Americans, and women during the evolution from thirteen English colonies in America to independence as a nation
- Identify the U.S. flag
- Explain the significance of the flag

### ***Frontier Explorers (Grade 1)***

- Locate the Mississippi River on a map
- Explain why Jefferson wanted to purchase New Orleans
- Identify and locate the Louisiana Territory on a map
- Explain the significance of the Louisiana Territory and Purchase

- Explain the reasons that Lewis and Clark went on their expedition
- Explain that there were many, many Native American tribes already living in the Louisiana territory before the Lewis and Clark expedition
- Recall basic facts about Lewis and Clark’s encounters with Native Americans

## ***Core Vocabulary for The War of 1812***

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The following list contains all of the core vocabulary words in *The War of 1812* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

### **Lesson 1**

---

blockaded  
**represent**  
 seize  
 trade

### **Lesson 2**

---

abandon  
 committee  
**patience**  
 suspicious  
 treaty

### **Lesson 3**

---

citizen  
 govern  
 looming  
**magnificent**  
 topics

### **Lesson 4**

---

assumptions  
**economy**  
 launch  
 surrender  
 vulnerable

### **Lesson 5**

---

canvas  
 delicate  
 perched  
**quench**

### **Lesson 6**

---

confident  
 fort  
**inspired**  
 port  
 withdrew

### **Lesson 7**

---

**astonished**  
 retreated  
 strategically  
 truce

### **Lesson 8**

---

ancestors  
**dejected**  
**jubilant**  
 navigator  
 patriots

## Comprehension Questions

---

In the *Tell It Again! Read-Aloud Anthology* for *The War of 1812*, there are three types of comprehension questions. *Literal* questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 2.1 (RL.2.1) and Reading Standards for Informational Text 2.1 (RI.2.1).


*Inferential* questions ask students to infer information from the text and think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2.2–2.5 (RL.2.2–RL.2.5) and Reading Standards for Informational Text 2.2–2.4 and 2.6 (RI.2.2–RI.2.4; RI.2.6).

*Evaluative* questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. *Evaluative* questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 2.8 (RI.2.8). *Evaluative* questions might also ask students to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 2.9 (RL.2.9) and Reading Standards for Informational Text 2.9 (RI.2.9).

The *Tell It Again! Read-Aloud Anthologies* include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 2.7 (RL.2.7) and Reading Standards for Informational Text 2.7 (RI.2.7) are addressed as well.


## ***Student Performance Task Assessments***

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In the *Tell It Again! Read-Aloud Anthology* for *The War of 1812*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: . There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens Scores.

## ***Above and Beyond***

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In the *Tell It Again! Read-Aloud Anthology* for *The War of 1812*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade level. These activities are labeled “Above and Beyond” and are identified with this icon: .

## ***Supplemental Guide***

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Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening and Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and

accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇄.

## ***Recommended Resources for The War of 1812***

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The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, Pausing Point, and the Domain Review for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

### **Trade Book List**

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1. *The American Flag (True Books: American History)*, by Elaine Landau (Children's Press, 2008) ISBN 978-0531147757
2. *A More Perfect Union: The Story of Our Constitution*, by Betsy Maestro (HarperCollins, 1990) ISBN 978-0688101923
3. *An Army of Two*, by Janet Greeson and illustrated by Patricia Rose Mulvihill (First Avenue Editions, 1991) ISBN 978-0876145470

4. *The Battle of New Orleans: The Drummer's Story*, by Freddi Evans (Pelican Publishing, 2005) ISBN 978-1589803008
5. *The Biggest (and Best) Flag That Ever Flew*, by Rebecca C. Jones (Tidewater Publishers, 1988) ISBN 978-0870334405
6. *The Bill of Rights*, by Christine Taylor-Butler (Children's Press, 2008) ISBN 978-0531147771
7. *The Boy Who Saved the Town*, by Brenda Seabrooke (Schiffer Publishing, 1990) ISBN 978-0870334054
8. *The Constitution of the United States (True Books)*, by Christine Taylor-Butler (Children's Press, 2008) ISBN 978-0531147795
9. *Dolley Madison (First Biographies)*, by Jan Mader (Capstone Press, 2007) ISBN 978-0736867016
10. *Dolley Madison: First Lady of the United States (Focus on Women in U.S. History: Primary Source Readers)*, by Melissa Carosella (Teacher Created Materials, 2011) ISBN 978-1433315046
11. *Dolley Madison: Her Life, Letters, and Legacy*, by Holly Shulman and David Mattern (Rosen Publishing Group; 2002) ISBN 978-0823957491
12. *Dolley Madison Saves George Washington*, by Don Brown (Houghton Mifflin Books for Children, 2007) ISBN 978-0618411993
13. *The Flag Maker*, by Susan Campbell Bartoletti (Houghton Mifflin Books for Children, 2004) ISBN 978-0618267576
14. *Francis Scott Key and "The Star-Spangled Banner,"* by Lynnea Bowdish and illustrated by Harry Burman (Mondo, 2002) ISBN 978-1590341957
15. *Francis Scott Key's "Star-Spangled Banner," (Step into Reading)*, by Monica Kulling and illustrated by Richard Walz (Random House Books for Young Readers, 2012) ISBN 978-0375867255
16. *If You Were There When They Signed the Constitution*, by Elizabeth Levy and illustrated by Joan Holub (Scholastic, 1992) ISBN 978-0590451598

17. *James Madison*, by Jill K. Mulhall (Teacher Created Materials, 2008) ISBN 978-0743989084
18. *James Madison: Founding Father*, by Lynn George (Rosen Publishing Group, 2002) ISBN 978-0823963829
19. *Jean Laffite: The Pirate Who Saved America*, by Susan Goldman Rubin and illustrated by Jeff Himmelman (Abram Books for Young Readers, 2012) ISBN 978-0810997332
20. *Meet Caroline*, by Kathleen Ernst (American Girl, 2012) ISBN 978-1593698829
21. *Millie Cooper's Ride: A True Story from History*, by Marc Simmons (University of New Mexico Press, 2002) ISBN 978-0826329257
22. *The National Anthem (True Books: American History)*, by Elaine Landau (Children's Press, 2008) ISBN 978-0531147832
23. *A Picture Book of Dolley and James Madison*, by David A. Adler and Michael S. Adler and illustrated by Ronald Himler (Holiday House, 2009) ISBN 978-0823420094
24. *Pirates Past Noon (Magic Tree House, No. 4)*, by Mary Pope Osborne (Random House, 1994) ISBN 978-0679824251
25. *The Star-Spangled Banner*, by Peter Spier (Dragonfly Books, 1992) ISBN 978-0440406976
26. *Shh! We're Writing the Constitution*, by Jean Fritz (Puffin, 1997) ISBN 978-0698116245
27. *Sisters of Scituate Light*, by Stephen Krensky (Dutton Children's Books, 2008) ISBN 978-0525477921
28. *The Star-Spangled Banner in Translation: What It Really Means (Fact Finders: Kids' Translations)*, by Elizabeth Raum (Capstone Press, 2008) ISBN 978-1429628471
29. *The War of 1812: Expanding & Preserving the Union (Primary Source Readers)*, by Jill K. Mulhall (Teacher Created Materials, 2008) ISBN 978-0743989077
30. *The War of 1812: The New American Nation Goes to War with England*, by Mark Beyer (Rosen Publishing, 2004) ISBN 978-0823942619



31. *The War of 1812 (Primary Sources of American Wars)*, by Georgene Poulakidas (PowerKids, 2006) ISBN 978-1404226814
32. *Washington Is Burning! The War of 1812*, by Alvin R. Cunningham (Perfection Learning, 2003) ISBN 978-0822560500
33. *Washington Is Burning (On My Own History)*, by Marty Rhodes Figley and illustrated by Craig Orback (Lerner Books, 2006) ISBN 978-0822560500
34. *We the Kids: The Preamble to the Constitution of the United States*, by David Catrow (Puffin, 2005) ISBN 978-014202764

## Websites

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### **Teacher Resources**

1. Chalmette Battlefield National Park  
<http://www.nps.gov/jela/chalmette-battlefield.htm>
2. Fort McHenry National Park  
<http://www.nps.gov/fomc/index.htm>
3. The Flag House and Star-Spangled Banner Museum  
<http://www.flaghouse.org>
4. The Star-Spangled Banner Exhibit at the Smithsonian  
<http://americanhistory.si.edu/starspangledbanner>
5. Video Clips on the Star Spangled Banner  
<http://www.youtube.com/watch?v=zDKfw8nysLA>  
<http://www.youtube.com/watch?v=iwsq7frSB5Q>
6. Montpelier Historic Website  
<http://www.montpelier.org>
7. PBS Film on Dolley Madison  
<http://www.pbs.org/wgbh/americanexperience/films/dolley>
8. Official Bicentennial Website  
<http://www.visit1812.com>
9. The U.S. Capitol Visitor's Center  
<http://www.visitthecapitol.gov/Exhibitions/online>
10. USS Constitution Museum  
<http://www.usconstitutionmuseum.org>

11. **The James Madison Museum**  
<http://www.thejamesmadisonmuseum.org>
12. **The Papers of James Madison**  
<http://www.virginia.edu/pjm>
13. **The White House**  
<http://www.whitehouse.gov/about/presidents/jamesmadison>
14. **The Crafty Classroom**  
<http://www.thecraftyclassroom.com/HomeschoolPrintablesNotebookingPatriotic.html>
15. **Hold the Fort (Online Game)**  
<http://www.nps.gov/fomc/holdthefort>

***Student Resources***

16. **Interactive Map: America in 1812**  
<http://bit.ly/XYmKBy>
17. **Music and Lyrics to “The Battle of New Orleans”**  
<http://kids.niehs.nih.gov/lyrics/battleof.htm>
18. **Music and Lyrics to the Star Spangled Banner**  
<http://kids.niehs.nih.gov/lyrics/spangle.htm>
19. **The White House Interactive Tour**  
<http://www.whitehouse.gov/about/interactive-tour>
20. **A Sailor’s Life for Me! (Online Game)**  
<http://asailorslifeforme.org>



# America in 1812, Part I

# 1

## ✓ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Explain that America fought Great Britain for independence
- ✓ Explain that the Founding Fathers wrote the Constitution
- ✓ Explain that Thomas Jefferson purchased the Louisiana Territory from the French
- ✓ Explain that Great Britain became involved in a series of wars against France
- ✓ Explain that due to a shortage of sailors, Britain began to impress, or capture, American sailors

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between a series of historical events such as the Revolutionary War and the War of 1812 (RI.2.3)
- ✓ Ask questions to clarify directions for the Portrait of America in 1812 activity (SL.2.3)
- ✓ Share writing with others

## Core Vocabulary

**blockaded, v.** To stop people or supplies from coming into or going out of a country

*Example:* The British blockaded the port so that trading ships could not reach the American merchants.

*Variation(s):* blockade, blockades, blockading

**represent, v.** To act or speak officially for someone

*Example:* Two senators are elected to represent each of the fifty states.

*Variation(s):* represents, represented, representing

**seize, v.** To use official power to take something


*Example:* Julius Caesar was a Roman general who wanted to seize control of the Roman government.

*Variation(s):* seizes, seized, seizing

**trade, n.** The act of buying, selling, or exchanging goods or services

*Example:* Long ago, Colonial farmers went into town to trade items they made or grew for items they needed.

*Variation(s):* trades, traded, trading

<i>At a Glance</i>	Exercise	Materials	Minutes
<b><i>Introducing the Read-Aloud</i></b>	What Do We Know?		10
	Essential Background Information or Terms		
	Domain Introduction		
	Purpose for Listening		
<b><i>Presenting the Read-Aloud</i></b>	America in 1812, Part I	U.S. map; world map or globe	15
<b><i>Discussing the Read-Aloud</i></b>	Comprehension Questions	world map or globe	10
	Word Work: Represent		5
 Complete Remainder of the Lesson Later in the Day			
<b><i>Extensions</i></b>	A Portrait of America in 1812: A Self-Portrait	Image Cards 1–3; Instructional Master 1B-1; drawing tools	20
	Domain-Related Trade Book	trade book	
<b><i>Take-Home Material</i></b>	Family Letter	Instructional Masters 1B-2, 1B-3	*



# America in 1812, Part I

1  
A

## ***Introducing the Read-Aloud***

**10** minutes

### **What Do We Know?**

Remind students that America gained independence from Great Britain after the Revolutionary War. Ask students what they remember about the Revolutionary War. (Students who participated in CKLA in Grade 1 learned about this in *A New Nation: American Independence*.) Prompt discussion with the following questions:

- What were the thirteen original colonies? Where were they located?
- What was the Boston Tea Party?
- Who were the minutemen and the redcoats?
- What was “the shot heard ’round the world”?

Ask students what they remember about the Declaration of Independence. You may prompt discussion with the following questions:

- Why did the colonists decide to declare independence from Britain?
- What official document was written to declare independence?
- What name was chosen for the new, independent nation?

Ask students what they know about the Louisiana Purchase. You may prompt discussion with the following questions:

- Why did President Jefferson make this purchase?
- How did the purchase change the size of the United States? (Have students locate this area on a map.)
- Who already lived in this area?

## Essential Background Information or Terms

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Tell students that for the next two weeks they will learn about another war fought against the British. Point to Great Britain on a world map.

**Note:** In the very early days of Colonial America, England was a kingdom. Later, in 1707, it became part of the United Kingdom. In this domain we will refer to it as Great Britain, or Britain.

## Domain Introduction

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Many interesting and important things were happening in the United States and in other parts of the world in 1812. Several European nations were at war, and many kings and queens were being removed from power. The United States was gaining new states and territories, and was becoming a strong new nation. As a new nation, the United States wanted to avoid conflict with other countries.

Explain to students that in 1812, the United States was a young nation, growing in strength and in wealth. As a nation, it depended on trading with both France and Britain. When a war broke out between these two countries, this greatly affected the United States. It made trading with them difficult and it hurt the U.S. economy. It also led to another war between America and Great Britain.

## Purpose for Listening

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The War of 1812 is often referred to as America's second war for independence. Tell students to listen carefully to learn why the War of 1812 became known as America's second war for independence.



## America in 1812, Part I

### ← Show image 1A-1: Illustration of colonists in the colonies

From 1775 to 1783 America fought Great Britain for independence. This conflict was called the Revolutionary War. Against all odds, America won! What had been the thirteen original colonies officially became the United States of America. After gaining independence, the American people did not want kings or queens governing them anymore. Americans wanted to create a new kind of government. They wanted to be able to elect individuals to **represent** the people and act with their best interests in mind. They wanted a government that was “by the people, for the people.”<sup>1</sup>

1 To represent means to serve and work for the best interests of a population, or group of people.



### ← Show image 1A-2: Painting of the Constitutional Convention

To help create the new form of government, several elected leaders met in Philadelphia in May and June of 1787. Some leaders who could not attend, such as Thomas Jefferson and John Adams, wrote down their ideas.<sup>2</sup> Together this group of leaders became the Founding Fathers. The Founding Fathers’ ideas all came together in a document called the United States Constitution.

2 Remember, Thomas Jefferson was the third president. John Adams was the second president.



### ← Show image 1A-3: Photo of the Constitution

The Constitution became the framework for the American government.<sup>3</sup> A man named James Madison had a clear vision of how the United States should govern itself. James Madison is known as the Father of the Constitution because he put all of the ideas together by writing the Constitution, with the help of George Washington. He also became the fourth President of the United States.

3 The framework is the basic structure of something.



← **Show image 1A-4: Map of America in 1805**

For many years after the Revolutionary War, the United States grew larger and wealthier. New states, such as Vermont, Kentucky, Tennessee, Ohio, and Louisiana, were added. New territories were also settled. In 1803, President Thomas Jefferson purchased the Louisiana Territory from France. This purchase more than doubled the size of the United States.<sup>4</sup>

4 [Point to the area of the Louisiana Territory on the map.]



← **Show image 1A-5: Illustration of England and France fighting**

Meanwhile, across the Atlantic, France and Britain went to war against each other. This series of wars became known as the Napoleonic Wars, named after the French leader at the time, Napoleon Bonaparte. Napoleon Bonaparte wanted to make France the most powerful nation in the world. Britain was determined to stop him. The United States considered both France and Great Britain to be its friends. It did not want to get involved in these costly and destructive wars. Even though the Napoleonic Wars were being fought all the way across the Atlantic Ocean, they greatly affected the United States.



← **Show image 1A-6: Illustration of busy American port**

Much of the United States' growth during this time depended upon **trade** with France and Great Britain.<sup>5</sup> Britain and France had many merchant, or trading, ships. These ships sailed across the Atlantic to trade goods with the United States, Canada, and with many of the British- and French-owned islands in the Caribbean. For example, the United States sent flour and tobacco to France and Great Britain. Great Britain and France received sugar and coffee or cocoa from other countries.

5 *Trade* refers to the business of buying and selling goods.

Both countries wanted to stop the other from trading with the United States. They each also tried to prevent the other from getting money and supplies. They also did not want the United States to choose sides.<sup>6</sup>

6 [Point to the Atlantic Ocean and the trading routes on the map.]





7 [Students who participated in CKLA in first grade should remember that the French helped the Americans defeat the British to win the Revolutionary War.]

← **Show image 1A-7: Map of shipping trade routes**<sup>7</sup>

To keep the French from trading with the United States, the British **blockaded**, or blocked, several U.S. ports. They also blocked several important ports in Europe. This seriously hurt U.S. trade. France and Britain both had large naval fleets positioned in the Atlantic Ocean to attack each other's ships. To make matters worse, the British and the French began to **seize**, or capture, American ships loaded with valuable cargo. It became almost impossible to safely transport goods from the United States to foreign ports. It was also more and more difficult for Americans to receive much-needed goods.



← **Show image 1A-8: Impressment of sailors by the British navy**

Merchant ships weren't the only ships in the sea! The United States and Great Britain also had naval ships. Life in the British navy was not easy. Conditions on their naval ships were terrible, and punishments were harsh. Because of this, the British navy had a hard time finding men who wanted to be sailors. To get more sailors, the British began to capture men from other countries' ships and force them to join the British navy. Sometimes these sailors were British deserters.<sup>8</sup> However, more times than not, the sailors that were seized weren't even British. But that did not stop the British from doing it. They even seized many U.S. sailors. This practice of forcing men into the British navy was called *impressment*.

8 A deserter is someone who runs away from military duty.

← **Show image 1A-9: Painting of navy ship USS *President***

The impressment of U.S. citizens upset the American people and the U.S. government. As time went on, the United States found that it was losing more and more valuable cargo, sailors, money, and even ships. They demanded that the British stop impressing American sailors. But the British refused.



### Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* What's the name of the document that became the framework for the American government? (the Constitution)
2. *Literal* Who is the Father of the Constitution? (James Madison)
3. *Literal* What was the name of the area of land the United States purchased from France? (the Louisiana Territory; the Louisiana purchase)
4. *Literal* What was the name of the series of wars between Great Britain and France? (the Napoleonic Wars)
5. *Inferential* What is impressment? (Impressment was the practice of capturing sailors and forcing them to be in the British navy.) Why were the British capturing, or impressing, sailors on other countries' ships? (because they did not have enough sailors to fight)
6. *Inferential Think Pair Share:* What were the things that the British were doing that angered the United States? (The British were stopping American ships, stealing their cargo, and capturing, or impressing, American sailors. They also blockaded U.S. ports.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative* Why do you think the British and the French did not want the United States to choose sides? (Answers may vary but could include that it would give one of them an advantage.)
8. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]


### **Word Work: Represent**

5 minutes

1. In the read-aloud you heard, “[Americans] wanted to be able to elect individuals to *represent* the people and act with their best interests in mind.”
2. Say the word *represent* with me.
3. To represent means to serve and work for the best interests of a population, or group of people.
4. The president of the United States is elected to represent the people of this country.
5. Can you think of an example of someone who works to represent others? Try to use the word *represent* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “The \_\_\_\_\_ works to represent . . .”]
6. What’s the word we’ve been talking about?

Use a *Word to World* activity for follow-up. Directions: I will read a list of groups or individuals. For each individual or group, tell me who or what they work to represent. Be sure to answer in complete sentences and use the word *represent* in your response.

1. the president of the United States (The president of the United States works to represent the people in the United States.)
2. the governor of [fill in the name of your state] (The governor works to represent the people of our state.)
3. the mayor of [fill in the name of your city/town] (The mayor works to represent the people in our town.)
4. student government at [fill in the name of your school] (Student government works to represent students in our school.)

 **Above and Beyond:** Do simple research to find out the names of each of the representatives in the examples above.



**Complete Remainder of the Lesson Later in the Day**



# America in 1812, Part I

1  
B

## Extensions

20 minutes

### A Portrait of America in 1812 (Instructional Master 1B-1)

Show students Image Cards 1–3 (Portraits of George Washington, John Adams, and Thomas Jefferson). Tell students that a portrait is a painting, drawing, or photograph of a person that usually includes the person’s head and shoulders. A portrait can also be a detailed description of someone or something, that is often written but may be in the form of a movie, a play, or other performance. Explain that because cameras weren’t invented yet, portraits in the nineteenth century were hand-drawn or painted. These portraits have become very familiar because they are how these early presidents are remembered. Ask students to identify the people that they recognize in the images.

Tell students that *portrait* also refers to the orientation of a piece of paper. If you hold a sheet of paper in front of you so that the short edges are on the top and bottom and the long edges are on the left and right, that would be considered “portrait.” When paper is oriented the other way with the short edges on the left and right and the long edges on the top and bottom, that is called “landscape.”

Tell students that they are going to be making their own portraits to help them remember some of the important people and places they learn about the War of 1812. If you have additional examples of portraits, you may want to show them now.

Tell students that today they will be making a self-portrait using Instructional Master 1B-1. First, they should draw a portrait of themselves in the frame. (Remind students again that a portrait usually includes only their head and shoulders.) Next, they should write their name in the space beneath the frame. Then, ask students to write a sentence or two in the space provided, telling something about themselves. Finally, students should share their drawing and writing with a partner.

Say: “Asking questions is one way to make sure everyone knows what to do. Think of a question you can ask your neighbor about the directions I have just given you. For example, you could ask, ‘What do we draw in the frame?’ Turn to your neighbor and ask your own question now. I will call on several of you to share your questions with the class.”

Display or save these portraits to create a gallery or portfolio at a later time.

### **Domain-Related Trade Book**

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Refer to the list of recommended trade books in the Introduction at the front of this Anthology, and choose one to read aloud to the class. As you read, use the same strategies that you have been using when reading the read-aloud selections in this Anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain. Discuss whether the trade book was fiction or nonfiction, fantasy or reality, historical or contemporary.

You may also ask students to write about the most interesting thing they learned from the trade book. You may suggest how to begin the sentence by writing on the board, “The most interesting thing I learned was . . . ”

## ***Take-Home Material***

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### **Family Letter**

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Send home Instructional Masters 1B-2 and 1B-3.



# America in 1812, Part II

# 2

## ✔ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Explain that due to a shortage of sailors, Britain began to impress, or capture, American sailors
- ✓ Explain that some members of the U.S. government began to call for war
- ✓ Identify that the British controlled land in the northern Great Lakes region, the northwestern territories, and Canada
- ✓ Explain that James Madison was the president during the War of 1812

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

- ✓ Identify the main topic of the read-aloud “America in 1812, Part II” by creating a portrait of James Madison and writing a brief summary (RI.2.2)
- ✓ Describe the connection between a series of historical events such as the Napoleonic Wars and the War of 1812 (RI.2.3)
- ✓ Plan, write, and present a persuasive speech either for or against the War of 1812 (W.2.1)
- ✓ Write simple sentences to represent details or information from “America in 1812, Part II” (W.2.2)

- ✓ Make a connection between having friends who are in an argument and when Britain and France were at war (W.2.8)
- ✓ Draw pictures to represent details or information from “America in 1812, Part II” (SL.2.5)
- ✓ Make an audio or video recording to represent details or information from “America in 1812, Part II” (SL.2.5)
- ✓ Prior to listening to “America in 1812, Part II,” identify what they know and have learned about George Washington
- ✓ Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation
- ✓ Share writing with others

### Core Vocabulary

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**abandon, v.** To stop doing something; to give up entirely

*Example:* We had to abandon the idea that we would have ice cream cones after dinner when we realized that we were out of ice cream.

*Variation(s):* none

**committee, n.** A group of people who come together to complete a task or make decisions

*Example:* The parent-teacher committee is a group of parents and teachers who work together to make our school a better place.

*Variation(s):* committees

**patience, n.** The ability to wait for a long time without being upset

*Example:* We had to have a lot of patience when we were waiting all day for the party to start.

*Variation(s):* none

**suspicious, adj.** Having or showing a feeling that something is wrong or that someone is behaving wrongly

*Example:* My dad was very suspicious that something was wrong with our car when it kept making strange noises.


*Variation(s):* none

**treaty, n.** An agreement between countries

*Example:* The Treaty of Versailles outlined what various nations had agreed to in order to end World War I.

*Variation(s):* treaties



<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>		10
	<b>Essential Background Information or Terms</b>		
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>America in 1812, Part II</b>	U.S. map	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Patience</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Write and Present a Persuasive Speech</b>	Instructional Masters 2B-1, 2B-2; chart paper, chalkboard, or whiteboard	20
	<b>A Portrait of America in 1812: James Madison</b>	Image Card 5 Instructional Master 2B-2 drawing tools	



# America in 1812, Part II

# 2<sub>A</sub>

## **Introducing the Read-Aloud**

**10** minutes

### **What Have We Already Learned?**

Review images 1A-1 through 1A-8 to review what was learned in the previous read-aloud. Remind students that America fought Great Britain for independence in the Revolutionary War.

Remind students that Thomas Jefferson purchased the Louisiana Territory, doubling the size of the United States. Explain that at the time France and Britain were fighting each other in the Napoleonic Wars. The British began to capture, or impress, American sailors. The French and the British interfered with American trade by blockading important U.S. ports. Ask students if the United States government wanted to get involved with France and Britain's argument and if it wanted to choose sides.

