

SECOND GRADERS CREATE THEIR OWN SOCIAL STUDIES BOOK (PART II – TO WAR)

Grade Level or Special Area: Second Grade

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Length of Unit: Five lessons of 45 minutes each

I. ABSTRACT

Using this unit plus Parts I and Part III, second graders will create their own social studies book. In Part II, students will learn about the events that led up to the War of 1812, what happened during this war, and who was involved in it. They will also learn about some the important battles, about how “The Star-Spangled Banner” was written and why this war was important to the United States. Learning will be enhanced through activities in poetry, inquiry, independent reading, reading aloud, art, music and simulation as students continue creating their own social studies text in a blank composition book.

II. OVERVIEW

A. Concept Objectives

1. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado State History Standard #1)
2. Students understand political institutions and theories that have developed and changed over time. (Colorado State History Standard #5)

B. Content from the *Core Knowledge Sequence*

1. Language Arts: Reading and Writing (p. 43)
 - a. Reading Comprehension and Response
 - i. Recall incidents, character, facts and details of stories and other texts.
 - ii. Discuss similarities in characters and events across stories.
 - iii. Gain answers to specific questions from reading non-fiction materials, and interpret information from simple diagrams, charts, and graphs.
 - iv. Pose plausible answers to how, why, and what if questions in interpreting text, both fiction and non-fiction.
 - v. Explain and describe new concepts and information in his or her own words.
 - vi. Demonstrate familiarity with a variety of fiction and non-fiction selections, including both read-alouds and independent readings.
 - b. Writing
 - i. Produce a variety of types of writing
2. American History and Geography: The War of 1812 (p. 49)
 - a. President James Madison and Dolley Madison
 - b. British impressments of American sailors
 - c. Old Ironsides
 - d. British burn the White House
 - e. Fort McHenry, Francis Scott Key, and “The Star-Spangled Banner”

C. Skill Objectives

1. Students demonstrate knowledge of sequencing events on a time line by constructing one.

2. Students recall American History concepts from past grade levels and place the events correctly on a time line.
3. Students define and understand historical vocabulary about the War of 1812.
4. Students create drawings of historical figures and events.
5. Students create and illustrate shared writings.
6. Students create and label a map and legend.
7. Students define and give examples of a hero.
8. Students compare and contrast battles in the War of 1812.
9. Students enjoy poetry and song to enhance their understanding of historical concepts.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Hirsch, E.D., Jr. *What Your 2nd Grader Needs to Know*
 2. Terry, Sharon. *Oh, Say Can You See and Learn About the War of 1812?* 2002 Core Knowledge Conference. www.coreknowledge.org.
 3. Young, Kim. *Second Grade Students Create Their Own Social Studies Book (Part I the 5 Ws of the Constitution)*. [Hereafter referred to as *Part I*]. www.ckcolorado.org.
- B. For Students
 1. Kindergarten and First Grade American History Content—Columbus, Lost Colony, Pilgrims at Plymouth Rock, Louisiana Purchase, Second Grade American History Content—Constitution
 2. Second Grade Geography Content—Atlantic Ocean, Great Lakes, Mississippi River

IV. RESOURCES

- A. Brill, Marlene Targ. *Building the Capital City. Cornerstones of Freedom*
- B. Cash, Johnny. *America. A 200-Year Salute in Story and Song* (Music CD)
- C. Curren, Polly. *The Army of Two*
- D. Quackenbush, Robert. *James Madison and Dolley Madison and Their Times*
- E. Quiri, Patricia Ryon. *The National Anthem. A True Book*

V. LESSONS

Lesson One: Titles and Timeline (45 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado State History Standard #1)
 2. Lesson Content
 - a. Writing - Produce a variety of types of writing.
 - b. Reading Comprehension and Response - Recall incidents, character, facts and details of stories and other texts.
 3. Skill Objective(s)
 - a. Students demonstrate knowledge of sequencing events on a time line by constructing one.
 - b. Students recall American History concepts from past grade levels and place the events correctly on a time line.
- B. *Materials*
 1. Two copies of Appendix A for each student

2. Social Studies book for each student
 3. Overhead of blank page of students' books
 4. Overhead of Appendix B
 5. Pencils for each student
 6. Overhead of Table of Contents page (From *Part I*)
 7. Overhead of Appendix C
 8. Piece of thin white paper for each student [size 8 ½" X 38", folded into six equal sections and marked with main lines] (see Appendix D)
 9. Overheads of Time Line (Appendices E, F, G)
 10. Copies of Appendix H for each student
 11. Scissors for each student
 12. Glue sticks for each student
 13. Appendix I
- C. *Key Vocabulary*
1. Time Line—a line drawn and labeled with dates and events which shows the relation of time to events in history
- D. *Procedures/Activities*
1. Pass out Appendix A for this unit for students to study. Read it together and explain. Send a copy home for parents.
 2. Show overhead of blank page of the students' book. Explain that in starting a new unit, a new unit title page must be completed on page 17. Explain that this title will be framed by an oval and demonstrate how to draw an oval on the overhead. (*Place a dot in the middle of the fourth line down from the top of the page. Place a dot on the middle of the sixth line up from the bottom of the page. Place a dot two inches in from the left hand side of the page, then repeat on the right hand side. Now lightly draw an oval connecting these four dots.*)
 3. Explain that this unit is called "The War of 1812". Demonstrate on the overhead of Appendix B how to write this title inside the oval on page 17. Remind students to leave the rest of the title page blank because at the end of the unit they will return to the title page to complete it by adding symbols.
 4. Instruct students to turn to their Table of Contents and add the new unit title on the next line under the Unit (title) and write page 17 under the Page (title).
 5. Instruct students to turn to page 19 in their books and title this page "Vocabulary" on the top line and underline it. Demonstrate on the overhead of Appendix C. Instruct students to skip a line and write the numeral one on the left side of the red margin and put a period after it. Their first vocabulary word will go on the third line. "Time Line" is the first word. Write it on the third line, underline it and put a dash after it. Discuss what a time line is and how it is useful in the study of history. Demonstrate how to write the definition of this word on the overhead. (See Appendix C.)
 6. Distribute the time line paper (8 ½" X 38") to students. Instruct students to open it up and number the rectangles from left to right, starting at the left one and putting a numeral one (1) in the lower left hand corner in pencil. Then proceed to put a 2 in the corner of the second rectangle, 3 in the third, etc. Display overheads of Appendices E, F and G if needed. Then have students put an X on the back of rectangle #1. Demonstrate for students how to apply glue to the edges of the rectangle with the X on it, and how to place it on the back inside cover of their books so that it will fold up or can be unfolded to the right to work on it.
 7. Distribute copies of Appendix H to students. Instruct students to put their name on their paper. Ask what the first line says. (*Columbus arrived in the Americas*)

Ask if anyone knows when this happened. (1492) Discuss where this date might fit on the time line. Write the date on the appropriate line, then cut out the word strip and glue it along that line where the date is written. (See Appendix I for date placement.)

