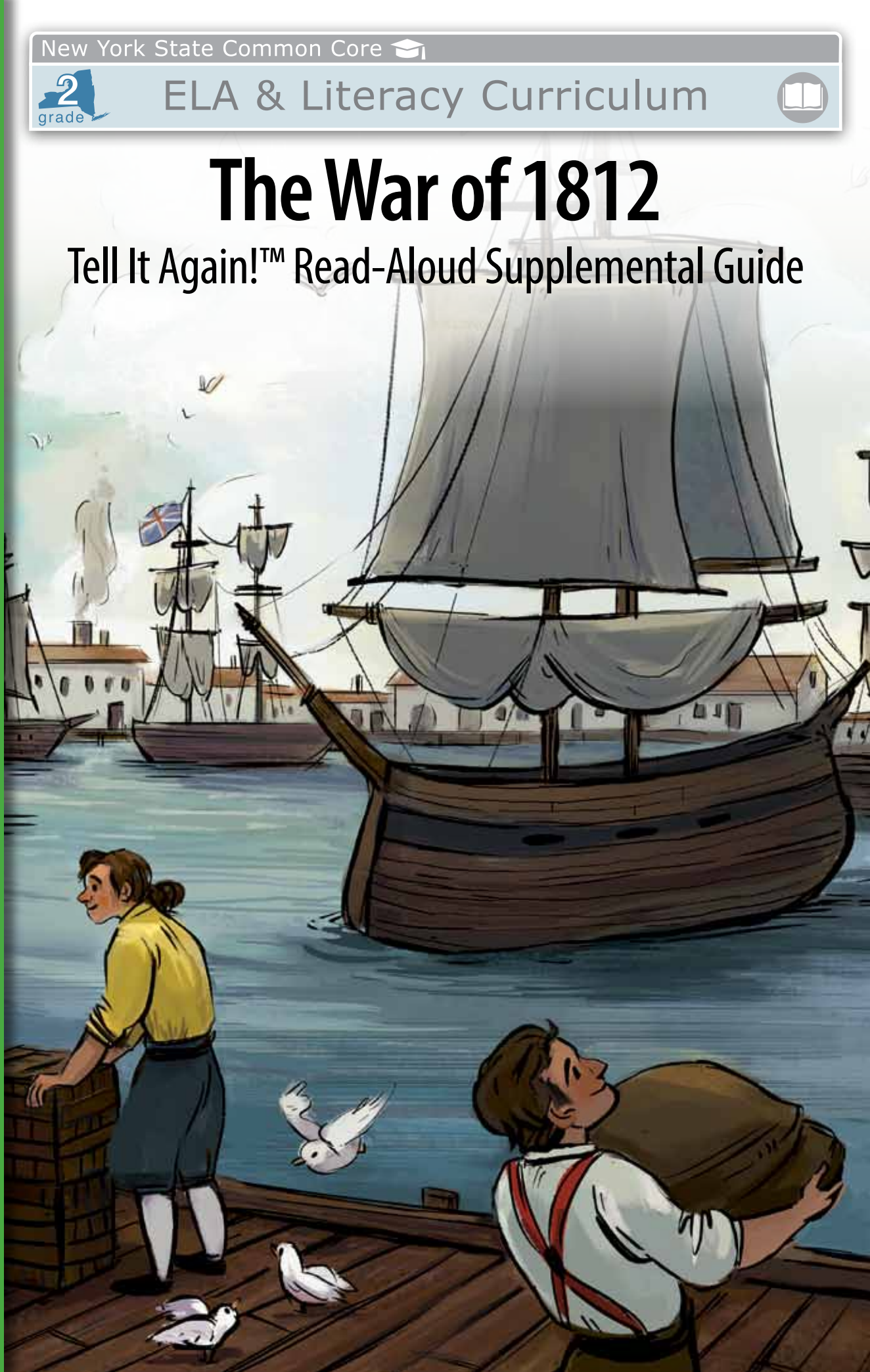
New York State Common Core

2 grade

ELA & Literacy Curriculum

The War of 1812

Tell It Again!™ Read-Aloud Supplemental Guide



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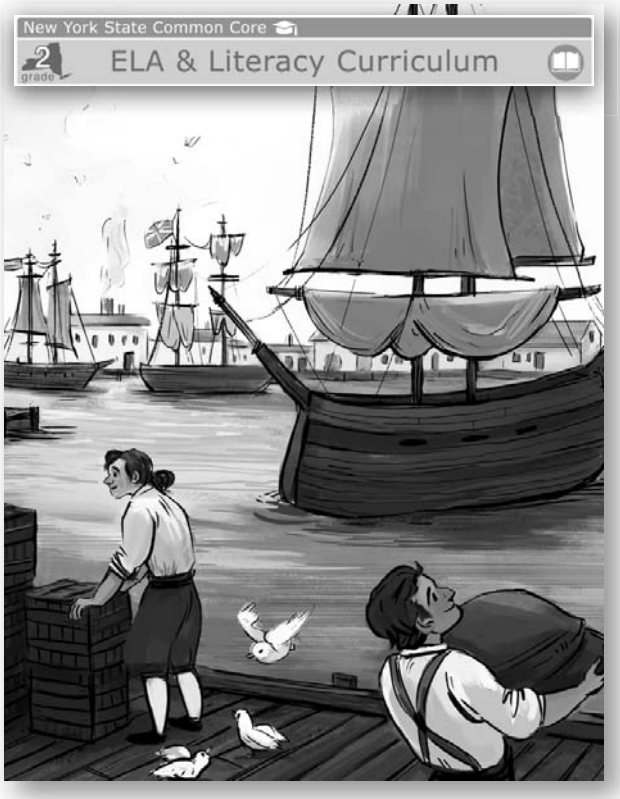

The War of 1812

Transition Supplemental Guide to the Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand

GRADE 2

Core Knowledge Language Arts®
New York Edition

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Preface to the Supplemental Guide

The War of 1812

This preface to the *Transition Supplemental Guide* provides information about the guide's purpose and target audience, and describes how it can be used flexibly in various classroom settings.

Please note: The *Supplemental Guides* for the first three domains in Grade 2 contain modified read-alouds and significantly restructured lessons with regard to pacing and activities. These early *Supplemental Guides* provided step-by-step, scaffolded instruction with the intention that students receiving instruction from teachers using the *Supplemental Guide* for the first part of the year would be ready to participate in regular Listening & Learning lessons, and that teachers who have used the *Supplemental Guide* for the first part of the year would be equipped with the instructional strategies to scaffold the lessons when necessary. This shift from the full *Supplemental Guide* to the *Transition Supplemental Guide* affords teachers more autonomy and greater responsibility to adjust their execution of the lessons according to the needs of their classes and individual students.

Transition Supplemental Guides for the remaining domains will still contain Vocabulary Charts and *Supplemental Guide* activities such as Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. However, the *Transition Supplemental Guides* do not have rewritten read-alouds and do not adjust the pacing of instruction; the pacing and read-aloud text included in each *Transition Supplemental Guide* is identical to the pacing and read-aloud text in the corresponding *Tell It Again! Read-Aloud Anthology.* We have, however, augmented the introductions and extensions of each lesson in the *Transition Supplemental Guides* so teachers have additional resources for students who need greater English language support. As a result, there are often more activities suggested than can be completed in the allotted time for the introduction or extension activities. Teachers will need to make informed and conscious decisions in light of their particular students' needs when choosing which activities to complete and which to omit. We strongly recommend that teachers preview the Domain Assessment prior to teaching this domain; this will provide an additional way to inform their activity choices.

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Intended Users and Uses

This guide is intended to be used by general education teachers, reading specialists, English as a Second Language (ESL) teachers, special education teachers, and teachers seeking an additional resource for classroom activities. This guide is intended to be both flexible and versatile. Its use is to be determined by teachers in order to fit the unique circumstances and specific needs of their classrooms and individual students. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Transition Supplemental Guide* as their primary guide for Listening & Learning. Teachers may also choose individual activities from the *Transition Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*. For example, teachers might use the Vocabulary Instructional Activities, Syntactic Awareness Activities, and modified Extensions during small-group instruction time. Reading specialists and ESL teachers may find that the tiered Vocabulary Charts are a useful starting point in addressing their students' vocabulary learning needs.

The *Transition Supplemental Guide* is designed to allow flexibility with regard to lesson pacing and encourages education professionals to pause and review when necessary. A number of hands-on activities and graphic organizers are included in the lessons to assist students with learning the content.

Transition Supplemental Guide Contents

The *Transition Supplemental Guide* contains tiered Vocabulary Charts, Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. The Domain Assessments and Family Letters have been modified. In some instances, the activities in the Extensions as well as the activities in the Pausing Point, Domain Review, and Culminating Activities have been modified or rewritten. Please refer to the following sample At a Glance Chart to see how additional support is communicated to the teacher.

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Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Introductory Content	[Additional materials to help support this part of the lesson will be listed here.]	[A brief explanation about how the material can be used.]
Vocabulary Preview	[There will be one or two vocabulary preview words per lesson.]	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
Note: It is highly recommended that teachers preview the read-aloud, Flip Book images, and comprehension questions to determine when to pause during the read-aloud and ask guiding questions, especially before a central or difficult point is going to be presented (e.g., While we are reading this part of the read-aloud, I want to you think about . . .) and supplementary questions (e.g., Who/What/Where/When/Why literal questions) to check for understanding.		
Title of Read-Aloud	[Materials that may help scaffold the read-aloud will be listed here.]	
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work		
Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Extension Activities	[Additional Extension activities may include a Multiple Meaning Word Activity, a Syntactic Awareness Activity, a Vocabulary Instructional Activity, and modified existing activities or new activities.]	

The additional materials found in the *Transition Supplemental Guide* afford students further opportunities to use domain vocabulary and demonstrate knowledge of content. The lessons of this guide contain activities that create a purposeful and systematic setting for English language learning. The read-aloud for each story or nonfiction text builds upon previously taught vocabulary and ideas and introduces language and knowledge needed for the next more complex text. The *Transition Supplemental Guide's* focus on oral language in the earlier grades

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addresses the language learning needs of students with limited English language skills. These students—outside of a school setting—may not be exposed to the kind of academic language found in many written texts.

Vocabulary Charts

Vocabulary Chart for [Title of Lesson]			
Core Vocabulary words are in **bold**. Multiple Meaning Word Activity word is underlined. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** Domain-Specific Words	**Tier 2** General Academic Words	**Tier 1** Everyday-Speech Words
Understanding			
Multiple Meaning			
Phrases			
Cognates			

Vocabulary Charts at the beginning of each lesson categorize words into three tiers which are generally categorized as follows:

- Tier 1 words are those that are likely in the basic repertoire of native English speaking students—words such as *ship, grandfather,* and *president*.
- Tier 2 words are highly functional and frequently used general academic words that appear across various texts and content areas—words such as *magnificent, role,* and *inspired*.
- Tier 3 words are content-area specific and difficult words that are crucial for comprehending the facts and ideas related to a particular subject—words like *privateer, treaty,* and *entrenchment*.

English Language Learners and students with limited oral language skills may not necessarily know the meanings of all Tier 1 words, and may find Tier 2 and Tier 3 words confusing and difficult to learn. Thus, explicit explanation of, exposure to, and practice using Tier 1, 2, and 3 words are essential to successful mastery of content for these students (National Governors Association Center for Best Practices, Council of Chief State School Officers 2010 32–35).

In addition, the Vocabulary Chart indicates whether the chosen words are vital to understanding the lesson (labeled *Understanding*); have multiple meanings or senses (labeled *Multiple Meaning*); are clusters of words

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that often appear together (labeled *Phrases*); or have a Spanish word that sounds similar and has a similar meaning (labeled *Cognates*). Words in the Vocabulary Chart were selected because they appear frequently in the text of the read-aloud or because they are words and phrases that span multiple grade levels and content areas. Teachers should be aware of and model the use of these words as much as possible before, during, and after each individual lesson. The Vocabulary Chart could also be a good starting point and reference for keeping track of students' oral language development and their retention of domain-related and academic vocabulary. These lists are not meant to be exhaustive, and teachers are encouraged to include additional words they feel would best serve their students.

Multiple Meaning Word Activities

Multiple Meaning Word Activities help students determine and clarify the different meanings of individual words. This type of activity supports a deeper knowledge of content-related words and a realization that many content words have multiple meanings associated with them. Students with strong oral language skills may be able to navigate through different meanings of some words without much effort. However, students with limited English language proficiency and minimal vocabulary knowledge may be less likely to disambiguate the meanings of words. This is why it is important that teachers have a way to call students' attention to words in the lesson that have ambiguous meanings, and that students have a chance to explore the nuances of words in contexts within and outside of the lessons.

Syntactic Awareness Activities

Syntactic Awareness Activities focus on sentence structure. During the early elementary grades, students are not expected to read or write lengthy sentences, but they might be able to produce complex sentences in spoken language when given adequate prompting and support. Syntactic Awareness Activities support students' awareness of the structure of written language, interrelations between words, and grammar. Developing students' oral language through syntactic awareness provides a solid foundation for written language development in the later elementary grades and beyond.

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Vocabulary Instructional Activities

Vocabulary Instructional Activities are included to build students' general academic, or Tier 2, vocabulary. These words are salient because they appear across content areas and in complex written texts. These activities support students' learning of Tier 2 words and deepen their knowledge of academic words and the connections of these words to other words and concepts. The vocabulary knowledge students possess is intricately connected to reading comprehension, the ability to access background knowledge, express ideas, communicate effectively, and learn about new concepts.

English Language Learners and Students with Disabilities

The *Transition Supplemental Guide* assists 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 students with special needs. Although the use of this guide is not limited to teachers of ELLs and/or students with special needs, the following provides a brief explanation of these learners and the challenges they may face in the classroom, as well as teaching strategies that address those challenges.

English Language Learners

The *Transition Supplemental Guide* is designed to facilitate the academic oral language development necessary for English Language Learners (ELLs) and to strengthen ELLs' understanding of the core content presented in the domains.

When teaching ELLs, it is important to keep in mind that they are a heterogeneous group from a variety of social backgrounds and at different stages in their language development. There may be some ELLs who do not speak any English and have little experience in a formal education setting. There may be some ELLs who seem fluent in conversational English, but do not have the academic language proficiency to participate in classroom discussions about academic content. The following is a chart showing the basic stages of second language acquisition; proper expectations for student behavior and performance; and accommodations and support strategies for each stage. Please note that ELLs may have extensive language skills in their

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first language and that they advance to the next stage at various rates depending on their acculturation, motivation, and prior experiences in an education setting.

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Language Development Stage	Comprehension and Production	Accommodations and Support Strategies
Entering	• Produces little or no English • Responds in nonverbal ways • Has a minimal receptive vocabulary in English	• Use predictable phrases for set routines • Use manipulatives, visuals, realia, props • Use gestures (e.g., point, nod) to indicate comprehension • Use lessons that build receptive and productive vocabulary, using illustrated pre-taught words • Use pre-taught words to complete sentence starters • Use simply stated questions that require simple nonverbal responses (e.g., "Show me . . . ," "Circle the . . . ") • Use normal intonation, emphasize key words, and frequent checks for understanding • Model oral language and practice formulaic expressions • Pair with another ELL who is more advanced in oral language skills for activities and discussions focused on the English language • Pair with same-language peers for activities and discussions focused on content

Emerging (Beginner)	• Responds with basic phrases
	• Includes frequent, long pauses when speaking
	• Has basic level of English vocabulary (common words and phrases)
		• Use repetition, gestures, and visual aids to facilitate comprehension and students' responses
		• Use manipulatives, visuals, realia, props
		• Use small-group activities
		• Use lessons that expand receptive and expressive vocabulary, especially Tier 2 vocabulary
		• Use illustrated core vocabulary words
		• Use pre-identified words to complete cloze sentences
		• Use increasingly more difficult question types as students' receptive and expressive language skills improve:
		  • Yes/no questions
		  • Either/or questions
		  • Questions that require short answers
		  • Open-ended questions to encourage expressive responses
		• Allow for longer processing time and for participation to be voluntary
		• Pair with another ELL who is more advanced in oral language skills for activities and discussions focused on the English language
		• Pair with same-language peers for activities and discussions focused on content

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Transitioning (Intermediate)	• Speaks in simple sentences
	• Uses newly learned words appropriately
	• With appropriate scaffolding, able to understand and produce narratives
	• Has a much larger receptive than expressive vocabulary in English
		• Use more complex stories and books
		• Continue to focus on Tier 2 vocabulary
		• Introduce academic terms (e.g., making predictions and inferences, figurative language)
		• Use graphic organizers
		• Use increasingly difficult question types as students' receptive and expressive language skills improve:
		  • Questions that require short sentence answers
		  • *Why* and *how* questions
		  • Questions that check for literal and abstract comprehension
		• Provide some extra time to respond
		• Pair with high-level English speakers for activities and discussions focused on the English language

Expanding (Advanced)	• Engages in conversations • Produces connected narrative • Shows good comprehension • Has and uses expanded vocabulary in English	• Continue work with academic terms (e.g., making predictions and inferences, figurative language) • Use graphic organizers • Use questions that require opinion, judgment, and explanation • Pair with native English speakers
Commanding (Proficient)	• Uses English that nearly approximates the language of native speakers • Can maintain a two-way conversation • Uses more complex grammatical structures, such as conditionals and complex sentences. • Has and uses an enriched vocabulary in English	• Build high-level/academic language • Expand figurative language (e.g., by using metaphors and idioms) • Use questions that require inference and evaluation • Pair with students who have a variety of skills and language proficiencies

(Adapted from Hirsch and Wiggins 2009, 362–364; New York Department of Education 2013; Smyk et al. 2013)

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Students with Disabilities and Students with Special Needs

Students with disabilities (SWDs) have unique learning needs that require accommodations and modifications to the general education curriculum. When using the *Transition Supplemental Guide* with SWDs and students with special needs, it is important to consider instructional accommodations, tools, strategies, and Universal Design for Learning (UDL) Principles, which promote learning for all students through the use of multiple forms of representation, expression, and engagement (Hall, Strangman, and Meyer 2003).