Ask students what they remember about George Washington. You may prompt discussion with the following questions:

- Who was the first president of the United States?
- What city was named after George Washington?
- Who was the general that won the Revolutionary War?

### **Essential Background Information or Terms**

Tell students that when George Washington was President of the United States, he coordinated an agreement between the United States and Great Britain. The British promised not to do anything to bother U.S. ships and interfere in their trade business. The agreement was signed by both countries. An official agreement like this, signed by two countries, is called a *treaty*.

### **Making Predictions About the Read-Aloud**

Ask students if they have ever had two friends who were upset with each other. Tell them to think about how they felt when their

friends were disagreeing. Did they get involved? Did they take sides? Did they try to get them to work it out? Tell students that today's read-aloud is about what happens when two countries, Great Britain and France, who were both friends with the United States, began fighting with each other.

### **Purpose for Listening**

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Tell students to listen carefully to find out whether the United States gets involved when Great Britain and France begin fighting with each other.



## America in 1812, Part II

### ← Show image 2A-1: Portraits of the three presidents

- 1 [Point to and name Presidents George Washington, John Adams, and Thomas Jefferson.]
- 2 Remember, George Washington was the first President of the United States.
- 3 A treaty is an agreement between two countries.
- 4 Do you think the British kept their promise?

After the Revolutionary War, each of the first three presidents of the United States wanted the United States and Great Britain to be friends again.<sup>1</sup> Even before the Napoleonic Wars began, George Washington had tried to establish a peaceful relationship with the British.<sup>2</sup> Under his leadership, the United States and Great Britain signed a **treaty** called Jay’s Treaty.<sup>3</sup> In this treaty, the British promised not to get involved or interfere with the United States’ business or activities.<sup>4</sup>



### ← Show image 2A-2: Map of shipping trade routes

During this time, one of the most common ways for two countries to maintain a good relationship was to trade with each other. The United States sent flour and tobacco and other goods to Great Britain. Great Britain sent tea and manufactured goods to America.

- 5 So the United States was friends with Great Britain and with France; and now the two were fighting.
- 6 What do you think the United States will do?

When the Napoleonic Wars began in Europe, France and Great Britain became enemies. The United States was caught in the middle. The U.S. government really did not want to have to get involved.<sup>5</sup> Merchants in New England relied on trade with Britain to run their businesses. France had helped America during the Revolutionary War. The United States wanted to keep that friendship, too. However, when U.S. ships, cargo, and sailors were being threatened—especially by the British—the United States could not ignore it.<sup>6</sup>



### ← Show image 2A-3: Painting of navy ship USS Chesapeake

In 1807, while Thomas Jefferson was president, something happened at sea that made many Americans very angry with the British. As they often did, a British ship stopped a U.S. ship at sea.

7 *USS* stands for *United States Ship*.

8 Members of Congress were the people elected to represent the states.

9 War Hawks were the congressmen who wanted America to go to war with Britain to defend its freedom.



10 *Patience* refers to the ability to wait for something without getting upset. So, if Thomas Jefferson was losing patience, it means \_\_\_\_\_. [Pause and allow students to fill in.]

11 An embargo is a government order that limits trade.

12 An act is a law made by the government. To act also means to perform as a character in a play or musical.

13 [Point out the empty port in contrast to image 1A-6 in the previous lesson.] Do you think the Embargo Act will work?

14 *Abandon* means to stop doing or supporting something.



15 Canada was not a country at this time. [Ask a volunteer to point to the Great Lakes. Ask another volunteer to point to British Canada.]

16 An outpost is a military camp that is located in another country.

The American ship was the *USS Chesapeake*.<sup>7</sup> When the British commander demanded that the *Chesapeake* be searched, the American captain refused. The British commander did not like that. He ordered his men to open fire. Several American sailors died in the attack. After that, many members of Congress began to call for war with Britain.<sup>8</sup> Those members in Congress who wanted the United States to go to war were known as War Hawks.<sup>9</sup>

← **Show image 2A-4: Illustration of empty American port**

As time went on, President Jefferson was losing **patience** with the British.<sup>10</sup> He tried and tried to stop their aggression. In response to the attack on the *USS Chesapeake*, Thomas Jefferson passed the Embargo Act of 1807.<sup>11</sup> The Embargo Act stated that U.S. ports would be closed to foreign ships—especially British ships.<sup>12</sup> This meant that there would be no more trade with Britain.

The U.S. government hoped that Britain would lose so much money that they would be forced to change their ways. However, the Embargo Act caused more problems for American farmers, and merchants in New England and New York, than it did for the British.<sup>13</sup> Britain simply traded with other nations. But the coastal New England towns depended upon trade with Great Britain. The merchants there were losing money by not being able to send or receive goods. In the end, the United States had to **abandon** the Embargo Act.<sup>14</sup>

← **Show image 2A-5: Map of United States/Canada/New Spain with flags**

You might think that what was happening at sea was enough to drive the United States to war with Great Britain. But, there were even more problems on American land. Even though Britain had lost the thirteen colonies to America, it still had control of land in the northern Great Lakes region, and the northwestern territories. Britain also controlled part of what is now Canada.<sup>15</sup> The British had forts and outposts along the United States and Canadian border.<sup>16</sup>



← **Show image 2A-6: Illustration of settlers in wagons**

17 The wagons are on American land. [Point to wagons in the image.] Across the river here is British Canada. [Point out the outpost as well.]

Most Americans during this time were farmers. Many, many settlers were moving West in search of land to farm.<sup>17</sup> The U.S. government began to suspect that the British were interfering with Americans who were settling in the northern territories, especially in the Ohio River Valley and the Indiana Territory. They believed that Britain was using its outposts in Canada to help Native Americans who were fighting to defend their land from the settlers.<sup>18</sup>

18 Why were Native Americans fighting frontier settlers?



← **Show image 2A-7: Painting of the Battle of Tippecanoe**<sup>19</sup>

19 This painting shows the Native Americans fighting against the U.S. army.

In 1811, many Native Americans fought to remove settlers from their land in the Battle of Tippecanoe. The U.S. Army fought back. The American soldiers had reason to believe that the Native Americans received weapons from the British. The British denied it. They insisted that they were only trading with Native Americans—nothing more.<sup>20</sup>

20 Do you think that is true?

But now the War Hawks, those who supported going to war with Britain, were furious. The British were attacking American ships at sea. And now they were causing trouble on American soil as well. The War Hawks in Congress put together a **committee**.<sup>21</sup> Many of the War Hawks' supporters in Congress were from the northern and western territories of the United States. They were the ones who were most **suspicious** of the British.<sup>22</sup>

21 A committee is a group of people who work together on something.

22 If they were suspicious, that means they had reason to believe the British were doing something.



← **Show image 2A-8: Portrait of James Madison**

23 That's about the same number of people today in New York City.

James Madison was the fourth President of the United States. Like the other presidents before him, he tried to find a way to avoid conflict with Britain. He knew that the United States was still a young nation with less than eight million people.<sup>23</sup> He knew they did not have a large army or navy. But the War Hawks believed that, if the United States was going to fight Britain, now was the time. Britain was busy fighting the Napoleonic Wars. It would not have enough soldiers, sailors, and ships to fight the United States,

too. Some Americans thought that winning a war with Britain might also be an opportunity to gain more land. There was land to the north and to the south that they wanted. Finally, the War Hawks wanted to prove that the United States was a strong country.

Still, President Madison did not want to rush into war. He continued to ask the British government to stop interfering with U.S. ships, and to stop trading with and arming Native Americans. However, the British continued to ignore the president's requests. With the War Hawks demanding war, James Madison finally agreed. On June 18, 1812, the United States declared war on Great Britain.

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**10** minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* In 1812, what job did most Americans have? (In 1812, most Americans were farmers.)
2. *Literal* What areas of land in North America did Britain still control? (the northern Great Lakes region, the northwestern territories, and Canada)
3. *Literal* What did the U.S. government suspect Britain of doing? (arming Native Americans)
4. *Literal* What term was used to describe the people in the U.S. government who wanted to go to war? (War Hawks)
5. *Inferential* Why do you think the United States wanted to have a good relationship with Britain and France? (Answers may vary but could include that as a young nation, with a small army and navy, they did not want to go to war. They also wanted to trade with both Britain and France.)

6. *Inferential* Why do you think that Native Americans did not want settlers on their land? (because they feared the settlers would take their land away from them)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* Why would the British want to arm the Native Americans? How would that benefit the British? [You may also ask students to think about why the Native Americans wanted to help the British.]
8. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### **Word Work: Patience**

5 minutes

1. In the read-aloud you heard, “President Jefferson was losing *patience* with the British.”
2. Say the word *patience* with me.
3. *Patience* means having the ability to wait for something without getting angry or upset.
4. At lunchtime we need to have patience when we wait in line for our food.
5. Can you think of a time when you showed patience? When have you seen someone else show patience? Try to use the word *patience* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “My mother shows patience when . . .”]
6. What’s the word we’ve been talking about?



Use a *Making Choices* activity for follow-up. Directions: I am going to read several sentences. If the sentence I read is an example of someone showing patience, say “That is showing patience.” If the sentence I read is not an example of someone showing patience, say “That is not showing patience.”

1. The students were counting the days until winter break, but still working hard in school. (That is showing patience.)
2. Steffan finished a puzzle for his little brother because he felt his brother was taking too long to get the last piece in place. (That is not showing patience.)
3. Baxter waited for his grandfather to walk across the street, even though it was taking him a long time. (That is showing patience.)
4. Jennifer kept asking her mother how much longer it would take at the grocery store. (That is not showing patience.)
5. Geoffrey brought a book to read while he waited at the dentist for his appointment. (That is showing patience.)



### **Complete Remainder of the Lesson Later in the Day**



## America in 1812, Part II

2<sub>B</sub>

### Extensions

20 minutes

#### 10 Write and Present a Persuasive Speech (Instructional Masters 2B-1 and 2B-2)

Tell students that to persuade means to get someone to do something you want them to do, even if it might not be what they want to do. A persuasive speech is designed to get others to do something they might not want to do.

Tell students that you are going to be James Madison. They should plan to write a short persuasive speech from the perspective of a War Hawk or a merchant in America in 1812. Tell students to be sure to explain the reasons why they (the War Hawks or merchants) felt the United States should or should not go to war with Great Britain. Ask students to use Instructional Master 2B-1 to brainstorm reasons for both sides.

Remind students of these important points:

- The War Hawks were the members of the U.S. government that thought America should go to war with Britain (they wanted to prove that America was a strong country; they thought it was a good time because the British were busy fighting France; and they hoped to gain more land in Canada)
- Merchants relied on trade with Great Britain for their livelihood and really did not want America to go to war with them

Divide students into two groups (War Hawks and Merchants). Tell students to use Instructional Master 2B-2 to prepare their speeches. They should write an opening sentence, or introduction, in the first rectangle that explains what group they are representing. They should state their opinion (for/against) the war in the second rectangle. Then, in the next two rectangles, they should state two reasons to support their opinion.

Remind students to use linking words such as *because*, *and*, or *also* to connect their reasons. In the last rectangle, they should write a closing sentence, or conclusion. Encourage students to use domain vocabulary learned thus far in the domain and adjectives that help to persuade.

Before students present their speeches, have a discussion about voice and intonation. Ask students: How does your voice sound when you are trying to be persuasive? Remind students to have eye contact with the audience as they speak. You may also choose to do audio or video recordings of students' speeches.

**Note:** You may wish to do this activity as an assessment. This activity may also be done individually or in small groups. You may choose to do the presentations during the Pausing Point.

### **A Portrait of America in 1812 (Instructional Master 2B-3)**

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[Show Image Card 5 (James Madison).] Tell students that today they are going to make another portrait for their portfolio or gallery. Today they will be making a portrait of James Madison using Instructional Master 2B-3. Have students recall important details from the read-aloud. You may prompt discussion with the following statements:

- James Madison was the Father of the Constitution.
- James Madison was the president of the United States during the War of 1812.
- James Madison was the fourth president of the United States.

First, they should draw a portrait of James Madison in the frame. (Remind students again that a portrait usually includes only the head and shoulders.) Next, they should write his name in the space beneath the frame. (You may wish to write “James Madison” on the board.) Then, ask students to write a sentence or two in the space provided, telling something they know or learned about James Madison. Finally, students should share their drawing and writing with a partner.

Display or save these portraits to create a gallery or portfolio at a later time.



# Mr. and Mrs. Madison

# 3

## ✔ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Explain that James Madison was the president during the War of 1812
- ✓ Identify James Madison, a Founding Father, as the main author of the Constitution
- ✓ Identify Dolley Payne Todd as James Madison's wife
- ✓ Identify James Madison as the fourth president of the United States

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Interpret information presented, and then ask a question beginning with the word *what* to clarify information in “Mr. and Mrs. Madison” (SL.2.3)
- ✓ Use word parts to determine meaning of unknown words such as *beauty* and *beautiful* (L.2.4c)
- ✓ Determine the meaning of multiple-meaning words and phrases, such as *branches* (L.2.5a)
- ✓ Prior to listening to “Mr. and Mrs. Madison,” identify what they know and have learned about the Constitution

## Core Vocabulary

**citizen, n.** A legal resident of a country with the rights of that country

*Example:* Joey’s uncle became a citizen of the United States.

*Variation(s):* citizens, citizenship

**govern, v.** To rule over or be responsible for the best interests of a nation

*Example:* As the first president of the United States, George Washington was chosen to help govern the nation.

*Variation(s):* governs, governed, governing

**looming, n.** An event that one may not like but seems likely to happen

*Example:* The dark clouds meant that a thunderstorm was looming.

*Variation(s):* loom, looms, loomed

**magnificent, adj.** Very great, beautiful, or impressive


*Example:* The king and queen lived in a magnificent palace.

*Variation(s):* none

**topics, n.** The key subject of a discussion, paper, or project

*Example:* The teacher explained that the read-aloud topics were “Seasons and Weather” and “Astronomy.”

*Variation(s):* topic

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>What Have We Already Learned?</b>		10
	<b>Essential Background Information or Terms</b>		
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>Mr. and Mrs. Madison</b>	world map or globe	15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Magnificent</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Vocabulary Instructional Activity: Role</b>		20
	<b>Multiple Meaning Word Activity: Branches</b>	Poster 2M (Branches)	
	<b>Syntactic Awareness Activity: Suffixes</b>		
	<b>Mr. and Mrs. Madison T-Chart</b>	Instructional Master 3B-1 (optional) chart paper, chalkboard, or whiteboard	



# Mr. and Mrs. Madison

3A

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

Remind students that in 1812, most Americans were farmers. A large number of settlers were moving north and west in search of land to farm. Even after the Revolutionary War, Britain still had control over the land in the northern Great Lakes region of the United States, and the northwestern territories. Britain also controlled Canada. It was believed that the British were interfering with U.S. interests in the northern territories. You may prompt further discussion with the following questions:

- Who did the U.S. government believe the British were encouraging to resist the settlers' attempts to farm there?
- What were the members of Congress who wanted war called?
- What did the War Hawks believe the British were giving to the Native Americans?

Ask students what they remember about the Founding Fathers and the Constitution. You may prompt discussion with the following questions:

- Who were the Founding Fathers?
- What official document was written to explain how the United States should be governed?
- Who was the Father of the Constitution?

### Essential Background Information or Terms

Tell students that in today's read-aloud they will learn more about the fourth president of the United States, James Madison, and his wife Dolley Payne Todd. Remind students that when James Madison became president, the United States was on the brink of war. The previous three presidents, George Washington, John

Adams, and Thomas Jefferson had all attempted to establish good relationships with Britain, but had not always been successful. When war broke out between the United States' two most important trading partners, it became even more difficult to avoid conflict.

Explain to students that from this point on, the story of the War of 1812 will be told by a narrator called Grandfather Lafitte (la-*FEET*). Listen carefully to his stories to learn more about this time in American history.

### **Purpose for Listening**

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Remind students that this was the United States' second war with Great Britain. Tell students to listen carefully to today's read-aloud to learn more about James Madison. In addition, tell students to listen carefully to find out what led to the eventual beginning of the war.



## Mr. and Mrs. Madison

### ← Show image 3A-1: Illustration of kids running to the house

It was a beautiful spring day in central Virginia. Ten-year-old J.P. and his younger sister Adele (a-DELL) raced from their home through the pasture, or field, that led to their grandfather's farmhouse. Though originally from New Orleans, Louisiana, their Grandfather Lafitte (la-FEET) now lived on a neighboring horse farm. Grandfather Lafitte loved to tell the children stories. Today he had promised to tell them all about the War of 1812. J.P. was learning about this war in school and, of course, Adele wanted to know everything about anything that her brother was doing. Before he retired, their grandfather had been a history professor.<sup>1</sup> He declared that he was an expert on the subject.

1 A professor is someone who teaches college students.



### ← Show image 3A-2: Illustration of grandfather and kids on the porch

Grandfather Lafitte was waiting for the children on the front porch. As J.P. and Adele settled into chairs at the table across from their grandfather, Adele noticed that he was holding an old, leather-bound journal.

“What do you have there?” asked Adele inquisitively. She had just turned eight and J.P. said she was always full of questions!

“Oh, this journal belonged to your great, great, great, great grandfather. He fought in the War of 1812. I will tell you more about him later,” Grandfather Lafitte explained. “Now where should I begin?” he asked eagerly.

“I have a list of **topics** that I need to learn about,” started J.P.<sup>2</sup>

“He has to know about President James Madison and his wife Dolley,” Adele interrupted excitedly.

“Yes,” said J.P., finishing what he was saying, “I have to know about the beginning of the war, the USS *Constitution*, the attacks on Washington, D.C. and Baltimore, Andrew Jackson and the Battle of New Orleans, and how the war ended.”

2 Topics are items or subjects.



“Well, that’s quite a list,” exclaimed Grandfather Lafitte. “We’d better get started then. It sounds like you do not need to know anything about pirates,” he added with a curious tone.

“Pirates!” gasped J.P. “Were there pirates in the War of 1812?”

“We shall see,” chuckled Grandfather Lafitte. “I think I will start at the beginning and tell you about the man who was president when the war began.”<sup>3</sup>

“James Madison!” said Adele proudly. She had recently attended a school field trip to Montpelier (mont-PEEL-yer) because it was close to their home. She learned a lot about James Madison.

3 Who was our fourth president?



← Show image 3A-3: Illustration of James Madison as a young boy

Grandfather began, “James Madison was born on March 16, 1751. He grew up on a large plantation in central Virginia not far from where we are right now.”<sup>4</sup> His family home was called Montpelier. As a young boy, Jemmy, as his father called him, was home-schooled, or taught at home. It’s been said that he read every book that his father had in his library. And Mr. Madison had a lot of books! When he was seventeen, James went to the College of New Jersey, which is now called Princeton University. Just as he did when he was young, James Madison loved to read. He enjoyed learning Latin and Greek, and to debate in college.<sup>5</sup> He actually graduated from college in only two years.”<sup>6</sup>

4 A plantation was a large farm.

5 To debate means to discuss something with someone whose opinion might be different than your own, like we did with our persuasive speeches in the last lesson.

6 Traditionally it takes twice that long, or four years, to finish college.

7 or officially control

8 The House of Burgesses was the first form of government in colonial America.

9 Do you know what war it was?

10 Citizens are people who live and belong in a particular place.

“I like learning Spanish in school,” Adele added enthusiastically.

“I’m glad that you do,” replied Grandfather Lafitte, smiling at his granddaughter. He continued, “As a young man James Madison did not like the way the colonies were run by Britain. He thought the colonists should be able to **govern**<sup>7</sup> themselves. In 1774, when he was just twenty-three years old, James Madison became a leader in the House of Burgesses.<sup>8</sup> The next year, the colonies were at war with Great Britain.<sup>9</sup> This war, the Revolutionary War, lasted until 1783. Americans won their freedom and they became **citizens** of a new nation—the United States of America.”<sup>10</sup>



← **Show image 3A-4: Painting of the Constitutional Convention**

“Didn’t James Madison write the Constitution?” asked J.P.

“You are right,” replied grandfather. “After the war, he continued to be involved in governing Virginia. He is perhaps most famous for his role in helping to write the Constitution though.”<sup>11</sup> James Madison was the one who had the idea to use each state’s population as a way of deciding how many elected representatives it should have in Congress.<sup>12</sup> He was also responsible for organizing the government into three branches with different powers.<sup>13</sup> In fact, much of the Constitution was written by James Madison. But he did get some help from George Washington and many other Founding Fathers. James Madison also helped to write another part of the Constitution called the Bill of Rights.”<sup>14</sup>

“When are you going to tell us about Dolley Madison?” asked Adele. “Momma says she was a really interesting lady.”

“Yes, she was,” replied Grandfather Lafitte. “That’s coming next, don’t you worry.”

11 What is the Constitution again?

12 Today there are two elected senators for each state. The number of representatives per state depends upon the state population.

13 What are the three branches of government? (judicial, legislative, and executive) *Branches* also refers to the limbs on a tree.

14 Remember, the Bill of Rights protects American people and their property.



← **Show image 3A-5: Portrait of Dolley Madison**

“People who knew him said that James Madison was a shy and serious man. He also had some health problems. His poor health and his involvement in politics—he was a busy man—meant that he did not spend much time socializing.”<sup>15</sup> However, in 1793, when he was forty-two, James Madison met a young woman named Dolley Payne Todd. Dolley Todd was twenty-five when she met James Madison. She previously had been married to a man named John Todd.<sup>16</sup> She and her husband John had two sons, John Payne and William. Sadly, Dolley’s first husband and her youngest son William both died from yellow fever. Dolley, who was known to be very cheerful and outgoing, turned to her friends and family for support. Her friends introduced her to James Madison. When they met, James Madison was a member of the House of Representatives. They liked each other and began to spend more and more time together. They got married in September 1794.”

“Where did they live after they got married?” asked Adele.

15 Socializing means to talk to and do things with other people in a friendly way.

16 Does *previously* mean before or after?



← **Show image 3A-6: Photo of James Madison's home, Montpelier**

"Well, at first they lived in James Madison's family home, Montpelier, not too far from here. However, in 1801, when his close friend Thomas Jefferson became president, the Madisons moved to the new capital."

"Washington, D.C.!" exclaimed Adele.

"Exactly!" replied Grandfather Lafitte. "James Madison became Thomas Jefferson's secretary of state. That meant that he was responsible for dealing with other countries on behalf of the United States. Almost immediately, he had problems with Great Britain and France."

"What kind of problems, Grandfather?" asked Adele.

"Both countries were interfering with U.S. merchant ships," said Grandfather.

"Why were they doing that?" asked J.P., who by now had finished his entire ham sandwich.



← **Show image 3A-7: Image of impressment**

"You see, a series of wars had broken out in Europe.<sup>17</sup> These wars were named after the man who started them, the well-known French military leader Napoleon Bonaparte. Napoleon wanted France to become the most powerful nation in the world. But Great Britain and other European nations wanted to stop him. Britain had one problem though. Although it had a powerful navy, it did not have enough sailors.<sup>18</sup> To get more sailors, they captured men and forced them to join their navy. In the beginning, they only captured men in their own country, but as the Napoleonic Wars continued, they began to stop American ships and capture members of their crew, too."

17 [Point to Europe on a world map or globe.]

18 Remember why the British didn't have enough sailors?



← **Show image 3A-8: Portrait of James Madison**

"That must not have made James Madison very happy," said Adele.

"It didn't. But no matter how hard he tried, he couldn't convince the British to stop. After being president for two terms, Thomas

Jefferson suggested that his friend James Madison run for president. In March, 1809, James Madison became the fourth president of the United States.”



← **Show image 3A-9: Painting of the President’s House**

“And Dolley Madison became the First Lady?” quizzed Adele.

“She did indeed,” replied Grandfather Lafitte. “Dolley Madison was actually the first First Lady.<sup>19</sup> She was an excellent hostess. She had magnificent parties. She was known for her love of fashion and had quite a few fine dresses. She even helped to design the interior of the new President’s House, which we now know as the White House.<sup>20</sup>”

By the time James Madison came into office, war was **looming**.<sup>21</sup> Many members of Congress were urging him to declare war on Great Britain. They thought the British had been arming Native Americans and were encouraging them to fight American settlers moving west. James Madison felt that he had no other option but to lead his nation into war. On June 18, 1812, the United States declared war on Great Britain.”

19 The term “First Lady” refers to the wife of the U.S. president. While Dolley Madison wasn’t the first wife of a U.S. President, she set the standard for the role as official hostess of the country.

20 The President’s House became known as the White House when President Theodore Roosevelt referred to it as that more than 100 years later.

21 *Looming* refers to an unpleasant event that seems likely to happen soon.

## Discussing the Read-Aloud

**15** minutes

### Comprehension Questions

**10** minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Where did James Madison grow up? (on a large plantation in central Virginia; a home called Montpelier)
2. *Literal* When James Madison was twenty-three, he became involved in politics. What was his first job in politics? (He was a government leader in the House of Burgesses in Virginia.)

3. *Literal* What document is James Madison famous for writing? (the Constitution; he also wrote the Bill of Rights)
4. *Literal* Where did James and Dolley Madison live when they first got married? (in James Madison’s family home, Montpelier)
5. *Literal* Who was the French military leader who wanted France to become the most powerful nation in the world? (Napoleon Bonaparte)
6. *Inferential* Why do you think James Madison was not eager to go to war? (Answers may vary but could include: because the United States was a young nation it did not have a large navy or army/didn’t have enough money to pay for a war; they might not win; war is bad/scary; etc.)
7. *Literal* What did Dolley Madison help to design? (the newly constructed interior of the President’s House, later called the White House)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

8. *Evaluative What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, “What was the name of James Madison’s family home?” Turn to your neighbor and ask your *what* question. Listen to your neighbor’s response. Then your neighbor will ask a new *what* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

## Word Work: Magnificent

5 minutes

1. In the read-aloud you heard, “[Dolley Madison] had magnificent parties.”
2. Say the word *magnificent* with me.
3. The word *magnificent* means that something is very wonderful or beautiful.
4. The sky was a *magnificent* shade of pink just before sunset.
5. Can you think of something that is magnificent? Have you heard something described as magnificent? Try to use the word *magnificent* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “\_\_\_\_\_ is magnificent.”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read several sentences. If the sentence I read is an example of something that could be described as magnificent, say “That is magnificent.” If the sentence I read is not an example of something that could be described as magnificent, say “That is not magnificent.” (Answers may vary for all.)