8. Repeat the above inquiry and gluing with the next five word strips [*Lost Colony at Roanoke-1587, Pilgrims landed at Plymouth Rock (1620), Declaration of Independence signed on July 4 (1776), Constitution signed on September 17 (1787), Louisiana Purchase (1801)*] as a review. Instruct students to fold their time lines up to fit inside their books.
9. Instruct students to fold Appendix H in half and store it in the front of their books. Collect books to assess timelines.

E. *Assessment/Evaluation*

1. Time Line

Lesson Two: Causes, Clashes, and Characters (45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado State History Standard #1)
 - b. Students understand political institutions and theories that have developed and changed over time. (Colorado State History Standard #5)
2. Lesson Content
 - a. Writing- Produce a variety of types of writing
 - b. War of 1812- President James Madison and Dolley Madison; British impressments of American sailors
3. Skill Objective(s)
 - a. Students demonstrate knowledge of sequencing events on a time line by constructing one.
 - b. Students define and understand historical vocabulary about the War of 1812.
 - c. Students create and illustrate shared writings.

B. *Materials*

1. Social Studies books for each student
2. Scissors for each student
3. Glue sticks for each student
4. Pencils for each student
5. Each student's copy of Appendix H
6. Appendices J, K, L
7. Copy of James and Dolley Madison monologues

C. *Key Vocabulary*

1. Impressment—the practice of British ships removing sailors from US ships and forcing them to serve in the British navy
2. First Lady—wife of the President of the United States of America

D. *Procedures/Activities*

1. Discuss the problem of impressment and how the British viewed the Americans. (*Still a colony, not a true world power*) Discuss Britain's war with France. Instruct students to write the word and definition for impressment on their vocabulary page (page 19).
2. Instruct students to cut out the word strip "Impressment on the *Chesapeake*" (Appendix H). Discuss when it began. (*7-15,000 Americans were impressed*)

1793-1812, last straw in 1807 when the British warship Leopard stopped the American warship Chesapeake and kidnapped four men, leaving three dead, and 18 wounded) Discuss where it should be placed on the timeline. Write in the date and glue in the word strip. Demonstrate on the overhead of Appendix F.

3. Create a shared writing for impressment (Appendix J). Instruct students to write the title “Impressment” on the top line of page 25 and underline it. Instruct students to illustrate impressment on page 25. Count up eight lines from the bottom and draw a horizontal line. Illustrate above the line. (Shared writing will be glued below the line in the next lesson.) Remind students of the assessment scale on their rubric so they know how they will be graded.
 4. Discuss who was the President at this time. Discuss the term “First Lady”.
 5. Role play James Madison and Dolley Madison using the monologues written in “*Oh Say Can You See and Learn About the War of 1812?*” (Page 11) or write your own. [*The trunk activity in this unit would be fun to use or adapt to this unit.*]
 6. Model for students writing the name Dolley Madison at the upper edge of page 23 and underline it. Instruct students in a guided drawing of Dolley Madison on page 23. (See guided drawing instructions in *Part I*, Appendix Z for an example and Appendix K for an example of her portrait.)
 7. Create a shared writing about Dolley Madison (Appendix J).
 8. Discuss with students the feelings of Americans about going to war. (*Those who wanted to go to war were called “War Hawks”, the president declared war in 1812. What do you think the war was called? Besides the War of 1812, it was also called “Mr. Madison’s War”.*)
 9. Have students cut out the word strip “War of 1812” (Appendix H). Discuss where it should go on the timeline. Write the date on the line and glue the word strip under it.
 10. For the next several days of discussion, you may either work on the shared writing for each subject then illustrate it in the book, or wait until all subjects are discussed and then have students glue all shared writings in their books and illustrate them all in one day.
- E. *Assessment/Evaluation*
1. Appendix A
 2. Time Line

Lesson Three: Weapons, Ships and Sea Battles (45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado State History Standard #1)
 - b. Students understand political institutions and theories that have developed and changed over time. (Colorado State History Standard #5)
 2. Lesson Content
 - a. Writing- Produce a variety of types of writing
 - b. Reading Comprehension and Response- Gain answers to specific questions from reading non-fiction materials, and interpret information from simple diagrams, charts, and graphs.
 - c. War of 1812- President James Madison and Dolley Madison; Old Ironsides; British burn the White House; Fort McHenry, Francis Scott Key, and “The Star-Spangled Banner”

3. Skill Objective(s)
 - a. Students create and illustrate shared writings.
 - b. Students create drawings of historical figures and events.
 - c. Students define and understand historical vocabulary about the War of 1812.
 - d. Students create and label a map.
 - e. Students define and give examples of a hero.
 - f. Students enjoy poetry and song to enhance their understanding of historical concepts.
- B. *Materials*
1. Social Studies books for each student
 2. Copies of shared writing on impressment and Dolley Madison (Appendix J or your own) for each student
 3. Glue sticks for each student
 4. Pictures of the USS Constitution
 5. Copies of Appendix L for each student.
 6. Overhead of Appendix L
 7. Appendix M
 8. Pencils for each student
 9. Appendix N
- C. *Key Vocabulary*
1. Frigate—swift warship with 38-44 cannons
 2. Cannon—large guns too heavy to be carried by a soldier, usually mounted
 3. Musket—long barreled firearm used before invention of rifle, single shot, loaded by putting shot, wadding and powder into the barrel
 4. Bayonet—detachable blade put on the end of a musket or rifle for hand-to-hand fighting
- D. *Procedures/Activities*
1. Glue copy of shared writing on impressment on page 25 and shared writing of Dolley Madison on page 23.
 2. Discuss the number of ships that were in the British and American navies (*Britain-860 ships, 245 frigates, America-50 ships, 3 super frigates which were 50 feet longer than the British and could outgun or outrun any ship*), weapons used in wars at this time (*swords, muskets, bayonets, cannons, pistols*), that the American goal in the war was to take over Canada, that the British armies and navies were busy with their war against France. Show pictures of weapons. Add the words cannon, musket, and bayonet to the Vocabulary page.
 3. Create a shared writing for “Weapons of the War of 1812” (Appendix J). Turn to page 26 and write the title on the top line and underline it. Draw a horizontal line on line eight. Illustrate at least three weapons used in this war.
 4. Discuss the early sea battles of the *USS Constitution*, a super frigate, which destroyed several British ships earning the name “Old Ironsides” (*made of live oak, 3000 trees to make one ship, 200 feet long, 400-490 men, never lost a battle*), and the battle in which Captain Oliver Hazard Perry defeated the British on Lake Erie on September 10, 1813 and kept them from taking over control of the Great Lakes, “We have met the enemy and they are ours.” Add the word frigate to the Vocabulary page.
 5. Create a shared writing for the USS Constitution and one for the Battle of Lake Erie (Appendix J). Write titles, underline, draw lines and make guided drawings of the USS Constitution on page 27 and the Battle of Lake Erie on page 28.