Pacing

Pacing is the purposeful increase or decrease in the speed of instruction. Educators can break lessons into manageable chunks depending on needs of the class and follow the section with a brief review or discussion. This format of instruction ensures that students are not inundated with information. Additionally, you may want to allow students to move around the room for brief periods during natural transition points. When waiting for students to respond, allow at least three seconds of uninterrupted wait time to increase correctness of responses, response rates, and level of thinking (Stahl 1990).

Goals and Expectations

Make sure students know the purpose and the desired outcome of each activity. Have students articulate their own learning goals for the lesson. Provide model examples of desired end-products. Use positive verbal praise, self-regulation charts, and redirection to reinforce appropriate ways for students to participate and behave.

Directions

Provide reminders about classroom rules and routines whenever appropriate. You may assign a partner to help clarify directions. When necessary, model each step of an activity's instructions. Offering explicit directions, procedures, and guidelines for completing tasks can enhance student understanding. For example, large assignments can be delivered in smaller segments to increase comprehension and completion (Franzone 2009).

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Instruction Format and Grouping

Use multiple instruction formats (e.g., small-group instruction, individual work, collaborative learning, and hands-on instruction). Be sure to group students in logical and flexible ways that support learning.

Instructional Strategies

The following evidence-based strategies can assist students with disabilities in learning content (Scruggs et al. 2010):

- **Mnemonic strategies** are patterns of letters and sounds related to ideas that enhance retention and recall of information. They can be used as a tool to encode information.
- **Spatial organizers** assist student understanding and recall of information using charts, diagrams, graphs, and/or other graphic organizers.
- **Peer mediation,** such as peer tutoring and cooperative learning groups, can assist in assignment completion and enhance collaboration within the classroom.
- **Hands-on learning** offers students opportunities to gain understanding of material by completing experiments and activities that reinforce content.
- **Explicit instruction** utilizes clear and direct teaching using small steps, guided and independent practice, and explicit feedback.
- **Visual strategies** (e.g., picture/written schedules, storymaps, task analyses, etc.) represent content in a concrete manner to increase focus, communication, and expression (Rao and Gagie 2006).

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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**
Core Content Objectives								
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					✓			

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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								✓
Note: The Language Arts Objectives in the Lessons may change depending on teacher's choice of activities.								
Reading Standards for Literature: Grade 2								
Craft and Structure								
STD RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.							
CKLA Goal(s)	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song				✓		✓	✓	

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Alignment Chart for The War of 1812

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

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Alignment Chart for The War of 1812

		Lesson							
		1	2	3	4	5	6	7	8
Range of Reading and Level of Text Complexity									
STD RI.2.10	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.								
CKLA Goal(s)	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4				✓				
Writing Standards: Grade 2									
Text Types and Purposes									
STD W.2.1	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. *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.								
CKLA Goal(s)	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., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section		✓						
STD W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.								
CKLA Goal(s)	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		✓		✓	✓		✓	✓
Research to Build and Present Knowledge									
STD W.2.7	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).								
CKLA Goal(s)	Participate in shared research and writing projects (e.g., after listening to several read-alouds, produce a report on a single topic)								✓
STD W.2.8	Recall information from experiences or gather information from provided sources to answer a question.								
CKLA Goal(s)	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								✓

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Alignment Chart for The War of 1812

		Lesson							
		1	2	3	4	5	6	7	8
Speaking and Listening Standards: Grade 2									
Comprehension and Collaboration									
STD SL.2.1	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups.								
STD SL.2.1a	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).								
CKLA Goal(s)	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.				✓				
STD SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.								
CKLA Goal(s)	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				✓				
STD SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.								
CKLA Goal(s)	Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud				✓				
STD SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.								
CKLA Goal(s)	Retell (orally or in writing) important facts and information from a fiction or nonfiction/ informational read-aloud				✓				
STD SL.2.3	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.								
CKLA Goal(s)	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	✓		✓		✓	✓	✓	✓
Presentation of Knowledge and Ideas									
STD SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.								
CKLA Goal(s)	Recount a personal experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences							✓	

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Alignment Chart for The War of 1812

		Lesson							
		1	2	3	4	5	6	7	8
STD SL.2.5	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.								
CKLA Goal(s)	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		✓		✓	✓	✓	✓	✓
STD SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language.)								
CKLA Goal(s)	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									
STD L.2.4	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.								
STD L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).								
CKLA Goal(s)	Use word parts to determine meanings of unknown words in fiction or nonfiction/ informational read-alouds and discussions			✓					
STD L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.								
STD L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).								
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*)					✓			
	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			✓			✓		
STD L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).								
CKLA Goal(s)	Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*)								✓

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Alignment Chart for The War of 1812

		Lesson							
		1	2	3	4	5	6	7	8
STD L.2.6	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., *When other kids are happy that makes me happy*).								
CKLA Goal(s)	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., *When other kids are happy that makes me happy*)	☑							
Additional CKLA Goals									
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.

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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 War of 1812* domain 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** ⑩#	**Day 3**	**Day 4**	**Day 5** ⑩#
Lesson 1A: "America in 1812, Part I" (40 min.)	Lesson 2A: "America in 1812, Part II" (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 ⑩#	**Day 7** ⑩	**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 ⑩	**Day 12**
Domain Assessment (60 min.)	Culminating Activities (60 min.)
60 min.	60 min.

⑩ Lessons include Student Performance Task Assessments

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

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Lesson Implementation

It is important to note that the interactive activities in the *Transition Supplemental Guide* count on the teacher as the "ideal reader" to lead discussions, model proper language use, and facilitate interactions among student partners.

It is highly recommended that teachers preview the read-aloud, Flip Book images, and comprehension questions to determine when to pause during the read-aloud and ask guiding questions. To check for understanding—especially before a difficult point is to be presented—you might say, "While we are reading this part of the read-aloud, I want you to think about . . .," or you could ask supplementary questions, such as Who/What/When/Where/Why literal questions.

Student Grouping

Teachers are encouraged to assign partner pairs prior to beginning a domain, and partners should remain together for the duration of the domain. If possible, English Language Learners should be paired with native English speakers, and students who have limited English oral language skills should be paired with students who have strong English language skills. Keep in mind that in some instances that beginning English Language Learners would benefit from being in a group of three. Also, pairing an older student or an adult volunteer with a student who has a disability may prove to be an advantage for that student. Partnering in this way promotes a social environment where all students engage in collaborative talk and learn from one another.

In addition, there are various opportunities where students of the same home-language work together, fostering their first-language use and existing knowledge to construct deeper meanings about new information.

Graphic Organizers and Domain-Wide Activities

Several different organizers and domain-wide activities are included to aid students in their learning of the content in *The War of 1812* domain.

- Map of America around 1812 (Instructional Master 1A-1)—This is a student copy of a map of America around the time of the War of 1812. Students may use this map to keep track of the areas referred to in the read-alouds by coloring in parts of the United States (including the thirteen original colonies) dark green, U.S. Territories light green, and British territories red.

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- War of 1812 Battle Map (Instructional Master 4A-1)—Students may refer to this map when they hear about the battles in the War of 1812. They may use this map to keep track of American victories (circled in green) and British victories (circled in red).
- *War of 1812* Timeline—You may wish to create a timeline that displays, in chronological order, the items addressed in this domain. Instructional Master 1A-2 provides cut-outs for the *War of 1812* Timeline.
  Note: Skills Grade 2, Unit 6 has color Timeline Cards that can be used for this timeline. You can use Timeline Card 5 (Declaration of Independence); Timeline Card 8 (The U.S. Constitution); and Timeline Card 11 (American soliders during the War of 1812 to replace "War of 1812 Begins!"); Timeline Card 14 (Attack on Washington, D.C.); Timeline Card 15 (Battle of Baltimore); Timeline Card 17 (Battle of New Orleans). You can find a color Image Card for the Revolutionary War in Listening & Learning Kindergarten, Domain 12, Image Card 11.
- A Picture Gallery of America in 1812—Students will create a picture gallery of various people, places, and things they have learned about in the read-alouds. Students will be introduced to the term *portrait* when they draw a picture of a person. Reinforce that portraits are of people and usually include only their head and shoulders. You may wish to put their drawings on the wall to create a class War of 1812 gallery, or you may wish to have students create a portfolio to hold their pictures.
- Idea Webs for *The War of 1812* (Instructional Masters 2A-1 and 4A-2)—students can use these Idea Webs to recall the causes for the War of 1812 and to write descriptions of the USS *Constitution.*
- Write and Present a Persuasive Speech (Instructional Masters 2B-2 and 2B-3)—Beginning in Lesson 2, students will be introduced to persuasive writing. You may wish to carry this writing topic throughout the domain so that by the end of the domain, all students will have written and presented a persuasive speech.
  Note: You may wish to divide the tasks for this activity into separate mini-lessons so that students complete this activity in parts and not all at once. Before asking students to write their own persuasive speech, you may wish to have students analyze advertisements that try to persuade others to do something or to buy something. Students may be interested in writing on another topic. A list of suggested persuasive writing topics are included in the Pausing Point.

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- Researching the War of 1812 (Instructional Master 8B-2)—At the end of this domain, there is a small-group research activity. You may wish to begin this activity earlier and assign small groups at the beginning of the domain. Be sure to provide adequate resources and guidance for each research topic; consider preparing a "source kit" for each topic that includes trade books, magazine articles, encyclopedia entries, realia, select websites, etc.
- Music connections—You may wish to coordinate with the school's music teacher to practice singing the songs presented in this domain: "The Star-Spangled Banner," and "America (My Country, 'Tis of Thee)."

Anchor Focus in The War of 1812

This chart highlights several Common Core State Standards as well as relevant academic language associated with the activities in this domain.

Anchor Focus	CCSS	Description of Focus and Relevant Academic Language
Writing	W.2.1	*Write and Present a Persuasive Speech* Relevant academic language: *persuade, speech, opinion, perspective, explain, reasons, support, voice,* linking words (e.g., *because, and, also*)
Language	L.2.1b	Determine the meaning of the new word when a known prefix is added to a known word (e.g., *inter–, re–*)
	L.2.1c	Use a known root word as a clue to the meaning of an unknown word when a suffix is added to a known word (e.g., *–ful/–less, –ly*)

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Domain Components

Along with this *Transition Supplemental Guide,* 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*

*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. It will also serve as an aid in 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

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:

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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

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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

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- 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

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 a particular lesson. 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

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In addition to this core vocabulary list, every lesson includes its own Vocabulary Chart. Words in this chart either appear several times in the Read-Aloud or are words and phrases that support broader language growth, which is crucial to the English language development of young students. Most words on the chart are part of the General Service list of the 2000 most common English words or part of the Dale-Chall list of 3000 words commonly known by Grade 4. Moreover, a conscious effort has been made to include words from the Primary Priority Words according to Biemiller's (2010) *Words Worth Teaching*. The words on the Vocabulary Chart are not meant to be exhaustive, and teachers are encouraged to add additional words they feel would best serve their group of students.

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Vocabulary Chart for America in 1812, Part II			
Core Vocabulary words are in **bold**. Multiple Meaning Word Activity word is underlined. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** Domain-Specific Words	**Tier 2** General Academic Words	**Tier 1** Everyday-Speech Words
Understanding	America/American Britain/British commander congress France government merchant settler territory ***treaty***	***committee*** furious interfere **patience*** relationship **suspicious*** threatened	angry began farmer friendship sailor sea war west
Multiple Meaning	act	**abandon** common trade	land ship
Phrases	Embargo Act declared war James Madison Jay's Treaty Napoleonic War Thomas Jefferson USS *Chesapeake* War Hawks	avoid conflict with change their ways did not want to get involved had reason to believe that in response to losing patience with relied on	could not ignore it even more problems
Cognates	América/ Americano(a) Gran Bretaña/ Británico(a) comandante congreso Francia gobierno territorio ***tratado*** acto	***comité*** furioso(a) interferer **paciencia*** relación **sospechoso*** **abandoner**	

References

1. Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. 2008. *Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples*. New York: Guilford.
2. Biemiller, Andrew. 2010. *Words Worth Teaching.* Columbus, OH: SRA/McGrawHill.

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3. Dale, Edgar, and Jeanne Chall. 1995. *Readability Revisited: The New Dale-Chall Readability Formula.*

4. West, Michael. 1953. *A General Service List of English Words.* London: Longman, Green and Co.

Comprehension Questions

In the *Transition Supplemental Guide* 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).

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The *Transition Supplemental Guides* 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

In the *Transition Supplemental Guide* 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 with this icon: 10. 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

In the *Transition Supplemental Guide* 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 Activities

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters; Syntactic Awareness Activities; and Vocabulary Instructional Activities. Several multiple-meaning words in the read-alouds are underlined to indicate that there is a Multiple Meaning Word Activity associated with them. These activities afford all students additional opportunities to acquire a richer understanding of the English language. *Supplemental Guide* activities are identified with this icon: .

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Recommended Resources for The War of 1812

The *Transition Supplemental Guide* includes a number of opportunities in Extensions, Pausing Point, and Culminating Activities for teachers to select trade books from the list below 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

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

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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

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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

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Websites

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.ussconstitutionmuseum.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

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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

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America in 1812, Part I

1

☑ *Lesson Objectives*

Core Content Objectives

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

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

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Core Vocabulary

blockaded, *v.* Stopped people or supplies from coming into or going out of a country
Example: The British blockaded the port so that American trading ships could not go through.
Variation(s): blockade, blockades, blockading

represent, *v.* To act or speak for another person or group of people
Example: Marcel will represent our class in the school's student council.
Variation(s): represents, represented, representing

seize, *v.* To take something using force or power
Example: Americans did not like it when the British began to seize American ships.
Variation(s): seizes, seized, seizing

trade, *n.* The business of buying and selling goods
Example: Long ago, Colonial farmers depended on trade with others in the town square to get the things they needed.
Variation(s): none

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Vocabulary Chart for America in 1812, Part I			
Core Vocabulary words are in **bold**. Multiple Meaning Word Activity word is underlined. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** Domain-Specific Words	**Tier 2** General Academic Words	**Tier 1** Everyday-Speech Words
Understanding	America/American Britain/British **blockaded** cargo France/French government *impressment*	demanded/refused elect/elected prevent **represent*** ***seize*** transport	across against country kings/queens president sailor stop war
Multiple Meaning	constitution navy port	capture **trade**	ship
Phrases	Atlantic Ocean Founding Fathers James Madison Louisiana Territory Napoleonic Wars Revolutionary War Thomas Jefferson United States Constitution	against all odds best interests choose sides clear vision greatly affected	United States of America
Cognates	América/Americano(a) Gran Bretaña/Británico(a) **bloqueo** carga Francia/Francés gobierno constitución puerto Océano Atlántico	elegir/eligieron **representar*** transportar	presidente(a) Estados Unidos de América

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Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Do We Know?	Instructional Master 1A-1 (Map of America around 1812); U.S. map; dark green crayon	Help students locate the thirteen original colonies on their Map of America around 1812 and color the thirteen colonies in dark green. Have them make comparisons between their Map of America around 1812 and a current map of the United States. Students may be interested to see if the state they live in was part of the United States around 1812.
	War of 1812 Timeline	In order to help students understand the relationship between important events in U.S. history around the time of the War of 1812, you may wish to create a timeline using the cut-outs provided on Instructional Master 1A-2 or the Timeline Cards from Skills, Unit 6. At this time, you may wish to place the cut-outs for Declaration of Independence, Revolutionary War, and Constitution on the *War of 1812* Timeline.
Essential Background Information or Terms	world map	Be sure that students understand that this domain is about *another war* in which the Americans fought against the British. Remind students that the first war was called the Revolutionary War. The second war was called the War of 1812.
Domain Introduction	Image 1A-7: Map of shipping trading routes; world map	Use these maps to show the locations of France and Britain.
Vocabulary Preview: Seize, Impressment	Image 1A-8: Impressment of sailors by the British navy	
Purpose for Listening		

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Exercise	Materials	Details
Presenting the Read-Aloud (15 minutes)		
America in 1812, Part I	Map of America around 1812, dark green crayon; U.S. map; world map	Have students color in these additional states dark green: Vermont, Kentucky, Tennessee, Ohio, and Louisiana, when they are mentioned at Image 1A-4. **Note:** Louisiana became a state in April of 1812.
	War of 1812 Timeline	You may wish to refer to the Declaration of Independence, Revolutionary War, and Constitution on the Timeline when they are mentioned in the read-aloud. You may wish to use Timeline Cards 5 and 8 from Skills Unit 6 and Image Card 11 from Kindergarten, Domain 12.
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Represent		
Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
A Picture Gallery of America in 1812: A Self-Portrait	Image Cards 1–3; Instructional Master 1B-1; examples of portraits; drawing tools	
Domain-Related Trade Book	Trade book about life in America around 1812	
Take-Home Material		
Family Letter	Instructional Masters 1B-2–4	

Advance Preparation

Make a copy of Instructional Master 1A-1 for each student. Refer to it as their Map of America around 1812. Students will color in the states that belong to the U.S. in dark green.

Make a copy of Instructional Master 1B-1 for each student. They will draw a self-portrait on this page and write a sentence about themselves.

Bring in examples of portraits—or ask students to bring in their school portraits—to help students understand the meaning of the word *portrait*.

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Find a trade book about life in America around 1812 to read aloud to the class.

Prepare a *War of 1812* Timeline, using the following as a guide:

Note: You may wish to use Timeline Cards 5 (Declaration of Independence) and 8 (The U.S. Constitution) from Skills Grade 2, Unit 6, and Image Card 11 (Washington Crossing the Delaware) from Kindergarten, Domain 12.

Notes to Teacher

Throughout this domain, students will hear about the thirteen colonies, the Declaration of Independence, and the Revolutionary War. Students who participated in the Grade 1 Core Knowledge Language Arts program learned about these items in *A New Nation: American Independence* domain. You may need to spend more time building background information for students who are new to the CKLA program.

For additional background information and to find images related to the War of 1812, you may wish to refer to these web resources:

http://video.pbs.org/program/war-1812 (Teacher reference only)

http://www.history.com/topics/war-of-1812 (Teacher reference only)

http://www.teachertube.com/viewVideo.php?video_id=19711

http://school.eb.com/levels/elementary/article/353909

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America in 1812, Part I

1A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud ***10** minutes*

What Do We Know? **10** *minutes*

Note: Students who participated in the Grade 1 Core Knowledge Language Arts program learned about these items in *A New Nation: American Independence* domain. Prompt discussion and help students answer the questions, as necessary.