1. The chocolate chip cookies from the new bakery were the best I ever had.
2. The sky was full of dark clouds so we knew a storm was looming.
3. The princess wore a crown that was covered with glittering jewels.
4. Cullen sharpened his pencil at the pencil sharpener.
5. You could see the entire skyline of the city from the top of the skyscraper.
6. Pete came home from school with a stomach ache.



**Complete Remainder of the Lesson Later in the Day**



# Mr. and Mrs. Madison

3<sub>B</sub>

## Extensions

20 minutes

### ↔ Vocabulary Instructional Activity

#### *Word Work: Role*

1. In the read-aloud you heard, “[Grandfather] even hinted that he had a secret to tell [the children] about one of their ancestors.”
2. Say the word *role* with me.
3. A role is a part that someone has in a particular event or activity.
4. My role was to watch the children while they played outdoors.
5. What kinds of roles can you think of? Try to use the word *role* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “A \_\_\_\_\_ has a role to . . .”]
6. What’s the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: Think of a person who has a special role. Draw a picture of that person in their role. Write a sentence about it. Use the word *role* when you write about it. I will call on a few students to share their responses.

### ↔ Multiple Meaning Word Activity

#### *Sentence in Context: Branches*

1. [Show Poster 2M (Branches).] In the read-aloud you heard, “[James Madison] was responsible for organizing the government into three *branches* with different powers.” Here, *branches* means the three parts of government. [Point to image 1 on the poster.]

2. *Branches* are also parts of a tree that grow out from the trunk. [Point to the branches in image 2.]
3. *Branches* also means local offices of a business. [Point to the bank branch in image 3.]
4. *Branches* can also refer to things that go outward from a main line or source. [Point to the river branches in image 4.]

Now with your partner, make a sentence for each meaning of *branches*. I will call on some of you to share your sentences.

[Call on a few partner pairs to share one or all of their sentences. Have them point to the meaning of *branches* that their sentence uses.]

### ↔ Syntactic Awareness Activity: Suffixes

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The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds.

**Note:** There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical.

1. A suffix is something you add to the end of a word to give it a new meaning.
2. [Show image 3A-1.] In the read-aloud you heard, "It was a *beautiful* spring day in central Virginia." [Have students tell you what is beautiful about the spring day in this image.]
3. Let's split this word into two parts: *beauti-* and *-ful*. *Beauty* by itself is something that looks good to a person. *-ful* is a suffix that means full of. When you combine these, they become the word *beautiful*. *Beautiful* is a word that describes something as lovely or pretty, or full of beauty. Tell your neighbor about something that you think is beautiful.
4. *-less* is a suffix which means without. Listen for the suffix *-less* in my sentence: On sunny, cloudless days, students run around outside until they are breathless. Which words have the suffix *-less*? (cloudless, breathless) What do you think



*cloudless* means? (without clouds) What about *breathless*? (out of breath)

5. Now you try! The suffixes *-ful* and *-less* can be used to form words that are the opposite of each other. Work with your partner to turn each root word into new words that are the opposite of each other, using the suffixes *-ful* and *-less*.

### **Mr. and Mrs. Madison T-Chart (Instructional Master 3B-1)**

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Create a T-Chart on chart paper, a chalkboard, or a whiteboard. Label one side “James Madison” and the other side “Dolly Madison.”

Ask students to think about what they learned from the read-aloud about James and Dolley Madison. (Student responses should reflect an understanding that James Madison was the president during the War of 1812; that James Madison, a Founding Father, was the main author of the Constitution; and that Dolley Payne Todd was James Madison’s wife. They should also identify James Madison as the fourth president of the United States.)

Record students’ responses on the T-Chart. Tell students that you are going to write down what they say, but that they are not expected to be able to read all of what you write because they are still mastering the rules for decoding. Emphasize that you are writing what they say so that you don’t forget. Tell them that you will read the words to them. Once the chart has been completed, read it to the class.

- ✈ Above and Beyond: For those students who are ready to do so, have them fill in their own charts using Instructional Master 3B-1.



# Another War Already?

# 4

## ✔ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Explain that in 1812 the United States had a small army and small navy
- ✓ Explain that President Madison persuaded farmers to become soldiers
- ✓ Explain that the USS *Constitution* became known as “Old Ironsides” because British cannonballs could not damage it

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe how words and phrases supply rhythm and meaning in the poem “Old Ironsides” (RL.2.4)
- ✓ Identify the main topic of the read-aloud “Another War Already?” by creating a portrait of the USS *Constitution* and writing a brief summary (RI.2.2)
- ✓ Write simple sentences to represent details or information from “Another War Already?” (W.2.2)
- ✓ Draw pictures to represent details or information from “Another War Already?” (SL.2.5)
- ✓ Prior to listening to “Another War Already?” identify what they know and have learned about James and Dolley Madison
- ✓ Share writing with others

## Core Vocabulary

**assumptions, n.** Things that are believed to be true or probably true but that are not known to be true

*Example:* Our assumptions were based on our previous experience.

*Variation(s):* assumption

**economy, n.** The process by which goods and services are bought and sold

*Example:* The economy depends on whether the merchants can purchase the supplies they need.

*Variation(s):* economies

**launch, n.** The act of beginning a major activity

*Example:* The owner of the soda company was planning to launch a new soda.

*Variation(s):* launches

**surrender, v.** To agree to stop fighting because you know that you will not win


*Example:* The soldiers had to surrender when they knew they couldn't win.

*Variation(s):* surrendered, surrendering

**vulnerable, adj.** The possibility of being exposed to dangers

*Example:* The kitten felt vulnerable so she climbed a tree to get away from the barking dog.

*Variation(s):* none

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>What Have We Already Learned?</b>		10
	<b>Essential Background Information and Terms</b>		
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>Another War Already?</b>	U.S. map	15
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Economy</b>	drawing tools	5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Poetry Reading: "Old Ironsides"</b>	Image Card 9	20
	<b>A Portrait of America in 1812: USS Constitution</b>	Image Card 8; Instructional Master 4B-1; drawing tools	



# Another War Already?

4<sub>A</sub>

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

Remind students that Grandfather had just finished telling the children about the beginning of the war. Ask students what they know or have learned about James Madison. You may prompt further discussion with the following questions:

- Who was the fourth president of the United States?
- Who was the president when America declared war on Great Britain in 1812?
- Who was James Madison married to?
- What country was Great Britain already in a war against when the United States declared war on Great Britain?
- Why did James Madison declare war on Britain?



### Essential Background Information and Terms

#### ← Show image 4A-2: Examples of army and navy uniforms

Tell students that today's read-aloud is titled "Another War Already?" Remind students that the United States had just won independence from Great Britain about thirty years earlier. Explain that the *military* includes an army and a navy to protect the people of a country. The army is the part of the military that protects and fights on land. A trained member of the U.S. Army is called a *soldier*. The navy is the part of the military that protects and fights on sea. A trained member of the U.S. Navy is called a *sailor*. Ask students if they know someone who is in the military. (You may wish to explain that the air force and the marines are also branches of our military, but that they will be hearing about the army and the navy in these lessons.)

## Purpose for Listening

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Tell students to listen carefully to learn about the U.S. Army and Navy during the War of 1812. They will also learn about the USS *Constitution* and how it got the nickname “Old Ironsides.”



## Another War Already?

### ← Show image 4A-1: Illustration of grandfather and the kids on the porch

“What started the War of 1812?” Adele asked her grandfather.

“Did we have a big army and navy back then?” J.P. asked, almost at the same time as his sister.

“Well,” replied Grandfather Lafitte, “The answers to both of those questions are related. To answer your question first, J.P., we did not have a large army or navy back then. We had a fairly small navy and only about four-thousand soldiers.”<sup>1</sup>

1 Today’s army has almost 500,000 soldiers and there are more than 200,000 sailors in the navy today.



### ← Show image 4A-2: Examples of army and navy uniforms<sup>2</sup>

To fight a war and have any chance of winning, the president had to find more soldiers—pretty quickly. Remember, in 1812, many Americans were farmers. They used guns to hunt with and to protect their homes. President Madison asked farmers to use their guns to fight for their country. He offered them money and land if they would join.”

“Did they?” asked Adele.

“Although some people were against the war,” explained Grandfather Lafitte, “many men were eager to join. These soldiers didn’t always get the best military training though. That is why, in the beginning of the war, things did not go so well for us. Our government and military leaders were counting on the fact that the British were so busy fighting the French that they would not be able to put up much of a fight. They hoped that the British would not have a large enough army. In fact, some people expected the British to give up almost immediately. As it turned out, none of these **assumptions** were right.”<sup>3</sup>

2 [Point to the army (right) and the navy (left) as you read about them.]

3 An assumption is something that is believed to be true, but is not known to be true.



← **Show image 4A-3: Map of three battle areas**<sup>4</sup>

4 [Point to each area on the map as you read about it.]

5 Have students restate the British's three-part plan, using the terms *first*, *next*, and *finally*. [Point to each area on the map as they tell about it.]



← **Show image 4A-4: Painting of ships in battle on Lake Erie**

6 Militiamen are men who were trained to be soldiers, but were not part of the army. [Students who participated in CKLA in first grade learned about militiamen in the Revolutionary War in *A New Nation: American Independence*.]

7 *Surrender* means to give up.

8 [Point to this area on the map.]

9 *Vulnerable* means there is the possibility of being exposed to dangers.

“The British did not back down. As the weeks and months went on, they came up with a three-part plan to attack us. First, they would **launch** an attack from British territory in Canada and move their army into New York state. Then, they would attack our coastal cities, including Washington, D.C. and Baltimore. Finally, they would try to capture New Orleans and gain control of the Mississippi River.”<sup>5</sup>

“Where did the first battles take place?” asked J.P., curious to learn more.

“We thought that our best chance was to attack the British in Canada,” continued Grandfather Lafitte. “About three weeks after the start of the war, an American general led a small army of militiamen into Canada.<sup>6</sup> Unfortunately, they were defeated and were forced to **surrender** to the British.<sup>7</sup> Other defeats in the Great Lakes area resulted in the loss of territory north and west of Ohio to the British.<sup>8</sup> This also meant that settlers in neighboring Indiana were now **vulnerable**.<sup>9</sup> And, as had already been suspected, some Native Americans took up weapons to fight alongside the British. They thought that this might be the only way they could protect their land. Because of this war, the Native Americans suffered greatly.”



← **Show image 4A-5: Painting of navy ship USS Constitution**

“Did we fight at sea as well?” asked J.P.

“I was wondering that, too,” said Adele.

“We certainly did. That was where we had some important victories,” replied Grandfather Lafitte. “You mentioned the USS *Constitution* on your list. That ship was also known back then as ‘Old Ironsides.’ In the very beginning of the war this incredible ship defeated a British ship off the coast of Canada. Both ships fought a hard battle. At one point, the two ships were right next to each other! Cannonballs from the USS *Constitution* smashed into the

sides of the British ship. They caused a lot of damage. And even though the British ship fired back, they did much less damage to our ship. It's said that some of their cannonballs even bounced off the side of the *Constitution* because its walls were so thick!"

10 What was its nickname?

"Is that how it got its nickname?" asked Adele.<sup>10</sup>

"Yes. Thanks to 'Old Ironsides', the British were forced to surrender. It is probably safe to say that, at least in the early stages of the war, we were much more successful at sea than we were on land."

"Hooray!" cheered J.P. and Adele together.



← **Show image 4A-6: Painting of navy ship USS Chesapeake**

"The British were determined to ruin the U.S. trading **economy** and prevent us from getting supplies we needed.<sup>11</sup> So they blockaded most of the U.S. coastline. Luckily, we knew our waterways much better than the British did.<sup>12</sup> We even had privateers who were able to stop many British merchant, or trading, ships and take their cargo."<sup>13</sup>

11 The economy refers to the process by which goods and services are bought and sold.

12 Waterways are inlets, and small and large rivers.

13 Privateers are sailors on private ships that were hired to attack and rob from other ships.

"Oh, is this the part when you tell us about pirates?" asked J.P. eagerly.

"Not quite!" chuckled Grandfather Lafitte. "Many of the privateers in the War of 1812 were hired by the United States government. However, it's true, some of these privateers had previously been pirates. There is one privateer in particular that I'm going to tell you about later. But we haven't quite gotten to that part of the story."



← **Show image 4A-7: Painting of American general on Lake Erie**

"Did the Americans think we would win the war of 1812?" asked Adele.

"We weren't sure, but we were determined not to give up," explained Grandfather Lafitte. "The next year we sent our army back into Canada. We took back the town we had lost so that we could protect our territories again. This gave us hope. We had another victory later that year when our navy defeated an entire fleet of British ships on Lake Erie."<sup>14</sup>

14 A fleet is a group of military ships run by the same leader.





← **Show image 4A-8: Painting of navy ship *USS President***

“Was that when we knew we would win?” asked J.P.

“No. We were never completely sure that we could win,” replied Grandfather. “You see, by 1814 the end of the Napoleonic Wars was in sight. That meant that the British would have more soldiers and naval ships available to spare. Now that they weren’t busy fighting with France, they could turn their full attention toward the war with the United States.

“Of course, they were still keeping many foreign ships from entering U.S. ports.” Grandfather added, “To make matters worse, they knew the United States was almost out of money.”

“Did the British think we would surrender?” asked J.P.

“Oh, they probably did,” replied Grandfather thoughtfully.



← **Show image 4A-9: Illustration of grandfather standing up**

“What happened next?” Adele wanted to know.

“Before I explain, we need to go down to the barn and take care of the horses.”

“Okay!,” exclaimed the children as they jumped up out of their chairs and off the porch.

Adele grabbed her grandfather’s hand and the three walked together to the barn. Grandfather still held the mysterious leather journal tightly in his other hand.

### Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Who did President Madison ask to join in the fight against the British? (farmers)
2. *Literal* Which country was Britain already fighting against? (France)
3. *Literal* Where did the first battle of the War of 1812 take place? (Canada)
4. *Literal* Why did some Native Americans fight alongside the British? (in the hope that they would be able to protect their land)
5. *Literal* Why was the USS *Constitution* called “Old Ironsides”? (because during battle, British cannonballs bounced off its sides)
6. *Inferential* Why did the British want to prevent the United States from getting supplies? (Answers may vary but could include that without supplies, the U.S. might not be able to fight and would have to surrender.)
7. *Inferential* What effect did the end of the Napoleonic Wars have on the War of 1812? (The British could shift their attention to fighting with the United States.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* Why do you think knowledge of our waterways was helpful for the Americans? (Answers may vary but could include an understanding of the following: We were able to sneak around the British blockade and get the supplies we needed.)
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Economy

5 minutes

1. In the read-aloud you heard, “The British were determined to ruin [the Americans’] trading *economy*.”
2. Say the word *economy* with me.
3. *Economy* is the process of buying and selling goods and services.
4. Our *economy* depends on being able to trade with other countries.
5. Can you think of something that is part of the economy? Use the word *economy* when you talk about it and answer in complete sentences. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “\_\_\_\_\_ is part of the economy because . . . ”]
6. What’s the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: Think of something that is part of our economy. It might be something that has to do with buying or selling a product or service. Draw a picture of that part of the economy. Write a sentence about it. Use the word *economy* when you write about it. I will call on a few students to share their responses.



### Complete Remainder of the Lesson Later in the Day



# Another War Already?

4<sub>B</sub>

## Extensions

20 minutes



### Poetry Reading: “Old Ironsides,” by Oliver Wendell Holmes

#### ← Show Image 4A-5: Painting of the USS Constitution

Tell students that you are going to read a poem about the famous American battleship that they learned about in today’s read-aloud, the *USS Constitution*. Tell students that an American poet, Oliver Wendell Holmes, had read a newspaper article about the ship. The article reported that “Old Ironsides” was no longer needed and was going to be broken apart. Oliver Wendell Holmes immediately wrote this poem as a tribute to the ship. On September 16, 1830, two days after reading the newspaper article, this poem was published. As a result, the *USS Constitution* was saved from being destroyed. People can still visit the ship in the Boston harbor. “Old Ironsides” is the oldest commissioned ship still afloat in the world. Show Image Card 9 (*USS Constitution Today*).

Ask students to listen carefully to the poem. After students listen to the poem, use the echo technique as you read the poem again. Help students summarize the message in each line. You may need to read each line multiple times.

**Note:** You may choose to read only a portion of the poem.

- ↗ Above and Beyond: Ask students to consider how the poem changed people’s minds. Ask students to identify adjectives, or describing words that might be considered emotionally moving.

15 The ensign is the flag flown on a ship to identify what country the ship belongs to.

*Old Ironsides*  
by Oliver Wendell Holmes

*“Aye tear her tattered ensign down”<sup>15</sup>*  
*long has it waved on high,*  
*And many an eye has danced to see*  
*That banner in the sky;*  
*Beneath it rung the battle shout,*  
*And burst the cannon’s roar;—*  
*The meteor of the ocean air*  
*Shall sweep the clouds no more.*  
*Her deck, once red with heroes’ blood,*  
*Where knelt the vanquished foe,*  
*When winds were hurrying o’er the flood,*  
*And waves were white below,*  
*No more shall feel the victor’s tread,*  
*Or know the conquered knee;—*  
*The harpies of the shore shall pluck*  
*The eagle of the sea!*  
*Oh, better that her shattered hulk*  
*Should sink beneath the wave;*  
*Her thunders shook the mighty deep,*  
*And there should be her grave;*  
*Nail to the mast her holy flag,*  
*Set every threadbare sail,*  
*And give her to the god of storms,*  
*The lightning and the gale!”*

## Portrait of America in 1812 (Instructional Master 4B-1)

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[Show Image Card 8 (The USS *Constitution*).] Tell students that they are going to make another portrait for their portfolio or gallery. Today they will be making a ship portrait of the USS *Constitution* using Instructional Master 4B-1. (Explain that a ship portrait is a portrait that shows a single ship.) Have students recall important details from the read-aloud. You may prompt discussion with the following questions:

- What does USS stand for? (USS stands for United States Ship.)
- What nickname did the USS *Constitution* become known as? (“Old Ironsides”)
- Why was the *Constitution* called “Old Ironsides”? (because the British cannonballs bounced off its sides)

First, students should draw a portrait of the USS *Constitution* in the frame. Next, they should write the name in the space beneath the frame. (You may wish to write “The USS Constitution” on the board.) Then, ask students to write a sentence or two in the space provided, telling something they learned about the USS *Constitution*. Finally, students should share their drawing and writing with a partner.

Display or save these portraits to create a gallery or portfolio at a later time.



# Pausing Point



## ***Note to Teacher***

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You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of the War of 1812. The other activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

## ***Core Content Objectives Up to This Pausing Point***

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Students will:

- ✓ Explain that America fought Great Britain for independence
- ✓ Explain that the Founding Fathers wrote the Constitution
- ✓ Explain that Thomas Jefferson purchased the Louisiana Territory from the French
- ✓ Explain that Great Britain became involved in a series of wars against France
- ✓ Explain that due to a shortage of sailors, Britain began to impress, or capture, American sailors
- ✓ Explain that some members of the U.S. government began to call for war
- ✓ Identify that the British controlled land in the northern Great Lakes region, the northwestern territories, and Canada
- ✓ Explain that James Madison was the president during the War of 1812
- ✓ Identify James Madison, a Founding Father, as the main author of the Constitution

- ✓ Identify Dolley Payne Todd as James Madison’s wife
- ✓ Identify James Madison as the fourth president of the United States
- ✓ Explain that in 1812 the United States had a small army and a small navy
- ✓ Explain that President Madison persuaded farmers to become soldiers
- ✓ Explain that the USS *Constitution* became known as “Old Ironsides” because British cannonballs could not damage it

## ***Student Performance Task Assessment***

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### **10 Write and Present a Persuasive Speech (Instructional Master 2B-2)**

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If you have not already done so, find an opportunity to assess each student’s ability to write and present a persuasive speech. Use Instructional Master 2B-2 to record this assessment.

## ***Activities***

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### **Image Review**

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Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images.

### **Image Card Review**

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#### **Materials: Image Cards 4–10**

Give each of the Image Cards to a different group of students. Have students take turns using *Think Pair Share* or *Question? Pair Share* to ask and answer questions about the particular image.

### **Domain-Related Trade Book or Student Choice**

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#### **Materials: Trade book**

Read an additional trade book to review a particular person or event related to the War of 1812; refer to the books listed in the Introduction. You may also choose to have students select a read-aloud to be heard again.



## Key Vocabulary Brainstorming

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### Materials: Chart paper

Give students a key domain concept or vocabulary word such as *trade*. Have them brainstorm everything that comes to mind when they hear words, such as *merchant ship*, *blockaded*, *treaty*, *privateers*, etc. Record their responses on a piece of chart paper for reference.

## Portraits of America in 1812: Art Gallery and Portfolios

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### Materials: Poster board; tape; hole punch; ribbon

Tell students that a gallery is a place where people go to look at paintings or other forms of artwork. Explain that a portfolio is a collection of drawings, paintings, or photographs presented in a folder. Tell students that they are going to make their own portfolios to save the Portraits of America in 1812 that they have made so far. (You may also want to create a special gallery space in the classroom or hallway to display some of students' portraits.)

Directions to make a portfolio for each student: Fold a piece of poster board (22" x 28") in half. Tape the sides of the poster board with colored duct tape. To make carrying handles, hole punch two holes centered at the top, approximately 5 inches apart. Knot a piece of grosgrain ribbon (about 12" long) into each side. (You may also use file folders, duct-taped along the side.)

## Friendship Treaty

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In Lesson 2, "America in 1812, Part II," you heard about Jay's Treaty. A treaty is a promise between two or more countries to try to make peace. Treaties include agreed-upon ways to get along. Have you ever found you need to find a way to work things out with your a friend? For example, perhaps sometimes you have to decide which friends to play with. Or, perhaps sometimes you and your friends disagree. When this happens you have to decide what to do. Think of two things that you and your friends could do so that you can get along. Write your ideas down in one to three complete sentences.

## Class Book: The War of 1812

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### Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have students brainstorm important information about what the British were doing to U.S. ships and sailors, British relationships with Native Americans, James and Dolley Madison, and the USS *Constitution*. Have each student choose one idea to draw a picture of and then write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.

Another option is to create an ABC book where students brainstorm domain-related words for each letter of the alphabet.

## Using a Map

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### Materials: U.S. map

Use a map of the United States to review various locations from the read-alouds. Prompt students with questions such as the following:

- The British had a three-part plan of attack. What areas were the three parts?
- Thomas Jefferson purchased land from France that became known as the Louisiana Territory. Can you locate that area of the United States on the map?
- The United States traded with France and Britain, as well as with islands in the Caribbean. Can you locate France, England, and the Caribbean on the map?
- You learned that Britain had some control over land in the Northern Great Lakes region, the Northwestern Territories, and Canada. Can you locate these three locations?

## Writing Prompts

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Students may be given an additional writing prompt such as the following:

- Imagine that you are on a U.S. merchant ship that has been stopped and searched by the British. Describe this experience as if you were there.
- Imagine that you are a Native American witnessing more and more settlers moving onto your land. They are farming and building homes on land that belonged to your ancestors. Explain how you feel about this.
- What do you think life was like for Dolley Madison as the wife of the president during the War of 1812? Write an imaginary journal or diary entry that Dolley might have written.

## Pint-Size USS Constitution

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**Materials: (per ship) Two pint-size milk cartons; two straws; white, brown, and black construction paper; markers and/or paint; glue and/or tape**



Lay the milk carton on its side and cover with construction paper or paint as shown by the dotted lines (the top half should be white, the bottom half should be brown or black).

**Note:** Adding a bit of glue will help the paint adhere to the milk carton.

Have students set their cartons aside to dry. Attach two globs of play dough onto the center of the ship. Cut a two- or three-inch piece off the bottom of the second milk carton. Tape it, face down, onto the ship (covering the play dough). Poke two holes in the top with a pencil, above where the play dough is.

Next, have each student cut two large rectangles and two small rectangles from a piece of white construction paper. Poke two holes in each rectangle with scissors or a hole punch and thread onto the straws as masts. Draw windows and a door with markers. Cut yellow circles and glue them onto the side as portholes.

Encourage students to use domain vocabulary in their dialogue as they create their ships. Have students discuss the USS *Constitution*. (It is nicknamed “Old Ironsides” because British cannonballs could not sink it; it is still afloat in Boston harbor; etc.)

## Good Old Poems

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### **Materials: Chart paper, chalkboard, or whiteboard**

Show students Image Cards 8 and 9 (USS *Constitution*) and discuss how important it was to save and preserve the ship. Tell students that the ship is still afloat in Boston harbor.

Read the poem “Old Ironsides” by Oliver Wendell Holmes again. Ask students to summarize the poem in their own words. Ask them what the word *Old* means and discuss the mood that it creates in this poem. Tell students that although many poems do rhyme, they do not all use rhyme as a technique. Explain that some poets use repetition of sounds, or of words and phrases, to emphasize certain ideas or feelings, such as Mr. Holmes did in this poem. Ask students what words and phrases are repeated in this poem for emphasis.

Tell students that they are going to write their own “Old” poems about something from history, or today, that is beloved but at risk of being lost, just as Oliver Wendell Holmes did about “Old Ironsides.” Tell students that their poem may have rhyming words or repeated sounds or words and phrases. Have them title their poem “Old \_\_\_\_\_.” You may wish to model this exercise on chart paper, a chalkboard, or a whiteboard. Allow students to share their poems with the class.