6. Explain that Britain defeated France in 1814 and began to concentrate on this war. Ask students where they would attack first if they were the British. (*The Capital- Washington D.C.*) Ask students why that would be a good idea.
 7. Pass out copies of Appendix L. Instruct students to trace the map onto page 21.
 8. Discuss placement of labels for Atlantic Ocean, Great Lakes, Lake Erie, Canada and Mississippi River. Label on map using overhead of Appendix L. (See Appendix M for completed map.) Instruct students to label the country and these bodies of water on their maps.
 9. Create a legend for the map and write in the names of three cities—Washington D.C., Baltimore, Fort McHenry, and New Orleans—with their symbols. Model on the overhead of Appendix L.
 10. Locate these cities on a map and then on student maps in their books (use overhead of Appendix L).
 11. Write “Hero” on the first line of page 24 and underline it. Discuss the meaning of the word hero. Write a definition for “hero” together as a class and then students will copy it on page 24 starting on the second line. Explain to students that they will be choosing a hero from the War of 1812 and they will write why he or she is a hero on this page at the end of the unit. (See Appendix N.)
- E. *Assessment/Evaluation*
1. Appendix A

Lesson Four: More Battles (45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado State History Standard #1)
 - b. Students understand political institutions and theories that have developed and changed over time. (Colorado State History Standard #5)
 2. Lesson Content
 - a. Writing- Produce a variety of types of writing
 - b. Reading Comprehension and Response - Discuss similarities in characters and events across stories; demonstrate familiarity with a variety of fiction and non-fiction selections, including both read-alouds and independent readings
 - c. War of 1812- President James Madison and Dolley Madison; Old Ironsides; British burn the White House; Fort McHenry, Francis Scott Key, and “The Star-Spangled Banner”
 3. Skill Objective(s)
 - a. Students create and illustrate shared writings.
 - b. Students create drawings of historical figures and events.
 - c. Students define and understand historical vocabulary about the War of 1812.
- B. *Materials*
1. Social Studies books for each student
 2. Glue sticks for each student
 3. Copies of shared writings for weapons, USS Constitution and Battle of Lake Erie for each student (Appendix J or your own)
 4. Pictures of Dolley Madison saving documents, burning of Washington, government buildings in Washington D.C., and Ft. McHenry
 5. Pencils for each student

- C. *Key Vocabulary*
1. President’s House—the house in Washington DC where the President and First Lady lived, not called the White House until after the War of 1812 when the house was painted white to hide the stains
- D. *Procedures/Activities*
1. Instruct students to glue copies of shared writings for weapons, USS Constitution, and Battle of Lake Erie into their books.
 2. Tell the story of Dolley Madison preparing dinner for President Madison in case he returned from the battle and leaving it on the table.
 3. Explain how Dolley saved the Declaration of Independence, Constitution, portrait of Washington and left most of her personal belongings as the British approached (she did take some velvet curtains and some silver).
 4. Tell how the British officers entered the President’s House, sat down and ate the dinner left on the table, then set a fire in every window of the house.
 5. Create shared writings for “Dolley Saves the Documents” and “British Eat the Dinner” (Appendix J). In the shared writing about Dolley saving the documents end with this statement: If I had to leave my home in a hurry, I would take ____.” Discuss.
 6. Instruct students to title pages 29 and 30, underline the titles, draw the lines, and instruct students to illustrate these scenes above the lines they drew.
 7. Discuss how most government buildings in Washington (show pictures of these buildings) were burned down as the American army retreated. (*Americans thought British would attack Baltimore so many soldiers were there protecting it and not in Washington D.C.*)
 8. Create shared writing for “The Burning of Washington D.C. (Appendix J).
 9. Instruct students to title page 31, draw the line and illustrate.
- E. *Assessment/Evaluation*
1. Appendix A

Lesson Five: Peace and Heroes in Story and Song (45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado State History Standard #1)
 - b. Students understand political institutions and theories that have developed and changed over time. (Colorado State History Standard #5)
 2. Lesson Content
 - a. Writing- Produce a variety of types of writing
 - b. Reading Comprehension and Response - Discuss similarities in characters and events across stories; demonstrate familiarity with a variety of fiction and non-fiction selections, including both read-alouds and independent readings
 - c. War of 1812- President James Madison and Dolley Madison; Old Ironsides; British burn the White House; Fort McHenry, Francis Scott Key, and “The Star-Spangled Banner”
 3. Skill Objective(s)
 - a. Students create and illustrate shared writings.
 - b. Students create drawings of historical figures and events.
 - c. Students define and understand historical vocabulary about the War of 1812.

- d. Students compare and contrast battles in the War of 1812.
 - e. Students enjoy poetry and song to enhance their understanding of historical concepts.
- B. *Materials*
- 1. Social Studies books for each student
 - 2. Glue sticks for each student
 - 3. Pencils for each student
 - 4. Copies of shared writings of “Dolley Saves the Documents”, “British Eat the Dinner”, and “Burning of Washington D.C.” (Appendix J)
 - 5. Copy of the poem “The Star Spangled Banner” (Appendix U)
 - 6. Picture of “The Star-Spangled Banner” (flag)
 - 7. Red and blue pencils for each student
 - 8. *Army of Two*
 - 9. Cash, Johnny. *America. A 200-Year Salute in Story and Song* (Music CD)
 - 10. Copies of Appendix R for each student
- C. *Key Vocabulary*
- 1. Cotton Bale—a rectangular bundle of cotton, pressed together and wrapped tightly
 - 2. Treaty—the document of agreement signed by two or more nations to end a war
- D. *Procedures/Activities*
- 1. Instruct students to glue in the shared writings of “Dolley Saves the Documents”, “British Eat the Dinner”, and “The Burning of Washington D.C.” for pages 29, 30, and 31.
 - 2. Explain that the British next decided to attack Baltimore, MD but after three days couldn’t break through the defenses at Ft. McHenry, which was when Francis Scott Key wrote the poem that became “The Star-Spangled Banner”.
 - 3. Read the poem (Appendix V) to the children or use as a language arts lesson (see *Core Poetry and More*, Lesson One).
 - 4. Create a shared writing for “The Battle of Ft. McHenry” (Appendix J).
 - 5. Instruct students to turn to page 32, title it, draw line and illustrate.
 - 2. Explain how the “Star Spangled Banner” was different from the original flag and our present flag (*fifteen stars and stripes*). On page 33 have students draw the flag that was the “Star-Spangled Banner”. (*This can be done as a guided drawing using the lines on the page for the lines on the flag or just let them draw it. See Appendix W.*) Discuss the meaning of the colors on the flag. (*red-courage-reminds us of blood shed for freedom, blue-justice, white-purity or goodness*) Color the flag correctly.
 - 6. Read *The Army of Two* aloud to the class. Compare and contrast this battle with other battles in the War of 1812. Review what a hero is. (*Were these girls heroes?*)
 - 7. Discuss the Battle of New Orleans in January 1815 where American forces were led by General Andrew Jackson, built walls of cotton bales to shoot from behind, killed 700 British, wounded 1400; 13 Americans wounded, eight killed. Add the words cotton bales to Vocabulary page.
 - 8. Discuss the treaty that ended the war being signed on December 24, 1814 in Europe and add the word treaty to the Vocabulary page. Discuss communications and travel at this time.
 - 9. Create a shared writing for “The Battle of New Orleans”, (Appendix J) turn to page 34 and write the title, draw the line and illustrate.
 - 10. Play the song “The Battle of New Orleans” for the students.