Remind students that America gained independence from Great Britain after the Revolutionary War. Ask students what they remember about the Revolutionary War.

Prompt discussion with the following questions:

Reference Note:

Skills Teacher Guide for Grade 2, Unit 6, Lesson 3, pp. 32-35 has a detailed account of background knowledge that would be helpful to students before they start *The War of 1812* domain.

- What were the thirteen original colonies? Where were they located?(Massachusetts, New Hampshire, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia. They were located along the eastern coast of North America.)
- What was the Boston Tea Party? (An event when the colonists dumped British tea into the Boston Harbor so that the British lost their tea and money.)
- What was “the shot heard ’round the world”? (The shot that marked the beginning of the Revolutionary War.)

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

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- Why did the colonists decide to declare independence from Britain? (The colonists wanted to be a free and independent nation. They did not want to be ruled by the king.)
- What official document was written to declare independence? (Declaration of Independence)

Essential Background Information or Terms *5 minutes*

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 *5 minutes*

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. The United States depended on trading with both France and Britain. When a war broke out between these two countries—France and Britain—this greatly affected the United States. It made trading with France and Britain difficult and it hurt the U.S. economy. The U.S. was not able to sell its items such as corn and wood to other countries, and the U.S. was not able to receive the goods it needed such as tools and weapons from other countries. This was one problem that led to another war between America and Great Britain.

Vocabulary Preview *5 minutes*

Seize

1. In today's read-aloud you will hear that the British and the French began to *seize* American ships.

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2. Say *seize* with me three times.
3. To seize something means to take and capture it using force and power.
4. Americans did not like it when the British began to seize their ships.
   Lonnie seized the ball from the other team.
5. Let's think of other words that are synonyms of—or similar to—*seize*. (grab, snatch, catch, carry off, get hold of, take, take over)
   Now let's think of words that are antonyms of—or opposite of—*seize*. (free, let go, loose, release, set free)

Impressment

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

1. In today's read-aloud you will hear that the *impressment* of U.S. citizens upset the American people and the U.S. government.
2. Say the word *impressment* with me three times.
3. Impressment is forcing others to work for you.
4. The British forced U.S. sailors to work for the British navy, even when the U.S. sailors did not want to. This practice of forcing men into the British navy was called impressment.
5. Can you tell who the British sailors are in this image? Who are the U.S. sailors? Who is practicing impressment in this image?

Purpose for Listening

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.

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Presenting the Read-Aloud **15** *minutes*

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, or the War of Independence. 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." [1]

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. Together this group of leaders became the Founding Fathers. [2] The Founding Fathers' ideas all came together in a document called the United States Constitution.

2 The Founding Fathers included: George Washington, the first U.S. president; John Adams, the second president; Thomas Jefferson, the third president; and James Madison, the fourth president.

Show image 1A-3: Photo of the Constitution

The Constitution became the framework for the American government. [3] A man named James Madison, who was one of the Founding Fathers, had a clear vision of how the United States should govern itself. James Madison is also 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.

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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. [4]

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 in Europe. But 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. [5] 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 Great Britain and France 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. [6]

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

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Show image 1A-7: Map of shipping trade routes[7]

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

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.[8] However, many times 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.

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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* What's the name of the document that became the foundation for the American government? (the Constitution)
2. *Literal* Who is the Father of the Constitution? (James Madison)
3. *Inferential* After the Revolutionary War, did the United States grow smaller or larger? How do you know? (The United States grew larger because new states were added.)
4. *Literal* What country was Great Britain already at war with? (France)
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? (The British did not have enough sailors to fight.)
6. *Inferential* 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.

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7. *Evaluative* ***Think Pair Share:*** 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?

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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

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America in 1812, Part I

1B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions — *20 minutes*

A Picture Gallery of America in 1812 (Instructional Master 1B-1) — 20 *minutes*

- 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. Invite different students to point out the head and shoulders of the men in these three Image Cards. [If you have additional examples of portraits, you may want to show them now.]
- Explain that because cameras weren't invented yet, portraits in the 1800s were hand-drawn or painted. Ask students whether these portraits look hand-drawn, or sketched, or whether they look painted. (painted)
- Ask students to identify the people they recognize in the Image Cards. Tell students that these portraits are of the first three presidents of the United States.—George Washington, John Adams, and Thomas Jefferson.
- Tell students that in later lessons they are going to be making their own picture gallery to help them remember some of the important people, places, and things they learn about the War of 1812.
- Tell students that today they will be making a self-portrait using Instructional Master 1B-1. Explain that a self-portrait is a picture that they draw of themselves.

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- First, they should draw a portrait of themselves in the frame. (Remind students 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 their partner or home-language peers.

Checking for Understanding

Say: "Asking questions is one way to make sure everyone knows what to do. Think of a question you can ask your partner about the directions I have just given you. For example, you could ask, 'What do we draw in the frame?' Turn to your partner, and ask your own question now. I will call on several of you to share your questions with the class." (Be sure that students understand the four-part instructions to this activity.)

Domain-Related Trade Book — 20 *minutes*

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about life in America around 1812 to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—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.

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Take-Home Material

Family Letter

Send home Instructional Masters 1B-2–1B-4.

Note: Be sure to make sufficient copies of Instructional Master 1B-4 for students to draw portraits of their family members.

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America in 1812, Part II

2

☑ *Lesson Objectives*

Core Content Objectives

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

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)

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- ✓ 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

abandon, *v.* To give up; to leave behind
Example: When the American sailors saw a British ship coming, they decided to abandon their ship so they would not get captured.
Variation(s): abandoned, abandoning

committee, *n.* A group of people that work together on something
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 to wait in the long lines at the amusement park.
Variation(s): none

suspicious, *adj.* Distrustful; not willing to trust someone or something; having a doubt about someone or something
Example: My dad was very suspicious of the person who called our house to offer us a free trip to Hawaii.
Variation(s): none

treaty, *n.* An agreement between countries
Example: A peace treaty between the American colonists and Britain ended the Revolutionary War.
Variation(s): treaties

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Vocabulary Chart for America in 1812, Part II			
Core Vocabulary words are in **bold**. Multiple Meaning Word Activity word is underlined. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** Domain-Specific Words	**Tier 2** General Academic Words	**Tier 1** Everyday-Speech Words
Understanding	America/American Britain/British commander congress France government merchant settler territory ***treaty***	***committee*** furious interfere **patience*** relationship **suspicious*** threatened	angry began farmer friendship sailor sea war west
Multiple Meaning	act	**abandon** common trade	land ship
Phrases	Embargo Act declared war James Madison Jay's Treaty Napoleonic War Thomas Jefferson USS *Chesapeake* War Hawks	avoid conflict with change their ways did not want to get involved had reason to believe that in response to losing patience with relied on	could not ignore it even more problems
Cognates	América/ Americano(a) Gran Bretaña/ Británico(a) comandante congreso Francia gobierno territorio ***tratado*** acto	***comité*** furioso(a) interferer **paciencia*** relación **sospechoso*** **abandoner**	

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Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	*War of 1812* Timeline	Use the Timeline to review the Revolutionary War.
	Map of America around 1812; Image 1A-4: Map of America in 1805; light green crayon	Help students locate the Louisiana Territory on their map, and have them color it in light green.
	world map	Help students locate France and Britain on a world map.
	Image Card 1 (George Washington)	Use this Image Card while reviewing what students remember about George Washington.
Essential Background Information or Terms		
Personal Connections		
Vocabulary Preview: Treaty, Committee		
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
America in 1812, Part II	U.S. map; world map	
	realia and/or images of things traded between the U.S. and Britain	
	Instructional Master 2A-1 (Idea Web)	Record the reasons why the U.S. eventually went to war with Britain again. (See completed example in *Notes to Teacher* section.)
	War of 1812 Timeline	You may wish to add "War of 1812 Begins!" or Timeline Card 11 (American soldiers during the War of 1812) from Skills Unit 6 on the Timeline at the very end of the read-aloud.

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Exercise	Materials	Details
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Patience		
Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Multiple Meaning Word Activity	Poster 1M (Act)	
Syntactic Awareness Activity: Prefix: *inter–*	drawing paper, drawing tools	
Vocabulary Instructional Activity: Suspicious		
A Picture Gallery of America in 1812: James Madison	Image Card 5; Instructional Master 2B-1, drawing tools	
Write and Present a Persuasive Speech	Instructional Masters 2B-2 and 2B-3; chart paper, chalkboard, or whiteboard	

Advance Preparation

Make a copy of Instructional Master 2B-1 for each student. They will draw a portrait of James Madison on this page and write a sentence about James Madison.

Bring in realia and/or images of popular items traded during the colonial times between the U.S. and Britain:
Items to the U.S. from Britain include tea, furniture, weapons, and tools.
Items from the U.S. to Britain include fish, lumber, corn, wheat/flour, rice, and tobacco.

Note: Be sure to check with your school's policy regarding food distribution and allergies.

Notes to Teacher

To help students understand the causes of the War of 1812, you may wish to create an Idea Web that lists the causes they hear from today's read-aloud. First, review the two reasons from Lesson 1—blockade of U.S. ports and impressment. Causes

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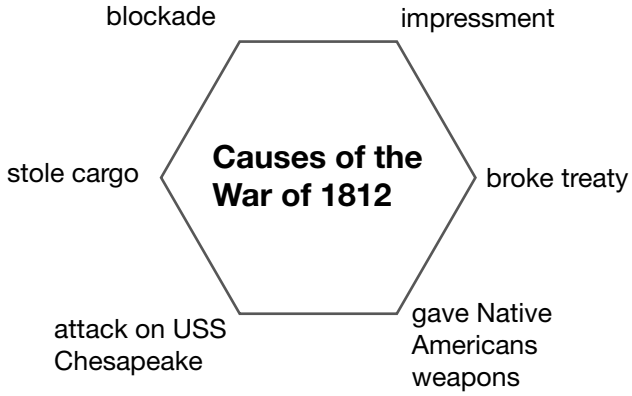
presented in today's read-aloud include the stealing of U.S. cargo; the attack on the USS Chesapeake; breaking Jay's Treaty; and giving Native Americans weapons.



Add image for the *War of 1812* Timeline:

Your class will begin an activity called Write and Present a Persuasive Speech. It is important that all students have a chance to write and present a persuasive speech by the end of this domain. You may wish to split up the steps to this activity so that it spans several lessons. This activity may also be done in partner pairs or in small groups. The presentations may be given during the Pausing Point and Culminating Activities.

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America in 1812, Part II

2A

Note: Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud *10 minutes*

What Have We Already Learned? 10 *minutes*

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 5 *minutes*

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

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agreement was signed by both countries. An official agreement like this, signed by two countries, is called a *treaty.*

Personal Connections *5 minutes*

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.

Vocabulary Preview *5 minutes*

Treaty

1. In today's read-aloud you will hear that the United States and Great Britain signed a *treaty* called Jay's Treaty.
2. Say *treaty* with me three times.
3. A treaty is an agreement between two countries.
4. A peace treaty between the American colonies and Britain ended the Revolutionary War.
   The two friends decided to make a treaty after a week of arguing with one another.
5. Jay's Treaty says that Britain will not bother or get involved with activities of the United States. For example, the United States would be free to trade with any country they like without Britain getting in the way. Do you think Britain will keep their part of Jay's Treaty? Hold up one finger to predict that Britain will keep their part of the treaty; hold up two finders to predict that Britain will not keep their part of the treaty. [Tell students to listen carefully to the read-aloud to find out whether or not Britain keeps their part of the treaty.]

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Committee

1. In today's read-aloud you will hear that there was a *committee* in the U.S. government that wanted to go to war with Britain.
2. Say the word *committee* with me three times.
3. A committee is a special group of people who work together on something.
4. The government has different committees that take care of different things for the country.
   The parent-teacher committee is a group of parents and teachers who work together to make our school a better place.
5. With your partner, discuss what kinds of committees our classroom or school should have to help make our school a better place. [Call on several partner pairs to share.]

Purpose for Listening

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

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Presenting the Read-Aloud — **15** *minutes*

America in 1812, Part II

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

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. [1] Even before the Napoleonic Wars began, George Washington had tried to establish a peaceful relationship with the British. [2] Under his leadership, the United States and Great Britain signed a **treaty** called Jay's Treaty. [3] In this treaty, the British promised not to get involved or interfere with the United States' business or activities. [4]

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 [Remind students of their prediction about whether Britain will keep their part of the treaty. Revisit their predictions each time Britain does something to break the treaty.]

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.

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. [5] 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. [6]

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?

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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. The American ship was the USS *Chesapeake*.[7] 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.[8] Those members in Congress who wanted the United States to go to war were known as War Hawks.[9]

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.

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

As time went on, President Jefferson was losing **patience** with the British.[10] In response to the attack on the USS *Chesapeake*, Thomas Jefferson passed the Embargo Act of 1807.[11] The Embargo Act stated that U.S. ports would be closed to foreign ships—especially British ships.[12] 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.[13] 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.[14]

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.

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

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the northern Great Lakes region, and the northwestern territories. Britain also controlled part of what is now Canada. [15] The British had forts and outposts along the United States and Canadian border. [16]

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.

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

Most Americans during this time were farmers. Many, many settlers were moving West in search of land to farm. [17] 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 helping Native Americans defend their land from the American settlers moving west. [18]

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.]

18 Why were Native Americans fighting frontier settlers?

Show image 2A-7: Painting of the Battle of Tippecanoe [19]

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. [20]

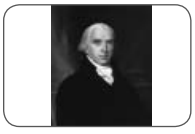
19 This painting shows the Native Americans fighting against the U.S. army.

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.** [21] 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. [22]

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

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. [23] He knew they

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

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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 to stop giving Native Americans weapons. 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)

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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.]

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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 being able 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? Use the word *patience* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I showed 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

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America in 1812, Part II

2B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions — *20 minutes*

Multiple Meaning Word Activity — *5 minutes*

Sentence in Context: Act

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 1M (Act).] In the read-aloud you heard, "Thomas Jefferson passed the Embargo *Act* of 1807 This meant that there would be no more trade with Britain." Here *act* means a law made or written by the government. Which picture shows this?
2. *Act* also means to perform in a play or movie. Which picture shows this?
3. Now with your partner, make a sentence for each meaning of *act*. Remember to use complete sentences. [Call on a few students to share their sentences.]

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Syntactic Awareness Activity

10 *minutes*

Prefix inter–

Teacher Reference Chart		
inter– = between		
Word	Definition	Example
interfere	to come between two things in order to stop something from happening	Student 1 walks towards Student 2 while Student 3 tries to hinder Student 1 from getting to Student 2.
interact	to act together	Student 1, 2, and 3 talking to each other.
interject	to say something that interrupts a conversation	Student 1 and 2 are having a conversation and Student 3 interrupts.
intervene	to help solve a problem between two people	Student 1 and 2 are arguing and Student 3 tries to help them resolve their problem.
interstate	between two or more states	Point out interstate highways on a U.S. map (preferably ones your students might be familiar with); emphasize that these highways cross through more than one state.
international	between two or more nations or countries	Point out several countries on a world map, and tell students that anything that has to do with more than one country is considered international (e.g., markets, television stations, schools, airports).
intermediate	between beginning and advanced	Present this in terms of levels (e.g., swimming, language, art, sports).
interschool/ interscholastic	between two or more schools	Ask students to name other schools in the area; tell students that anything that has to do with more than one school is considered interschool or interscholastic (e.g., sporting events, spelling bee, carnivals, etc).

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures

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and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. 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. In today's read-aloud you heard, "the British promised not to . . . *interfere* with the United States' business or activities." Here *interfere* means to come between two things in order to stop something from happening. Do you remember how Britain interfered with the United States' activities? (Britain blockaded U.S. ports to interfere with U.S. trade with France, and Britain gave Native Americans weapons to interfere with Americans who were settling in the northern territories.)
2. When you hear the prefix—or letters at the beginning of a word—*inter–*, it tells you that the word has something to do with being between two or more things.
3. [Choose two to three words on the chart. Say the words, putting emphasis on *inter–*, and have students guess what the meaning of the word might be. Tell students the definition. Then demonstrate the word.]
4. With your partner, make a sentence using a word that has the prefix *inter–*.
   [If time allows, you may wish to have students act out or illustrate the word.]

Vocabulary Instructional Activity — 5 *minutes*

Word Work: Suspicious

1. In the read-aloud you heard, "The War Hawks . . . were the ones who were most *suspicious* of the British."
2. Say the word *suspicious* with me three times.
3. *Suspicious* means distrustful.
4. The War Hawks were suspicious that the British were giving weapons to the Native Americans.
   Taylor's dad was suspicious that something was wrong with his car when it kept making strange noises.

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5. I will say some situations. If what I say would make you feel suspicious, make a suspicious face and say, "That would make me suspicious." [Demonstrate making a suspicious face.] If what I say would not make you feel suspicious, say, "That would not make me feel suspicious."

   - class started on time, as usual
   - your pencils keep disappearing from your desk
   - you hear others giggling, but you do not know why
   - your friend shares a snack with you
   - a stranger tries to give you a snack
   - your brother is super nice to you because he wants you to do something for him

6. What's the word we've been talking about?

Use a *Sharing* activity for follow-up. Directions: Have you ever felt suspicious about something? Tell your partner about a time you felt suspicious.What was it about? What happened? Were your suspicions correct or incorrect? [You may wish to call on a few volunteers to share their experience.]

A Picture Gallery of America in 1812: James Madison (Instructional Master 2B-1) — 20 *minutes*

- [Show Image Card 5 (James Madison).] Ask students if they recognize the person on the Image Card. Tell students that this is a portrait of the fourth president of the United States—James Madison.
- 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.

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- Tell students that today they are going to make another portrait for their picture gallery. Today they will be making a portrait of James Madison using Instructional Master 2B-1.
    - First, they should draw a portrait of James Madison in the frame. (Remind students that a portrait usually includes only their head and shoulders.)
    - Next, they should write "James Madison" in the space beneath the frame. (You may wish to write this name on the board.)
    - Then, ask students to write a sentence or two in the space provided, telling something they learned about James Madison.
    - Finally, students should share their drawing and writing with their partner or home-language peer(s).