You may also provide students with cutout shapes of this ship on white, lined paper. (Make sure the cutout shapes are large enough for students to write a short poem on them.) On the paper have students write a short poem about the ship using some of the adjectives they discussed in Lesson 4. Model a short poem about the ship. Example:

*Tall sails reaching up to the sky;*

*Canons firing like thunder.*

*‘Old Ironsides’ could not be defeated,*

*The British looked on with wonder!*



# The Attack on Washington, D.C.

5

## ✔ Lesson Objectives

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### Core Content Objectives

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Students will:

- ✓ Explain how the President's House was a house built especially for the president and his family; today it is called the White House
- ✓ Explain that in 1814 the British attacked the capital, Washington, D.C.
- ✓ Explain that Dolley Madison had to escape from the President's House
- ✓ Explain that Dolley Madison saved important papers, letters, and a portrait of George Washington
- ✓ Explain that the British army set fire to the President's House

### Language Arts Objectives

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Identify the main topic of the read-aloud “The Attack on Washington, D.C.” by creating a portrait of Dolley Madison and writing a brief summary (RI.2.2)
- ✓ Describe the connection between a series of historical events such as the attack on Washington, D.C., and the War of 1812 (RI.2.3)
- ✓ Write simple sentences to represent details or information from “The Attack on Washington, D.C.” (W.2.2)
- ✓ Interpret information presented, and then ask a question beginning with the word *where* to clarify information in “The Attack on Washington, D.C.” (SL.2.3)

- ✓ Draw pictures to represent details or information from “The Attack on Washington, D.C.” (SL.2.5)
- ✓ Prior to listening to “The Attack on Washington, D.C.” identify what they know and have learned about the War of 1812
- ✓ Share writing with others

## Core Vocabulary

**canvas, n.** A specially prepared piece of material that artists use to paint on

*Example:* The artist spent hours painting his canvas.

*Variation(s):* canvases

**delicate, adj.** Easily broken or damaged

*Example:* The tea cup is very delicate, so handle it carefully.

*Variation(s):* none

**perched, v.** Sitting on top of something that could be easy to fall from


*Example:* The bird was perched on one of the highest branches in the tree.

*Variation(s):* perch, perches, perching

**quench, v.** To put something out; or to lessen or reduce it

*Example:* The shaved ice helped quench my thirst on the hot summer day.

*Variation(s):* quenched, quenches, quenching

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>What Have We Already Learned?</b>		10
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>The Attack on Washington, D.C.</b>	U.S. map; Image Card 11	15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Quench</b>	chart paper, chalkboard, or whiteboard	5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Sequencing Events</b>	Instructional Master 5B-1	20
	<b>A Portrait of America in 1812: Dolley Madison</b>	Image Card 6; Instructional Master 5B-2; drawing tools	
<i><b>Take-Home Material</b></i>	<b>Family Letter</b>	Instructional Master 5B-3	



# The Attack on Washington, D.C.

5A

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

Remind students that Britain blockaded much of the east coast of the United States to try to ruin the U.S. economy. Ask students if they can identify Britain's three-part plan to attack the United States.

- from Canada in the North
- some of the main cities on the east coast; cities such as Baltimore and Washington, D.C.
- from New Orleans in the South

There were some victories for the United States and some for the British. Napoleon was defeated and the war against France came to an end. Britain could now use its full military force against the United States.

### **Making Predictions About the Read-Aloud**

Remind students that the British were no longer fighting the French. Ask students to predict whether the British would actually attack the capital of the United States?

### **Purpose for Listening**

Tell students to listen carefully to find out what Dolley Madison did before she left the President's House.



## The Attack on Washington, D.C.

### ← Show image 5A-1: Illustration of children on bales of hay

After they helped Grandfather Lafitte get fresh water for his horses, J.P. and Adele led them out into the pasture. Then the children hurried back to the barn and **perched** themselves on some bales of hay while Grandfather oiled his favorite saddle.<sup>1</sup>

“Now are you going to tell us about what happened next?” asked Adele as she climbed up even higher on the hay bales.

- 1 *Perched* means sitting on top of something that could be easy to fall from.



### ← Show image 5A-2: Map of three-part plan of attack

“I sure am!” Grandfather responded. “If you remember, the British had a three-part plan. Well, attacking Washington, D.C. was the next part of that plan. The British believed that capturing the capital city would make the United States think hard about surrendering. They put their plan into action in the summer of 1814. They sent an army of about four-thousand men to the capital.<sup>2</sup> The British army was ready to fight. Washington, D.C. was still a new town at that time. The streets were not paved and lots of building was taking place.<sup>3</sup> But, the U.S. Congress met there to make laws. The Supreme Court met there. And, of course, the president and his wife lived there.<sup>4</sup> Now, we know from records that August 1814 was especially hot.<sup>5</sup> The people of Washington, D.C. were struggling to cope with the heat when they heard that the British had landed an army near their city. At the time, there were about eight-thousand people living in the new capital.”<sup>6</sup>

“What did the president do?” asked J.P. as he chewed on a piece of hay.

- 2 Remember the entire U.S. army was only that big!
- 3 If the streets were not paved, what do you think they looked like?
- 4 The U.S. Congress includes two houses that make up the government of the United States: The House of Representatives and the Senate. The Supreme Court is the highest court. Its job is to understand and interpret the laws of this country.
- 5 We know many of these things from records.
- 6 So if the army was four thousand and only eight thousand people lived there, that is a huge force!



### ← Show image 5A-3: Painting of the U.S. Capitol before it was burned

“The president knew that he had to be with his soldiers as they faced the British army. He told Mrs. Madison to stay in the President’s House. He asked some soldiers to stay with her and to keep her safe. Then he rode off to be with his army.”<sup>7</sup>

- 7 Why do you think the president rode off to join the army?



“Where did he go?” asked Adele.

“There was a battle fought in Maryland, just a few miles from the city. The British beat the U.S. Army pretty quickly and then marched on to Washington, D.C. Many of the people in the city left when they heard that their army had been defeated and that the British were coming. The dirt roads were jammed with people trying to escape, as well as carts piled high with their possessions.”<sup>8</sup>

“I think I would have been scared,” said Adele.

“Yes, Adele, war can be scary,” reassured Grandfather Lafitte. “We are proud of those soldiers who fought to protect our country back then, just as we are proud of those in the military today, who work hard to keep us safe.”

8 Does this scene sound calm or chaotic?



← **Show image 5A-4: Illustration of Dolley Madison saving George Washington**

“What happened to Mrs. Madison?” J.P. asked, now with a barn cat sprawled across his lap.

“Excellent question,” replied Grandfather Lafitte. “Mrs. Madison had waited to see what would happen. When she realized that the British were on their way, she got ready to leave. She wanted to try to save some of her things, but she did not know what to bring with her. The President’s House contained so many beautiful and valuable items, but she knew she could not take everything. In the end, Dolley Madison saved important papers and letters that she knew her husband would want. At the last minute, she asked the workers in the house to remove a painting of George Washington.

“With the British army so close, they did not have time to carefully remove the **canvas** from the frame.<sup>9</sup> They had to cut it out. But, Dolley Madison made it out of the President’s House—just in the nick of time. And George Washington was saved!”<sup>10</sup>

“What happened when the British soldiers got there?” asked J.P. as he pet his new friend the barn cat.

9 Canvas is a type of cloth artists use to paint on. So the painting was on canvas.

10 [Show Image Card 11 (Portrait of George Washington).] This is the famous painting of George Washington. It still hangs in the White House today.



← **Show image 5A-5: Painting of the President's House before it was burned**

“The British broke down the doors and rushed inside. It seems Mrs. Madison had set the table for Mr. Madison and his men. Some of the British soldiers later described finding a large table in the dining room set for forty guests. They described the crystal glasses, shimmering silverware, and delicate china. In the kitchen, meat had been roasting on the fire, and pots and pans had been placed upon the grate. It was clear that the residents of the house had left in a hurry.<sup>11</sup> Some of the British soldiers sat down at the dinner table and enjoyed a tasty meal. For some of these men, it was the first home-cooked meal they'd eaten in quite some time. When they were done, they ransacked the house.<sup>12</sup> They stole anything they could carry away and then, before they left, they set fire to the President's House. As the flames burned around them, the British marched out of the city.”

11 Why do you think it seemed clear that people had left in a hurry?

12 *Ransacked* means to look for something in a way that causes disorder.



← **Show image 5A-6: Painting of the U.S. Capitol after it was burned**

“Was everything ruined?” asked Adele from atop the bales of hay. “Many buildings were,” explained Grandfather Lafitte. “When the British army reached the capital, they had destroyed all of the public buildings. Many of them had just been built. The President's House, the Senate House, as well as an important dockyard area, storehouses, and much more.”<sup>13</sup>

13 This is the capitol after it was burned.



← **Show image 5A-7: Painting of the President's House after it was burned**

“As luck would have it, rain clouds gathered and a big storm moved in. The rain and wind helped to **quench** the flames.<sup>14</sup> Several days later, when the Madisons returned, they found their home still standing. But it had been very badly damaged. The fire had blackened the walls, many of the windows were broken, and most of their possessions were gone. They were very sad.”

14 *Quench* means to put something out, or to reduce or lessen it.

“That is sad,” said Adele as she peered down at her grandfather.

“Well, my next story will cheer you up,” said Grandfather Lafitte joyfully. “The British got more than they bargained for when they tried to do the same thing in Baltimore!”

### Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* Were your predictions about whether the British would actually attack the capital of the United States correct? Why or why not? (Answers may vary.)
2. *Inferential* Why did the British want to attack Washington, D.C.? (The British thought that the U.S. might consider surrendering if they attacked the capital.)
3. *Literal* What did James Madison do when he heard that the British were coming? (He left the President's House and went to be with the army.)
4. *Literal* What did the British do when they reached the capital? (They destroyed all of the public buildings.) Why did they burn the President's House? (That is where they thought the president was; there are many important documents inside the President's House.)
5. *Evaluative* What items did Dolley Madison save? (letters, papers, and a portrait of George Washington) Why do you think she saved a portrait of George Washington? (Answers may vary but could include that George Washington was the first president; or that he won the Revolutionary War; she knew it would have historical significance/be important to future generations.)
6. *Evaluative* How do you think James and Dolley Madison felt when they returned to the President's House? (Answers may vary.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]



← **Show image 5A-2: Map of three-part plan of attack**

8. *Evaluative Where? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *where*. For example, you could ask, “Where, or in which city, do the events in today’s story about the War of 1812 take place?” Turn to your neighbor and ask your *where* question. Listen to your neighbor’s response. Then your neighbor will ask a new *where* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

**Word Work: Quench**

5 minutes

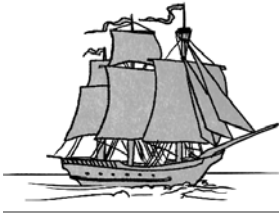
1. In the read-aloud you heard, “The rain did help to *quench* the flames [at the President’s House].”
2. Say the word *quench* with me.
3. *Quench* means to put something out; or to lessen or reduce it.
4. The runner drank water after the race to *quench* her thirst.
5. Can you think of another use for the word *quench*? How do you like to quench your thirst? Use the word *quench* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: e.g., “I *quench* my thirst with \_\_\_\_.”]
6. What is the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read several items. If the item I read might be something that could quench your thirst, say, “That could quench my thirst.” If the item is not something that could quench your thirst, say, “That could not quench my thirst.”

1. a drink of water (That could quench my thirst.)
2. a glass of orange juice (That could quench my thirst.)
3. a hamburger (That could not quench my thirst.)
4. a glass of milk (That could quench my thirst.)
5. a banana (That could not quench my thirst.)
6. a cup of lemonade (That could quench my thirst.)
7. a popsicle (That could quench my thirst.)
8. peanut butter (That could not quench my thirst.)
9. spaghetti (That could not quench my thirst.)
10. an ice cube (That could quench my thirst.)



**Complete Remainder of the Lesson Later in the Day**



# The Attack on Washington, D.C.

5<sub>B</sub>

## Extensions

20 minutes

### 10 Sequencing Events (Instructional Master 5B-1)

Tell students that they are going to do a Sequencing activity. Directions: I will read a group of sentences. Each sentence begins with a blank. For each group, choose which sentence happened first in the read-aloud and write the word *First* on the blank before that sentence. Then write the word *Next* on the blank before the sentence that happens second in the read-aloud, and so on with *Then* and *Last*. (You may wish to write the words *First*, *Next*, *Then*, and *Last* on chart paper, a chalkboard, or a whiteboard.)

1. James Madison asked some soldiers to stay with Mrs. Madison and to keep her safe. (Then)
  2. The British sent an army of about four-thousand men to the capital. (First)
  3. James Madison rode off to be with his army. (Last)
  4. James Madison told Mrs. Madison to stay in the President's House. (Next)
- 
1. The British soldiers set fire to the President's House. (Last)
  2. Dolley Madison escaped just in the nick of time. (Next)
  3. Some of the British soldiers sat down at the dinner table and enjoyed a tasty meal. (Then)
  4. Dolley Madison asked the workers in the house to help her remove a painting of George Washington. (First)

**Note:** You may wish to do this extension as an assessment, and have students use Instructional Master 5B-1 to write *First*, *Then*, *Next*, and *Last* on the corresponding lines.

## **A Portrait of America in 1812 (Instructional Master 5B-2)**

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[Show Image Card 6 (Dolley Madison).] Tell students that today they are going to make another portrait for their portfolio or gallery. Today they will be making a portrait of Dolley Madison using Instructional Master 5B-2. Have students recall important details from the read-aloud and from Lesson 3, “Mr. and Mrs. Madison.” You may prompt discussion with the following questions:

- Who was Dolley Madison married to?
- What was Dolley Madison known for? Was she outgoing or quiet?
- Did she like to entertain, or have parties?
- What did Dolley Madison save from the President’s House when the British set it on fire?

First, they should draw a portrait of Dolley Madison in the frame. (Remind students again that a portrait usually includes only the head and shoulders.) Next, they should write her name in the space beneath the frame. (You may wish to write “Dolley Madison” on the board.) Then, ask students to write a sentence or two in the space provided, telling something they know or learned about Dolley Madison. Finally, students should share their drawing and writing with a partner.

Display or save these portraits to create a gallery or portfolio at a later time.

## ***Take-Home Material***

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### **Family Letter**

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Send home Instructional Master 5B-3.



# Broad Stripes and Bright Stars

6

## ✔ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Describe how the British attacked the city of Baltimore and Fort McHenry
- ✓ Explain that the U.S. commander of Fort McHenry asked for a large flag to be made to fly over Fort McHenry
- ✓ Explain that the British failed to capture Baltimore and Fort McHenry
- ✓ Explain how Francis Scott Key watched the Battle of Fort McHenry and wrote a poem that later became the national anthem
- ✓ Demonstrate familiarity with the song, “The Star-Spangled Banner”

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe how words and phrases supply rhythm and meaning in the song “The Star-Spangled Banner” (RL.2.4)
- ✓ Identify the main topic of “Broad Stripes and Bright Stars” by creating a portrait of Francis Scott Key and writing a brief summary (RI.2.2)



- ✓ Describe the connection between a series of historical events such as the Battle of Fort McHenry and “The Star-Spangled Banner” (RI.2.3)
- ✓ Compare and contrast similarities and differences between the song “The Star-Spangled Banner” and the story of “Broad Stripes and Bright Stars” (RI.2.9)
- ✓ Make a connection to the national anthem and the story of “Broad Stripes and Bright Stars” (W.2.8)
- ✓ Make a personal connection to singing the national anthem (W.2.8)
- ✓ Interpret information presented, and then ask a question beginning with the word *what* to clarify information in “Broad Stripes and Bright Stars” (SL.2.3)
- ✓ Draw pictures to represent details or information from “Broad Stripes and Bright Stars” (SL.2.5)
- ✓ Determine the meaning of multiple-meaning words and phrases, such as *scrambled* (L.2.5a)
- ✓ Prior to listening to “Broad Stripes and Bright Stars,” identify what they know and have learned about the attack on Washington, D.C.
- ✓ Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation

## Core Vocabulary

**confident, *adj.*** Having a feeling or belief that you can do something  
*Example:* The team ran on the field, confident that they could win the game.

*Variation(s):* none

**fort, *n.*** A strong building or group of buildings where soldiers live  
*Example:* The flag was flying outside the fort.

*Variation(s):* forts

**inspired, *v.*** To move a person to do something or think something, especially something creative

*Example:* Daniel was inspired by the president’s speech.


*Variation(s):* inspire, inspires, inspiring

**port, *n.*** A coastal location that has a harbor in which ships can dock  
*Example:* The ship’s horn sounded loudly as it moved out of the port.

*Variation(s):* ports

**withdrew, *v.*** To move away or back off from a particular place  
*Example:* The king said “good night” to his guests and withdrew from the banquet hall.

*Variation(s):* none

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	What Have We Already Learned?		10
	Essential Background Information or Terms		
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	Broad Stripes and Bright Stars	Image Card 16; U.S. map	15
<b>Discussing the Read-Aloud</b>	Comprehension Questions		10
	Word Work: Inspired		5
 Complete Remainder of the Lesson Later in the Day			
<b>Extensions</b>	Multiple Meaning Word Activity: Scrambled	Poster 4M (Scrambled)	20
	Song: “The Star-Spangled Banner”	Instructional Master 6B-1; Recording, “The Star-Spangled Banner” [This activity requires advance preparation.]	
	A Portrait of America in 1812: Francis Scott Key	Image Card 17; Instructional Master 6B-2; drawing tools	



# Broad Stripes and Bright Stars

6A

## Introducing the Read-Aloud

10 minutes



### What Have We Already Learned?

← **Show image 5A-7: Painting of the President's House after it was burned**

Ask students to tell you what happened in the last read-aloud. Remind students that the British attacked the capital, Washington, D.C. Prompt further discussion with the image and the following questions:

- What happened when the British attacked Washington, D.C.?
- Where did James Madison go? Did Dolley Madison stay in the President's House?
- What did Dolley Madison do when she learned that the British were coming?

### Essential Background Information or Terms

Tell students that a national anthem is a patriotic song. People sing a national anthem to show that they are proud of their country. Ask students if they know the name of our national anthem. Ask what occasions they might sing the national anthem. (You may want to play a recording of “The Star-Spangled Banner.”)

In the United States, our national anthem is “The Star-Spangled Banner.” We sing it to show our pride in our country. We sing it before baseball games and other sporting events. We sing it on holidays like the Fourth of July. Sometimes we sing it at school. The words to this song were written by Francis Scott Key during the War of 1812.

### Purpose for Listening

Tell students to listen to “Broad Stripes and Bright Stars” to learn more about the events that inspired Francis Scott Key to write “The Star-Spangled Banner.”



## Broad Stripes and Bright Stars

### ← Show image 6A-1: Illustration of grandfather hanging the rope

“What happened after the British left Washington?” asked Adele as she looked down at her grandfather from the highest hay bale.

“As you can imagine,” Grandfather Lafitte replied, “the British were feeling very **confident**.<sup>1</sup> They had defeated the U.S. Army in Washington and destroyed the capital. They planned to capture Baltimore next, which at the time was a very important **port**.”

“What is a port?” asked Adele.

### ← Show image 6A-2: Illustration of a busy U.S. port

“A port is a town or city where ships stop to load and unload cargo. Baltimore was a deep-water port, meaning that the water was deep enough for really big ships to sail in and dock there. Baltimore was a port where ships could send and receive goods such as, flour, tobacco, and sugar,” explained Grandfather Lafitte. “Besides that, Baltimore is a central location between New York, Philadelphia, and Washington. But, for the British it would provide a place to land a huge invading army.”

### ← Show image 6A-3: Pictures representative of cargo (tea, sugar, flour, etc.)<sup>2</sup>

“So if the British destroyed the capital and then captured Baltimore, they would gain an advantage,” said J.P.<sup>3</sup>

“That’s right,” said Grandfather Lafitte. “Capturing Baltimore was a key part of the British plan. From there they hoped to attack other important cities. But I will tell you what actually happened.

“The Battle of Baltimore can be divided into two parts—the battles on land and the battles at sea. The British general in charge of the attack on Washington, D.C. thought that they could capture Baltimore as easily as they did the capital.”

“Oh, boy!” sighed J.P. “These cats are interested in the story, too.” At that moment a second barn cat had come to join the first one. The second cat was attempting to sit on J.P.’s chest.

1 If they were confident, it means they believed they could win.



2 These are examples of the goods that the United States and Britain traded.

3 An advantage is a position that helps make someone likely to succeed.



← **Show image 6A-4: Picture of entrenchments**

“That’s not what happened though,” continued Grandfather Lafitte. “The people of Baltimore knew that the British were coming and they prepared themselves for a fight. The general of the U.S. Army ordered that huge earth banks, called **entrenchments**, be built along the eastern side of the city. They knew that the British soldiers would have to begin their attack there. Sure enough, one September morning, the British landed several thousand soldiers at a place called North Point.”

“What is an *en-trench-ment*?” Adele repeated the word she didn’t understand as she dangled a long piece of string above a barn cat’s head.

“Entrenchments were like trenches dug into the ground or sometimes walls built above the ground. The entrenchments acted as a defensive wall and as a means of targeting the advancing army,” explained Grandfather Lafitte. “In addition to building the entrenchments, the army got ready to defend Fort McHenry.”<sup>4</sup>

“Was the purpose of Fort McHenry to protect Baltimore’s harbor?” asked J.P.

4 [Point to the picture.] This is an example of what an entrenchment looks like. Do you think building the entrenchments was a good idea?



← **Show image 6A-5: Painting of North Point battle**

“Yes, Fort McHenry was a defensive **fort**, located right on the bay.<sup>5</sup> It was built in the shape of a five-pointed star.<sup>6</sup> Soldiers were perched on the tip of each star point to protect the fort from all directions. The major knew that they had to try to keep the British soldiers out or they would surely lose. The British soldiers began to advance on the city. They kept coming until they were finally pushed back by a large U.S. Army.”<sup>7</sup>

“Did the British give up?” asked J.P.

“Not yet,” replied Grandfather Lafitte. “They **withdrew**<sup>8</sup> and set up camp. The next morning the battle continued. The British marched right up to the entrenchments at North Point. This time they didn’t just face a larger U.S. Army, but lots of cannons and other weapons, too. The British quickly realized that they were out-gunned. They retreated and we won the Battle of North Point.”

5 A fort is a strong building or group of buildings where soldiers live. [You may want to point out that port and fort have the same end sound.]

6 [Show Image Card 16 (Fort McHenry).]

7 [Point out the large army in the portrait.] What does the army work to protect?

8 or pulled back



“But, what happened at Fort McHenry?” asked Adele.

← **Show image 6A-6: Illustration of Fort McHenry with the big flag**

“That’s quite a story,” said Grandfather Lafitte as he laughed quietly. “The people of Baltimore had imagined that they were in for a long, hard fight. And so they prepared for one. Besides building entrenchments, they stored supplies. They even sank some of their own ships so that the British would not be able to sail into the harbor.”

“They sank their own ships?!” asked J.P., astonished.

“Yes, they did,” explained Grandfather Lafitte. “Another important part of the preparation included the creation of a new flag for Fort McHenry. The commander of the fort, Major George Armistead, wanted a flag so big that the British sailors would be able to see it from far away. A lady named Mary Pickersgill was asked to make the flag.”<sup>9</sup>

“I read a book about this once,” said Adele. “Mary Pickersgill needed help to make such a big flag.”

9 Why do you think the commander of the Fort McHenry wanted the British to be able to see the flag from far away?



← **Show image 6A-7: Photos of Mary Pickersgill and her flag**

“She did indeed,” replied Grandfather Lafitte. “Her daughter, her two nieces, and a young apprentice helped. The flag that these five women made had fifteen stars and fifteen stripes. When it was finished, the flag was as large as a house—it was actually bigger than the room they were making it in! Mary Pickersgill’s flag measured thirty feet tall by forty-two feet wide.<sup>10</sup> It was carried to the fort and would later be hung on a giant flagpole. Do you know how many stars and stripes our flag has today?”<sup>11</sup>

“There are thirteen stripes and fifty stars,” J.P. said confidently. “The thirteen stripes represent the thirteen original colonies, and the stars represent our fifty states.”

“Excellent!” exclaimed Grandfather Lafitte. “Now let’s get back to the story.”

10 [If your classroom is big enough, use a tape measure or your own foot to measure 30 feet.]

11 [Pause for students to answer.]



← **Show image 6A-8: Painting of British bombing Fort McHenry**

“Before long, the British began firing rockets at Fort McHenry. At first, the British ships were too far from the fort for the U.S. soldiers to be able to return fire. For more than twenty-four hours, the British pounded the fort.<sup>12</sup> With little return fire, the British ships sailed closer and closer to the fort. Once they were close enough, though, our soldiers were able to return fire.”

“That must have sounded like a terrible thunderstorm,” said Adele.

“Probably louder than fireworks on the Fourth of July,” added J.P.

“Did we hit any British ships?” asked J.P.

“We sure did,” said Grandfather Lafitte. “In fact, the British ships were forced to pull back. They kept firing though. However, early the next morning, the British realized that they had not been able to take over the city. They stopped the attack and the British ships sailed away. During the night the fort had flown a smaller flag, but as the British stopped firing and prepared to sail away, General Armistead directed the army to raise the enormous flag that Mary Pickersgill and her helpers made.”<sup>13</sup>

“Wow!” exclaimed J.P. and Adele together.

← **Show image 6A-9: Painting of Francis Scott Key with sheet music**

Grandfather added, “A man named Francis Scott Key watched the whole battle that night from a boat just outside of the Baltimore harbor. He saw bombs shooting through the air and watched the rockets rain down all through the day and into the night. As the sun came up, Francis Scott Key was still on the boat. When he saw that enormous flag flying, he knew that Baltimore had been saved. The United States won the battle!”

“Francis Scott Key wrote our national anthem,” explained J.P.

“That’s right, the events that morning **inspired** Francis Scott Key to write a poem that later became our national anthem,” added Grandfather Lafitte.<sup>14</sup>

“Come on J.P.,” announced Adele. “Let’s sing the national anthem for Granddad.”

12 Twenty-four hours is one whole day and one whole night.

13 How do you think the soldiers in the fort felt as they raised this flag? [Prompt a discussion about how they would feel proud.]



14 *Inspired* means that something had a particular cause or influence.



← **Show image 6A-10: Illustration of J.P. and Adele singing**

15 [You may want to play the recording of “The Star-Spangled Banner” here again and/or have students sing along.]