11. Explain to the students that one of the important outcomes of this war was that America had proved itself and gained respect as a country and world power and that Americans began to have loyalty to their country and the national government.
 12. Review study guide (Appendix R) with students and send home for studying.
- E. *Assessment/Evaluation*
1. Appendix A
 2. Turn to page 24 and instruct students to go to the center of the page (about line 13 from the bottom of page) and complete this sentence: “_____ was a hero of the War of 1812 because_____.”
(Appendix N)
 3. Appendix R-Study Guide

VI. CULMINATING ACTIVITY

- A. Instruct students to glue their copies of the shared writings for “The Battle of Ft. McHenry” and “The Battle of New Orleans” into their books on pages 32 and 33.
- B. Students add symbols of the War of 1812 to their title page.
- C. Appendices S and T-Tests (Students are put into pairs and give each other the test. The first student will be given Test A by his or her partner orally and the partner will mark the answer sheet by circling “yes” if the answer is correct and “no” if the answer is incorrect. Then the second student will be given Test B by the first student.)
- D. Students will illustrate their favorite scene from the War of 1812 and write two complete sentences about their scene. Use 6 X 8 inch pieces of white paper for each student. Draw a horizontal line 2 inches from the bottom of the paper. Write the two sentences below the line and illustrate above the line. These can be used for a bulletin board and later can be glued into their books on page 34.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: War of 1812 Rubric
- B. Appendix B: War of 1812 Title Page
- C. Appendix C: War of 1812 Vocabulary Page
- D. Appendix D: Time Line Diagram
- E. Appendix E: Time Line 1400-1700
- F. Appendix F: Time Line 1700-1800
- G. Appendix G: Time Line 1800-1900
- H. Appendix H: War of 1812 Time Line Word Strips
- I. Appendix I: War of 1812 Completed Time Line
- J. Appendix J: Shared Writings for War of 1812
- K. Appendix K: Dolley Madison Portrait
- L. Appendix L: War of 1812 Map Outline
- M. Appendix M: War of 1812 Map Completed
- N. Appendix N: Hero Page
- O. Appendix O: USS Constitution Guided Drawing
- P. Appendix P: Star-Spangled Banner
- Q. Appendix Q: List of Student Book Pages for War of 1812 Unit
- R. Appendix R: War of 1812 Study Guide
- S. Appendix S: War of 1812 Test A Questions
- T. Appendix T: War of 1812 Test B Questions
- U. Appendix U: Answer Sheet for War of 1812 Test
- V. Appendix V: Words to “The Star-Spangled Banner”

VIII. BIBLIOGRAPHY

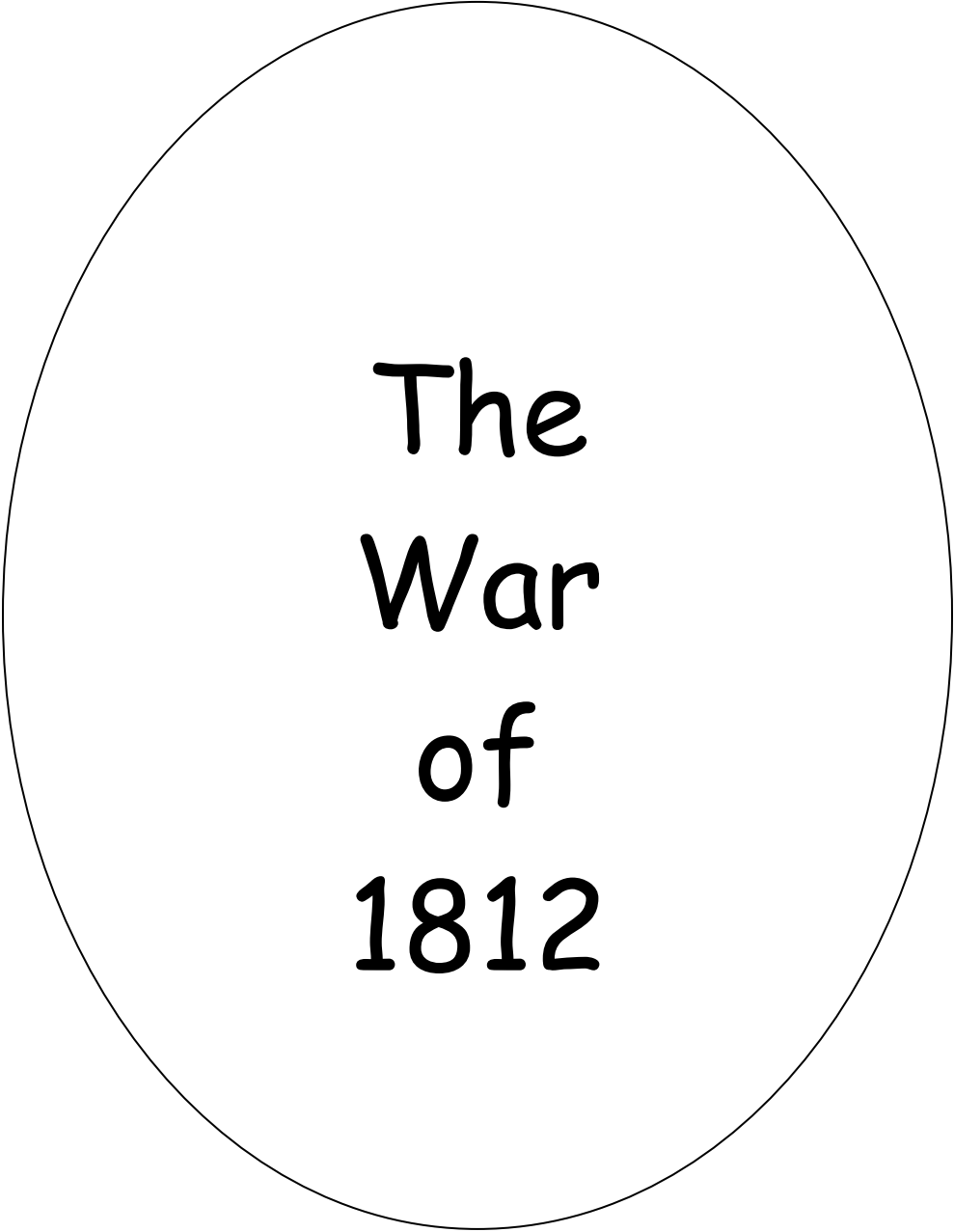
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- J. Young, Kim. *Core Poetry and More*. 2002 Core Knowledge Conference. www.coreknowledge.org.
- K. Young, Kim. *Second Grade Students Create Their Own Social Studies Book (Part I, The 5 Ws of the Constitution)*. www.ckcolorado.org.