Checking for Understanding

Say: "Asking questions is one way to make sure everyone knows what to do. Think of a question you can ask your partner about the directions I have just given you. For example, you could ask, 'What do we draw in the frame?' Turn to your partner and ask your own question now. I will call on several of you to share your questions with the class." [Be sure that students understand the four-part instructions to this activity.]

Write and Present a Persuasive Speech (Instructional Masters 2B-2 and 2B-3) 20+ *minutes*

Note: It is important that all students have a chance to write and present a persuasive speech by the end of this domain. You may wish to split up the steps to this activity so that it spans several lessons. This activity may also be done in partner pairs or in small groups. Some students may require additional adult assistance to help organize their argument, complete their writing, and prepare their speech. Be sure to model each task: organizing an argument, writing a persuasive speech using the graphic organizer, and preparing for a speech. The presentations may be given during the Pausing Point and Culminating Activities.

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Tell students that *to persuade* means to get someone to do or believe something you want them to do or believe, even if it might not be what they wanted to do or believe before. A persuasive speech is designed to convince others that your opinion/ideas/beliefs/plan of action is right..

Tell students that you are going to pretend 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-2 to brainstorm reasons for both sides.

Remind students of these important points:

- The War Hawks were the members of the U.S. government who thought that America should go to war with Britain (They wanted to prove that America was a strong country; they thought it was a good time to go to war 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 Britain.

Divide students into two groups (War Hawks and Merchants). Tell students to use Instructional Master 2B-3 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 make eye contact with the audience as they speak. You may also choose to do audio or video recordings of students’ speeches.

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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

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Core Vocabulary

citizen, *n.* Someone who belongs to and is loyal to a country and has the rights and protection of the laws of that country. Someone becomes a citizen by being born in the country. People who move to a new country can also become citizens after learning about the history and laws of their new country. and promising their loyalty.
Example: Joey's uncle became a citizen of the United States.
Variation(s): citizens

govern, *v.* To rule or control
Example: As the first president of the United States, George Washington was chosen to help govern the nation.
Variation(s): governs, governed, governing

looming, *v.* Threatening to happen; in particular hinting that something bad or negative is going 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 subjects of a discussion, paper, or project
Example: The teacher explained that the read-aloud topics were "Seasons and Weather" and "Astronomy."
Variation(s): topic

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Vocabulary Chart for Mr. and Mrs. Madison			
Core Vocabulary words are in **bold**. Multiple Meaning Word Activity word is underlined. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** Domain-Specific Words	**Tier 2** General Academic Words	**Tier 1** Everyday-Speech Words
Understanding	Adele/J.P./ Grandfather Lafitte **citizens** Britain Montpelier Virginia	cheerful/outgoing convince ***govern*** interfering journal **looming** **magnificent*** role* shy/serious socializing **topics**	country family father/grandfather home/house president war young
Multiple Meaning	branches capture constitution	state	dresses run story
Phrases	Dolley Madison/ *First Lady* House of Burgesses Founding Fathers James Madison Napoleonic Wars Revolutionary War Washington, D.C.	an expert on the subject declare war _____ was looming won their freedom	no matter how hard Where should I begin?
Cognates	**ciudadano(a)** Gran Bretaña constitución	convencer ***gobernar*** interfiriendo **magnífico(a)*** serio(a) socializando estado	amilia presidente(a)

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Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	Map of America around 1812; Image 1A-4; red crayon	Help students locate Canada to the north on their map, and have them color it in red to show that Canada was British territory.
Essential Background Information or Terms	Images 3A-8 and 3A-5	Show images of James and Dolley Madison. Be sure that students understand that they are real characters in today's read-aloud.
	Image 3A-2: Illustration of grandfather and kids on the porch	Point out the fictional characters in the read-aloud. Tell students that for the rest of the read-alouds they will hear the grandfather tell his grandchildren stories about the War of 1812.
Vocabulary Preview: Govern, First Lady	Image 3A-5; images of current First Lady of the United States	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
Mr. and Mrs. Madison	U.S. map; world map	
	Idea Web for Causes of the War of 1812	You may wish to refer to the Idea Web as the read-aloud reviews why the U.S. declared war on Britain.
	War of 1812 Timeline	You may wish to refer to the Timeline as the read-aloud refers to the Revolutionary War, Constitution, and the start of the War of 1812.
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Magnificent		
Complete Remainder of the Lesson Later in the Day		

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Exercise	Materials	Details
Extensions (20 minutes)		
Multiple Meaning Word Activity	Poster 2M (Branches)	
Syntactic Awareness Activity: Suffix *–ful* and *–less*	drawing paper, drawing tools	
Vocabulary Instructional Activity: Role		
Mr. and Mrs. Madison T-Chart	Instructional Master 3B-1 (optional); chart paper, chalkboard, or whiteboard	
Domain-Related Trade Book	trade book about James or Dolley Madison	

Advance Preparation

Prepare a T-Chart to show information about James and Dolley Madison, using Instructional Master 3B-1 as a guide.

Bring in images of current First Lady.

Find a trade book about James or Dolley Madison to read aloud to the class.

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Mr. and Mrs. Madison

3A

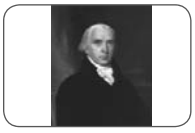
Note: Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud — *10 minutes*

What Have We Already Learned? — 10 *minutes*

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? (Native Americans)
- What were the members of Congress who wanted war called? (War Hawks)
- What did the War Hawks believe the British were giving to the Native Americans? (weapons)



Show image 3A-8: Portrait of James Madison

Ask students if they recognize the man in the image. Tell students that in today's read-aloud they will hear more about James Madison. Remind students that James Madison was one of the Founding Fathers; he wrote most of the Constitution and is considered the Father of the Constitution.

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Essential Background Information or Terms *5 minutes*

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 fictional or imaginary narrator called Grandfather Lafitte (la-*FEET*). Be sure that students understand that Grandfather Lafitte and his grandchildren Adele and J.P. are fictional characters that live in the present. Tell students to listen carefully to Grandfather Lafitte's stories and J.P. and Adele's questions to learn more about this time in American history.

Vocabulary Preview *5 minutes*

Govern

1. In today's read-aloud you will hear that James Madison thought that the Americans should be able to *govern* themselves.
2. Say *govern* with me three times.
3. *To govern* means to rule and control.
4. The colonists did not think Britain governed them fairly. Who do you think should govern our class?
5. Who governs our school? (principal and vice principals) Who governs our state? (name current state governor) Who governs our city? (name current city mayor)

First Lady

1. In today's read-aloud you will meet the first *First Lady.*
2. Say the term *First Lady* with me three times.

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3. *First Lady* refers to the wife of the U.S. president. The First Lady is the official hostess of the country.

4. Dolley Madison was the first First Lady. [**Note:** While Dolley Madison was not the wife of the first U.S. president, George Washington, she was the first to have the role of First Lady. Before Dolley Madison, the role of First Lady did not exist.] Who is the First Lady of the United States today? [Show images of current First Lady.]

5. With your partner discuss what you think the First Lady does. [Call on a few partner pairs to share.]

Purpose for Listening

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.

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Presenting the Read-Aloud **15** *minutes*

Mr. and Mrs. Madison

Show image 3A-1: Illustration of kids running to the house [1]

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.[2] He declared that he was an expert on the subject.

1 Does it look like this family lived long ago, in the past? Or does it look like this family lives in the present-day?

2 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.[3]

"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."

3 Topics are items or subjects.

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"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." [4]

4 Who was our fourth president?

"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.

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. [5] 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 liked to debate in college. [6] He actually graduated from college in only two years." [7]

5 A plantation was a large farm.

"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** [8] themselves. In 1774, when he was just twenty-three years old, James Madison became a leader in the House of Burgesses. [9] The next year, the colonies were at war with Great Britain. [10] 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." [11]

6 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.

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

8 or officially control

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

10 Do you know what war it was?

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

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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. [12] 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. [13] He was also responsible for organizing the government into three branches with different powers. [14] 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." [15]

12 What is the Constitution again?

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

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

15 The Bill of Rights protects American people and their property.

"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."

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. [16] 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. [17] 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."

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

17 Does *previously* mean before or after?

"Where did they live after they got married?" asked Adele.

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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.

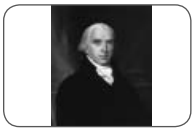
"Why were they doing that?" asked J.P., who by now had finished his entire ham sandwich.

Show image 3A-7: Image of impression

"You see, a series of wars had broken out in Europe.[18] 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.[19] 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."

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

19 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

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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.[20] 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.[21]

By the time James Madison came into office, war was **looming.**[22] 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."

20 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.

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

22 *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)

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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.]

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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

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Mr. and Mrs. Madison

3B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions — *20 minutes*

Multiple Meaning Word Activity — *5 minutes*

Multiple Choice: Branches

Note: You may choose to have students hold up one, two, three, or four fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

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. Which picture shows this?
2. *Branches* can also refer to things that go out of a main source, such as rivers. Which picture shows this?
3. *Branches* also means offices of a business, such as branches of a bank or branches of a supermarket. Which picture shows this?
4. Branches are also part of a tree that grow out from the trunk. Which picture shows this?
5. Now that we have gone over the different meanings for *branches*, quiz your partner on these different meanings. Use complete sentences. For example, you could say, "On the weekend my mother takes me to get groceries at one of the branches of [supermarket in the area]." And your partner should respond, "That's number 3."

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Syntactic Awareness Activity 10 *minutes*

Suffixes –ful and –less

Teacher Reference Chart		
–ful = full of/–less=without		
Word	Definition	Example
cheerful/ cheerless	full of cheer, happy, glad without cheer, unhappy, gloomy	happy face/sad face
powerful/ powerless	full of power, strong without power, weak	strike a powerful pose/act like you have no energy
fearful/fearless	full of fear, scared without fear, bold, brave	act like you are scared/act like you are brave
colorful/ colorless	full of color without color	rainbow, flowers, colorful clothing/blank sheet of paper
harmful/ harmless	able to cause hurt or damage not able to cause damage, safe	images of things that can cause harm (e.g., hornets, weapons)/ images of things that do not cause harm (e.g., butterfly, teddy bear)
useful/useless	able to be used, handy, helpful not able to be used, not helpful	useful items (e.g., pencil, backpack, tools)/useless items (e.g., broken tools, trash) *This pair of words can also be understood by situation.

Note: 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. 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. In today's read-aloud you heard, "Dolley . . . was known to be very cheerful and outgoing." What do you think *cheerful* means?
   - Full of cheer, happy

   What do you think *cheerless* means?
   - Without cheer, sad

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2. When you hear the suffix—or letters at the end of word—*–ful*, it tells you that the word might mean full of something. And when you hear the suffix—or letters at the end of word—*–less*, it tells you that the word might mean without or not having something.

3. Let's practice with another pair of words that have the suffixes *–ful* and *–less*. In today's read-aloud you heard, "Napoleon wanted France to become the most powerful nation in the world." What do you think *powerful* means?
   - Full of power, strong

   How do you know?
   - hear the suffix *–ful* in the word

   What do you think *powerless* means?
   - Without power, weak

   How do you know?
   - hear the suffix *–less* in the word

4. [Choose two to three pairs of words on the chart. Say the words, putting emphasis on *–ful* and *–less*, and have students guess what the meaning of the words might be. Tell students the definitions. Then demonstrate the words.]

5. With your partner, make a sentence using words that have the suffixes *–ful* and *–less*. [If time allows, you may wish to have partner pairs illustrate a set of words.]

Vocabulary Instructional Activity — 5 minutes

Word Work: Role

1. In the read-aloud you heard, "[James Madison] is perhaps most famous for his *role* in helping to write the Constitution."

2. Say the word *role* with me three times.

3. A role is a job or what someone does for a particular event or activity.
   Note: You may wish to write out the homophones *role* and *roll* and distinguish them from each other.

4. My role in our school is to be a teacher.
   George Washington had a big role in the Revolutionary War; he commanded the army.

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5. What kinds of roles do you have at school? Use the word *role* when you tell about it.
   [Ask two or three students. If necessary, guide and/or rephrase students' responses: "My role at school is to . . . "]
6. What's the word we've been talking about?

Use a *Word to World* activity for follow-up. Directions: I will name a type of person, and then you will tell me what role that person has.

- school nurse
  - A school nurse's role is to take care of sick or hurt students.
- firefighter
  - A firefighter's role is to put out fires.
- police officer
  - A police officer's role is to keep the community safe.
- pilot
  - A pilot's role is to fly an airplane.
- president
  - A president's role is to represent his or her country.
- dentist
  - A dentist's role is to check to make sure our teeth are healthy.
- [Invite students to think of additional types of people and their roles.]

Mr. and Mrs. Madison T-Chart (Instructional Master 3B-1, optional) 15 *minutes*

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

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

- Ask students what they learned from the read-aloud about James and Dolley Madison.
- Record students' responses on the T-Chart.

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Note: 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.

A completed chart might have the following information:

James Madison	Dolley Madison
Founding Father	First Lady
wrote most of the Constitution	cheerful and outgoing
Known as the Father of the Constitution	loved nice dresses
4th president of the United States	designed the inside of the President's House
Montpelier	had magnificent parties
loved to read	
shy and serious	

[You may wish to save this T-Chart and add to it as students learn more about James and Dolley Madison.]

Domain-Related Trade Book — 20 *minutes*

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide,* and choose one trade book about either James Madison or Dolley Madison to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—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.

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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

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Core Vocabulary

assumptions, *n.* Things that people believe to probably be true
Example: Our assumptions are based on our previous experiences. If you had a bad experience at the dentist, you might have the assumption that all your visits to the dentist will be bad.
Variation(s): assumption

economy, *n.* The system in which goods and services are bought and sold
Example: The economy depends on trade with other countries.
Variation(s): economies

launch, *v.* To begin
Example: The British were planning to launch an attack.
Variation(s): launched, launches, launching

surrender, *v.* To give up
Example: The soldiers decided to surrender when they believed they couldn't win.
Variation(s): surrendered, surrendering

vulnerable, *adj.* The possibility of being exposed to dangers
Example: The American sailors were vulnerable to being kidnapped by the British navy.
Variation(s): none

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Vocabulary Chart for Another War Already?			
Core Vocabulary words are in **bold**. Multiple Meaning Word Activity word is underlined. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** Domain-Specific Words	**Tier 2** General Academic Words	**Tier 1** Everyday-Speech Words
Understanding	*army/soldiers* blockaded British Canada cannonball government *navy/sailors* privateer territory waterways	**assumptions** damage **economy** offered protect replied unfortunately **surrender*** victories **vulnerable**	best fight land/sea war week/year
Multiple Meaning	**launch**	able attack defeated state	ship
Phrases	launch an attack military training USS Constitution/"Old Ironsides"	turn their full attention	bounced off did not go well
Cognates	*soldado* británico(a) Canadá la bala de cañón gobierno territorio	**economía** ofreció proteger victoria **vulnerable** atacar estado	

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Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	Image Card 5 (James Madison)	You may wish to show this Image Card while you review the beginning of the war.
	world map	Point out France and Britain while you review that these two countries were already at war with each other.
	Idea Web for Causes of the War of 1812	You may wish to review this Idea Web to remind students of the causes of the war.
Essential Background and Terms	*War of 1812* Timeline	You may wish to use the Timeline to show that it was about thirty years from the end of the Revolutionary War to the beginning of the War of 1812.
Vocabulary Preview: Army/ Solider, Navy/Sailor	Image 4A-2: Examples of army and navy uniforms; additional age-appropriate images of the U.S. Army and Navy	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
Another War Already	Instructional Master 4A-1 (War of 1812 Battle Map), green and red crayons; U.S. map	Today's read-aloud focuses on the Lake Erie area between the U.S. and Canada. Have students circle the label for Lake Erie red when they hear about a British victory and green when they hear about an American victory.
	Instructional Master 4A-2 (Idea Web for USS *Constitution*)	Record descriptions and thoughts relating to the USS *Constitution*. (See completed example in the *Notes to Teacher* section.)
	War of 1812 Timeline	You may wish to add the image of the American general on Lake Erie to the Timeline to represent the first part of the war.

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Exercise	Materials	Details
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Surrender		
Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
"Old Ironsides" Poem	Image Card 9; Instructional Master 4B-1; Idea Web for USS *Constitution*	
A Picture Gallery of America in 1812: USS *Constitution*	Image Card 8; Instructional Masters 4B-2, drawing tools	

Advance Preparation

Make a copy of Instructional Master 4A-1 for each student. This will be their War of 1812 Battle Map to help students keep track of the battles that took place during the War of 1812.

Make a copy of Instructional Master 4B-2 for each student. They will draw a picture of the USS *Constitution* on this page and write a sentence describing it.

Bring in additional age-appropriate images of the U.S. army and navy.

Note to Teacher

To help students describe the USS *Constitution*, you may wish to create an Idea Web that records information and ideas about this ship. Students can gather information about the USS Constitution from the read-aloud and from the images. Suggested descriptions include "Old Ironsides"; big, white sails; American flags; cannonballs; victory at sea; thick walls.

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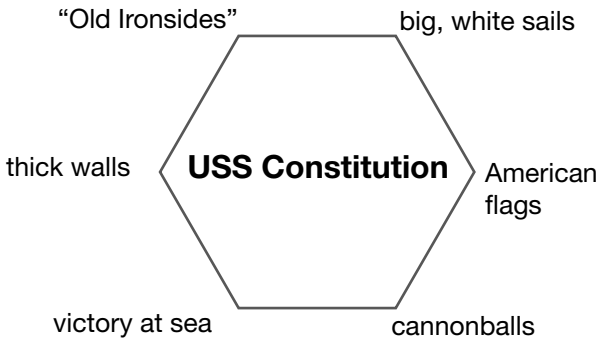

Add image for the battles around Lake Erie to the Timeline:

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Another War Already?

4A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud — *10 minutes*

What Have We Already Learned? — *5 minutes*

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 — *5 minutes*

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.*

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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.)

Vocabulary Preview

5 minutes

Army/Soldiers

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

1. In today's read-aloud you will hear about the U.S. *Army* and *soldiers*.
2. Say *army* and *soldiers* with me three times.
3. An army is part of the military that protects and fights on land. Trained members of the army are called soldiers.
4. At the beginning of the war, the U.S. Army was small with very few soldiers.
5. Which parts of this image represent the army and soldiers? [You may wish to show additional images of the U.S. Army and its soldiers. You may wish to have students make observations about how the army in this image is different from the images of the army you have brought in.]