The two children stood up in the warm sunshine and looked at their grandfather. Together they sang the words that Francis Scott Key was inspired to write that morning so long ago.<sup>15</sup>

*“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 through the perilous fight,  
O’er the ramparts we watched, were so gallantly streaming?  
And the rockets’ 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?”*



← **Show image 6A-11: Illustration of the three walking back to the house**

16 The word *scrambled* means to hurry over something quickly, often also using your hands. *Scrambled* also refers to a way to cook eggs. Who likes to eat scrambled eggs?

When the children were finished, Grandfather Lafitte smiled proudly at them. With his arms around their shoulders he said, “Why don’t we head back up to the house, for a late afternoon snack? You might even hear something about those pirates, too!”

“Sounds good to me,” said Adele as she scrambled down from the hay bales.<sup>16</sup>

“Ooooh, pirates,” exclaimed J.P.

Then, together, the three walked back toward the house with their two furry friends at their heels.

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**10** minutes

1. *Literal* What did the people of Baltimore and the army do to prepare for the British? (stored supplies, built entrenchments, and sank their own ships in the harbor)
2. *Literal* What was Mary Pickersgill asked to make? (a very large U.S. flag)



3. *Inferential* Why did the British want to capture the city of Baltimore? (Answers may vary but could include: Baltimore had a deep water port and was an important trading center. It was also close to New York, Philadelphia, and Washington.)
4. *Inferential* Why was it important that Baltimore was a deep water port? (Large ships can more easily move in and out of them and unload their cargo directly onto the dockside.)
5. *Inferential* Why did the commander of Fort McHenry want such a large flag? (because he wanted the British to be able to see it from far away)
6. *Inferential* Why didn't the soldiers in the fort fire back at the British for a long time? (because the British were out of range; their weapons would not have reached the British)
7. *Literal* What did Francis Scott Key see that inspired him to write the Star-Spangled Banner? (He saw the enormous flag flying over the fort and knew that Fort McHenry/the city of Baltimore had not been captured by the British.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

8. *Evaluative* *What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, What did the commander of the fort ask Mary Pickersgill to make? Turn to your neighbor and ask your *what* question. Listen to your neighbor's response. Then your neighbor will ask a new *what* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

## Word Work: Inspired

5 minutes

1. In the read-aloud you heard, “The events [at Fort McHenry] *inspired* Francis Scott Key to write a poem that later became our national anthem.”
2. Say the word *inspired* with me.
3. The word *inspired* means to move someone to do something, or to think something, especially something creative.
4. My first-grade teacher inspired me to want to be a teacher.
5. Can you think of someone, in history or from today, or someone you know, who has inspired you? Try to use the word *inspired* when you tell about them. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “\_\_\_\_\_ has inspired me because . . . ” or “\_\_\_\_\_ inspired \_\_\_\_\_ to \_\_\_\_\_.”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: Tell the students that you are going to read a sentence about some people. If the sentence describes someone who was inspired, say, “S/he was inspired.” If the sentence does not describe someone who was inspired, say, “They were not inspired.”

1. After going to the piano recital, Joshua wanted to learn to play the piano. (He was inspired.)
2. After listening to the president’s speech, my uncle wanted to be a politician. (He was inspired.)
3. My older brother cleaned his room because my mother asked him to. (He was not inspired.)
4. My grandmother went to college at night to earn her degree. Now my sister wants to go to college, too. (She was inspired.)
5. The author wrote a book about a topic he did not enjoy. (He was not inspired.)
6. After learning about Neil Armstrong, my cousin wanted to be an astronaut. (S/he was inspired.)



**Complete Remainder of the Lesson Later in the Day**



# Broad Stripes and Bright Stars

6<sub>B</sub>

## Extensions

20 minutes

### ↔ Multiple Meaning Word Activity

#### *Multiple Choice: Scrambled*

[Have students hold up one, or two fingers to indicate which image shows the meaning of the word being discussed.]

1. [Show Poster 4M (Scrambled).] In the read-aloud you heard, “Adele . . . scrambled down from the hay bales.” Which picture of *scrambled* matches the way *scrambled* is used in the lesson? (1)
2. Here, *scrambled* means to move or climb over something quickly. The word *scrambled* is frequently used in this way to reference moving or climbing while also using your hands.
3. *Scrambled* can also mean other things, like to prepare eggs by mixing the white and yellow parts together, and then stirring the mixture in a hot pan. Which picture matches this description of *scrambled*? (3)
4. In addition, *scrambled* can mean to put parts or pieces of something in the wrong order. Which picture matches this description of *scrambled*? (2)
5. Now with your neighbor, quiz each other on the different meanings of the word. Remember to be as descriptive as possible and use complete sentences. For example, you could say, “I scrambled up the rocks when I saw a spider in the water.” And your neighbor should respond, “That’s ‘1’.”

## Our National Anthem: “The Star-Spangled Banner” (Instructional Master 6B-1)

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Find a recording of “The Star-Spangled Banner” and play the first few seconds for students. Ask students if they know what song you are playing. Tell students that the song you just played is the United States national anthem, “The Star-Spangled Banner.” Tell students that a national anthem is a patriotic song often sung at special public events, and that the national anthem is the official patriotic song of our country. Share with students that the words or lyrics to the national anthem were not always song lyrics. The words to “The Star-Spangled Banner” began as a poem called “Defense of Fort McHenry.”

Tell students that a lawyer named Francis Scott Key wrote the poem after observing the Battle of Fort McHenry between Great Britain and the United States many, many years ago during the War of 1812. Share that this poem was so popular, it was put to music and eventually became our national anthem.

Explain to students that to show respect for our country:

- We always stand when we sing the national anthem.
- If you are playing or talking and you hear this song, you should stop what you are doing and turn to face the flag.
- You should stand still and look at the flag until the song is over.
- You should not talk or giggle or fool around during the national anthem.
- You may wish to place your right hand over your heart.

Tell students that they are going to listen to this song. After students listen to the song, help them summarize the message in each verse and in the chorus. You may need to read each verse or play the song multiple times. Ask students how they feel when listening to this song.

Use the echo technique to teach the song to students. The music and lyrics may be found on Instructional Master 6B-1.

**Note:** If your school has a music teacher, you may want to collaborate with him/her to teach this song to students.

## A Portrait of America in 1812 (Instructional Master 6B-2)

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[Show Image Card 17 (Francis Scott Key).] Tell students that today they are going to make another portrait for their portfolio or gallery. Today they will be making a portrait of Francis Scott Key using Instructional Master 6B-2. Have students recall important details from the read-aloud. You may prompt discussion with the following questions:

- What song did Francis Scott Key write?
- What battle did Francis Scott Key watch from a boat in the Baltimore harbor?
- What was Francis Scott Key's job during the War of 1812?

First, students should draw a portrait of Francis Scott Key in the frame. (Remind students again that a portrait usually includes only the head and shoulders.) Next, they should write his name in the space beneath the frame. (You may wish to write "Francis Scott Key" on the board.) Then, ask students to write a sentence or two in the space provided, telling something they learned about Francis Scott Key. Finally, students should share their drawing and writing with a partner.

**Note:** Students may choose to do a portrait of Mary Pickersgill, the woman who made the giant flag.

Display or save these portraits to create a gallery or portfolio at a later time.



# The Battle After the War

# 7

## ✔ Lesson Objectives

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### Core Content Objectives

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Students will:

- ✓ Explain that General Andrew Jackson's army was made up of militiamen, soldiers, farmers, Native Americans, African Americans, and pirates
- ✓ Explain that the Battle of New Orleans actually took place two weeks after the War of 1812 was over

### Language Arts Objectives

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe how words and phrases supply rhythm and meaning in the song "The Battle of New Orleans" (RL.2.4)
- ✓ Identify the main topic of "The Battle After the War" by creating a portrait of Andrew Jackson and writing a brief summary (RI.2.2)
- ✓ Describe the connection between a series of historical events such as the Battle of New Orleans and the War of 1812 (RI.2.3)
- ✓ Write simple sentences to represent details or information from "The Battle After the War" (W.2.2)
- ✓ Interpret information presented, and then ask a question beginning with the word *who* to clarify information in "The Battle After the War" (SL.2.3)

- ✓ Recount a personal experience with appropriate facts and relevant, descriptive details about an example of “where there’s a will there’s a way” (SL.2.4)
- ✓ Draw pictures to represent details or information from “The Battle After the War” (SL.2.5)
- ✓ Learn common sayings and phrases such as “where there’s a will there’s a way” (L.2.6)
- ✓ Prior to listening to “The Battle After the War,” identify what they know and have learned about the Battle of Fort McHenry
- ✓ Prior to listening to “The Battle After the War,” predict why the read-aloud is called “The Battle After the War”
- ✓ Share writing with others
- ✓ Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation

### Core Vocabulary

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**astonished, n.** Feeling or showing great surprise or wonder

*Example:* Jontel was astonished to see a rainbow after the storm.

*Variation(s):* astonish, astonishing, astonishes

**retreated, n.** To move backward to avoid danger

*Example:* The kitten retreated to his basket when he heard thunder.

*Variation(s):* retreat, retreats, retreating

**strategically, adj.** Of or relating to a general plan that is created to achieve a goal


*Example:* The dog was sitting strategically under the table, in hopes that some scraps might fall on the floor.

*Variation(s):* strategic

**truce, n.** An agreement to stop fighting, arguing, etc., for a certain period of time

*Example:* The siblings called a truce and stopped tickling each other.

*Variation(s):* none

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>		10
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Battle After the War</b>	world map or globe; U.S. map	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Astonished</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Sayings and Phrases: Where There's a Will There's a Way</b>		20
	<b>A Portrait of America in 1812: Andrew Jackson</b>	Image Card 22; Instructional Master 7B-2; drawing tools	
	<b>Song: "The Battle of New Orleans"</b>	Instructional Master 7B-1; Recording, "The Battle of New Orleans" [This activity requires advance preparation.]	





# The Battle After the War

7<sub>A</sub>

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

Show students the Flip Book images from the previous read-aloud and have them tell in chronological order the events that occurred at Fort McHenry. Make sure students tell about how a man named Francis Scott Key was inspired to write a poem as he watched the battle from the Baltimore harbor. That poem became our national anthem. You may prompt further discussion with these questions:

- Were the people of Baltimore and the army prepared this time for the British attack? (yes) What did they do? (stored supplies, built entrenchments, and sank their own ships in the harbor; asked Mary Pickersgill to make a giant U.S. flag)
- Did the U.S. soldiers at Fort McHenry surrender when the British attacked? (no) What did the British do? (They gave up and sailed away.)

### **Making Predictions About the Read-Aloud**

Tell students that today's read-aloud is titled "The Battle After the War." Explain that this is a story about the Battle of New Orleans. Ask students to predict why this read-aloud is titled, "The Battle After the War."

### **Purpose for Listening**

Tell students to listen carefully to the information about General Andrew Jackson and the Battle of New Orleans and to see if their predictions about why this read-aloud is called "The Battle After the War" are correct.



## The Battle After the War

### ← Show image 7A-1: Illustration of kids and grandfather on front porch

Grandfather Lafitte, J.P., and Adele settled back around the table on their grandfather’s front porch. As they shared a plateful of chocolate chip cookies and some cold lemonade, they relaxed in the warm sunshine. The ginger barn cat was purring, curled up beneath the table.

“The War of 1812 was not quite over,” started Grandfather Lafitte as he took a sip of his lemonade. “There was to be one more big victory for us. Remember, the final part of the British three-part plan was to attack the city of New Orleans and gain control of the Mississippi River.”<sup>1</sup>

1 The Mississippi River is one of the world’s major rivers. The Mississippi River System is the fourth longest in the world.



### ← Show image 7A-2: Map showing Mississippi River waterway<sup>2</sup>

“Was New Orleans an important port, too?” asked J.P., who had already devoured three cookies and was now eating an apple.

“It certainly was. It was one of the largest cities in America, and it was an important trading center. Farmers could ship their goods down the Mississippi River to the port of New Orleans. Ships transported these goods far and wide. Not only that, the Ohio, Missouri, and Tennessee Rivers feed into the Mississippi River. That meant that farmers as far away as Ohio, as well as settlers moving west, had a way of sending and receiving goods. Important supplies could be taken all across the United States on what was essentially a series of water highways.”<sup>3</sup>

2 [Point to New Orleans on the map, also pointing out the Mississippi River.]

3 Today, how are the things we need transported from place to place?

“Oh, I see,” said J.P. “If the British captured New Orleans, they would be able to stop that trade. That would not have been good for the farmers *or* the merchants.”



### ← Show image 7A-3: Portrait of Andrew Jackson

“You’re absolutely right,” said Grandfather Lafitte, cracking a proud smile at his grandson. “This was a battle we could not afford to lose. A man named General Andrew Jackson was asked

4 *Ragtag* means made up of different people or things and not organized or put together well.



to put together an army and go to New Orleans to defend it. And that’s exactly what he did. Actually, Jackson’s army was a ragtag group of militiamen from Louisiana, Kentucky, and Tennessee.<sup>4</sup> He had some trained soldiers, but to help them he recruited anyone and everyone he could—farmers, Native Americans, African Americans, even . . . pirates.”

“Pirates!” exclaimed Adele. “You said pirates were part of the story. Granddad, is this when you tell us about pirates?”

← **Show image 7A-4: Painting of Andrew Jackson on his horse**

“Almost,” Grandfather Lafitte replied, “but first I want to tell you about the Battle of New Orleans. Then I’ll have plenty to tell you about pirates.”

“Now, during the summer of 1814, the British started building up a larger invasion force. With the Napoleonic Wars almost over, the British had more soldiers to spare. They now had more than twice as many soldiers as the Americans.”

“How could we beat such a huge army?” asked J.P., **astonished.**<sup>5</sup>

“Listen and I’ll tell you all about it,” urged Grandfather Lafitte. “In early December of 1814, General Andrew Jackson arrived in New Orleans.

← **Show image 7A-5: Painting of New Orleans harbor**

People were in a state of panic. The British navy had already begun to destroy some of the city’s defenses. Then, just two days before Christmas, General Jackson got word that the British army was only eight miles from New Orleans. He ordered the construction of entrenchments, or defensive walls, across the swampy land around the city. He got as many people as he could to dig these defensive walls.”<sup>6</sup>

“That was smart of him,” said J.P.

“As it turned out, it really was,” replied Grandfather Lafitte.

5 The word *astonished* means to feel great surprise or wonder.



6 In which other American city were entrenchments built during the war? (Baltimore)



← **Show image 7A-6: Photo of reenactment soldiers loading a cannon**

“Over the next several days and weeks, there were many military encounters between both sides. However, the deciding battle, which became known as the Battle of New Orleans, took place in early January in a wooded area south of the city.<sup>7</sup> The British were moving toward the city. But what they did not know was that some of Andrew Jackson’s best soldiers were **strategically** positioned along the defensive walls that had been built around the city.<sup>8</sup> These soldiers were armed with much better weapons than the British soldiers had. Andrew Jackson’s men also had about a dozen cannons, like the one shown here in a reenactment.”<sup>9</sup>

7 [Point to New Orleans on the U.S. map.]

8 *Strategically* refers to something done to achieve a specific goal.

9 How many is a dozen?



← **Show image 7A-7: Painting of the final battle of New Orleans**

“Did the British know that they were outgunned?” asked J.P. “No, they didn’t—at least not at first,” replied Grandfather Lafitte. “One group of British soldiers advanced at dawn across an open field between the Mississippi River and an area of swampland. Unfortunately for the British, their commanding officer did not survive that effort. Without a leader to take the commanding officer’s place, there was a great deal of confusion on the battlefield. Before long, the British soldiers realized that they were in trouble.”

10 What do you think will happen next?



← **Show image 7A-8: Painting of USS *Constitution* defeating a British ship**

“Did they surrender?” inquired Adele.<sup>10</sup>

“Yes, essentially,” agreed Grandfather Lafitte. “By this time hundreds of British soldiers had been lost or injured. The British had no choice. They raised a white flag.<sup>11</sup> As the smoke cleared, the firing stopped. It seems that one British officer even stepped forward and offered his sword to a U.S. commanding officer as a sign of **truce**.<sup>12</sup> Overall, compared to the British, we lost very few soldiers in the Battle of New Orleans. The British **retreated**, but they stayed in their encampment near the battlefield for several more days.<sup>13</sup> No more shots were fired by either side. Eventually the British withdrew their ships and sailed away.”

11 The white flag is an internationally recognized signal for surrender, or giving up.

12 A truce is an agreement between sides to stop fighting.

13 *Retreated* means to back away from danger.

14 [Point to the Mobile Bay on a U.S. map.]

“The Battle of New Orleans was perhaps our greatest victory, but it was not the last battle of the War of 1812. The last battle was in February 1815, at Fort Bowyer, at the entrance of the Mobile Bay near what is now Alabama.<sup>14</sup> The British won that battle, and were considering another attack on New Orleans. But, before they did, they received the news that a peace treaty had been signed in Europe. The war was officially over.”

“I don’t understand Granddad,” said J.P. “Did you say the war was already over, but both sides were still fighting?”

“How could that be?” asked Adele.



← **Show image 7A-9: Illustration of children and Grandfather on the porch**

“Well, I’ll explain,” said Grandfather Lafitte. “The previous September, after the Battle of Baltimore, both sides began to work on a peace treaty. That peace treaty was eventually signed on Christmas Eve, December, 24, 1814. But, back then, news traveled very, very slowly.<sup>15</sup> The news of the peace treaty did not reach the troops in time to prevent the Battle of New Orleans or the attack on Fort Bowyer.”<sup>16</sup>

“That’s too bad,” said Adele. “Those soldiers wouldn’t have been hurt if they’d known about the peace treaty,” said Adele.

“Yes, that’s true,” replied Grandfather Lafitte. “The Battle of New Orleans was important, though, because it showed that the United States was not willing to give up its freedom. Many people say the War of 1812 was America’s second war for independence. After that, Great Britain accepted the United States as a free, independent country. The two countries have never fought each other in another war again. Today they are friends, or allies.”

“What are allies?” asked Adele.

“That is a good question!” replied Grandfather. “Allies are countries that support and help each other in a war.”<sup>17</sup>

15 Remember, the Battle of New Orleans was after Christmas.

16 Do you think that communication is better today than it was back then? What kinds of communication exist today that didn’t exist back then?

17 So, now the United States and Great Britain support and help each other.

### Comprehension Questions

10 minutes

1. *Evaluative* Were your predictions about why the read-aloud is titled “The Battle After the War” correct? (Answers may vary.) Why was this read-aloud titled “The Battle After the War”? (because the Battle of New Orleans took place after the War of 1812 was officially over)
2. *Inferential* Why did the British want to gain control of the Mississippi River? (The Mississippi River was a very important trading link and connected many parts of the United States; the British wanted to stop trading and prevent Americans from getting the supplies they needed; etc.)
3. *Inferential* Why was General Andrew Jackson’s army such a mixture of different kinds of soldiers and people? (The British army was twice the size of the American army; Andrew Jackson needed as many men as possible; he took anyone willing to volunteer; etc.)
4. *Literal* Two days before Christmas, the British army was just eight miles from the city of New Orleans. What did General Jackson do when he heard this? (He ordered the construction of entrenchments, or defensive walls, across the swampy land around the city.)
5. *Literal* Where did the battle of New Orleans take place? (in a wooded area south of the city)
6. *Literal* Was the Battle of New Orleans the last battle in the War of 1812? (No, the last battle was fought at Fort Bowyer in Alabama.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

7. *Evaluative Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who did you hear about in today’s read-aloud?” Turn to your neighbor and ask your *who* question. Listen to your

neighbor's response. Then your neighbor will ask a new *who* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Astonished

5 minutes

1. In the read-aloud you heard, "[The Americans] won against such a large army?' asked J.P., astonished."
2. Say the word *astonished* with me.
3. The word *astonished* means that someone finds it very difficult to believe something because it is so incredible.
4. I watched, astonished, as my friend jumped into the pool with his shoes on!
5. Have you ever felt *astonished*? Try to use the word *astonished* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I was astonished when . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read several sentences. If you find the statement hard to believe, and you would be astonished, say "I would be astonished." If you do not find the statement hard to believe, and you would not be astonished, say "I would not be astonished." (Answers may vary for all.)

1. I saw an elephant sitting on a bench in the park.
2. It was dark during the daytime and sunny at night.
3. It was snowing when I woke up one morning.
4. I saw three cats and a dog flying over the Empire State Building.
5. We saw a blue whale in the river.



### Complete Remainder of the Lesson Later in the Day



# The Battle After the War

7  
B

## Extensions

20 minutes

### Sayings and Phrases: Where There's a Will There's a Way

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. While some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Ask students if they have ever heard the saying “where there’s a will there’s a way”? Have students repeat the saying. Explain that when someone says this it means that if you’re determined to do something, you will find a way to do it. For Andrew Jackson, he knew that the Battle of New Orleans was a very important battle. If the British won, they’d gain control of the Mississippi River. He could not let that happen. He directed that entrenchments be built around the city, and put together an army of militiamen, soldiers, Native Americans, African Americans, farmers, and even pirates—whatever it took, he was determined to win.

Ask students if they have ever been determined to make something work. Give students the opportunity to share their experiences and encourage them to use the saying.

You may also ask students to draw a picture of the situation and ask them to write “where there’s a will, there’s a way.” Give students the opportunity to share their drawings and writing with a partner or the class.

### A Portrait of America in 1812 (Instructional Master 7B-1)

[Show Image Card 22 (Andrew Jackson).] Tell students that today they are going to make another portrait for their portfolio or gallery. Today they will be making a portrait of Andrew Jackson



using Instructional Master 7B-1. Have students recall important details from the read-aloud. You may prompt discussion with the following questions:

- Andrew Jackson was the general in charge of which battle?
- Who was General Andrew Jackson’s army made up of? (militiamen, soldiers, farmers, Native Americans, African Americans, and pirates)
- What did Andrew Jackson build around the city of New Orleans to protect it?
- Who were better trained and better armed—Andrew Jackson’s soldiers or the British?

First, they should draw a portrait of Andrew Jackson in the frame. (Remind students again that a portrait usually includes only the head and shoulders.) Next, they should write his name in the space beneath the frame. (You may wish to write “Andrew Jackson” on the board.) Then, ask students to write a sentence or two in the space provided, telling something they learned about Andrew Jackson. Finally, students should share their drawing and writing with a partner.

Display or save these portraits to create a gallery or portfolio at a later time.

### **Song: “The Battle of New Orleans”**

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#### **Materials: Recording of the song “The Battle of New Orleans”**

Find a version of the song, “The Battle of New Orleans,” and play it for students. (Refer to the Recommended Resources list at the beginning of this Anthology for suggestions.) Tell students about the meanings of the words in the song. Ask them to listen for the names of some of the people they have learned about. Ask students to create a mental image of the Battle of New Orleans as they listen to the song.

- ✈ Above and Beyond: Have students work with partners to think about and draw pictures of an image from the song. Each student should draw his or her own version of their shared idea. Have them write the lines or phrases from the song that their pictures illustrate. This may also be done during the Culminating Activities or Domain Review.



# Peace and Pirates

8

## ✔ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Explain that the Battle of New Orleans actually took place two weeks after the War of 1812 was over
- ✓ Describe how the War of 1812 was considered a second war for independence

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:


- ✓ Identify the main topic of “Peace and Pirates” by creating a portrait of Jean Lafitte and writing a brief summary (RI.2.2)
- ✓ Describe the connection between a series of historical events such as the Battle of New Orleans and the War of 1812 (RI.2.3)
- ✓ Compare and contrast similarities and differences between the pirates and privateers during the War of 1812 (RI.2.9)
- ✓ Write simple sentences to represent details or information from “Peace and Pirates” (W.2.2)
- ✓ Participate in a shared research project about the War of 1812 (W.2.7)
- ✓ With assistance, categorize and organize information within a domain to answer questions (W.2.8)

- ✓ Generate questions and seek information from multiple sources to answer questions about the War of 1812 (W.2.8)
- ✓ Ask questions to clarify directions for Researching the War of 1812 (SL.2.3)
- ✓ Draw pictures to represent details or information from “Peace and Pirates” (SL.2.5)
- ✓ Provide antonyms of core vocabulary words, such as *dejected* and *jubilant* (L.2.5a)
- ✓ Distinguish shades of meaning among closely related adjectives (L.2.5b)
- ✓ Prior to listening to “Peace and Pirates,” identify what they know and have learned about Andrew Jackson and the Battle of New Orleans
- ✓ Share writing with others

### Core Vocabulary

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- ancestors, n.** A person in someone’s family from the past  
*Example:* Simon found out that his ancestors came to America a long time ago on a ship.  
*Variation(s):* ancestor
- dejected, adj.** To feel sad because of failure or loss  
*Example:* The football players felt dejected after they lost the playoff game.  
*Variation(s):* deject
- jubilant, adj.** To feel or express great joy  
*Example:* The football players felt jubilant after they won the playoff game.  
*Variation(s):* none
- navigator, n.** A person who finds out how to get to a place  
*Example:* My mother is usually the navigator when my family goes on a road trip.  
*Variation(s):* navigators
- patriots, n.** People who love and strongly support, or fight, for their country  
*Example:* The Founding Fathers are considered patriots for all they did for our country.  
*Variation(s):* patriot

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>		10
	<b>Essential Background Information and Terms</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Peace and Pirates</b>	U.S. map; Image Card 26	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Dejected and Jubilant</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>A Portrait of America in 1812: Jean Lafitte</b>	Image Card 24; Instructional Master 8B-1; drawing tools	20
	<b>Researching the War of 1812</b>	trade books; Internet; Instructional Master 8B-2	



# Peace and Pirates

8A

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

Remind students that they just heard about Andrew Jackson and the Battle of New Orleans. Ask students to share what they learned about Andrew Jackson and why he was important. (Andrew Jackson was the U.S. General who defeated the British in the Battle of New Orleans. He had an army of soldiers, militiamen, Native Americans, African Americans, and pirates.) Remind students that the Battle of New Orleans took place two weeks after the war ended. Prompt further discussion with the following questions:

- Why did the British attack New Orleans? Why did they want to control the Mississippi River?
- Why did the Battle of New Orleans take place two weeks after the end of the war?