Appendix A War of 1812 Rubric

Name _____ Date _____

| List of Projects to be completed for unit: | Skills: | 4 Excellent (96-100%) | 3 Proficient (90-95%) | 2 Developing (80-89%) | 1 Emergent (79-0%) |
|---|---|---|--|---|--|
| | 1. Projects completed 2. Handwriting 3. Writing 4. Drawing 5. Spelling 6. Labeling 7. Coloring 8. Tracing maps 9. Gluing 10. Effort and creativity | All completed, very neat and legible, copied correctly, drawn and colored lightly, labeled and traced correctly, glued with no edged sticking out, adequate glue applied, shows excellent effort and creativity | Almost all completed, neat, legible, drawn and colored fairly lightly, almost all labeling and tracing correct, almost all gluing done correctly, shows good effort and creativity | Most completed, Not very neat, legible, drawn and colored too darkly, some tracing and labeling incorrectly, shows some effort and creativity | Much work missing, little effort at neatness, legibility, or coloring lightly, or tracing and labeling correctly, very little effort or creativity |
| Title Page-title and oval | 4 | 3 | 2 | 1 | |
| Four symbols added | 4 | 3 | 2 | 1 | |
| Table of Contents-title and page number | 4 | 3 | 2 | 1 | |
| Vocabulary page with words and definitions | 4 | 3 | 2 | 1 | |
| Map-outline | 4 | 3 | 2 | 1 | |
| Five items on map | 4 | 3 | 2 | 1 | |
| Three cities and legend | 4 | 3 | 2 | 1 | |
| Time Line- numbered, glued in and folded | 4 | 3 | 2 | 1 | |
| Twelve dates and events added | 4 | 3 | 2 | 1 | |
| Dolley Madison portrait | 4 | 3 | 2 | 1 | |
| Illustrations : | 4 | 3 | 2 | 1 | |
| Impressment | 4 | 3 | 2 | 1 | |
| Weapons | 4 | 3 | 2 | 1 | |
| USS Constitution | 4 | 3 | 2 | 1 | |
| Battle for Great Lakes | 4 | 3 | 2 | 1 | |
| Dolley Saves | 4 | 3 | 2 | 1 | |
| British Eat the Dinner | 4 | 3 | 2 | 1 | |
| Burning of Washington | 4 | 3 | 2 | 1 | |
| Ft. McHenry | 4 | 3 | 2 | 1 | |
| Star Spangled Banner | 4 | 3 | 2 | 1 | |
| Battle of New Orleans | 4 | 3 | 2 | 1 | |
| Writings glued in | 4 | 3 | 2 | 1 | |
| Hero writing | 4 | 3 | 2 | 1 | |
| Final Drawing of War of 1812 | 4 | 3 | 2 | 1 | |
| Two complete sentences | 4 | 3 | 2 | 1 | |
| Column Totals: | + | + | + | | |
| Total: | | | | | |

Appendix B
War of 1812 Title Page



**The
War
of
1812**

Vocabulary

1. Time Line-a line drawn and labeled with dates and events that shows the relation of time to events in history
2. Impressment-the practice of British ships removing sailors from American ships and making them serve in the British navy
3. First Lady-wife of the President of the United States of America
4. Frigate-swift warship with 38-44 cannons
5. Cannon-large guns too heavy to be carried by a soldier, usually mounted
6. Musket-long barreled firearm used before invention of rifle, single shot, loaded by putting shot, wadding and powder into the barrel
7. Bayonet-detachable blade put on the end of a musket or rifle for hand-to-hand fighting
8. Cotton Bale-a rectangular bundle of cotton, pressed together and wrapped tightly
9. Treaty-the document of agreement signed by two or more nations to end a war

Appendix D Time Line Diagram

front

| | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

back

| | | | | | |
|--|--|--|--|--|---------------------------------|
| | | | | | (Put glue here) X [1] |
|--|--|--|--|--|---------------------------------|

Draw a bold line for the main line of the timeline 1 ½ “ from the top.
 Draw a bold line on each fold line except the two lines between sections 4, 5, and 6.
 Divide section 3 into thirds with bold lines.
 The fold line between section 2 and 3 will be labeled 1400.
 Within section 3, the next bold line will be labeled 1500 and the next line will be 1600.
 The fold line between section 3 and 4 will be labeled 1700.
 Make the bold line for 1800 the same distance from 1700 as 1700 is from 1600 (1/3 of section 4).
 Draw one more bold line about ½ ” from the right edge and label it 2000.
 Make the bold line for 1900 equidistant between 1800 and 2000.

front side

| | | | | | | | |
|---|---|---|--|---|---|---|--|
| 1 | 2 | 3 | | 4 | 5 | 6 | |
|---|---|---|--|---|---|---|--|

Appendix E
Time Line 1400-1700

1400

| | |
|--|--|
| | |
|--|--|

1500

| | |
|--|--|
| | |
|--|--|

1600

| | |
|--|--|
| | |
|--|--|

1700

Appendix F
Time Line 1700-1800

1700

| | |
|--|--|
| | |
|--|--|

1800

| | |
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| | |
|--|--|

Appendix G
Time Line 1800s-1900s

| | |
|-------------|--|
| 1900 | |
| | |

Appendix H
War of 1812 Time Line Word Strip List

Columbus arrived in the Americas

Lost Colony at Roanoke, Virginia established

Pilgrims landed at Plymouth Rock

Declaration of Independence signed on July 4th

Constitution signed on September 17th

Louisiana Purchase

Impressment on the *Chesapeake*, the last straw

War of 1812 began

Name _____

Appendix I Completed Time Line

| | |
|--|------|
| 1400 | |
| Columbus landed in the Americas | 1492 |
| 1500 | |
| Lost Colony in Roanoke, Virginia established | 1587 |
| 1600 | |
| Pilgrims land at Plymouth Rock | 1620 |
| 1700 | |
| Declaration of Independence signed on July 4 | 1776 |
| Constitution Signed on September 17 | 1787 |
| 1800 | |
| Louisiana Purchase made | 1801 |
| Impressment on the <i>Chesapeake</i> is the last straw | 1807 |
| War of 1812 begins | 1812 |
| 1900 | |

Impressment was one of the causes of the War of 1812. Impressment was when the British ships stopped American ships, kidnapped American sailors and made them fight on the British ships. More than 7000 men were impressed between 1793 and 1812.

Dolley Madison married James Madison in 1800 when he was 43 and she was 26. My first husband had died in 1793. He and Dolley had a son named Payne. She became First Lady in 1808 and loved to entertain important people and she loved to dress in beautiful clothes. She was a great help to the President.

The weapons used in the War of 1812 were cannons, muskets, muskets with bayonets, swords and pistols. Muskets and cannons had to be loaded with gunpowder and metal bullets or balls each time they were shot.

The USS Constitution was a super frigate that never lost a battle and destroyed several British ships without being sunk so that it seemed to be made of iron. It was called Old Ironsides though it was made of oak. It is the oldest working US battleship. This ship can still be seen in Boston Harbor today.

The Battle of Lake Erie was fought to protect the Great Lakes from British control. Captain Perry and his men fought bravely. When Captain Perry's ship was disabled, he boarded another ship and kept fighting. When the battle was over he sent the message "We have met the enemy and they are ours."