Navy/Sailors

1. In today's read-aloud you will hear about the U.S. *Navy* and *sailors*.
2. Say *navy* and *sailors* with me three times.
3. A navy is part of the military that protects and fights on sea. Trained members of the navy are called sailors.
4. At the beginning of the war, the U.S. Navy was stronger than the army. The U.S. sailors knew the U.S. coastline much better than the British did.
5. Which parts of this image represent the navy and sailors? [You may wish to show additional images of the U.S. Navy and its sailors. You may wish to have students make observations about how the navy in this image is different from the images of the navy you have brought in.]

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Purpose for Listening

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."

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Presenting the Read-Aloud **15** *minutes*

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. [1]

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 [2]

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

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." [3]

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

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Show image 4A-3: Map of three battle areas [4]

"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." [5]

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

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

"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. [6] Unfortunately, they were defeated and were forced to **surrender** to the British. [7] Other defeats in the Great Lakes area resulted in the loss of territory north and west of Ohio to the British. [8] This also meant that settlers in neighboring Indiana were now **vulnerable.** [9] 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."

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.

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

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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!"

"Is that how it got its nickname?" asked Adele. [10]

10 What was its nickname?

"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. [11] So they blockaded most of the U.S. coastline. Luckily, we knew our waterways much better than the British did. [12] We even had privateers who were able to stop many British merchant, or trading, ships and take their cargo." [13]

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. They were not part of the American navy.

"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

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another victory later that year when our navy defeated an entire fleet of British ships on Lake Erie." [14]

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.

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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* 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.

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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: Surrender *5 minutes*

1. In the read-aloud you heard, "[At the beginning of the war, the U.S. Army] was forced to *surrender* to the British."
2. Say the word *surrender* with me.
3. *To surrender* means to give up.
4. After firing several cannonballs, the USS *Constitution* forced the British ship to surrender.
5. With your partner talk about what comes to mind when you hear the word surrender. [Call on a few partner pairs to share.]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will name several situations. If you would surrender in that situation, stay seated and say, "I would surrender." If you would not surrender in that situation, stand up and say, "I would not surrender." [Answers may vary for all. You may wish to ask two students for the reasoning behind their choices.]

- you have a larger army than your enemy
- you have one hundred soldiers, and your enemy has five hundred
- you have one large navy ship, and your enemy has two small ships
- you have twenty-five cannonballs, and your enemy has five cannonballs

Complete Remainder of the Lesson Later in the Day

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Another War Already? 4B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions — *20 minutes*

Ode to "Old Ironsides" (Instructional Master 4B-1) — 20 *minutes*

- Tell students that you are going to read a poem—or ode—about the famous American battleship they learned about in today's read-aloud, the USS *Constitution*. Explain that an ode is a poem that honors or celebrates a person, place, or thing. As background, tell students that originally this ship was going to be destroyed shortly after it defeated a British ship at sea because it was no longer needed. But an American poet who read that the USS *Constitution* was going to be broken apart wrote an ode as a tribute—and honor—to the ship. In the end, the USS Constitution was saved from being destroyed. People can still visit the ship in the Boston harbor.
- Show Image Card 9 (USS *Constitution* Today). Have students describe what they see. Then read the poem; for the first reading, read it straight through from beginning to end. For the second reading, read it line by line, and explain what the poet is saying. (The poet is telling about how the ship is going to be destroyed: *tear her flag down; shall sweep the clouds no more*. The poet is telling about how the ship fought in battle: *the battle shout; burst the cannon's roar.*)

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Old Ironsides

by Oliver Wendell Holmes

"Aye tear her tattered ensign down

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."

- Give students Instructional Master 4B-1. Have students pretend that they are the American poet trying to save the USS *Constitution* from being destroyed. Have them write a short, four-line ode in honor of "Old Ironsides." [Students may wish to refer to the Idea Map for the USS *Constitution*.]

A Picture Gallery of America in 1812: USS *Constitution* (Instructional Master 4B-2) — 20 *minutes*

- [Show Image Card 8 (The USS *Constitution*).] Ask students if they recognize the ship on the Image Card. Tell students that this is a painting of the USS *Constitution*.
- Have students recall important details from the read-aloud. You may prompt discussion with the following statements:
    - What does USS stand for? (USS stands for United States Ship.)
    - What nickname did the USS *Constitution* have? ("Old Ironsides")
    - Why was the USS *Constitution* called "Old Ironsides"? (because the British cannonballs bounced off its sides)

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- Tell students that today they are going to make another picture for their portfolio or gallery. This time they will not be drawing a portrait. Remind students that portraits are for people, not things. Today they will be making a drawing of the USS *Constitution* using Instructional Master 4B-2.
    - First, they should draw a picture of the USS *Constitution* in the frame.
    - Next, they should write "The USS *Constitution*" in the space beneath the frame. (You may wish to write this name 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 their partner or home-language peers.

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Pausing Point

PP

Note to Teacher

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

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

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- ✓ 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

⑩ America in 1812

Materials: Instructional Master PP-1

Directions: I will read ten sentences about America around 1812. If my sentence is correct and gives the right information about America around 1812, circle 'T' for "true." If my sentence is incorrect and does not give right information about America around 1812, circle 'F' for "false." I will read each sentence twice.

1. The War of 1812 happened after the Revolutionary War. (T)
2. The War of 1812 was between France and the U.S. (F)
3. The U.S. only traded with France. (F)
4. The British blockaded U.S. ports. (T)
5. The British seized American ships. (T)
6. The British forced some U.S. sailors to be part of the British navy. (T)
7. The British did not give Native Americans weapons. (F)
8. George Washington was president when the War of 1812 began. (F)
9. A group called the War Hawks wanted to declare war on the British. (T)
10. Cannonballs smashed and sank the USS *Constitution*. (F)

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Activities

⑩ Write and Present a Persuasive Speech (Instructional Master 2B-3)

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.

You may wish to have students choose to write a persuasive speech on one or more of the following topics:

- Should animals be kept in zoos?
- Should our school have school uniforms?
- Should recess be longer?
- Should our school start a recycling program?
- Should fast food come with a nutritional facts label?
- Should watching television be part of the school day?
- Should we have class outdoors on nice days?
- Should our class have more field trips?

Image Review

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

Image Card Review

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

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.

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Tell It Again! Listening Center

Materials: Tell It Again! Flip Book for *The War of 1812*; pre-recorded read-aloud(s) of teacher's choice

Create a listening center for students to listen to a read-aloud, in particular for students who might have missed the read-aloud the first time it was read. [Be sure to provide a signal and adequate time for students to turn to the next Flip Book image.]

A Picture Gallery of America in 1812: Art Gallery and Portfolios

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 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.)

Friendship Treaty

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.

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Class Book: The War of 1812

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

Materials: U.S. map, world 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 three areas did they plan to attack?
- 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 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 areas?

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Writing Prompts

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.

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

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 to be at risk of being lost, just as Oliver Wendell Holmes did about "Old Ironsides." Tell students that their poem may have rhyming words

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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. For example, your poem could be something like this:

Tall sails reaching up to the sky;

Canons firing like thunder.

"Old Ironsides" could not be defeated,

The British looked on with wonder!

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The Attack on Washington, D.C.

5

☑ *Lesson Objectives*

Core Content Objectives

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

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)

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- ✓ 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 special kind of material that artists paint on
Example: The artist spent hours painting a mountain on the canvas.
Variation(s): canvases

delicate, *adj.* Easily broken or damaged
Example: The teacup is very delicate, so please handle it carefully.
Variation(s): none

perched, *v.* Sitting on top of something
Example: The bird was perched on one of the highest branches in the tree.
Variation(s): perch, perches, perching

quench, *v.* To lessen or take away
Example: The glass of ice water helped quench my thirst on the hot summer day.
Variation(s): quenched, quenches, quenching

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Vocabulary Chart for The Attack on Washington, D.C.			
Core Vocabulary words are in **bold**. Multiple Meaning Word Activity word is underlined. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** Domain-Specific Words	**Tier 2** General Academic Words	**Tier 1** Everyday-Speech Words
Understanding	army British **canvas** ransacked	**delicate*** escape **perched** **quench*** ruined valuable	city fight/fought house hurry meal president solider think
Multiple Meaning	*capital*	attack beat plan	fire painting safe
Phrases	President's House Washington, D.C.	got more than they bargained for just in the nick of time put their plan into action	
Cognates	británico(a) *capital*	**delicado(a)*** escaper arruinado valioso(a) ataque plan	ciudad soldado pintura

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Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	Image 5A-2; War of 1812 Battle Map	Use the Battle Map to remind students about the first part of the war near Lake Erie. Review that at first the British won, but then the Americans won.
Making Predictions About the Read-Aloud		
Vocabulary Preview: Capital	images of Washington, D.C.	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
The Attack on Washington, D.C.	War of 1812 Battle Map, red crayon	Help students locate Washington, D.C., on their maps. Have students circle Washington, D.C., red to show that it was a British victory.
	Image Card 11 (Portrait of George Washington)	Emphasize that this portrait still hangs in the White House today because Dolley Madison saved it before the British burned down the President's House.
	War of 1812 Timeline	You may wish to add to the Timeline an image of the attack on Washington, D.C. You may wish to use Timeline Card 14 (Attack on Washington, D.C.) from Skills Unit 6.
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Quench		
Complete Remainder of the Lesson Later in the Day		

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Exercise	Materials	Details
Extensions (20 minutes)		
Multiple Meaning Word Activity	Poster 3M (Beat)	
Syntactic Awareness Activity: Prefix *re–*	drawing paper, drawing tools	
Vocabulary Instructional Activity: Delicate	images and examples of delicate things	
What Happened First?	Instructional Master 5B-1	
A Picture Gallery of America in 1812: Student Choice	Image Cards 6 (Dolley Madison); 12 (President's House); and 14 (U.S. Capitol); Instructional Master 5B-2, drawing tools	
Take-Home Material		
Family Letter	Instructional Masters 5B-3 and 5B-4	

Advance Preparation

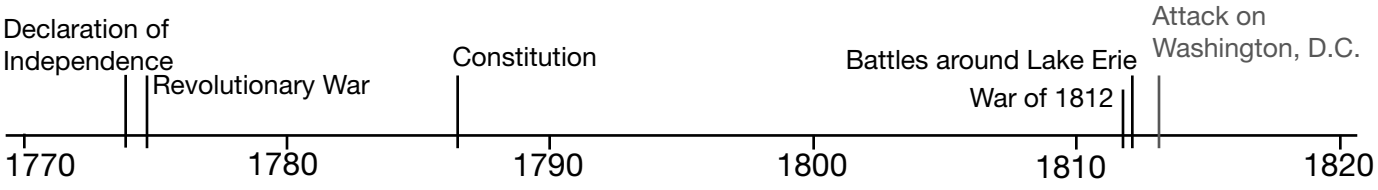
Make a copy of Instructional Master 5B-1 for each student. This will be their activity sheet for What Happened First?

Make a copy of Instructional Master 5B-2 for each student. Students will choose to draw a portrait of Dolley Madison, a picture of the President's House, or a picture of the U.S. Capitol, and write a sentence about their picture.

Bring in images of Washington, D.C., to familiarize students with the country's capital.

Bring in images or examples of things that are delicate (e.g., porcelain cups, a silk scarf, snow, butterfly wings, a spider web, a new born baby, items made of glass, flower petals, etc.).

Add image for the attack on Washington, D.C., to the Timeline:



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The Attack on Washington, D.C.

5A

Note: Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud — *10 minutes*

What Have We Already Learned? — *5 minutes*

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 — *5 minutes*

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?

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Vocabulary Preview 5 *minutes*

Capital

1. In today's read-aloud you will hear that the British sent four thousand soldiers to the *capital* of the United States.
2. Say *capital* with me three times.
3. The capital of a country is the most important city of that country. The government of the country is located there.
4. The British thought that if they captured America's capital, America would surrender.
5. What is the capital of the United States?
   - Washington, D.C.

   Who do you think works in the capital?
   - the president, the president's helpers, representatives of the states

   Why do you think the capital is important?
   [Show images of Washington, D.C., and tell students about the building and landmarks there.]

Purpose for Listening

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

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Presenting the Read-Aloud **15** *minutes*

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 cleaned his favorite saddle. [1]

"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. [2] 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. [3] 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. [4] Now, we know from records that August 1814 was especially hot. [5] 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." [6]

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!

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

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." [7]

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

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"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." [8]

8 Does this scene sound calm or chaotic?

"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."

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. [9] They had to cut it out. But Dolley Madison made it out of the President's House just in the nick of time. And the portrait of George Washington was saved!" [10]

"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.

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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's return. 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.[11] 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.[12] 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."[13]

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.[14] 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."

"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!"

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

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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. *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)
6. 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.)
7. *Evaluative* How do you think James and Dolley Madison felt when they returned to the President's House? (Answers may vary.)

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[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?

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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

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The Attack on Washington, D.C.

5B

Note: Extensions may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions — *20 minutes*

Multiple Meaning Word Activity — *5 minutes*

Sentence in Context: Beat

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 3M (Beat).] In the read-aloud you heard, "The British *beat* the U.S. Army pretty quickly and then marched on to Washington, D.C." Here, *beat* means to defeat. Which picture shows this?
2. *Beat* also means to drum or hit something to make a sound. Which picture shows this?
3. *Beat* also means to stir and mix. Which picture shows this?
4. Now with your partner, make a sentence for each meaning of *beat*. Remember to be as descriptive as possible and use complete sentences. I will call on some of you to share your sentences. [As students say their sentences, have them point to the part of the poster that relates to their use of *beat*.]

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Syntactic Awareness Activity 10 *minutes*

Prefix re–

Teacher Reference Chart		
re– **= again**		
Word	Definition	Example
return	to go back; to give back	Student 1 goes from Point A to Point B back to Point A. Student 1 gives Student 2 something; Student 2 gives it back to Student 1.
retell	to tell again	Telling the class's favorite stories over and over again.
redo	to do again	Having to do a worksheet over again.
rewrite	to write again	Having to write a word or sentence over again.
recharge	to charge again	Charging batteries for a cell phone or flashlight.
recycle	to give back so that it can be used again	Materials that can be recycled include paper, glass, and cans.
reuse	to use again	List items that can be reused around the classroom or school: cardboard boxes, yogurt containers, clothing, etc.
retry	to try again	Ask Student 1 to do a difficult task. Then give Student 1 a tool that can help complete the task, and ask Student 1 to try again.

Note: 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. 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. In today's read-aloud you heard, "When the Madisons *returned* [to the President's House], they found their home

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still standing." Here *return* means to go back. Why did the Madisons need to leave their house? (The British were attacking Washington, D.C.) Why do you think the Madisons returned to their home? (Answers may vary.)

2. When you hear the prefix—or letters at beginning of a word—*re–*, it tells you that the word has something to do with going back or doing something again.
3. [Choose two or three words on the chart. Say the words, putting emphasis on *re–*, and have students guess what the meaning of the word might be. Tell students the definition. Then demonstrate the word.]
4. With your partner, make a sentence using a word that has the prefix *re–*. [If time allows, you may wish to have students illustrate the word.]

Vocabulary Instructional Activity *5 minutes*

Word Work: Delicate

1. In the read-aloud you heard, "[The British soldiers] described the crystal glasses, shimmering silverware, and *delicate* china."
2. Say the word *delicate* with me three times.
3. Something that is delicate is easy to harm, damage, or break. Something that is delicate needs to be handled with care.
4. [Hold up a delicate item.] This _____ is delicate; please touch it carefully.
5. When you hear the word *delicate*, what do you think of? Use the word *delicate* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "When I hear the word *delicate*, I think of . . ."
6. What's the word we've been talking about?

Use a *Word to World* activity for follow-up. Directions: I will hold up delicate items. Look closely at the item, then tell me why it is delicate. [Hold up items one by one, and ask students why that particular item is delicate.]

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⑩ What Happened First? (Instructional Master 5B-1) 10 *minutes*

- Tell students that they are going to sequence two different parts of today's read-aloud.
- Read the directions to students:

"I will read a group of sentences about part of today's read-aloud. Each sentence begins with a blank. 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. Write *Then* on the blank before the sentence that happens after that. And finally, write *Last* on the blank before the sentence that happens last. Remember the order is *First*, *Next*, *Then*, *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.
   - Then
2. James Madison heard that the British army was on its way 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 time.
   - Next
3. Some of the British soldiers broke down the door to the President's House and ate a tasty meal.
   - Then

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4. Dolley Madison saved a painting of George Washington.
    - First

A Picture Gallery of America in 1812: Student Choice (Instructional Master 5B-2) 20 *minutes*

- [Show Image Card 6 (Dolley Madison).] Ask students if they recognize the person on the Image Card. Tell students that this is a portrait of James Madison's wife and first First Lady of the United States. Have students recall what Dolley did in today's read-aloud.
- [Show Image Card 12 (President's House).] Ask students if they recognize the building in the Image Card. Tell students that this is what the President's House looked like in 1812. Have students recall what happened to the President's House in today's read-aloud.
- [Show Image Card 14 (U.S. Capitol).] Ask students if they recognize the building in the Image Card. Tell students that this is what the area around the Capitol looked like in 1812. Have students recall what happened to the Capitol in today's read-aloud.
- Tell students that today they are going to make another drawing for their portfolio or gallery. Today they have the chance to choose the subject of their drawing. They can choose to draw a portrait of Dolley Madison, a picture of the President's House, or a picture of the U.S. Capitol using Instructional Master 5B-2.
    - First, they should choose the subject of their drawing.
    - Next, they should draw it.
    - After that, they should write the name of the subject of their drawing in the space beneath the frame. (You may wish to write the three choices on the board.)
    - Then, ask students to write a sentence or two in the space provided, telling something about the subject of their drawing.
    - Finally, students should share their drawing and writing with their partner or home-language peers.

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Checking for Understanding

Say: "Asking questions is one way to make sure everyone knows what to do. Think of a question you can ask your partner about the directions I have just given you. For example, you could ask, 'What do we do after we have finished drawing?' Turn to your partner and ask your own question now. I will call on several of you to share your questions with the class." [Be sure that students understand the five-part instructions to this activity.]

Take-Home Material

Family Letter

Send home Instructional Masters 5B-3 and 5B-4.