### Background Information and Essential Terms

Tell students that today's read-aloud is called "Peace and Pirates." Ask students what they know about pirates. Explain that a pirate is someone who attacks and steals from a ship at sea. Remind students that a *privateer* is a private ship, or a sailor on a private ship, that was hired to attack and steal from other ships. Tell students that today they are going to learn more about two well-known pirates, Jean (*SZOHN*) and Pierre (*pee-AIR*) Lafitte. They knew the coastal area, swamps, and waterways near New Orleans.

### Purpose for Listening

Tell students to listen carefully to learn about these two pirates and the role they played in the Battle of New Orleans.



## Peace and Pirates

### ← Show image 8A-1: Illustration of War of 1812 ships

- 1 It started in 1812 but it wasn't over until January 1815.
- 2 *Dejected* means to feel sad because of failure or loss.
- 3 If *dejected* means to feel sad, what do you think *jubilant* means? (feeling or expressing great joy)

“The War of 1812 actually lasted almost three years,” started Grandfather Lafitte. <sup>1</sup> “Both sides won battles here and there. The Americans felt **dejected** when the British burned Washington, D.C. <sup>2</sup> But they felt **jubilant** when they successfully defended Baltimore and New Orleans.” <sup>3</sup>

“Who won the War of 1812?” asked J.P.

“That’s a tough question to answer,” replied Grandfather Lafitte. “There wasn’t an outright winner. However, in many ways, by preventing the British from capturing several of our key ports, we felt that we had won.”



### ← Show image 8A-2: Illustration of kids and Grandfather on the porch

“Did the British think they had won?” Adele chimed in.

“I don’t know about that. I am sure they felt that there was no clear winner. There’s no question that both sides were happy to stop fighting. And Americans were relieved that the British did not gain any more land in our country. The peace treaty stated that both sides would have to accept the land agreements that existed before the war.” <sup>4</sup>

- 4 Peace is a time when there is no fighting or war.

“That’s good, but I still haven’t heard anything about pirates,” urged J.P.

“Well now you are going to,” Grandfather Lafitte replied. “You see, privateers and pirates played an important role in the War of 1812.”



### ← Show image 8A-3: Image of War of 1812 privateer ship

“What are privateers? How are they different from pirates?” asked Adele.

“Privateers were basically government-approved pirates. That means they were allowed—and sometimes even encouraged—to stop British merchant ships and take the cargo. Sometimes they

were asked to seize the ships, too. This was often the only way the United States could get the supplies we needed.”

“Do you mean to say that President Madison told privateers to steal stuff?” asked J.P., amazed at the thought.

“Well,” said Grandfather Lafitte, “Many things happen in times of war that would not ordinarily happen. Back then, there were more privateers who owned ships than there were U.S. naval ships and sailors. For a big part of the war, the British had blockaded many of our ports. We had no way to get supplies. We could not trade with other nations. We needed all the help we could get. So these privateers helped us by taking merchant ships and cargo that we desperately needed.<sup>5</sup> By the end of the War of 1812, there were several hundred perfectly legal American privateers!”

“Were the privateers pirates before the war?” asked J.P.

← **Show image 8A-4: Portrait of Jean Lafitte**

“Some privateers were pirates,” Grandfather Lafitte replied. “But others were young men who saw it as a way of making money. The most famous, or shall we say, *infamous*, pirates-turned-privateers from that time were two brothers named Jean and Pierre Lafitte.” Grandfather paused.<sup>6</sup>

“Jean Lafitte was an excellent sailor and **navigator**.<sup>7</sup> He helped spy on the British when they began their attack on New Orleans. Pierre was an expert smuggler of stolen goods.<sup>8</sup> Because they had been pirates, they knew the swamps and bayous of New Orleans very well.<sup>9</sup> Jean in particular could find his way around the dense, jungle-like swamps that confused most people.<sup>10</sup> He even created secret waterways and canals that only he and his fellow pirates knew about. They could escape from anyone who tried to capture them. They hid their stolen goods in these secret places, too.

← **Show image 8A-5: Photo of Louisiana swampland**

They knew the area so well that General Andrew Jackson asked them to help him defend New Orleans. He offered them a full pardon if they agreed.<sup>11</sup> They did. Many people believe that

5 If they desperately needed supplies do you think that means they needed them very badly or not at all?



6 *Infamous* means to be famous, or well-known, for being bad.

7 A navigator is a person who finds out how to get to a place.

8 A smuggler is someone who takes things illegally to another place.

9 [Show Image Card 26 (Louisiana Bayou).] A bayou is a slow-moving body of water, filled with plants, found in low-lying areas.

10 Remember, Jean was the good navigator.



11 *Pardon* means to forgive legally so that the act or acts committed are no longer considered to be crimes.

Andrew Jackson would not have won the Battle of New Orleans without the help of Jean Lafitte.”

“Wait. Did you say *Jean . . . Lafitte?*” asked Adele, staring right at her brother, whose full name was Jean-Pierre.<sup>12</sup>

“Are we related to Jean Lafitte!?” gasped J.P.

“We are, it seems, descendants of his brother Pierre,” explained Grandfather Lafitte.<sup>13</sup> “I will tell you a little more about your namesakes. They were quite fascinating characters.”

Now Grandfather had the children’s attention.

“No one knows for certain where Jean and Pierre Lafitte were born,” began Grandfather Lafitte. “Some believe that they were born in France, others that they were born in the French colony of Saint-Domingue.<sup>14</sup> Pierre was the older of the two and they think he was probably born in 1770, whereas Jean was born around 1776. But no one knows for sure.”

“I guess they don’t have birth certificates for pirates!” joked J.P.

← **Show image 8A-6: Map of Baratavia island**

“Both of the brothers were well educated. In fact, Jean spoke at least four languages. The Lafittes were such good pirates that they had a warehouse in New Orleans filled with stolen goods. At one point, the brothers took over a whole island in Baratavia Bay, Louisiana.<sup>15</sup> They called the island ‘The Temple.’ This island was like a settlement full of smugglers and pirates.<sup>16</sup> And Jean Lafitte was their leader. The pirates sold their stolen goods right there on the island and everyone went there to shop—the rich and the famous, and even everyday farmers.”<sup>17</sup>

“That’s so cool,” exclaimed J.P., listening, spellbound by his grandfather’s story.

“You could say that,” laughed Grandfather Lafitte. “As the war moved into their hometown, they used their secret waterways in the swamps and bayous to keep a close eye on the British. Despite Jean Lafitte’s best efforts, the British eventually found his

12 Adele’s brother’s name is Jean-Pierre, and their last name is Lafitte. What do you think that means?

13 What other settlements have you learned about? (colonial, Native Americans)

14 What would it have been like to be a pirate in the swampy bayous of New Orleans?



15 Saint-Domingue is now known as Haiti. It was once controlled by France and was the richest island in the Caribbean.

16 [Point to Baratavia on the map.]

17 Why do you think that people bought goods from the pirates?



island. They seized his fleet of pirate ships and all the treasures he and his brother had stored there.”

“Did the British capture Jean and Pierre, too?” wondered J.P.

“No, the brothers weren’t on the island at the time,” Grandfather Lafitte replied.



← **Show image 8A-7: Picture of Jean Lafitte’s blacksmith shop**<sup>18</sup>

18 This is a photograph of a building that is believed to have been used by the Lafitte brothers as a New Orleans base for their Barataria smuggling operation.

19 A patriot is someone who loves and is willing to fight to protect his or her country.

20 Jean commanded an army of hundreds of buccaneers, or pirates.

21 Ancestors are people in your family from a long time ago.

“Jean and Pierre Lafitte never thought of themselves as pirates. They considered themselves loyal **patriots** and businessmen.”<sup>19</sup>

But it’s been pretty well documented that, with the help of Jean, Pierre, and their army of buccaneers, Andrew Jackson knew every move the British made. Thanks to them, he was able to outsmart and outgun the British!”<sup>20</sup>

“This really is the coolest story ever!” exclaimed J.P. “I can’t wait to tell my friends that my **ancestors** were pirates.”<sup>21</sup>

“I hope you’ll also tell them all you’ve learned about the War of 1812,” said Grandfather Lafitte. “You are now both experts on the subject. I’m sure your teacher will be very impressed with your new knowledge.”

“Granddad, you never told us what is in your journal,” prodded Adele. She had been curious about Grandfather’s journal ever since she noticed it when they first arrived.



← **Show image 8A-8: Illustration of poster and the journal**

Grandfather Lafitte opened up the leather journal. Attached to the first page was a very old, crinkled poster. He carefully unfolded the yellowing page.

“The Lafitte brothers advertised their stolen goods on posters and billboards in New Orleans. This is one of the posters. It may even have been held in the hands of Jean and Pierre Lafitte,” said Grandfather Lafitte.

J.P. and Adele looked at the poster. It read:

*COME ONE! COME ALL! TO JEAN LAFITTE’S BAZAAR  
SATURDAY. FOR YOUR DELIGHT: CLOTHING GEMS AND KNICK-  
KNACKS FROM THE SEVEN SEAS*

The children read the poster several times. They both gently touched the delicate, old document. Then, Grandfather Lafitte folded it up and tucked it back inside the journal.



← **Show image 8A-9: Illustration of J.P. and Adele running home**

“Now, I suggest you two scallywags skedaddle. Take some time to think about all the things you have learned. As I always say, if we know something about the past, we can do a better job with the future.”<sup>22</sup>

With that, J.P. and Adele hugged their grandfather good-bye and ran all the way home. The grassy fields in front of their grandfather’s farmhouse were now bathed in late afternoon sunshine.

“We are related to pirates, Adele,” J.P. said in a loud whisper to his sister as the two raced excitedly home.

“I know,” whispered Adele. “I just don’t know if we should tell anyone.”<sup>23</sup>

22 What do you think Grandfather means by that?

23 What would you think if you found out you were related to pirates?

## **Discussing the Read-Aloud**

**15** minutes

### **Comprehension Questions**

**10** minutes

1. *Literal* What skills did Jean and Pierre Lafitte have that made them successful pirates? (Jean was an excellent sailor and navigator; Pierre was an excellent smuggler.)
2. *Inferential* Why was it difficult for the United States to get supplies during the War of 1812? (because the British had blockaded many of their ports)
3. *Literal* What did General Jackson offer to do if Jean and Pierre agreed to help him to defeat the British? (General Jackson offered to pardon them of their crimes if they would agree to help him to defeat the British.)
4. *Evaluative* What knowledge did Jean and Pierre have that the British did not? (Jean and Pierre knew their way through the jungle-like swamplands around New Orleans and the British did not.) How did this knowledge help them? (Answers may vary.)

5. *Inferential* How are pirates and privateers the same? (Answers may vary, but should include that they are sailors on private ships.) How are they different? (Answers may vary, but should include that privateers were hired to help the government.)
6. *Evaluative* Why do you think Adele wasn't sure that they should tell anyone about their pirate ancestors? (Answers may vary.) Would you want to tell if your ancestors were pirates?

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* Do you think that Andrew Jackson would have won the Battle of New Orleans without the assistance of Jean and Pierre Lafitte? (Answers may vary.) Do you think it was right to pardon them? (Answers may vary.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### **Word Work: Dejected and Jubilant**

5 minutes

1. In the read-aloud you heard, "The Americans felt *dejected* when the British burned Washington, D.C."
2. Say the word *dejected* with me.
3. *Dejected* means to feel sad because of loss or failure.
4. The small puppy looked dejected when the bigger dog got the ball.
5. Have you ever felt dejected or known someone who felt dejected? Try to use the word *dejected* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I felt dejected when . . ."]
6. What's the word we've been talking about?

Use an *Antonyms* activity for follow-up. You have heard that the word *dejected* means to feel sad because of loss or failure. In the read-aloud you also heard, “But [the Americans] felt *jubilant* when they successfully defended Baltimore and New Orleans.” The word *jubilant* means to feel great joy, so it is an antonym, or opposite, of the word *dejected*. (You may want to ask students to demonstrate what a person might look like when they are feeling *dejected* or *jubilant*.)

Now, I am going to read several sentences. If I describe something that might make someone feel sad, say, “They would feel *dejected*.” (You may want to have students sit, or remain seated, or show you what someone might look like if they felt *dejected*.) If I describe something that might make someone feel great joy, say, “They would feel *jubilant*!” (You may want to have students stand and raise their arms, or show you what someone might look like if they felt *jubilant*.)

1. After searching the neighborhood for hours, the children still could not find their dog. (They would feel *dejected*.)
2. On the last day of school, the kids were excited for summer break. (They would feel *jubilant*.)
3. The children’s lost dog came home all by itself! (They would feel *jubilant*.)
4. The baseball team won the championship in extra innings! (They would feel *jubilant*.)
5. The opposing baseball team lost the championship after extra innings. (They would feel *dejected*.)

➤ Above and Beyond: Create a horizontal word wall, writing the word *dejected* on the extreme left and the word *jubilant* on the extreme right of a horizontal line. Next, ask students to brainstorm other words that describe happiness and sadness (e.g., *happy, glad, joyful, upbeat, cheerful*; and *sad, blue, down, glum, unhappy*). Place the words along the horizontal word wall in the proper relationship to the end words, *dejected* and *jubilant*. You may choose to do this activity as a whole group, or have students complete it individually or in small groups.



**Complete Remainder of the Lesson Later in the Day**



# Peace and Pirates

8<sub>B</sub>

## Extensions

20 minutes

### A Portrait of America in 1812 (Instructional Master 8B-1)

[Show Image Card 24 (Jean Lafitte).] Tell students that today they are going to make another portrait for their portfolio or gallery. Today they will be making a portrait of Jean Lafitte using Instructional Master 8B-1. Have students recall important details from the read-aloud. You may prompt discussion with the following statements:

- Jean Lafitte helped Andrew Jackson win the Battle of New Orleans.
- Jean Lafitte was a privateer, but some say he was a pirate.
- Jean Lafitte was an expert navigator around the swamplands near New Orleans.

First, they should draw a portrait of Jean Lafitte in the frame. (Remind students again that a portrait usually includes only the head and shoulders.) Next, they should write his name in the space beneath the frame. (You may wish to write “Jean Lafitte” on the board.) Then, ask students to write a sentence or two in the space provided, telling something they learned about Jean Lafitte. Finally, students should share their drawing and writing with a partner.

**Note:** If students prefer, they may choose to do a ship portrait of Jean Lafitte’s pirate ship.

Display or save these portraits to create a gallery or portfolio at a later time.

## Researching the War of 1812 (Instructional Master 8B-2)

Fan out the Image Cards 5–26. Divide students into small groups. Have groups pick an Image Card. (You may do this with cards face up or down.) Tell students that they are going to research the topic on their Image Card, using trade books and the Internet. For example, Image Card 6 is Dolley Madison; Image Card 8 is USS *Constitution*, or “Old Ironsides”; Image Card 17 is Francis Scott Key and “The Star-Spangled Banner,” etc.

Explain that they will use Instructional Master 8B-2 to write down what they find about their topic. Talk with students about the various resources you are making available to them. [See the list of Recommended Resources at the front of the Anthology.]

Say: “Asking questions is one way to make sure everyone knows what to do. Think of a question you can ask your neighbor about the directions I have just given you. For example, you could ask, ‘What do we draw in the frame?’ Turn to your neighbor and ask your own question now. I will call on several of you to share your questions with the class.”

For your reference, completed charts should follow these lines:

<b>Who?</b>	Francis Scott Key
<b>What?</b>	Was a lawyer, author, and a poet.
<b>Where?</b>	He was from Baltimore, Maryland.
<b>When?</b>	He was born August 1, 1779.
<b>Why?</b>	Francis Scott Key wrote “The Star-Spangled Banner”.

You may prefer to have students work in pairs to orally fill in the chart together, while one person acts as the scribe. Give students time to read and discuss their findings in small groups, and then come back together as a class to share the information students found.

**Note:** You may want to continue research and/or sharing as part of the Culminating Activities.



# Domain Review

**DR**

## ***Note to Teacher***

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You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

## ***Core Content Objectives Addressed in This Domain***

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Students will:

- ✓ Explain that America fought Great Britain for independence
- ✓ Explain that the Founding Fathers wrote the Constitution
- ✓ Explain that Thomas Jefferson purchased the Louisiana Territory from the French
- ✓ Explain that Great Britain became involved in a series of wars against France
- ✓ Explain that due to a shortage of sailors, Britain began to impress, or capture, American sailors
- ✓ Explain that some members of the U.S. government began to call for war
- ✓ Identify that the British controlled land in the northern Great Lakes region, the northwestern territories, and Canada
- ✓ Explain that James Madison was the president during the War of 1812
- ✓ Identify James Madison, a Founding Father, as the main author of the Constitution
- ✓ Identify Dolley Payne Todd as James Madison's wife
- ✓ Identify James Madison as the fourth president of the United States
- ✓ Explain that in 1812 the United States had a small army and a small navy

- ✓ Explain that President Madison persuaded farmers to become soldiers
- ✓ Explain that the USS *Constitution* became known as “Old Ironsides” because British cannonballs could not damage it
- ✓ Explain how the President’s House was a house especially built for the president and his family; today it is called the White House
- ✓ Explain that in 1814 the British attacked the capital, Washington, D.C.
- ✓ Explain that Dolley Madison had to escape from the President’s House
- ✓ Explain that Dolley Madison saved important papers, letters, and a portrait of George Washington
- ✓ Explain that the British Army set fire to the President’s House
- ✓ Describe how the British attacked the city of Baltimore and Fort McHenry
- ✓ Explain that the U.S. commander of Fort McHenry asked for a large flag to be made to fly over Fort McHenry
- ✓ Explain that the British failed to capture Baltimore and Fort McHenry
- ✓ Explain how Francis Scott Key watched the battle of Fort McHenry and wrote a poem that later became the national anthem
- ✓ Demonstrate familiarity with the song, “The Star-Spangled Banner”
- ✓ Explain that General Andrew Jackson’s army was made up of militiamen, soldiers, farmers, Native Americans, African Americans, and pirates
- ✓ Explain that the Battle of New Orleans actually took place two weeks after the War of 1812 was over
- ✓ Describe how the War of 1812 was considered a second war for independence



## Review Activities

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### Image Review

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One by one, show the Flip Book images from any read-aloud again. Ask students to explain what is happening in each picture. As students discuss each image, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

### Image Card Review

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#### Materials: Image Cards 1–26

Give each of the Image Cards to a different group of students. Have students take turns using *Think Pair Share* or *Question? Pair Share* to ask and answer questions about the particular image.

### Domain-Related Trade Book or Student Choice

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#### Materials: Trade book

Read an additional trade book to review a particular person, item, or event related to the War of 1812; refer to the books listed in the Introduction. You may also choose to have students select a read-aloud to be heard again.

### Key Vocabulary Brainstorming

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#### Materials: Chart paper

Give students a key domain concept or vocabulary word such as *treaty*. Have them brainstorm everything that comes to mind when they hear the word, such as *surrender*, *truce*, *peace*, etc. Record their responses on a piece of chart paper for reference.

### Then and Now Review

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#### Materials: Image Cards 8–9, 12–13, 14–15, 20–21

Give each of the pairs of Image Cards to a different group of students. Explain to students that each pair of images shows an object during 1812 (“then”) and the same object today (“now”). Have students take turns comparing and contrasting the two images.

## Memory Game Review

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### Materials: Image Cards 4–6, 8, 10–18, 20, 22, 24

Place Image Cards face down on a table. (You may want to affix a piece of paper over the number on the reverse side of each card.) Have students flip two cards over to try to get a “match”. Have students explain the connection between the two cards they matched. Write these matches on the board:

- Image Cards 2 (James Madison) and 4 (The Constitutional Convention); Image Cards 6 (Dolley Madison) and 1 (Portrait of George Washington); Image Cards 8 (The USS *Constitution*) and 10 (The USS *Chesapeake*); Image Cards 12 (The President’s House, circa 1812) and 13 (The White House); Image Cards 14 (The Capitol, circa 1812) and 15 (The Capitol); Image Cards 18 (Bombardment at Fort McHenry) and 16 (Fort McHenry); Image Cards 17 (Francis Scott Key) and 20 (Mary Pickersgill); and Image Cards 22 (Andrew Jackson) and 24 (Jean Lafitte)

## Riddles for Core Content

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Ask students riddles such as the following to review core content:

- I am sometimes called the Father of the Constitution, and I am the fourth president of the United States? Who am I? (James Madison)
- I am a powerful nation with a large army and navy. I have been to war with the United States once before. Who am I? (Great Britain)
- I was someone who believed that America should go to war with Britain in 1812. What am I? (War Hawk)
- British battleships fired cannonballs at me. They tried to sink me but they couldn’t. What am I? (USS *Constitution*, also known as “Old Ironsides”)
- Dolley Madison saved me when she escaped from the President’s House. What am I? (Portrait of George Washington)
- Despite the bombardment by British warships, I was not captured and the next morning the U.S. flag flew proudly above my walls? What am I? (Fort McHenry)
- Though we were considered to be pirates, we helped General Andrew Jackson defend New Orleans. Who are we? (Jean and Pierre Laffite)



# Domain Assessment

# DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *The War of 1812*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *The War of 1812*.

## 10 Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in the read-alouds and the domain. First I will say the word and then use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.

1. **Port:** A town or city where ships stop to load and unload cargo is a port. (smiling face)
2. **Impressment:** When British soldiers forced sailors to join their navy. (smiling face)
3. **Merchant ships:** Merchant ships are ships that are used to transport cargo. (smiling face)
4. **Treaty:** A treaty is an official agreement between two countries. (smiling face)
5. **Seize:** To seize is to use official power to take something. (smiling face)
6. **Navy:** The part of the military that protects and fights on land. (frowning face)

7. **Privateers:** A privateer is a ship (or a sailor on a ship) that was hired to attack and rob other ships during the War of 1812. (smiling face)
8. **Truce:** A truce is an agreement between sides to stop fighting. (smiling face)
9. **Surrender:** To surrender is to agree to stop fighting because you know that you cannot win. (smiling face)
10. **Navigator:** A navigator is a person who is good at finding places. (smiling face)

Directions: Now I am going to read more sentences using other words you have heard and practiced. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.

11. **Represent:** To represent someone is to act or speak officially for them. (smiling face)
12. **Role:** Your role is the part that you have in a particular activity. (smiling face)
13. **Looming:** Something that you are looking forward to is looming. (frowning face)
14. **Inspired:** Something that prompted you to want to do something inspired you. (smiling face)
15. **Astonished:** You might be astonished by something that you see all the time. (frowning face)

## 10 Part II (Instructional Master DA-2)

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Directions: I am going to read several sentences about events and people from the War of 1812. Place the number next to the image that corresponds to the answer.

1. I was the president during the War of 1812. (James Madison)
2. I saved a portrait of George Washington. (Dolley Madison)
3. I wrote the national anthem “The Star Spangled Banner.” (Francis Scott Key)

4. I put together a ragtag army to win the Battle of New Orleans. (Andrew Jackson)
5. I was built especially for the president and his family. (The President's House, or White House)
6. The British cannonballs bounced off my sides. (USS *Constitution*)
7. I was called "Old Ironsides" because I was hard to sink. (USS *Constitution*)
8. I saw an enormous flag flying and knew that Baltimore had been saved. (Francis Scott Key)
9. I was the first First Lady of the United States. (Dolley Madison)
10. I did not want to go to war with Great Britain. (James Madison)
11. The British army set fire to me and Dolley Madison had to escape. (The President's House, or White House)
12. I ordered the construction of entrenchments, or walls, around New Orleans. (Andrew Jackson)

### 10 Part III (Instructional Master DA-3)

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Directions: Use the Instructional Master (DA-3) to identify the three locations that you learned about that were involved in the War of 1812. Place the number on the map in the proper location.

1. **The Chesapeake:** This includes the coastal cities of Baltimore and Washington, D.C.
2. **New Orleans:** The British wanted to seize New Orleans to gain control of the Mississippi River.
3. **Lake Erie:** The British planned to come from Canada to fight New York.

Directions: Now identify the three cities that were involved in the War of 1812 battles that you learned about. Place the letter on the map in the proper location.

4. **Washington, D.C.:** The British attacked the capital city, Washington, D.C.

5. **Baltimore:** The Battle of Fort McHenry was near Baltimore, Maryland.
6. **New Orleans:** The Battle of New Orleans was two weeks after the war ended.

 **Part IV (Instructional Master DA-4)**

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Directions: Write at least one complete sentence to answer each question.

**Note:** You may need to have some students respond orally if they are not able to respond in writing.

1. Why was the War of 1812 called the second war for independence?
2. How is “The Star-Spangled Banner” connected to the War of 1812?
3. What was impressment?
4. Why did the British want to control New Orleans?
5. What was the most interesting thing you learned about the War of 1812?



# Culminating Activities



## **Note to Teacher**

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Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

## **Remediation**

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You may choose to regroup students according to particular areas of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds
- reading the corresponding lesson in the Supplemental Guide, if available

## **Enrichment**

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### **Domain-Related Trade Book or Student Choice**

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#### **Materials: Trade book**

Read an additional trade book to review a particular person, item, or event related to the War of 1812; refer to the books listed in the Introduction. You may also choose to have the students select a read-aloud to be heard again.

## **You Were There: The Attacks on Washington, D.C. and Baltimore, and the Battle of New Orleans**

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Have students pretend that they were at one of the important events during the War of 1812. Ask students to describe what they saw and heard. For example, for the “The Attack on Washington, D.C.,” students may talk about seeing the British soldiers burn the President’s House, hearing the soldiers talk about eating the meal that Dolley Madison left on the table, or hearing Dolley Madison instruct the servants to save the painting of George Washington. For the “The Attack on Baltimore,” students may talk about seeing the rockets’ red glare, hearing the bombs bursting in air, or the feeling of seeing the giant flag that Mary Pickersgill made flying over Fort McHenry. Consider also extending this activity by adding group or independent writing opportunities associated with the “You Were There” concept. For example, ask students to pretend they are newspaper reporters describing the Battle of New Orleans and how it took place after the war was officially over.