Dolley Madison made dinner for her husband and put it on the table as the British came to burn the President's House. She was brave and saved the Constitution, the Declaration of Independence and a famous portrait of George Washington but left most of her personal belongings as she left Washington DC. If I had to leave my home, I would take_____

When the officers of the British army got to the President's House, they sat down and ate the dinner that Dolley had made for James Madison. Then the British soldiers lit a fire in every window and burned the house. When the President's House was restored, the blackened walls were painted white and it was called the White House.

During the Battle of Washington the British soldiers attacked the capital city of Washington D.C. and burned all but one of the government buildings. The President's House and the Capital were burned. Most of the American soldiers were in Baltimore waiting to protect it from attack.

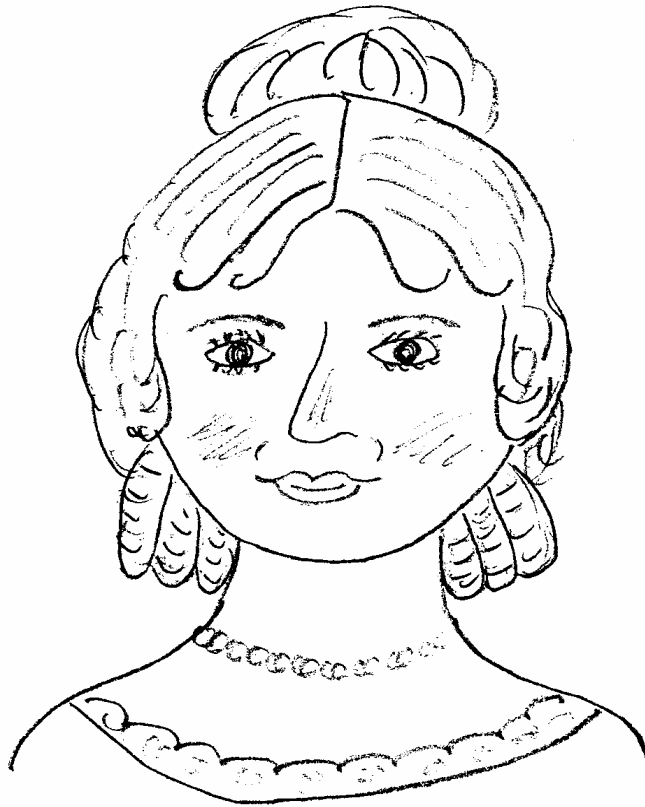
During the attack on Fort McHenry near Baltimore, Francis Scott Key wrote the words to "The Star Spangled Banner". He was watching the battle from a ship and knew that the Americans had won when he saw the 30' by 42' flag still flying over the fort.

The Battle of New Orleans was fought in January after the war was really over. The peace treaty had been signed in Europe in December. Andrew Jackson was the general in command of the American troops. The Americans fired on the British from behind walls of cotton bales. 700 British were killed and only eight Americans.

Appendix K
Dolley Madison Portrait

Westward Expansion Title Page

Dolley Madison

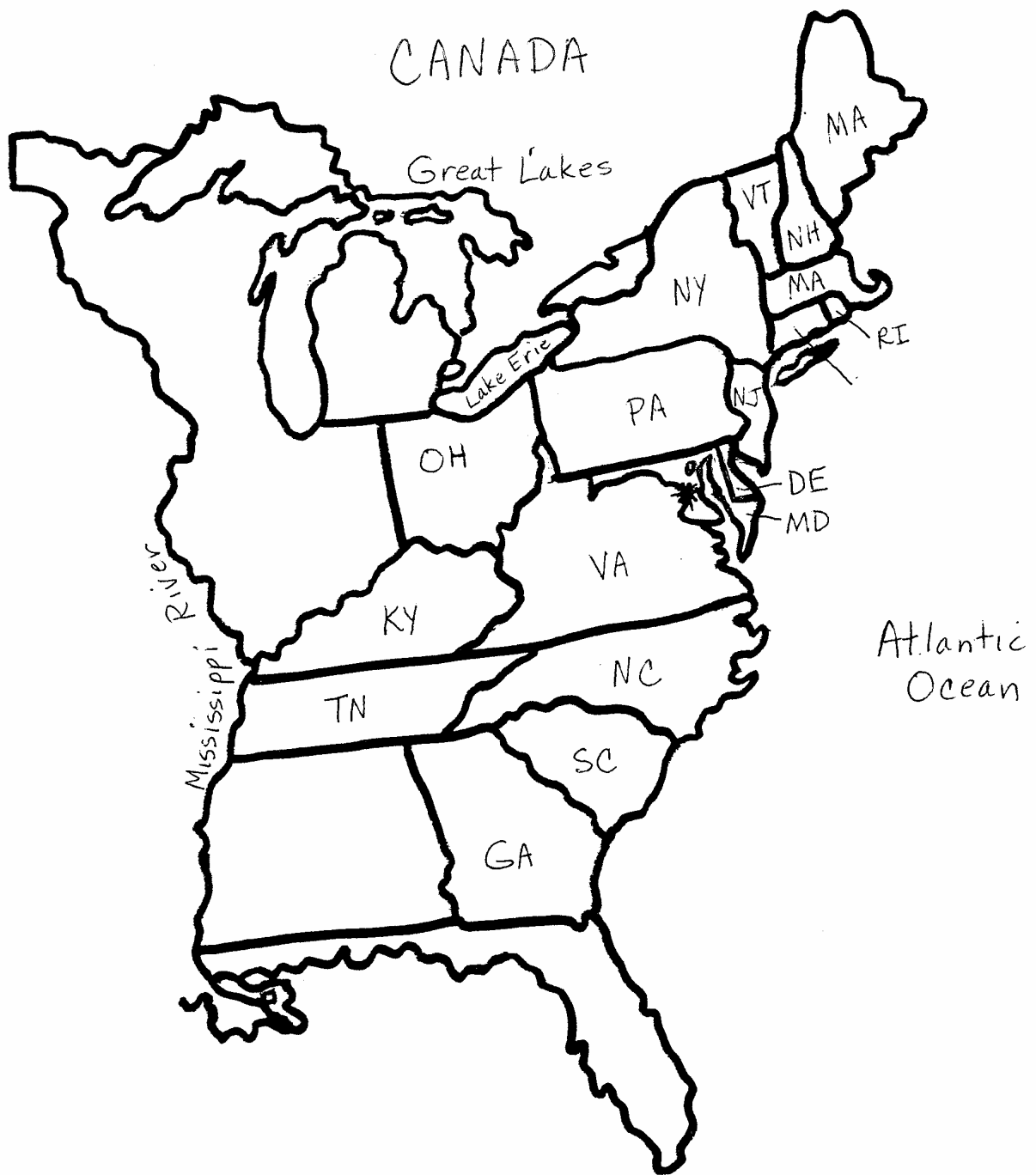


(Glue shared writing here)