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Broad Stripes and Bright Stars

6

☑ *Lesson Objectives*

Core Content Objectives

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

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)

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- ✓ 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

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Core Vocabulary

confident, *adj.* Sure or certain; believing that you can do something well or that things will go your way
Example: The team ran onto the field, confident that they could win the game.
Variation(s): none

fort, *n.* A military building where soldiers live and are protected
Example: The flag was flying outside the fort.
Variation(s): forts

inspired, *v.* Caused a person to do something or think something, especially something creative
Example: The president's speech inspired Daniel to read a book about him.
Variation(s): inspire, inspires, inspiring

port, *n.* A town or city next to the water or a harbor, where ships stop to load and unload cargo
Example: The ship's horn sounded loudly as it moved out of the port.
Variation(s): ports

withdrew, *v.* Moved away or backed off
Example: The king said "good night" to his guests and withdrew from the banquet hall.
Variation(s): withdraw, withdrawing

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Vocabulary Chart for Broad Stripes and Bright Stars			
Core Vocabulary words are in **bold.** Multiple Meaning Word Activity word is underlined. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics.*			
Type of Words	**Tier 3** Domain-Specific Words	**Tier 2** General Academic Words	**Tier 1** Everyday-Speech Words
Understanding	army Baltimore battle British entrenchment ***fort***	**confident*** enormous exclaimed explained **inspired*** **withdrew**	city morning soldier
Multiple Meaning	general ***port*** rockets	advance captured scrambled	flag ship
Phrases	Battle of North Point Fort McHenry Francis Scott Key Mary Pickersgill return fire stars and stripes	as easily as gain an advantage	
Cognates	batalla Británico(a) atrincheramiento ***fuerte*** general ***puerto***	**confiado*** enorme exclamaron explicó **inspiró*** avance capturó	ciudad soldado

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Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	War of 1812 Battle Map	Use the Battle Map to remind students about what happened in the last read-aloud. Review that the British successfully attacked Washington, D.C.
Essential Background Information or Terms	Recording of "The Star-Spangled Banner"	
Vocabulary Preview: Fort, Port	images of forts and ports	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
Broad Stripes and Bright Stars	War of 1812 Battle Map, green crayon	Help students locate Baltimore on their maps. Have students circle Baltimore in green to show that it was an American victory.
	War of 1812 Timeline	You may wish to add to the Timeline an image from the Battle of Baltimore. You may wish to use Timeline Card 15 (Battle of Baltimore) from Skills Unit 6.
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Inspired		
Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Multiple Meaning Word Activity	Poster 4M (Scrambled)	
Syntactic Awareness Activity: Suffix *–ly*	drawing paper, drawing tools	
Vocabulary Instructional Activity: Confident		

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Exercise	Materials	Details
What Happened First?	Instructional Master 6B-1	
A Picture Gallery of America in 1812: Student Choice	Image Cards 17 (Francis Scott Key); 20 (Mary Pickersgill's flag); and 21 (American flag); Instructional Master 6B-2, drawing tools	
Song: "The Star-Spangled Banner"	Instructional Master 6B-3	

Advance Preparation

Make a copy of Instructional Master 6B-1 for each student. This will be their activity sheet for What Happened First?

Make a copy of Instructional Master 6B-2 for each student. Students will choose to draw a portrait of Francis Scott Key or a picture of the American flag, and write a sentence about their picture.

Bring in images of forts and ports to help students understand these core vocabulary words.

Bring in music for "The Star-Spangled Banner," to which students can learn and sing the national anthem.

Add image for the Battle of Baltimore to the Timeline:

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Broad Stripes and Bright Stars

6A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud — *10 minutes*

What Have We Already Learned? — *5 minutes*

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 — *10 minutes*

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.

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Vocabulary Preview

5 *minutes*

Fort

1. In today's read-aloud you will hear about a battle that happened around *Fort* McHenry.
2. Say *fort* with me three times.
3. A fort is a military building where soldiers live and can be protected from the enemy.
4. The British wanted to capture an important American fort. The soldiers walked for many days until they reached their fort.
5. [Show various images of forts, and have students describe what they see. Emphasize that forts help keep the soldiers safe. (Fort McHenry was protecting the harbor and the city.)]

Port

1. In today's read-aloud you will hear that the British planned to capture a very important U.S. *port*.
2. Say *port* with me three times.
3. A port is a town or city with a harbor where ships stop to load and unload cargo.
4. Baltimore is a busy American port.
5. [Show various images of ports, and have students describe what they see. Emphasize that ports are where ships load and unload cargo.]

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."

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Presenting the Read-Aloud — *15 minutes*

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.**[1] 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.**"

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

"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 deepwater 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.)[2]

"So if the British destroyed the capital and then captured Baltimore, they would gain an advantage," said J.P.[3]

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.

"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."

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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."[4]

"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.[5] It was built in the shape of a five-pointed star.[6] 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."[7]

"Did the British give up?" asked J.P.

"Not yet," replied Grandfather Lafitte. "They **withdrew**[8] 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

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"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." [9]

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

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

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. [10] 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?" [11]

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. Then describe the flag made by Mary Pickersgill in 1814.]

"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.

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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. [12] 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."

12 Twenty-four hours is one whole day and one whole night. The British fired cannons and other explosives at Fort McHenry without stopping during one whole day and night.

"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." [13]

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.]

"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. [14]

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

"Come on J.P.," announced Adele. "Let's sing the national anthem for Granddad."

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

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. [15]

"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?"

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

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

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. [16]

"Ooooh, pirates," exclaimed J.P.

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

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?

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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.]

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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 cause 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 me to _____."]
6. What's the word we've been talking about?

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7.

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, "S/he was 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, the first man to walk on the moon, my cousin wanted to be an astronaut.
   - S/he was inspired.

Complete Remainder of the Lesson Later in the Day

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Broad Stripes and Bright Stars

6B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions — *20 minutes*

Multiple Meaning Word Activity — *5 minutes*

Multiple Choice: Scrambled

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 4M (Scrambled).] In the read-aloud you heard, "Adele . . . *scrambled* down from the hay bales." 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. Which picture of *scrambled* matches the way *scrambled* is used in the read-aloud?
2. *Scrambled* can also mean other things, such as 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. In addition, *scrambled* can mean to put parts or pieces of something in the wrong order. Which picture matches this description of *scrambled*?
4. Now with your partner, 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

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say, “I scrambled up the rocks when I saw a spider on the ground.” And your partner should respond, “That’s 1.”

Syntactic Awareness Activity

10 *minutes*

Suffix –ly

Teacher Reference Chart		
–ly = characteristic of; done in a certain manner		
Word	Definition	Example
easily	done without much difficulty or effort	Any task that would be easy for students to do
surely	sure to happen or sure to be true	Cause and effect relationships (e.g., law of gravity)
quickly	very fast	Fast movements
slowly	at a slow pace	Slow movements
quietly	in a quiet way	Quiet sounds and movements
loudly	in a loud way	Loud sounds and movements
confidently	in a confident way	Situations in which students will be sure of themselves
proudly	in a proud way	Standing with head held high

Note: 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. 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. In today’s read-aloud you heard, “The British general in charge of the attack on Washington, D.C., thought that [the British] could capture Baltimore as *easily* as they did the capital.” What do you think *easily* means?
   - not hard; easy
2. When you hear the suffix—or letters at the end of word—*–ly*, it tells you that the word might mean done in a certain kind of way.

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3. Let's practice with another word with the suffix *–ly*. In today's read-aloud you heard, "Grandfather Lafitte smiled *proudly* at [his grandchildren]." What do you think *proudly* means?
   - done in a proud way

   How do you know?
   - hear the suffix *–ly* in the word

4. [Choose two or three words on the chart. Say the words, putting emphasis on *–ly*, and have students guess what the meaning of the words might be. Tell students the definitions. Then demonstrate the words.]

5. With your partner, make a sentence using words that have the suffix *–ly.*
   [If time allows, you may wish to have students illustrate or act out an *–ly* word.]

Vocabulary Instructional Activity

Word Work: Confident

1. In the read-aloud you heard, "The British were feeling very *confident*."
2. Say the word *confident* with me three times.
3. Confident means to be sure or certain that you can do something well.
4. After three wins in a row, the team was confident that they would win again.
5. Has there been a time when you were confident about something? What were you confident about? [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I was confident when . . . "]
6. What's the word we've been talking about?

Use a *Synonyms and Antonyms* activity for follow-up. Directions: A synonym is a word that means the same thing as another word. What are some synonyms for the word *confident*?

- Answers may vary, but may include *bold, courageous, positive, sure, fearless*, etc. [Invite students to make up a facial expression or motion that shows *confident*.]

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Antonyms are words that are the opposite of another word. What are some antonyms, or opposites, of *confident*?

- Answers may vary, but may include *afraid, unsure, doubtful, fearful, timid, shy,* etc. [Invite students to make up a facial expression or motion that shows the opposite of *confident*.]

⑩ What Happened First? (Instructional Master 6B-1) 10 *minutes*

- Tell students that they are going to sequence two different parts of today's read-aloud.
- Read the directions to students:

"I will read a group of sentences about part of today's read-aloud. Each sentence begins with a blank. 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. Write *Then* on the blank before the sentence that happens after that. And finally, write *Last* on the blank before the sentence that happens last. Remember the order is *First, Next, Then, Last*." [You may wish to write the words *First, Next, Then,* and *Last* on chart paper, a chalkboard, or a whiteboard.]

1. The British army retreated. (Last)
2. The British army faced a larger U.S. Army and lots of cannons. (Then)
3. The people of Baltimore knew the British army was coming. (First)
4. The U.S. Army built defensive walls along the side of the city. (Next)

1. The British navy began firing rockets at Fort McHenry. (First)
2. The British ships sailed closer and closer to the fort. (Next)
3. The British navy sailed away. (Last)
4. Both sides fired rockets at each other throughout the night. (Then)

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A Picture Gallery of America in 1812: Student Choice (Instructional Master 6B-2) 20 *minutes*

- [Show Image Card 17 (Francis Scott Key).] Ask students if they recognize the person on the Image Card. Tell students that this is a portrait of Francis Scott Key. Have students recall what Francis Scott Key did in today's read-aloud. (wrote "The Star-Spangled Banner")
- [Show Image Cards 20 (Mary Pickersgill's flag) and 21 (American flag).] Ask students if they recognize the differences between these two flags. Ask students what the flag looked like in 1812. Have students recall what is special about Mary Pickersgill's flag.
- Tell students that today they are going to make another drawing for their portfolio or gallery. Today they have the chance to choose the subject of their drawing. They can choose to draw a portrait of Francis Scott Key or a picture of the American flag.
    - First, they should choose the subject of their drawing.
    - Next, they should draw it.
    - After that, they should write the name of the subject of their drawing in the space beneath the frame. (You may wish to write the two choices on the board.)
    - Then, ask students to write a sentence or two in the space provided, telling something about the subject of their drawing.
    - Finally, students should share their drawing and writing with their partner or home-language peers.

Checking for Understanding

Say: "Asking questions is one way to make sure everyone knows what to do. Think of a question you can ask your partner about the directions I have just given you. For example, you could ask, 'What are my choices?' Turn to your partner and ask your own question now. I will call on several of you to share your questions with the class."

[Be sure that students understand the five-part instructions to this activity.]

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Our National Anthem: "The Star-Spangled Banner" (Instructional Master 6B-3) 15 *minutes*

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, giggle, or be silly 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-3.

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

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The Battle After the War 7

☑ *Lesson Objectives*

Core Content Objectives

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

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)

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- ✓ 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

astonished, *v.* Surprised
Example: Jontel was astonished to see how quickly he was able to finish once he put his mind to it.
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, *adv.* Purposely, with the hope of achieving a specific goal
Example: The dog was sitting strategically under the table, hoping that some scraps might fall on the floor.
Variation(s): none

truce, *n.* An agreement to stop fighting for a certain period of time
Example: The siblings called a truce and stopped tickling each other.
Variation(s): none

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Vocabulary Chart for The Battle After the War			
Core Vocabulary words are in **bold**. Multiple Meaning Word Activity word is underlined. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** Domain-Specific Words	**Tier 2** General Academic Words	**Tier 1** Everyday-Speech Words
Understanding	allies battle British outgunned pirates ragtag treaty ***truce***	**astonished*** defensive peace **retreated** **strategically**	city/state/country farmer news soldier
Multiple Meaning	general port	attack	feed ship sign
Phrases	General Andrew Jackson Mississippi River Mobile Bay New Orleans peace treaty	could not afford to lose far and wide	find out about five thousand miles
Cognates	aliado(a) batalla británico(a) piratas tratado general puerto tratado de paz	defensivo(a) paz retrocedido estratégicamente atacar	ciudad/estado soldado

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Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud		
What Have We Already Learned?	War of 1812 Battle Map	Use the Battle Map to remind students about what happened in the last read-aloud. Review that the U.S. successfully defended Baltimore.
	War of 1812 Timeline	You may wish to use the Timeline to review the battles your students have already heard about.
Making Predictions About the Read-Aloud		
Vocabulary Preview: Truce		
Purpose for Listening		
Presenting the Read-Aloud		
The Battle After the War	War of 1812 Battle Map, green crayon	Help students locate New Orleans on their maps. Have students circle New Orleans in green to show that it was an American victory.
	War of 1812 Timeline	You may wish to add to the Timeline an image from the Battle of New Orleans. You may wish to use Timeline Card 17 (Battle of New Orleans) from Skills Unit 6.
Discussing the Read-Aloud		
Comprehension Questions		
Word Work: Astonished		
Extensions		
Sayings and Phrases: Where There's a Will, There's a Way		
What Happened First?	Instructional Master 7B-1	

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Exercise	Materials	Details
A Picture Gallery of America in 1812: Andrew Jackson	Image Card 22 (Andrew Jackson); Instructional Master 7B-2, drawing tools	
Song: "America (My Country, 'Tis of Thee)"	Recording of "America (My Country, 'Tis of Thee)"	

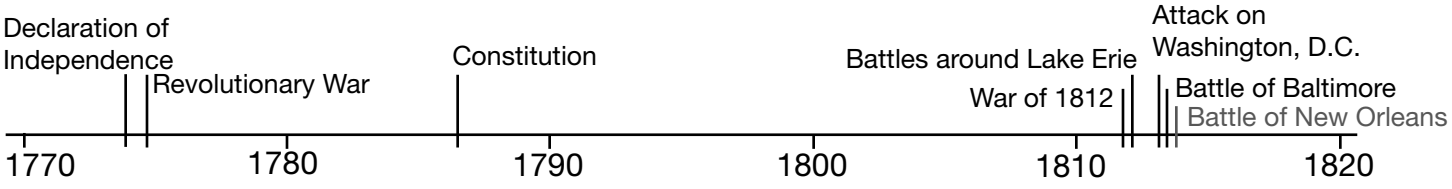
Advance Preparation

Make a copy of Instructional Master 7B-1 for each student. This will be their activity sheet for What Happened First?

Make a copy of Instructional Master 7B-2 for each student. Students will draw a portrait of Andrew Jackson and write a sentence about their picture.

Bring in music for "America (My Country, 'Tis of Thee)" so that students can learn and sing this song.

Add image for the Battle of New Orleans to the Timeline:



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The Battle After the War

7A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud *10 minutes*

What Have We Already Learned? *5 minutes*

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 *5 minutes*

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."

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Vocabulary Preview

5 *minutes*

Truce

1. In today's read-aloud you will hear that near the end of the Battle of New Orleans, a British soldier gave his sword to a U.S. officer as a sign of *truce*.
2. Say *truce* with me three times.
3. A truce is an agreement to stop fighting.
4. Both sides called a truce and stopped fighting each other.
5. What does a truce do during times of war? Why would one side call a truce?

Purpose for Listening

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

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Presenting the Read-Aloud — *15 minutes*

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."[1]

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[2]

"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."[3]

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?

Show image 7A-3: Portrait of Andrew Jackson

"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."

"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 to put

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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.[4] He had some trained soldiers, but to help them he recruited and gathered anyone and everyone he could—farmers, Native Americans, African Americans, even . . . pirates."

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

"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 use in battles with the Americans. They now had more than twice as many soldiers as the Americans."

"How could we beat such a huge army?" asked J.P., **astonished.**[5]

5 The word *astonished* means surprised.

"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."[6]

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

"That was smart of him," said J.P.

"As it turned out, it really was," replied Grandfather Lafitte.

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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.[7] 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.[8] These soldiers were armed with much better weapons than the British soldiers had. Andrew Jackson's men also had about a dozen cannons[9]."

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."

"Did they surrender?" inquired Adele.[10]

10 What do you think will happen next?

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

"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.[11] 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.**[12] Overall, compared to the British, the Americans 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.[13] 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.

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"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. [14] 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."

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

"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. [15] 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." [16]

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?

"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." [17]

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

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Discussing the Read-Aloud **15** *minutes*

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* Why did the Americans and British fight the Battle of New Orleans and at Fort Bowyer if a peace treaty had already been signed? (The American and British armies did not hear about the peace treaty in time. It took time for news to travel from Europe to America.)

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

6. *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

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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.

7. 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 very surprised.
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."

1. I saw an elephant sitting on a bench in the park. (astonished)
2. It was dark during the daytime and sunny at night. (astonished)
3. We practice reading and math at school. (not astonished)
4. I saw three cats and a dog flying over our school. (astonished)
5. We brushed our teeth before bedtime. (not astonished)

Complete Remainder of the Lesson Later in the Day

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The Battle After the War

7B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions — *20 minutes*

Sayings and Phrases: Where There's a Will, There's a Way — *5 minutes*

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. In the read-aloud you learned that Andrew Jackson 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 he 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.

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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 with the class.

⑩ What Happened First? (Instructional Master 7B-1) 10 *minutes*

- Tell students that they are going to sequence events from today's read-aloud.
- Read the directions to students:

"I will read a group of sentences about part of today's read-aloud. Each sentence begins with a blank. 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. Write *Then* on the blank before the sentence that happens after that. And finally write *Last* on the blank before the sentence that happens last. Remember the order is *First*, *Next*, *Then*, *Last*." [You may wish to write the words *First*, *Next*, *Then*, and *Last* on chart paper, a chalkboard, or a whiteboard.]