## **Portraits of America in 1812: Art Gallery and Portfolios**

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### **Materials: Poster board; tape; hole punch; ribbon**

Tell students that a gallery is a place where people go to look at paintings or other forms of artwork. Explain that a portfolio is a collection of drawings, paintings, or photographs presented in a folder. Tell students that they are going to make their own portfolios to save the Portraits of America in 1812 that they have made. (You may also want to create a special gallery space in the classroom or hallway to display some of the students’ portraits.)

Directions to make a portfolio for each student: Fold a piece of poster board (22" x 28") in half. Tape the sides of the poster board with colored duct tape. To make carrying handles, hole punch two holes centered at the top, approximately 5 inches apart. Knot a piece of grosgrain ribbon (about 12" long) into each side. (You may also use file folders, duct-taped along the side.)



## **Class Book: The War of 1812**

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### **Materials: Drawing paper, drawing tools**

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned about the War of 1812. Have students brainstorm important information about what the British were doing to U.S. ships and sailors, British relationships with Native Americans, James and Dolley Madison, and the USS *Constitution*. Have each student choose one idea to draw a picture of and then write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.

Another option is to create an ABC book where students brainstorm domain-related words for each letter of the alphabet.

## **Song: “The Star-Spangled Banner”**

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### **Materials: Recording of the song “The Star-Spangled Banner”**

Have students listen to the recording of “The Star-Spangled Banner” again. Students may talk about the content of the song or how the song makes them feel. Encourage students to use domain vocabulary they have learned when sharing their ideas. Students may also draw a pictorial representation of the song.

**Note:** You may want to remind students of the proper etiquette they learned for anytime “The Star-Spangled Banner” is played in public. For example, to show respect for our country, we stand up to sing. They may also choose to put their hands on their hearts.

## **Song: “The Battle of New Orleans”**

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### **Materials: Recording of the song “The Battle of New Orleans”**

Find a version of the song, “The Battle of New Orleans,” and share it with students. (Refer to the Recommended Resource list at the beginning of this Anthology for suggestions.) Tell students about the meanings of the words in the song. Ask them to listen for the names of some of the people they have learned about. Ask students to create a mental image of the Battle of New Orleans as they listen to the song. Have students work with partners to think

about and draw pictures of an image from the song. Each student should draw his or her own version of their shared idea. Have them write the lines or phrases from the song that their pictures illustrate.

## Using a Map

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### **Materials: U.S. map**

Use a map of the United States to review various locations from the read-alouds. Prompt students with questions such as the following:

- What was Great Britain's three-part plan of attack?
- What land did the United States hope to get?
- Why did the British attack Washington, D.C.? (that is where the President's House was located)
- Why did the British attack Baltimore? (because it was a deep water port)
- Why did the British attack New Orleans? (to gain control over the Mississippi River)

## Pint-Size Pirate Ship

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### **Materials: (per ship) Two pint-size milk cartons; two straws; white, brown, and black construction paper; markers and/or paint; glue and/or tape**

Lay the milk carton on its side and cover with construction paper or paint halfway up (the top half should be white, the bottom half should be brown or black).

**Note:** Adding a bit of glue will help the paint adhere to the milk carton. Have students set their cartons aside to dry.

Attach two globs of play dough onto the center of the ship. Cut a two- or three-inch piece off the bottom of the second milk carton. Tape it, face down, onto the pirate ship (covering the play dough). Poke two holes in the top with a pencil, above where the play dough is.

Next, have each student cut two large rectangles and two small rectangles from a piece of white construction paper. Poke two holes in each rectangle with scissors or a hole punch and thread onto the straws as masts. Draw windows and a door with markers. Cut yellow circles and glue them onto the side as portholes. Add a cardboard gangplank.

Encourage students to use domain vocabulary in their dialogue as they create their pirate, or privateer, ships.

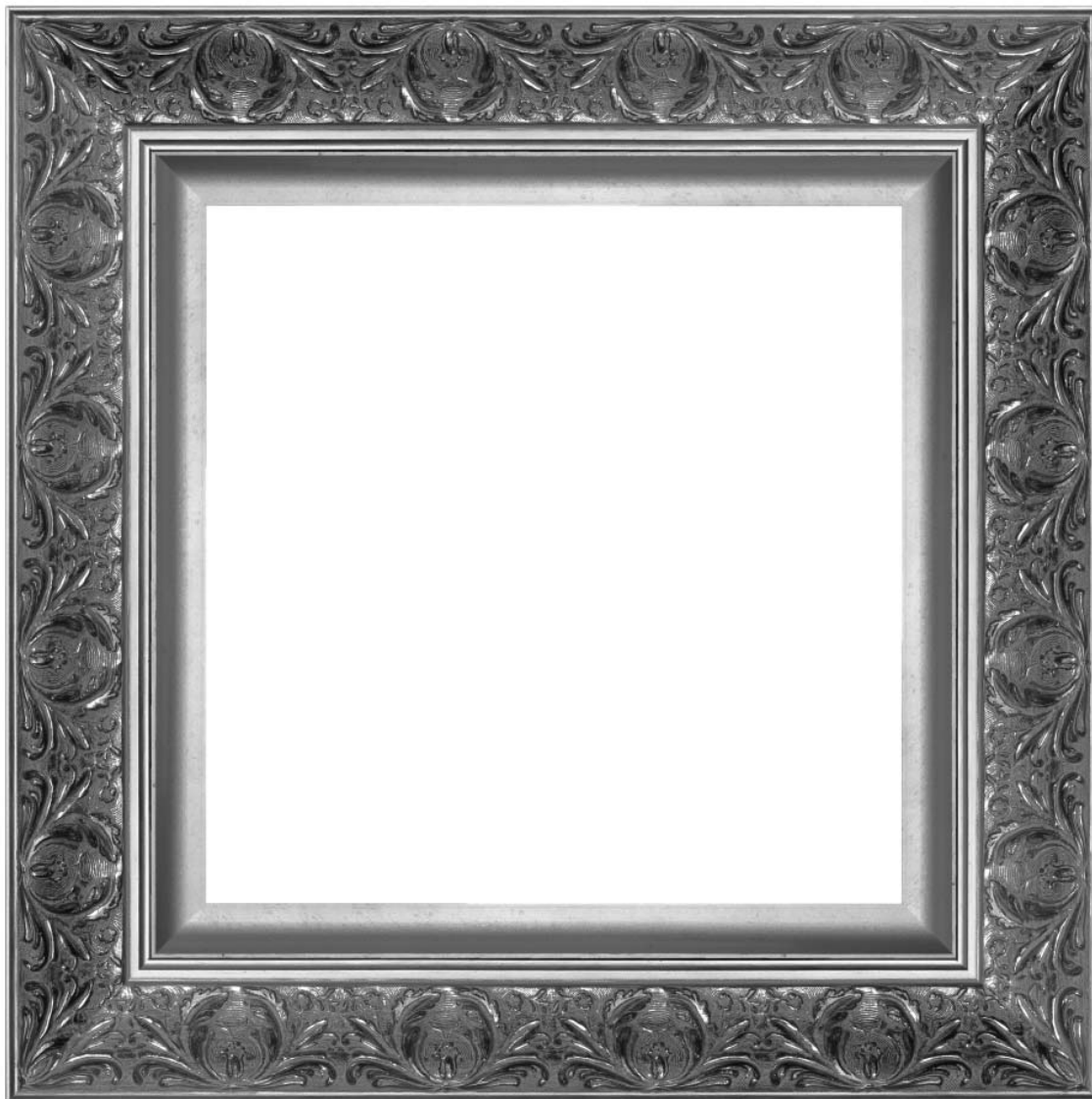


**For Teacher Reference Only:**  
Copies of *Tell It Again! Workbook*





*Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.*



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Dear Family Member,

During the next several days, your child will be hearing stories about the War of 1812. S/he will learn about the events that led to the war, how Great Britain was already involved in the Napoleonic Wars with France, how British soldiers captured Americans and made them fight for the British navy, and about the famous American battleship, the *USS Constitution*. S/he will also learn about some geographic locations, as well as some important people involved in the War of 1812, including President James Madison and his wife Dolley Madison. Below are some suggestions for activities that you may do at home to reinforce what your child is learning about the War of 1812.

### 1. James Madison

Talk with your child about this important historical figure. James Madison was the fourth president of the United States. Point out that he is one of the Founding Fathers who wrote the Constitution. Discuss the contributions that he made. Ask your child what role James Madison had in the War of 1812.

### 2. Dolley Madison

Your child will learn that Dolley Madison was married to James Madison. She was previously married to a man named John Payne; however, her first husband and one of her young sons died of yellow fever. Dolley Madison was known as an excellent hostess. She was the first First Lady.

### 3. *USS Constitution*/"Old Ironsides"

Your child will learn about the famous United States battleship, the *USS Constitution*. The *USS Constitution* is the oldest American battleship that is still afloat, and is now located in the Boston harbor. S/he will also learn about the *Constitution*'s nickname, "Old Ironsides," and how it got that name. Take this opportunity to talk to your child about the important job of the military, and the navy in particular, especially if you have family members who are veterans or who actively serve.

### 4. Words to Use

Below is a list of some of the words that your child will be learning about and using. Try to use these words as they come up in everyday speech with your child.

- *impressment*—The practice of British soldiers forcing other countries' soldiers into the British navy

- *navy*—The part of the military that protects the nation’s interests at sea
- *role*—Jean Lafitte is a pirate who played an important part, or role, in the Battle of New Orleans.
- *economy*—The economy of the United States was largely dependent on trade with Great Britain and France.

## **6. Read Aloud Each Day**

It is very important that you read with your child every day. Set aside time to read to your child and also time to listen to your child read to you. I have attached a list of recommended trade books related to the War of 1812 that may be found at the library.

Be sure to let your child know how much you enjoy hearing about what s/he has learned in school.



## Recommended Resources for *The War of 1812*

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### Trade Book List

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1. *The American Flag (True Books: American History)*, by Elaine Landau (Children's Press, 2008) ISBN 978-0531147757
2. *A More Perfect Union: The Story of Our Constitution*, by Betsy Maestro (HarperCollins, 1990) ISBN 978-0688101923
3. *An Army of Two*, by Janet Greeson and illustrated by Patricia Rose Mulvihill (First Avenue Editions, 1991) ISBN 978-0876145470
4. *The Battle of New Orleans: The Drummer's Story*, by Freddi Evans (Pelican Publishing, 2005) ISBN 978-1589803008
5. *The Biggest (and Best) Flag That Ever Flew*, by Rebecca C. Jones (Tidewater Publishers, 1988) ISBN 978-0870334405
6. *The Bill of Rights*, by Christine Taylor-Butler (Children's Press, 2008) ISBN 978-0531147771
7. *The Boy Who Saved the Town*, by Brenda Seabrooke (Schiffer Publishing, 1990) ISBN 978-0870334054
8. *The Constitution of the United States (True Books)*, by Christine Taylor-Butler (Children's Press, 2008) ISBN 978-0531147795
9. *Dolley Madison (First Biographies)*, by Jan Mader (Capstone Press, 2007) ISBN 978-0736867016
10. *Dolley Madison: First Lady of the United States (Focus on Women in U.S. History: Primary Source Readers)*, by Melissa Carosella (Teacher Created Materials, 2011) ISBN 978-1433315046
11. *Dolley Madison: Her Life, Letters, and Legacy*, by Holly Shulman and David Mattern (Rosen Publishing Group; 2002) ISBN 978-0823957491
12. *Dolley Madison Saves George Washington*, by Don Brown (Houghton Mifflin Books for Children, 2007) ISBN 978-0618411993

13. *The Flag Maker*, by Susan Campbell Bartoletti (Houghton Mifflin Books for Children, 2004) ISBN 978-0618267576
14. *Francis Scott Key and “The Star-Spangled Banner,”* by Lynnea Bowdish and illustrated by Harry Burman (Mondo, 2002) ISBN 978-1590341957
15. *Francis Scott Key’s “Star-Spangled Banner,” (Step into Reading)*, by Monica Kulling and illustrated by Richard Walz (Random House Books for Young Readers, 2012) ISBN 978-0375867255
16. *If You Were There When They Signed the Constitution*, by Elizabeth Levy and illustrated by Joan Holub (Scholastic, 1992) ISBN 978-0590451598
17. *James Madison*, by Jill K. Mulhall (Teacher Created Materials, 2008) ISBN 978-0743989084
18. *James Madison: Founding Father*, by Lynn George (Rosen Publishing Group, 2002) ISBN 978-0823963829
19. *Jean Laffite: The Pirate Who Saved America*, by Susan Goldman Rubin and illustrated by Jeff Himmelman (Abram Books for Young Readers, 2012) ISBN 978-0810997332
20. *Meet Caroline*, by Kathleen Ernst (American Girl, 2012) ISBN 978-1593698829
21. *Millie Cooper’s Ride: A True Story from History*, by Marc Simmons (University of New Mexico Press, 2002) ISBN 978-0826329257
22. *The National Anthem (True Books: American History)*, by Elaine Landau (Children’s Press, 2008) ISBN 978-0531147832
23. *A Picture Book of Dolley and James Madison*, by David A. Adler and Michael S. Adler and illustrated by Ronald Himler (Holiday House, 2009) ISBN 978-0823420094
24. *Pirates Past Noon (Magic Tree House, No. 4)*, by Mary Pope Osborne (Random House, 1994) ISBN 978-0679824251
25. *The Star-Spangled Banner*, by Peter Spier (Dragonfly Books, 1992) ISBN 978-0440406976
26. *Shh! We’re Writing the Constitution*, by Jean Fritz (Puffin, 1997) ISBN 978-0698116245

Name \_\_\_\_\_

27. *Sisters of Scituate Light*, by Stephen Krensky (Dutton Children's Books, 2008) ISBN 978-0525477921
28. *The Star-Spangled Banner in Translation: What It Really Means (Fact Finders: Kids' Translations)*, by Elizabeth Raum (Capstone Press, 2008) ISBN 978-1429628471
29. *The War of 1812: Expanding & Preserving the Union (Primary Source Readers)*, by Jill K. Mulhall (Teacher Created Materials, 2008) ISBN 978-0743989077
30. *The War of 1812: The New American Nation Goes to War with England*, by Mark Beyer (Rosen Publishing, 2004) ISBN 978-0823942619
31. *The War of 1812 (Primary Sources of American Wars)*, by Georgene Poulakidas (PowerKids, 2006) ISBN 978-1404226814
32. *Washington Is Burning! The War of 1812*, by Alvin R. Cunningham (Perfection Learning, 2003) ISBN 978-0822560500
33. *Washington Is Burning (On My Own History)*, by Marty Rhodes Figley and illustrated by Craig Orback (Lerner Books, 2006) ISBN 978-0822560500
34. *We the Kids: The Preamble to the Constitution of the United States*, by David Catrow (Puffin, 2005) ISBN 978-014202764

## Websites

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### *Family Resources*

1. Chalmette Battlefield National Park  
<http://www.nps.gov/jela/chalmette-battlefield.htm>
2. Fort McHenry National Park  
<http://www.nps.gov/fomc/index.htm>
3. The Flag House and Star-Spangled Banner Museum  
<http://www.flaghouse.org>
4. The Star-Spangled Banner Exhibit at the Smithsonian  
<http://americanhistory.si.edu/starspangledbanner>

5. **Video Clips on the Star Spangled Banner**  
<http://www.youtube.com/watch?v=zDKfw8nysLA>  
<http://www.youtube.com/watch?v=iwsq7frSB5Q>
6. **Montpelier Historic Website**  
<http://www.montpelier.org>
7. **PBS Film on Dolley Madison**  
<http://www.pbs.org/wgbh/americanexperience/films/dolley>
8. **Official Bicentennial Website**  
<http://www.visit1812.com>
9. **The U.S. Capitol Visitor’s Center**  
<http://www.visitthecapitol.gov/Exhibitions/online>
10. **USS Constitution Museum**  
<http://www.usconstitutionmuseum.org>
11. **The James Madison Museum**  
<http://www.thejamesmadisonmuseum.org>
12. **The Papers of James Madison**  
[www.virginia.edu/pjm](http://www.virginia.edu/pjm)
13. **The White House**  
<http://www.whitehouse.gov/about/presidents/jamesmadison>
14. **The Crafty Classroom**  
<http://www.thecraftyclassroom.com/HomeschoolPrintablesNotebookingPatriotic.html>
15. **Hold the Fort (Online Game)**  
<http://www.nps.gov/fomc/holdthefort>

### ***Student Resources***

16. **Interactive Map: America in 1812**  
<http://bit.ly/XYmKBy>
17. **Music and Lyrics to “The Battle of New Orleans”**  
<http://kids.niehs.nih.gov/lyrics/battleof.htm>
18. **Music and Lyrics to the Star Spangled Banner**  
<http://kids.niehs.nih.gov/lyrics/spangle.htm>
19. **The White House Interactive Tour**  
<http://www.whitehouse.gov/about/interactive-tour>
20. **A Sailor’s Life for Me! (Online Game)**  
<http://asailorslifeforme.org>

Name \_\_\_\_\_

**War Hawks****Merchants**

*Directions: Follow the teacher's instructions to show what you learned about the war hawks and merchants by drawing or writing in each column.*





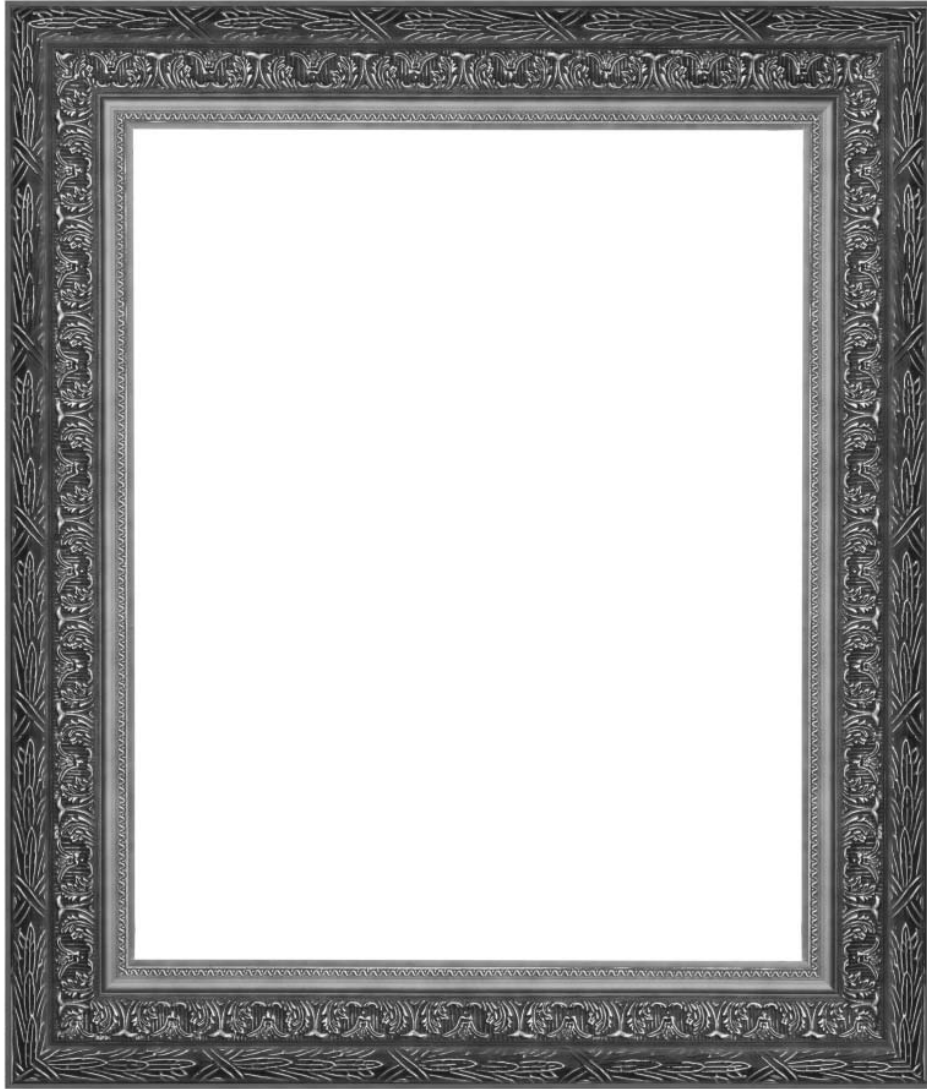
*Directions: Write the introductory sentence for your persuasive speech in the first rectangle. In the second rectangle, state your position. In the third and fourth rectangles write two reasons to support your position. Write your concluding sentence in the fifth rectangle.*

<b>Open/ Introduction</b>	
<b>Opinion/ Position</b>	
<b>Because</b>	
<b>Also</b>	
<b>Close/ Conclusion</b>	



Name \_\_\_\_\_

*Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.*



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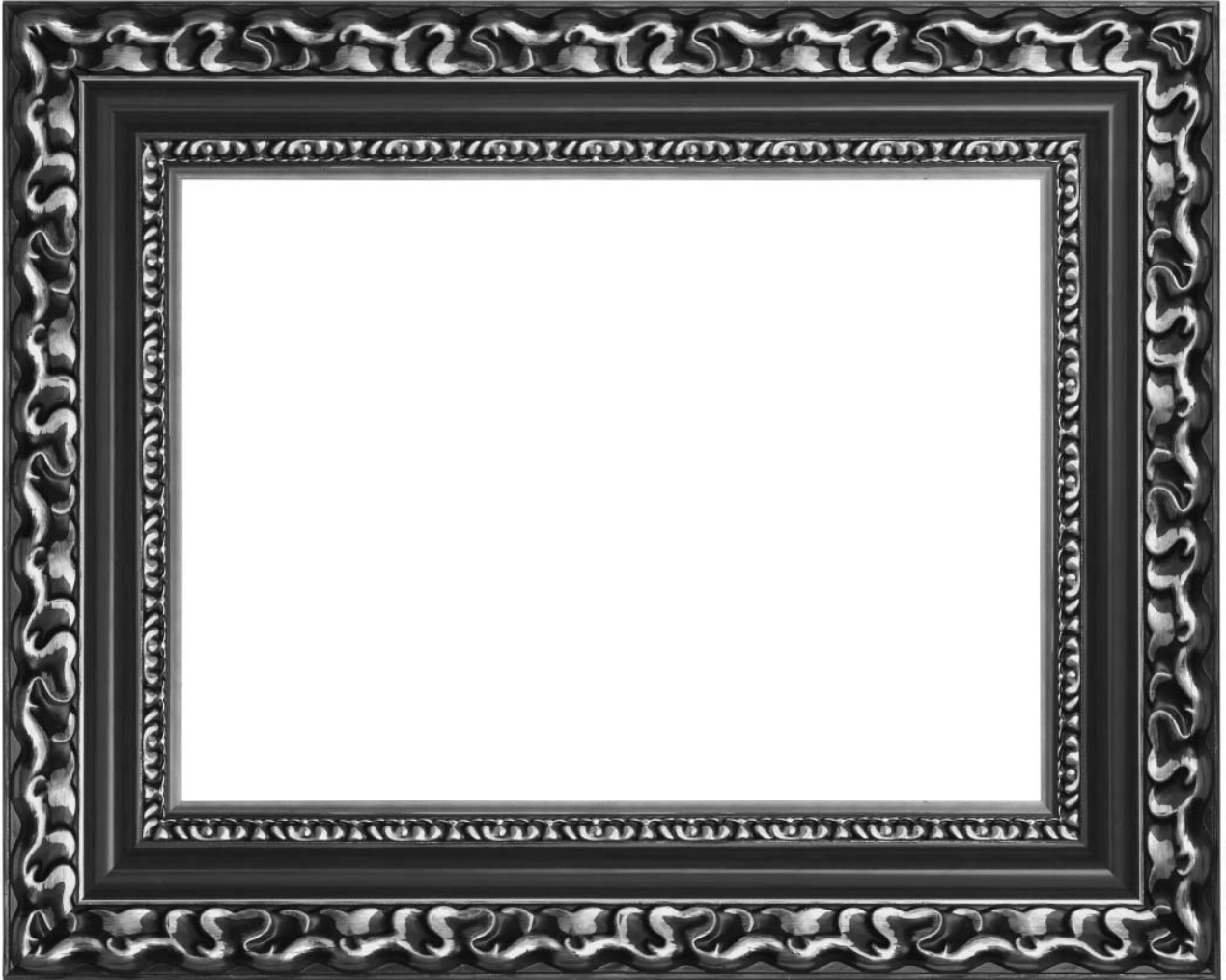
Name \_\_\_\_\_

*Directions: Follow your teacher's instructions to show what you learned. List important details about James Madison and Dolley Madison by drawing or writing in each column.*

**James Madison****Dolley Madison**



*Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.*



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1. \_\_\_\_\_, James Madison asked some soldiers to stay with Mrs. Madison and to keep her safe.

2. \_\_\_\_\_, The British sent an army of about four-thousand men to the capital.

3. \_\_\_\_\_, James Madison rode off to be with his army.

4. \_\_\_\_\_, James Madison told Mrs. Madison to stay in the President's House.

1. \_\_\_\_\_, the British Soldiers set fire to the President's House.

2. \_\_\_\_\_, Dolley Madison escaped just in the nick of time.

3. \_\_\_\_\_, some of the British soldiers sat down at the dinner table and enjoyed a tasty meal.

4. \_\_\_\_\_, Dolley Madison asked the workers in the house to help her remove a painting of George Washington.

Directions: Follow your teacher's instructions.