Appendix L
War of 1812 Map Outline



Appendix M
War of 1812 Map Complete



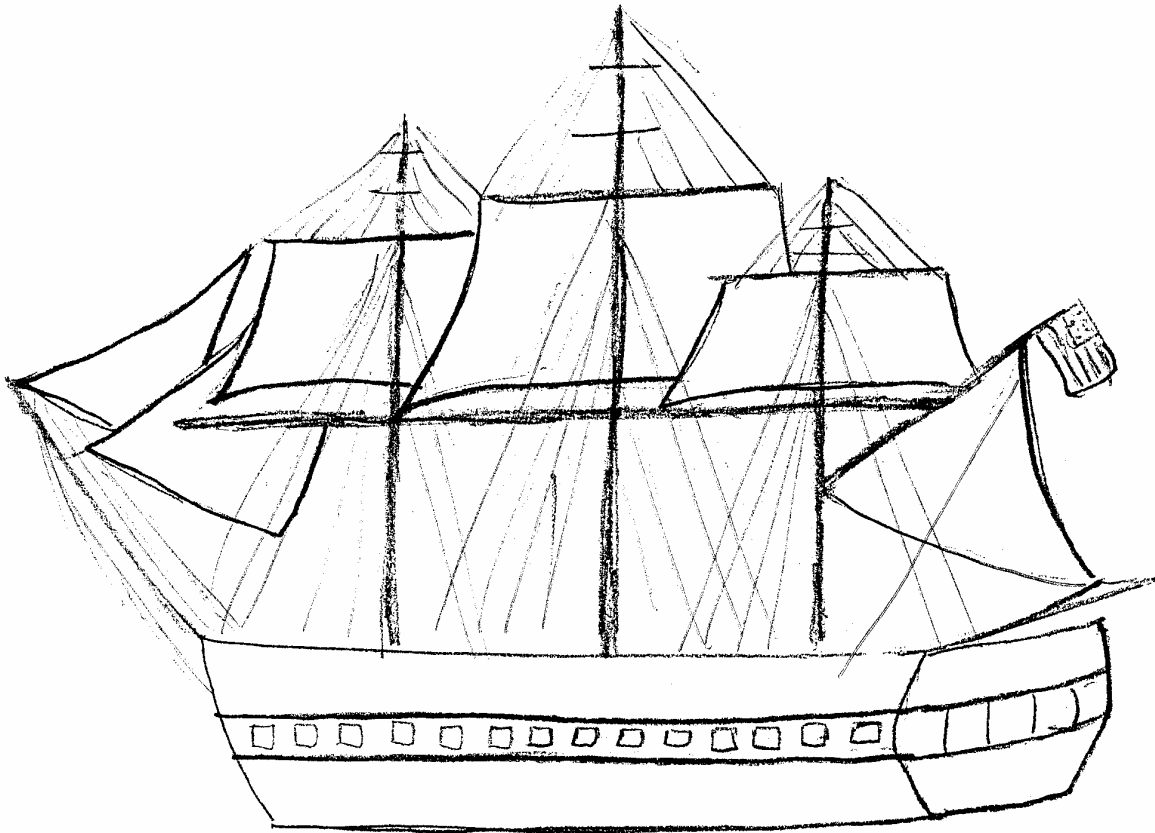
Appendix N
Hero Page

Hero

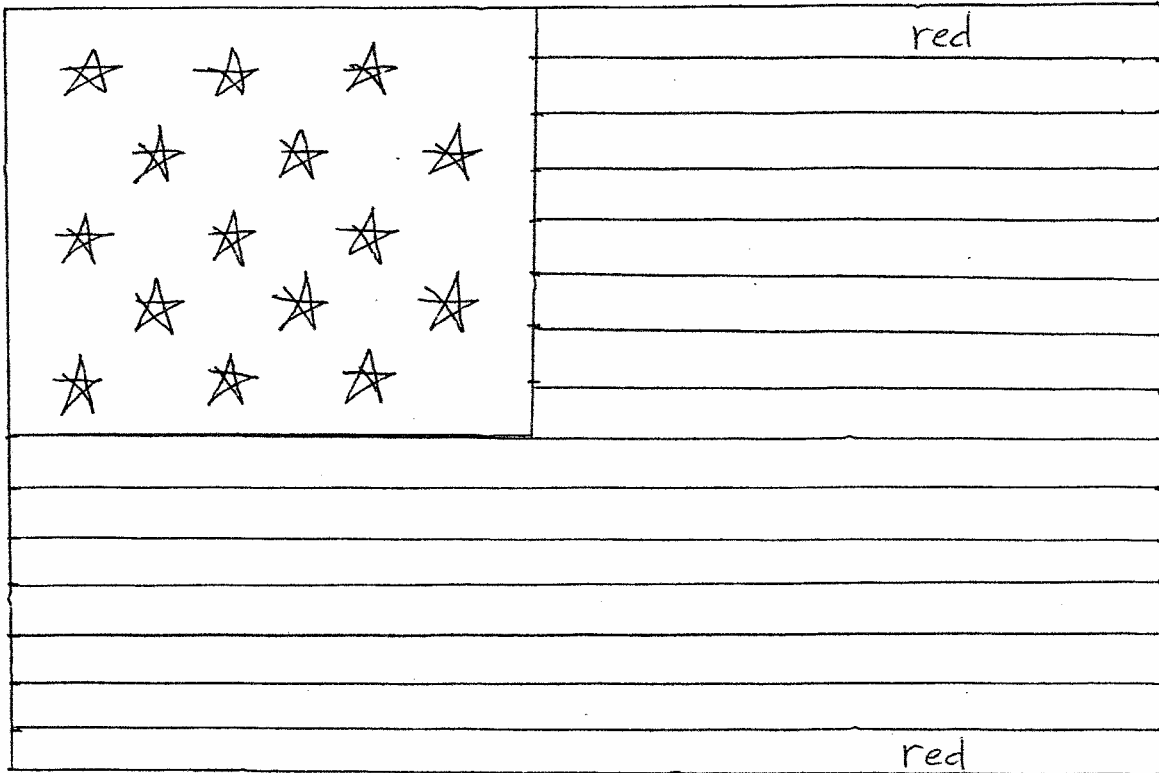
someone who makes a difference for the good in the life of someone else or in the world.

The crew of the USS Constitution were heroes because they fought bravely to keep our country free from impressment and other wrongs.

Appendix O
USS Constitution Guided Drawing



Appendix P
Star Spangled Banner Drawing



Appendix Q
List of Student Book Pages in War of 1812 Unit

17. War of 1812 Title Page
18. Blank
19. Vocabulary Page
20. Vocabulary Page
21. Map
22. Blank
23. Dolley Madison portrait and shared writing
24. Hero Page
25. Impressment
26. Weapons
27. USS Constitution
28. Battle of Lake Erie
29. Dolley Saves the Documents
30. British Eat the Dinner
31. Burning of Washington D.C.
32. Battle of Ft. McHenry
33. Star-Spangled Banner
34. Battle of New Orleans
35. Assessment Drawing of War of 1812
36. Blank

Name _____

War of 1812 Study Guide

1. Why did Dolley Madison leave dinner on the table at the President's House? **She left the dinner in case President Madison returned before the British attacked.**
2. Why did Francis Scott Key write the words to "The Star-Spangled Banner"? **He was glad to see our flag still flying over Fort McHenry after the battle.**
3. What do the thirteen stripes on the American flag represent? **The stripes represent the original 13 colonies.**
4. Why did the British want to get control of the Mississippi River in the Battle of New Orleans? **This river goes all the way to Minnesota and would give them control of our country.**
5. Why was the USS Constitution called "Old Ironsides"? **This ship survived so many battles that it seemed to be made of iron**
6. What started the War of 1812? **The British were impressing US sailors. (Impressment)**
7. What countries were fighting in the War of 1812? **America and Great Britain**
8. Why did the British want to burn down Washington D.C.? **This was the capital of the United States which was where the government was headquartered.**
9. How many stripes were on the "Star-Spangled Banner"? **There were fifteen stripes on this flag.**
10. What did Captain Perry protect from the British in the Battle of Lake Erie? **He protected the Great Lakes from the British.**
11. Why were so many more British killed at the Battle of New Orleans than Americans? **The Americans fought from behind walls made of cotton bales and the British marched and fought out in the open.**
12. What did Dolley take with her when she left the President's House as the British attacked? **She took a large portrait of George Washington, the Declaration of**

Appendix R, page 2

Independence, the Constitution, and some other important documents. (She also took some silver and velvet curtains.)