1. General Jackson formed a large army of different kinds of people. (Then)
2. Jackson's army defeated the British army. (Last)
3. The British continued with their plan to attack New Orleans. (Next)
4. A peace treaty was signed, but news of it had not yet reached the soldiers yet. (First)

A Picture Gallery of America in 1812: Andrew Jackson (Instructional Master 7B-2) 20 *minutes*

- [Show Image Card 22 (Andrew Jackson).] Ask students if they recognize the person on the Image Card. Tell students that this is a portrait of General Andrew Jackson.
- Have students recall important details from the read-aloud. You may prompt discussion with the following statements:

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    - Andrew Jackson was the general in charge of which battle? (The Battle of New Orleans)
    - 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? (a defensive wall or entrenchments)
    - Who were better trained and better armed—Andrew Jackson's soldiers or the British? (Andrew Jackson's soldiers)
- 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-2.
    - First, they should draw a portrait of Andrew Jackson in the frame. (Remind students that a portrait usually includes only the head and shoulders.)
    - Next, they should write "Andrew Jackson" in the space beneath the frame. (You may wish to write this name 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 their partner or home-language peers.

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Song: "My Country, 'Tis of Thee" 15 *minutes*

Materials: Recording of the song "America (My Country, 'Tis of Thee)"

Note: Listen to and learn the first stanza only.

Help students learn another patriotic song written around the same time as "The Star-Spangled Banner." Ask students how the writer of this song feels about America. Help students make the connection between this song and the War of 1812 by explaining that the American colonists were still fighting for their freedom and protecting American land during this war.

My country, 'tis of thee,

Sweet land of liberty,

Of thee I sing;

Land where my fathers died,

Land of the pilgrims' pride,

From ev'ry mountainside

Let freedom ring!

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Peace and Pirates

8

☑ *Lesson Objectives*

Core Content Objectives

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

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)

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- ✓ 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

ancestors, *n.* People 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.* Sad, heavyhearted, very unhappy
Example: The football players were dejected after they lost the game.
Variation(s): deject

jubilant, *adj.* Rejoicing, feeling great joy
Example: The football players were jubilant after they won the game.
Variation(s): none

navigator, *n.* Someone who provides directions to get to a specific 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 support their country
Example: The Founding Fathers were patriots.
Variation(s): patriot

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Vocabulary Chart for Peace and Pirates			
Core Vocabulary words are in **bold**. Multiple Meaning Word Activity word is underlined. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** Domain-Specific Words	**Tier 2** General Academic Words	**Tier 1** Everyday-Speech Words
Understanding	**ancestors**/ descendants *bayous* British **navigator** **patriots** pirate/buccaneer *privateer* seize smuggler	allowed **dejected/ jubilant*** infamous	island stolen
Multiple Meaning			secret ship
Phrases	Barataria Bay Jean Lafitte New Orleans		outright winner
Cognates	**ancestro**/ descendiente británico(a) navegante patriota pirate/bucanero	**jubiloso(a)*** infame	isla secreto(a)

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Exercise	Materials	Details
Introducing the Read-Aloud		
What Have We Already Learned?	War of 1812 Battle Map	Use the Battle Map to remind students about what happened in the last read-aloud. Review that the U.S. successfully defended New Orleans.
	Timeline	You may wish to use the Timeline to review the battles your students have already heard.
Essential Background Information and Terms		
Vocabulary Preview: Bayous, Privateers	Images 8A-5 and 8A-4; additional images of the New Orleans bayou and Jean Lafitte	
Purpose for Listening		
Presenting the Read-Aloud		
Peace and Pirates	U.S. map; Image Card 26	
Discussing the Read-Aloud		
Comprehension Questions		
Word Work: Dejected and Jubilant		
Extensions		
A Picture Gallery of America in 1812: Jean Lafitte	Image Cards 24 (Jean Lafitte); Instructional Master 8B-1, drawing tools	
Researching War of 1812	trade books; Internet; Instructional Master 8B-2	
Domain-Related Trade Book	trade book about any topic covered in this domain	

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Advance Preparation

Make a copy of Instructional Master 8B-1 for each student. Students will draw a portrait of Jean Lafitte and write a sentence about their picture.

Make a copy of Instructional Master 8B-2 for each student. Students can use this graphic organizer to show the information they have gathered from their research.

Bring in images of Jean Lafitte and the New Orleans bayous.

Find a trade book about the War of 1812 to read aloud to the class.

Notes to Teacher

You may wish to begin the Researching the War of 1812 activity in this lesson and continue it during the Culminating Activities. You may also wish to create small research groups ahead of time and give the group a pre-assigned topic with pre-selected resources (e.g., images, websites, trade books, paraphrased encyclopedia entries).

Please note: At the end of Skills Unit 6, students will be guided step-by-step in preparing a detailed research paper on Francis Scott Key and the writing of the national anthem.

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Peace and Pirates

8A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud — *10 minutes*

What Have We Already Learned? — *5 minutes*

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 — *5 minutes*

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.

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Vocabulary Preview

5 *minutes*

Bayous

Show image 8A-5: Photo of Louisiana swampland

1. In today's read-aloud you will hear that the pirates knew the swamps and *bayous* (*BYE*-yus) of New Orleans very well.
2. Say *bayous* with me three times.
3. Bayous are marshy, muddy areas near a lake or river.
4. The water in the bayous is muddy and moves very slowly.
5. [Show additional images of the New Orleans bayous and invite students to point out what they see. Ask whether the water looks clear or muddy.]

Privateers

Show image 8A-4: Portrait of Jean Lafitte

1. In today's read-aloud you will hear that *privateers* and pirates played an important role in the War of 1812.
2. Say *privateers* with me three times.
3. Privateers are ships that are not navy ships, or are sailors who are not part of the navy, but who work for the government. Privateers are allowed to attack and steal from enemy ships.
4. Some privateers used to be pirates.
   Jean Lafitte and his pirate friends were famous privateers who helped General Jackson during the Battle of New Orleans.
5. [Show additional images of Jean Lafitte, and invite students to describe him. Ask why some pirates might decide to become a privateer.]

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.

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Presenting the Read-Aloud — **15** *minutes*

Peace and Pirates

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

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

"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."

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)

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 get 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."[4]

"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."

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

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

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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.[5] By the end of the War of 1812, there were several hundred perfectly legal American privateers!"

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

"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.[6]

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

"Jean Lafitte was an excellent sailor and **navigator.**[7] He helped spy on the British when they began their attack on New Orleans. Pierre was an expert smuggler of stolen goods.[8] Because they had been pirates, they knew the swamps and bayous of New Orleans very well.[9] Jean in particular could find his way around the dense, jungle-like swamps that confused most people.[10] 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.

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.

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.[11] They did. Many people believe that

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

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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. [12]

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

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

"We are, it seems, descendants of his brother Pierre," explained Grandfather Lafitte. [13] "I will tell you a little more about your namesakes. They were quite fascinating characters."

13 Descendants are people who are related to someone who lived in the past. Who are Adele and J.P. descendants of? (Jean Lafitte)

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. [14] 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."

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

"I guess they don't have birth certificates for pirates!" joked J.P.

Show image 8A-6: Map of Barataria 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 Barataria Bay, Louisiana. [15] They called the island 'The Temple.' This island was like a settlement full of smugglers and pirates. [16] 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." [17]

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 Barataria on the map.]

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

"Wow!" exclaimed J.P., listening, spellbound by his grandfather's story.

"Yes," 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 island. They seized his

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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 [18]

"Jean and Pierre Lafitte never thought of themselves as pirates. They considered themselves loyal **patriots** and businessmen. [19] But it's been pretty well documented that, with the help of Jean, Pierre, and their army of buccaneers, which is another name for pirates, Andrew Jackson knew every move the British made. Thanks to them, he was able to outsmart and outgun the British!" [20]

"This really is the most amazing story ever!" exclaimed J.P. "I can't wait to tell my friends that my **ancestors** were pirates." [21]

"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 [22]

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

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.

22 [Point to and say the word *Bazaar*.] A bazaar is a type of market that sells many, many different things.

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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."[23]

23 What do you think Grandfather means by that?

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."[24]

24 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. *Inferential* Why did General Jackson want the help of Jean and Pierre Lafitte? (Jean and Pierre knew the swamps and bayous around New Orleans very well. They could help Jackson win the Battle of New Orleans.)
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.)

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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? (Anwers 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?

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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

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Peace and Pirates

8B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions — *20 minutes*

A Picture Gallery of America in 1812: Jean Lafitte (Instructional Master 8B-1) — 20 *minutes*

- Show Image Card 24 (Jean Lafitte).] Ask students if they recognize the person on the Image Card. Tell students that this is a portrait of Jean Lafitte.
- Have students recall important details from the read-aloud. You may prompt discussion with the following statements:
    - Jean Lafitte helped Andrew Jackson win which battle? (The Battle of New Orleans)
    - Jean Lafitte was a privateer, but some say he was what? (a pirate)
    - Jean Lafitte was an expert navigator of what area? (the swamps and bayous around New Orleans)
- 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.
    - First, they should draw a portrait of Jean Lafitte in the frame.
    - Next, they should write "Jean Lafitte" in the space beneath the frame. (You may wish to write this name on the board.)
    - Then, ask students to write a sentence or two in the space provided, telling something they learned about Jean Lafitte.

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- Finally, students should share their drawing and writing with their partner or home-language peers.

Researching the War of 1812 (Instructional Master 8B-2) 20+ *minutes*

Divide students into small groups. Have groups pick an Image Card.

[You may do this with cards face up or down. Suggested Image Cards for students to choose from include Image Card 5 (James Madison); Image Card 6 (Dolley Madison); Image Card 8 (USS *Constitution*, or "Old Ironsides"); Image Card 13 (White House); Image Card 15 (U.S. Capitol); Image Card 18 (Battle of Baltimore at Fort McHenry); Image Card 20 (Mary Pickersgill and her flag); and Image Card 22 (Andrew Jackson).]

Tell students that they are going to research the topic on their Image Card using trade books and the Internet, or by using the set of pre-selected sources you will give them.

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.]

For your reference, completed charts should follow these lines:

Who?	James Madison
What?	fourth president of the United States
Where?	He was from a large plantation in central Virginia.
When?	He was born on March 16, 1751.
Why?	He was president during the War of 1812.

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.

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Domain-Related Trade Book 20 *minutes*

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide,* and choose one trade book about the War of 1812 to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—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.

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Domain Review

DR

Note to Teacher

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

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

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- ✓ 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

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Review Activities

Image Review

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

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

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.

Tell It Again! Listening Center

Materials: Tell It Again! Flip Book for *The War of 1812*; pre-recorded read-aloud(s) of teacher's choice

Create a listening center for students to listen to a read-aloud, in particular for students who might have missed the read-aloud the first time it was read. [Be sure to provide a signal and adequate time for students to turn to the next Flip Book image.]

Then and Now Review

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.

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Memory Game Review

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

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 know 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 Lafitte)

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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 four 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, III, and IV 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 in the domain. First, I will say the word, and then I will 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. **Army:** The army is the part of the military that protects and fights on land. (smiling face)
3. **Navy:** The navy is the part of the military that protects and fights on water. (smiling face)
4. **Treaty:** A treaty is an agreement between two countries. (smiling face)
5. **Seize:** To seize something means to take it using force or power. (smiling face)
6. **Portrait:** A portrait is a drawing that usually shows the whole body. (frowning face)

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7. **Privateers:** A privateer is a ship or a sailor on a ship that is allowed to attack and steal from enemy ships. (smiling face)
8. **Truce:** A truce is an agreement between sides to stop fighting. (smiling face)
9. **Surrender:** To surrender is to choose to give up the fight and to let the other side win. (smiling face)
10. **Trade:** Trade is the business of buying and selling goods. (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 for that person. (smiling face)
12. **Role:** Your role is the part that you have in a particular activity. (smiling face)
13. **Confident:** You are confident when you are *not* sure about something. (frowning face)
14. **Inspired:** You are inspired when something encourages you to do something creative. (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)

Directions: I am going to read several sentences about events and people from the War of 1812. Place the number under the image that corresponds to the number of my sentence. I will say each sentence number and sentence twice.

1. **Sentence #1:** I was the president during the War of 1812. (James Madison)
2. **Sentence #2:** I saved a portrait of George Washington. (Dolley Madison)

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3. **Sentence #3:** I wrote the national anthem, "The Star Spangled Banner." (Francis Scott Key)
4. **Sentence #4:** I put together an army of many different types of soldiers to win the Battle of New Orleans. (Andrew Jackson)
5. **Sentence #5:** I was built especially for the president and his family. (The President's House, or White House)
6. **Sentence #6:** The British cannonballs bounced off my sides. (USS *Constitution*)
7. **Sentence #7:** I was called "Old Ironsides" because I was hard to sink. (USS *Constitution*)
8. **Sentence #8:** I was inspired by an enormous flag flying after America's victory in the Battle of Fort McHenry. (Francis Scott Key)
9. **Sentence #9:** I was the first First Lady of the United States. (Dolley Madison)
10. **Sentence #10:** I did not want to go to war with Great Britain. (James Madison)
11. **Sentence #11:** The British army set me on fire. (The President's House, or White House)
12. **Sentence #12:** I ordered that protective walls be built around New Orleans. (Andrew Jackson)

⑩ Part III (Instructional Master DA-3)

Directions: Use this map to identify the three cities that were involved in the War of 1812 battles that you learned about. These cities are represented by rectangles on the map. Place the letter in the correct rectangle to show its location on the map.

1. **(A) Washington, D.C.:** The British attacked the capital city, Washington, D.C.
2. **(B) Baltimore:** The Battle of Fort McHenry was near Baltimore, Maryland.
3. **(C) New Orleans:** The Battle of New Orleans was fought two weeks after the peace treaty was signed.

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⑩ Part IV (Instructional Master DA-4)

Directions: Write at least one complete sentence to answer each question.

Note: Students should be allowed to use the Idea Web for Causes of the War of 1812.

1. Why did the War of 1812 happen?
2. What was the most interesting thing about the War of 1812 that you learned?

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Culminating Activities

CA

Note to Teacher

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

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

Enrichment

Domain-Related Trade Book or Student Choice

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.

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You Were There: The Attacks on Washington, D.C., and Baltimore, and the Battle of New Orleans

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 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.

A Picture Gallery of America in 1812: Art Gallery and Portfolios

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.)

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Class Book: The War of 1812

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" or "America (My Country, 'Tis of Thee)

Materials: Recording of the songs

Have students listen to the recordings of the songs again. Students may talk about the content of the songs or how the songs make them feel. Encourage students to use domain vocabulary they have learned when sharing their ideas. Students may also draw a pictorial representation of the songs.

Note: You may want to remind students of the proper etiquette for when "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.

Using a Map

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?

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- 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 deepwater port)
- Why did the British attack New Orleans? (to gain control over the Mississippi River)

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For Teacher Reference Only:

Copies of *Tell It Again! Workbook*

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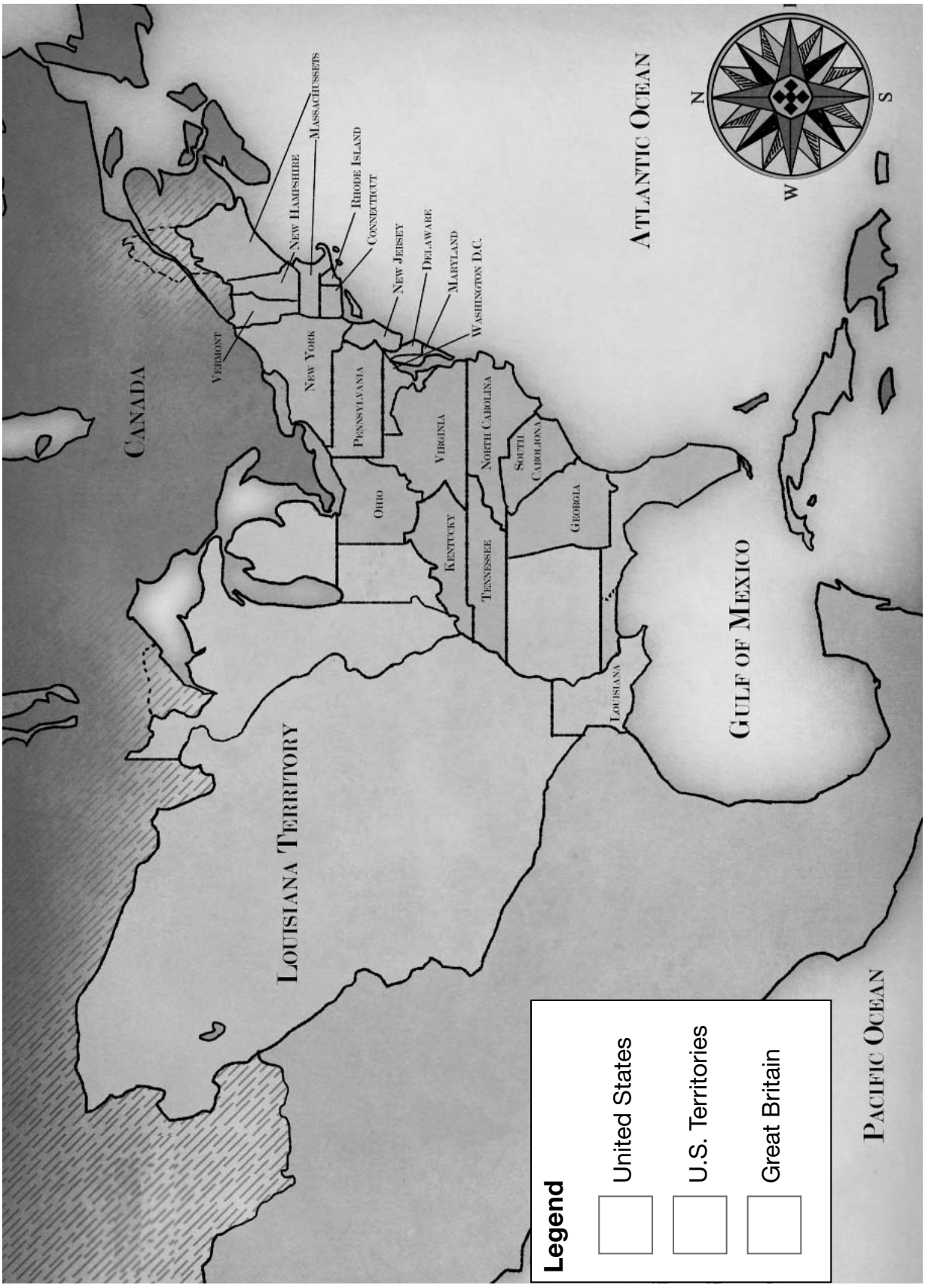
1A-1

Name _____



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U.S. Constitution

Revolutionary War

Declaration of Independence

War of 1812 begins!