1. Then, James Madison asked some soldiers to stay with Mrs. Madison and to keep her safe.

2. First, The British sent an army of about four-thousand men to the capital.

3. Last, James Madison rode off to be with his army.

4. Next, James Madison told Mrs. Madison to stay in the President's House.

1. Last, the British Soldiers set fire to the President's House.

2. Next, Dolley Madison escaped just in the nick of time.

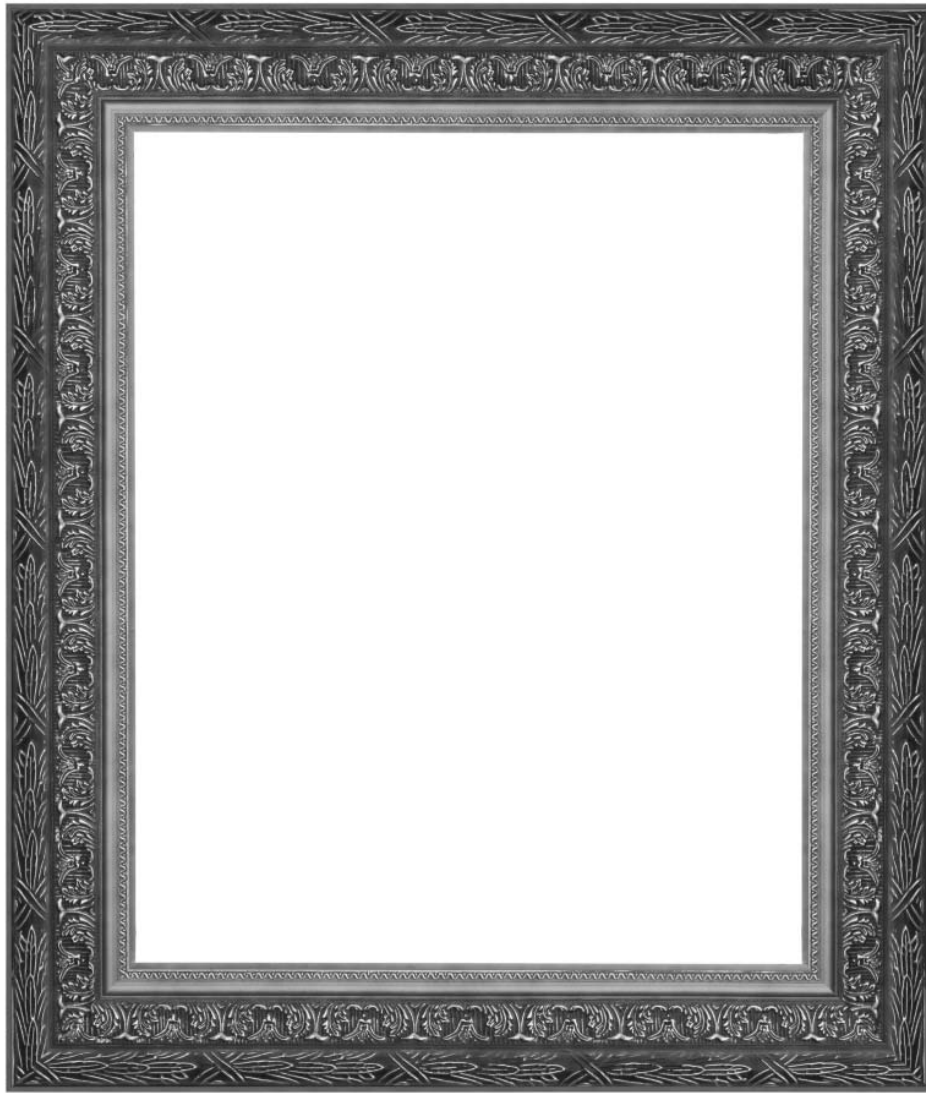
3. Then, some of the British soldiers sat down at the dinner table and enjoyed a tasty meal.

4. First, Dolley Madison asked the workers in the house to help her remove a painting of George Washington.

Directions: Follow your teacher's instructions.



*Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.*



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Dear Family Member,

I hope your child has enjoyed learning about the War of 1812. Over the next several days, s/he will learn about the British's three-part plan to defeat the United States, including attacks on Lake Erie and in Washington, D.C., the Battle at Fort McHenry, and the Battle of New Orleans. They will also learn that the Battle of New Orleans was actually fought after the war had ended. S/he will also learn about some geographic locations, as well as some important people involved in the War of 1812, such as Francis Scott Key, Mary Pickersgill, and Andrew Jackson.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about the War of 1812.

### **1. The President's House**

Today your child heard about the British attack on Washington, D.C., during which the British set fire to many official buildings in the capital, including the President's House. They learned how Dolley Madison escaped before the soldiers arrived and how she saved a portrait of George Washington. You might explain that the President's House is now known as the White House.

### **2. Francis Scott Key**

Your child will also learn about the Battle at Fort McHenry, and how Francis Scott Key watched the "rockets' red glare" and "bombs bursting in air" from the harbor. S/he will also hear how Francis Scott Key was inspired to write a poem about it. The poem he wrote became our national anthem, "The Star-Spangled Banner." Ask your child about the giant flag that Mary Pickersgill made to fly over Fort McHenry that day.

### **3. Song: "The Star-Spangled Banner"**

Listen to the song "The Star-Spangled Banner" with your child. Discuss with your child that this song is our national anthem. It was written by Francis Scott Key during the War of 1812. Talk about times when you might sing the national anthem. Ask them to tell you what they learned about what you should do anytime you hear the song played in a public place. The next time you hear the song played at a ball game or other event, ask your child who wrote "The Star-Spangled Banner."

### **4. Song: "Battle of New Orleans"**

Listen to the song "The Battle of New Orleans" with your child. Discuss what the song

is about and how it tells the story of the War of 1812.

### **5. Andrew Jackson**

Have your child talk about the Andrew Jackson's role in the Battle of New Orleans. Discuss how General Andrew Jackson put together an army of militiamen, soldiers, Native Americans, African Americans, farmers, and even pirates to win the Battle of New Orleans. You might want to explain that Andrew Jackson later became the seventh president of the United States.

### **6. Using a Map**

Help your child locate the areas they learned about on a map of the United States, including the Mississippi River, New Orleans, Canada, Baltimore, and Washington, D.C. Have your child tell you about Britain's three-part plan to defeat the United States.

### **7. Sayings and Phrases: Where There's a Will There's a Way**

Your child will learn the saying "where there's a will there's a way" in relation to how Andrew Jackson did whatever it took to win the Battle of New Orleans. Talk with your child about its meaning. Share something that you have accomplished because of your determination. Find opportunities to use this saying again and again.

### **8. Words to Use**

Below is a list of some of the words that your child has been learning about and using. Try to use these words as they come up in everyday speech with your child.

- *navigator*—The ship's navigator helped the captain locate the harbor.
- *truce*—One British officer gave his sword to a U.S. officer as a sign of truce.
- *treaty*—Andrew Jackson received the news that a peace treaty had been signed.
- *surrender*—The soldiers had to surrender when they knew they couldn't win.

### **9. Read Aloud Each Day**

It is very important that you read with your child every day. Set aside time to read to your child and also time to listen to your child read to you. I have attached a list of recommended trade books related to the War of 1812 that may be found at the library.

Be sure to let your child know how much you enjoy hearing about what s/he has learned in school.





## The Star-Spangled Banner

During the War of 1812, Francis Scott Key (1779–1843) witnessed the all-night bombardment of Ft. McHenry in Maryland. Despite the fierce assault, Key was elated to see in the morning that the American flag was still proudly waving over the fort, meaning that the fort was still manned. Inspired, he wrote this poem to celebrate the event. “The Star-Spangled Banner” was declared the national anthem in 1931.

With spirit (♩ = c. 104)

Melody by John Stafford Smith

Lyrics by Francis Scott Key

Soprano  
Alto

Tenor  
Bass

Piano

*f*

6

S  
A

T  
B

12

S  
A

T  
B

*mf*

Oh, — say can you see by the dawn's ear - ly light, What so proud - ly we  
hail'd at the twi-light's last gleam - ing? Whose broad stripes and bright stars thro' the per - il - ous  
fight, O'er the ram - parts we watch'd were so gal - lant - ly stream - ing? And the



17

S  
A

rock- et's red glare the bombs burst- ing in air, Gave proof thro' the night that our

T  
B

23

S  
A

flag was still there. Oh, say does that— Star - Span - gled Ban - ner— yet—

T  
B

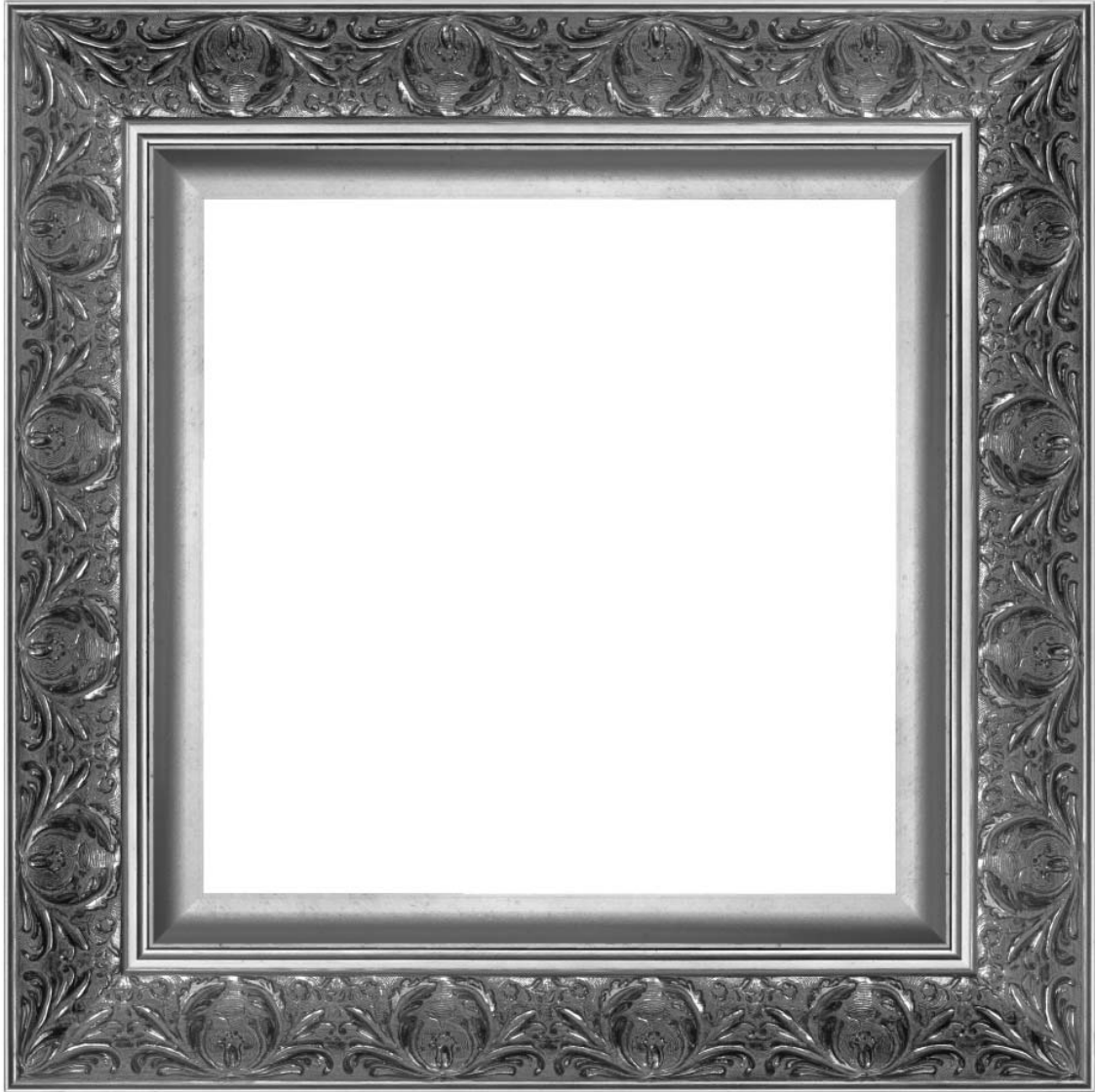
28

S  
A

wave, O'er the land of the free and the home of the brave!

T  
B

*Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.*



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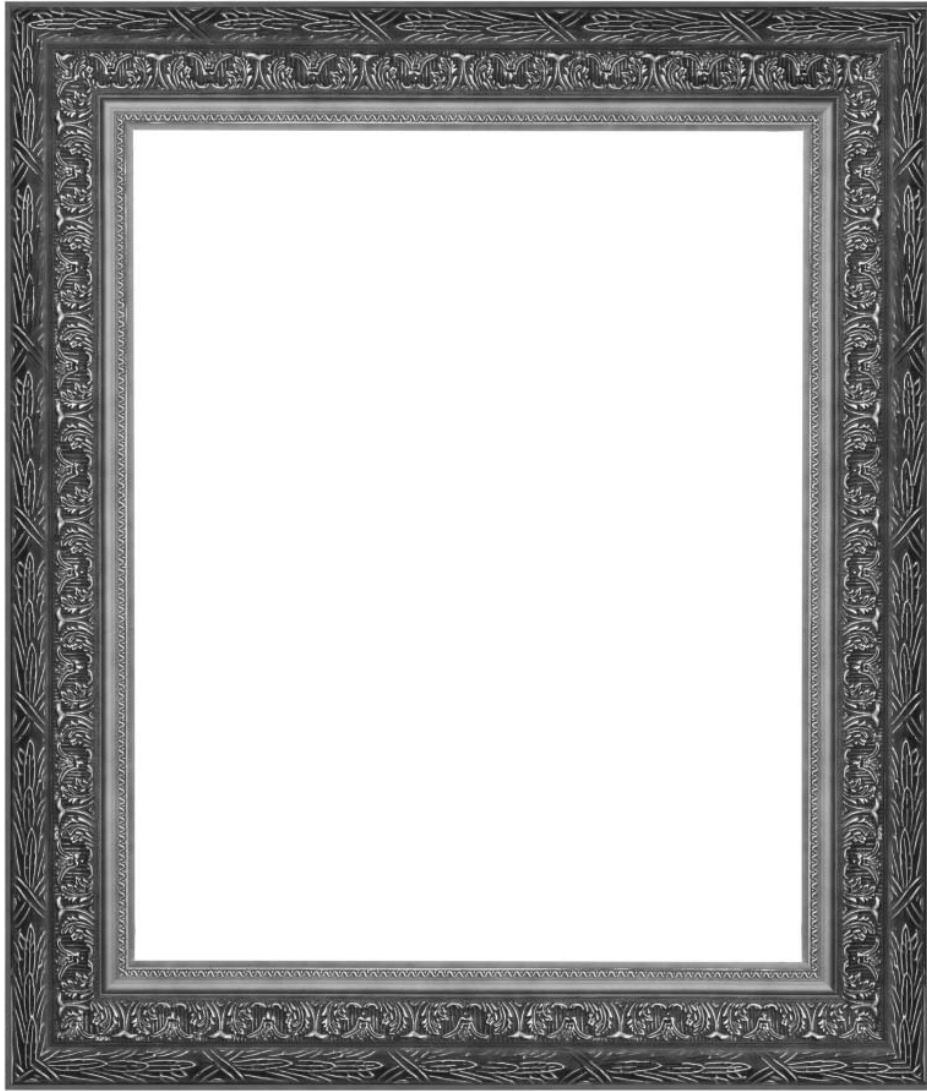
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*Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.*



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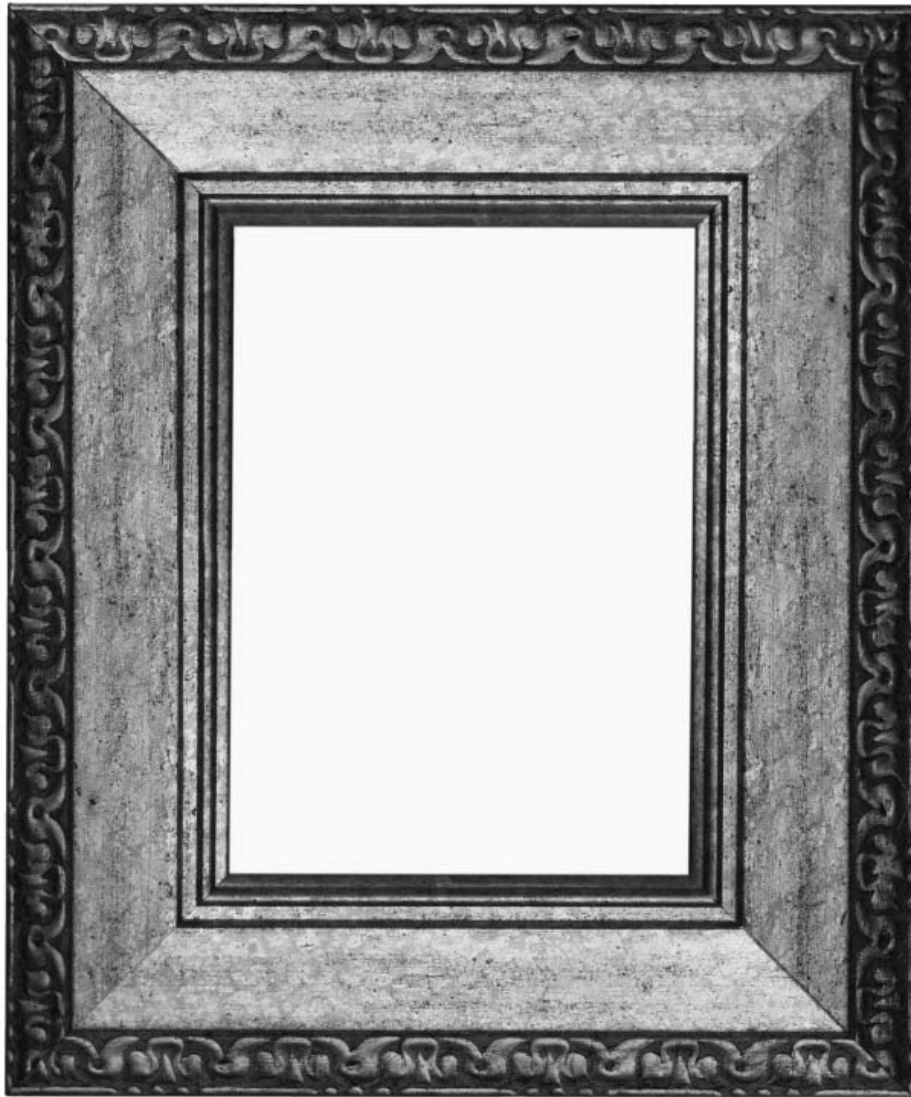
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Name \_\_\_\_\_

*Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.*



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*Directions: Write your topic sentence in the first rectangle. In the second, third, and fourth rectangles write something about them, where, and when. Write why they are important in the fifth rectangle.*

<b>Who?</b>	
<b>What?</b>	
<b>Where?</b>	
<b>When?</b>	
<b>Why?</b>	











1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.  

Directions: Listen to your teacher's instructions.



1.	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>
6.	<input type="radio"/>	<input type="radio"/>
7.	<input type="radio"/>	<input type="radio"/>
8.	<input type="radio"/>	<input type="radio"/>
9.	<input type="radio"/>	<input type="radio"/>
10.	<input type="radio"/>	<input type="radio"/>

Directions: Listen to your teacher's instructions.

11.  
12.  
13.  
14.  
15.  

Directions: These pictures show some important people and events from the War of 1812. Place the number of the question in a box by the appropriate person or event.



**Dolley Madison**


**James Madison**


**Andrew Jackson**


**Francis Scott Key**


**U.S.S. Constitution**

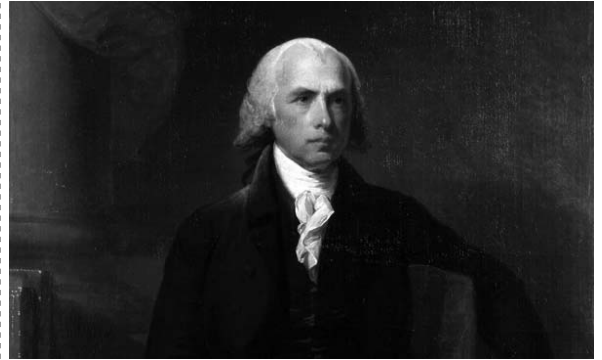
 


**President's House**



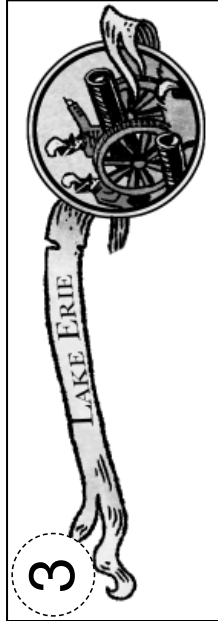
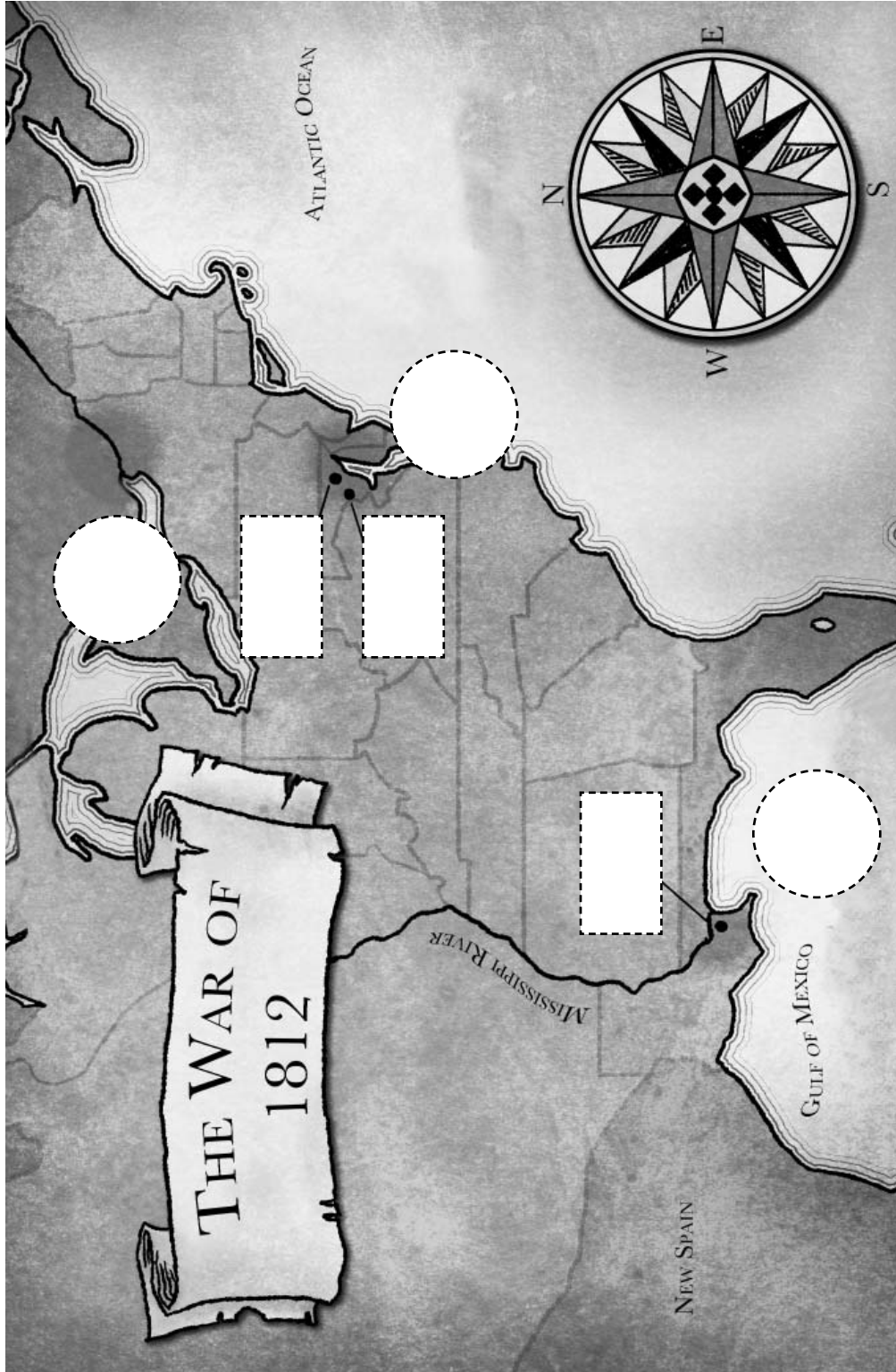


Directions: These pictures show some important people and events from the War of 1812. Place the number of the question in a box by the appropriate person or event.

**Dolley Madison****2****9****James Madison****1****10****Andrew Jackson****4****12****Francis Scott Key****3****8****U.S.S. Constitution****6****7****President's House****5****11**



Directions: Listen to your teacher's instructions.



**C** New Orleans

**B** Baltimore

**A** Washington, D.C.



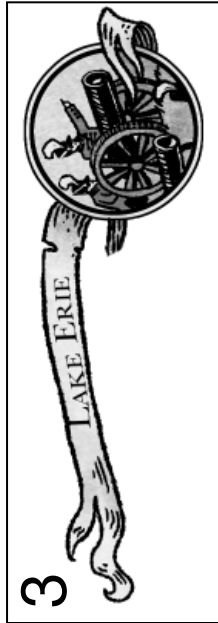
Directions: Listen to your teacher's instructions.



A Washington, D.C.



B Baltimore



C New Orleans



*Directions: Read each sentence. Think about the answer to the question or statement. Write a complete sentence to answer each question or statement.*

1. Why was the War of 1812 called the second war for independence?

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2. How is “The Star-Spangled Banner” connected to the War of 1812?

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3. What was impressment?

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4. Why did the British want to control New Orleans?

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5. What was the most interesting thing you learned about the War of 1812?

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# Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

Name							

# Tens Conversion Chart

		Number Correct																					
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Number of Questions	1	0	10																				
	2	0	5	10																			
	3	0	3	7	10																		
	4	0	3	5	8	10																	
	5	0	2	4	6	8	10																
	6	0	2	3	5	7	8	10															
	7	0	1	3	4	6	7	9	10														
	8	0	1	3	4	5	6	8	9	10													
	9	0	1	2	3	4	6	7	8	9	10												
	10	0	1	2	3	4	5	6	7	8	9	10											
	11	0	1	2	3	4	5	5	6	7	8	9	10										
	12	0	1	2	3	3	4	5	6	7	8	8	9	10									
	13	0	1	2	2	3	4	5	5	6	7	8	8	9	10								
	14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10							
	15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10						
	16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10					
	17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10				
	18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10			
	19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10		
	20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10	

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

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