13. What is a hero? **A hero is a person who makes a difference for good in the life of another person or in the world.**

14. Who was President during the War of 1812? **James Madison was the president.**

15. How did winning the War of 1812 help America? **After this war, America was more respected by other countries and Americans began to feel more loyalty to their country.**

16. Define one of these words: bayonet, musket, cotton bale.

Bayonet-detachable blade put on the end of a musket or rifle for hand-to-hand fighting

Musket-long barreled firearm used before invention of rifle, single shot, loaded by putting shot, wadding and powder into the barrel

Cotton Bale- a rectangular bundle of cotton, pressed together and wrapped tightly

17. Tell your favorite line from the "The Star-Spangled Banner" and tell why it is your favorite. (see attached copy of "The Star-Spangled Banner" and help them decide why they like it)

18. What do the stars on the American flag represent? **Each star represents one state.**

19. What is impressment? **Impressment was the practice of British ships removing sailors from American ships and making them serve in the British navy.**

20. What did the British do with their army and navy when they won their war with France? **They sent them all to fight against the United States.**

21. Name two weapons were used in the War of 1812? **Some of the weapons used were muskets, bayonets, cannons, pistols and swords.**

22. What did Andrew Jackson do in the War of 1812? **He was the general at the Battle of New Orleans and instructed his soldiers to protect themselves behind walls.**

23. What color on the American flag represents courage? Why? **(red—it reminds us of the blood shed to make this a free country)**

Appendix S, page 1
War of 1812 Test A Questions

1. What do the thirteen stripes on the American flag represent?
2. Define one of these words: musket, hero.
3. Who was President during the War of 1812?
4. How did winning the War of 1812 help America?
5. Why did Dolley Madison leave dinner on the table at the President's House?
6. Name two weapons were used in the War of 1812?
7. Why were so many more British killed at the Battle of New Orleans than Americans?
8. What is impressment?
9. Why did the British want to get control of the Mississippi River in the Battle of New Orleans?
10. What countries were fighting in the War of 1812?
11. How many stripes were on the "Star-Spangled Banner"?
12. What did Captain Perry protect from the British in the Battle of Lake Erie?

Appendix S, page 2
War of 1812 Test A Questions Answer Key

1. the original thirteen colonies
2. muskets, bayonets, cannons, pistols, swords
3. America was more respected by other countries, Americans began to feel more loyalty to their country
4. musket-long barreled firearm used before the invention of rifle, single shot, loaded by putting shot, wadding and powder into the barrel; hero-person who makes a difference for good in the life of another person or the world
5. in case President Madison returned before the British attacked
6. the Americans fought from behind walls made of cotton bales, the British marched and fought out in the open
7. practice of British ships removing sailors from American ships and making them serve in the British navy
8. it goes all the way to Minnesota and would give them control of our country
9. America, Great Britain
10. fifteen stripes
11. Great Lakes

Appendix T, page 1
War of 1812 Test B Questions

1. What color on the American flag represents courage? Why?
2. What do the stars on the American flag represent?
3. Who was President during the War of 1812?
4. Why did Francis Scott Key write the words to "The Star-Spangled Banner"?
5. Why did the British want to burn down Washington D.C.?
6. What did Dolley take with her when she left the President's House as the British attacked?
7. Define one of these words: bayonet, cotton bale.
8. What did the British do with their army and navy when they won their war with France?
9. What did Andrew Jackson do in the War of 1812?
10. Why was the USS Constitution called "Old Ironsides"?
11. What started the War of 1812?

Appendix T, page 2
War of 1812 Test B Questions

1. red, because it reminds us of the blood shed to make this a free country
2. each star represents a state
3. James Madison
4. he was glad to see the American flag still flying over Fort McHenry after the battle
5. it was the capital of the United States which was where the government was headquartered
6. large portrait of George Washington, the Declaration of Independence, the Constitution, other important documents, some red velvet curtains and some silver
7. bayonet-detachable blade put on the end of a musket or rifle for hand-to-hand combat; cotton bale-rectangular bundle of cotton, pressed together and wrapped tightly
8. sent them to fight against the United States
9. general at the Battle of New Orleans, instructed his soldiers to protect themselves behind walls
10. because this ship survived so many battles that it seemed to be made of iron
11. impressments

Appendix U
Answer Sheet for War of 1812 Test

Test_____

Name_____

Tested by_____

Please circle "Yes" if a correct answer is given and "no:" if an incorrect answer is given. (8 pts. each)

- | | | |
|-----|-----|----|
| 1. | Yes | No |
| 2. | Yes | No |
| 3. | Yes | No |
| 4. | Yes | No |
| 5. | Yes | No |
| 6. | Yes | No |
| 7. | Yes | No |
| 8. | Yes | No |
| 9. | Yes | No |
| 10. | Yes | No |
| 11. | Yes | No |

Number Correct:_____

Written Question:

1. Which line of "The Star-Spangled Banner" is your favorite? Why?
(12 pts.)

Appendix V
The Star-Spangled Banner
~ *By Francis Scott Key*

**Oh, say can you see by the dawn's early light
What so proudly we hail'd at the twilight's last gleaming,
Whose broad stripes and bright stars through the perilous fight
O're the ramparts we watch'd 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're the land of the free and the home of the brave?**

**On the shore dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o're the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines in the stream.
"Tis the Star-Spangled banner, oh, long may it wave
O're the land of the free and the home of the brave!**

**And where is that band who so vauntingly swore
That the havoc of war and the battle's confusion
A home and a country should leave us no more?
Their blood has wash'd out their foul footsteps' pollution.
No refuge could save the hireling and slave
From the terror of flight or the gloom of the grave
And the Star-Spangled banner in triumph doth wave
O're the land of the free and the home of the brave.**

**Oh, thus be it ever when freemen shall stand
Between their lov'd home and the war's desolation!
Blest with vict'ry and peace may the heav'n-rescued land
Praise the power that hath made and preserv'd us a nation!
Then conquer we must, when our cause it is just,
And this be our motto: "In God is our Trust".
And the Star-Spangled banner in triumph shall wave
O're the land of the free and the home of the brave.**