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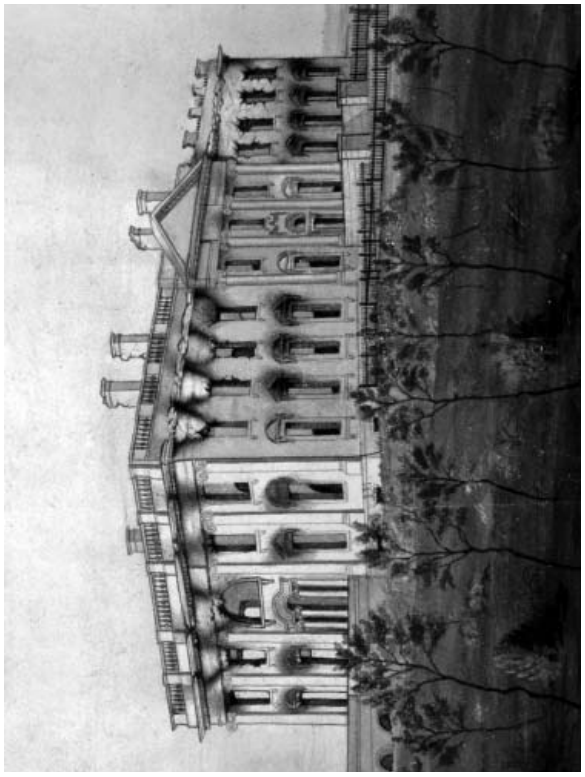
1A-2 cont.

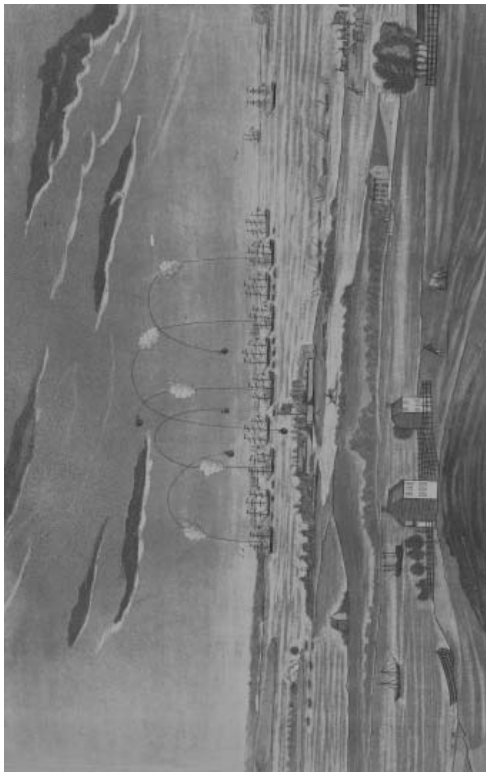
Attack on Washington, D.C.



Battle of New Orleans

Battle around Lake Erie

Battle of Baltimore



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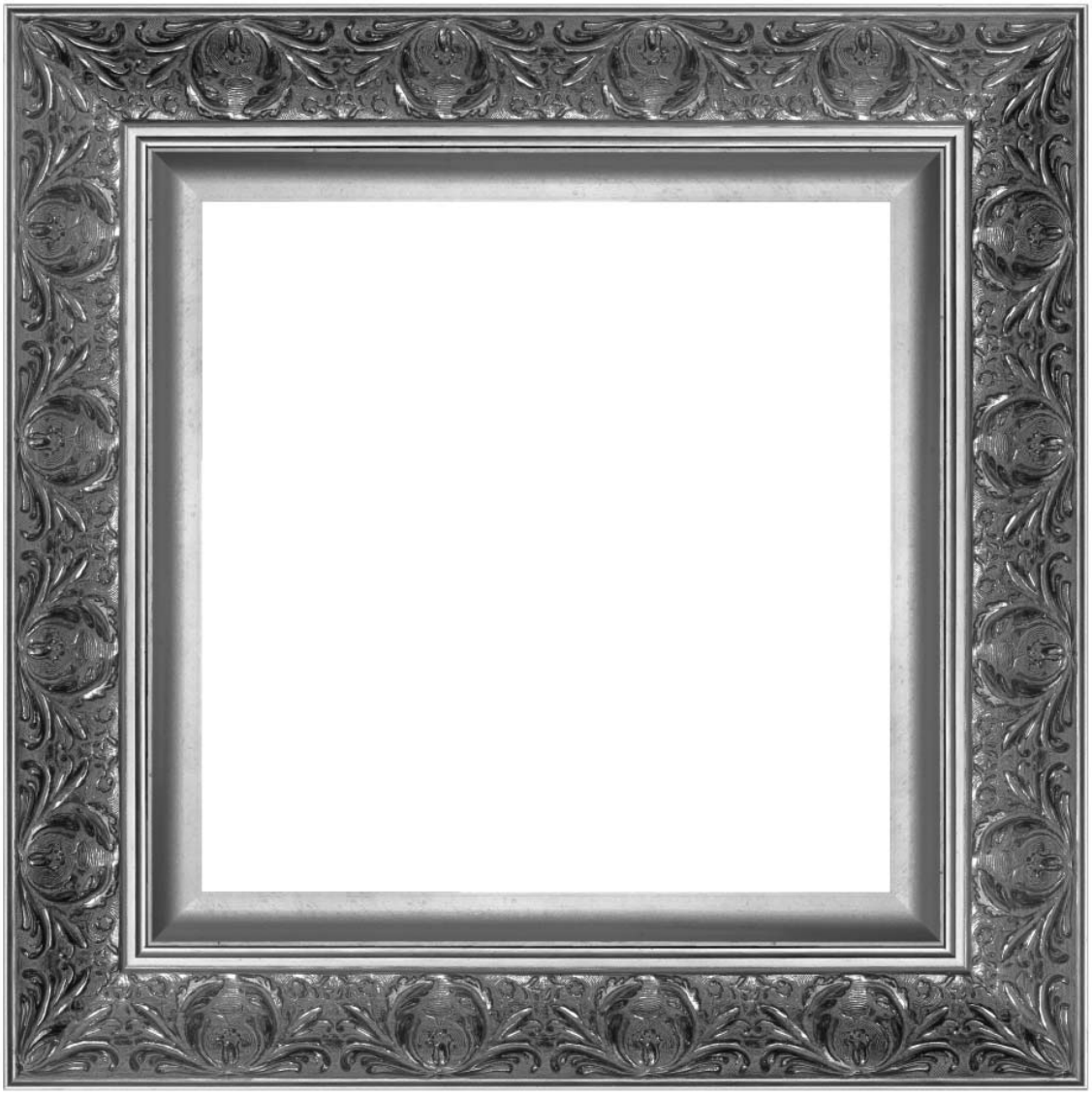
1B-1

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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1B-2

Dear Family Member,

During the next several days, your child will be hearing stories about the War of 1812. Your child will listen as fictional character Grandfather Lafitte (la-FEET) tells his grandchildren J.P. and Adele about United States's second war with Britain.

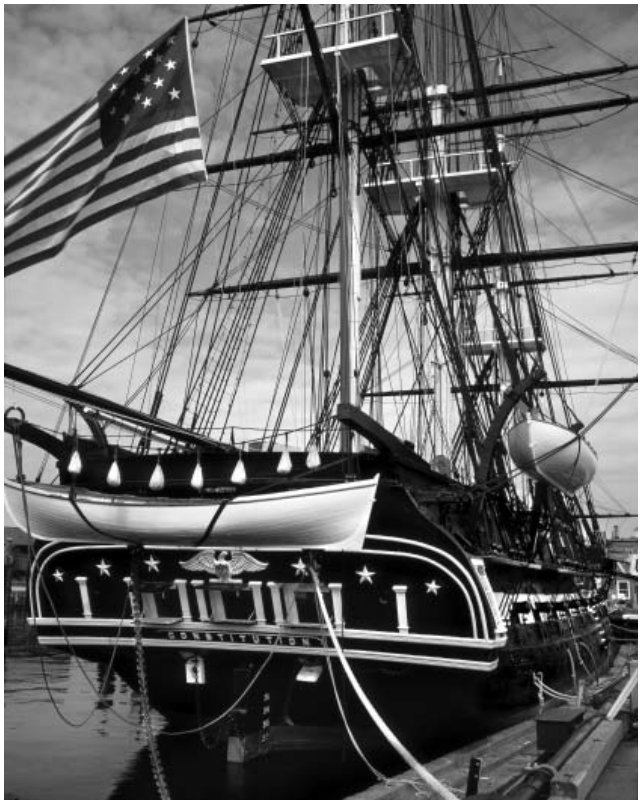
Below are some suggestions for activities that you may do at home to reinforce what your child is learning about the War of 1812.

1. Family Portraits

Your child will draw several portraits of important people in America around 1812. Your child will learn that a portrait is a painting, drawing, or photograph of only the head and shoulders of a person. On the activity sheets provided with this letter, have your child draw portraits of the members of your family. Under each portrait your child should write the name of the family member and write a sentence or two about that family member.

2. USS *Constitution*/"Old Ironsides"

Your child will learn about the famous United States battleship, the USS *Constitution.* This battleship from the War of 1812 is still afloat, and is now located in the Boston harbor. Ask your child how this ship got its nickname, "Old Ironsides." (Even though cannonballs hit it, it did not sink.) Also take this opportunity to talk to your child about the navy.



3. Founding Fathers and First Four Presidents

Your child will hear about the Founding Fathers and first few presidents of the United States. Help your child recognize and name the first four presidents of the U.S. (See next page for pictures of the first four presidents.)

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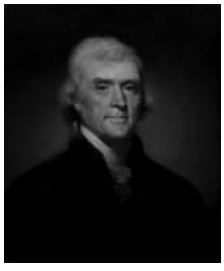
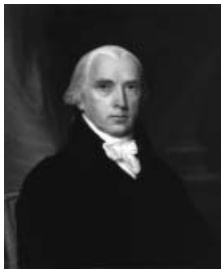
1. **George Washington**—Commander-in-chief during the Revolutionary War; first president of the US

2. **John Adams**—Helped write the Declaration of Independence and made a treaty with Great Britain to end the Revolutionary War; second president of the US



3. **Thomas Jefferson**—Wrote most of the Declaration of Independence and purchased the Louisiana Territory from France; third president of the US



4. **James Madison**—Wrote most of the U.S. Constitution; president during the War of 1812; fourth president of the US

4. Read Aloud Each Day

It is very important that you read with your child and let your child read to you every day. The local library or your child's teacher may have books related to the War of 1812. I have attached a list of recommended trade books related to the War of 1812.

Be sure to let your child know how much you enjoy hearing about what s/he has learned in school.

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Recommended Resources for The War of 1812

Trade Book List

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

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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

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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

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1B-3

Name _____

Vocabulary List for The War of 1812 (Part 1)

This list includes many important words your child will learn about in *The War of 1812*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- ❑ blockaded
- ❑ represent
- ❑ seize
- ❑ trade
- ❑ abandon
- ❑ committee
- ❑ patience
- ❑ suspicious
- ❑ treaty
- ❑ citizen
- ❑ govern
- ❑ magnificent
- ❑ topics
- ❑ economy
- ❑ surrender

Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.

	Draw it
	Write a sentence using it
	Find one or two examples
	Tell someone about it
	Act it out
	Make up a song using it

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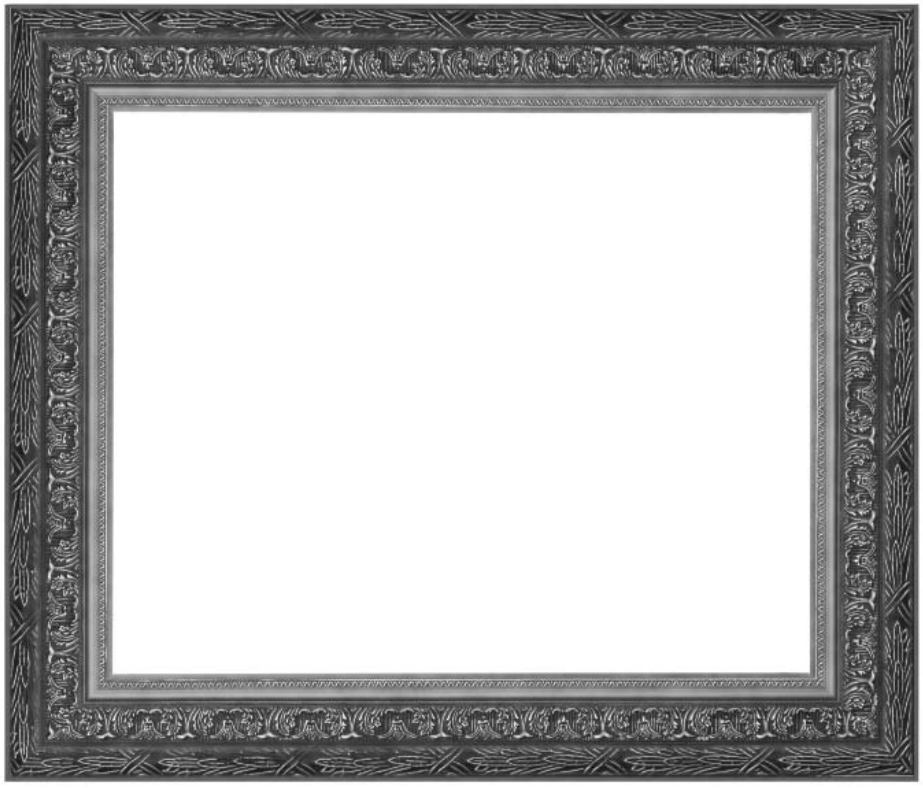
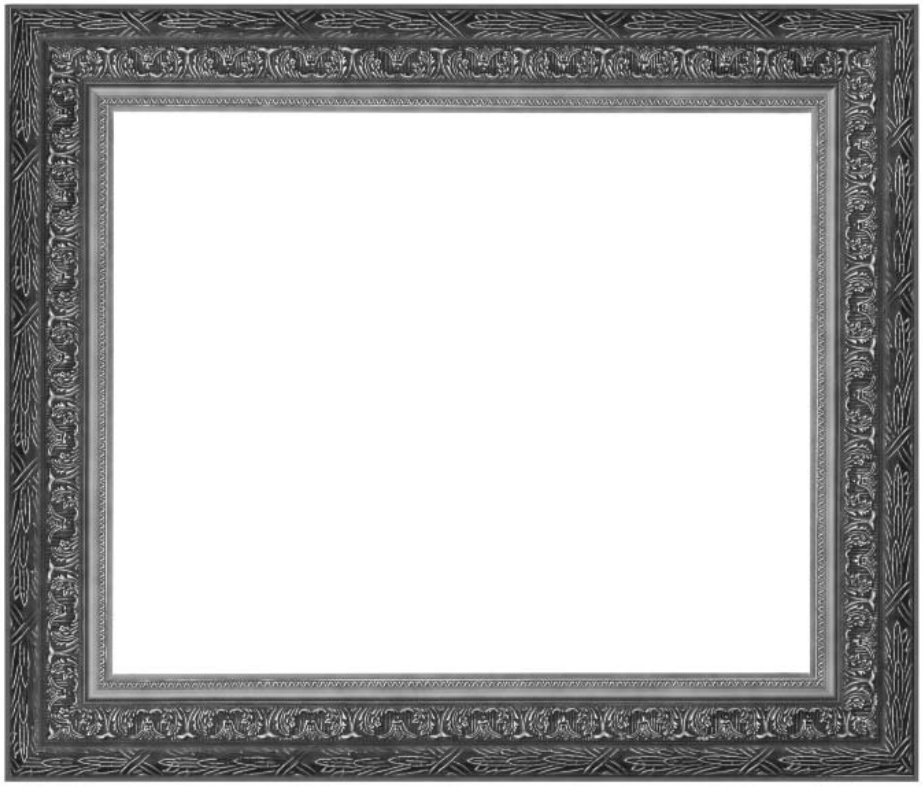
1B-4

Name _____





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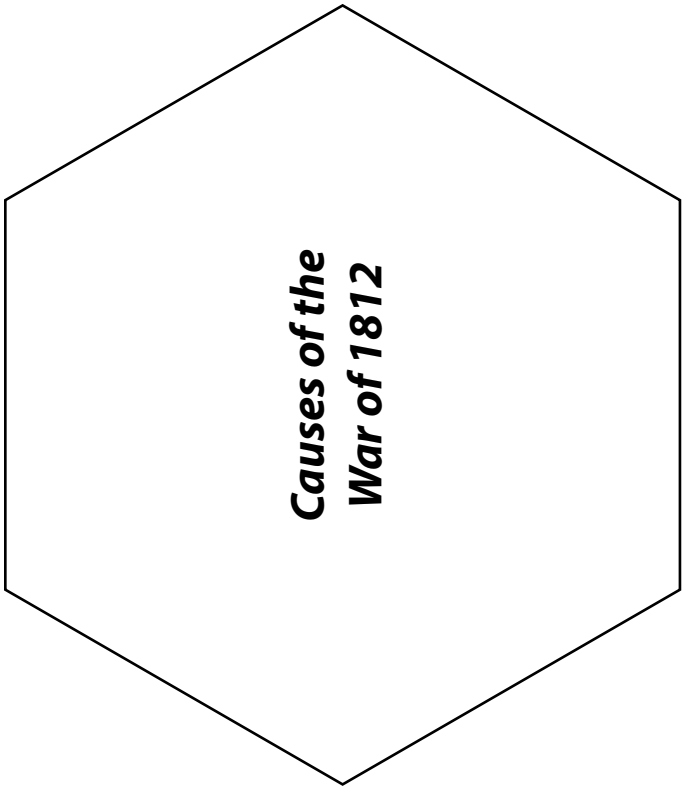
2A-1

Name _____



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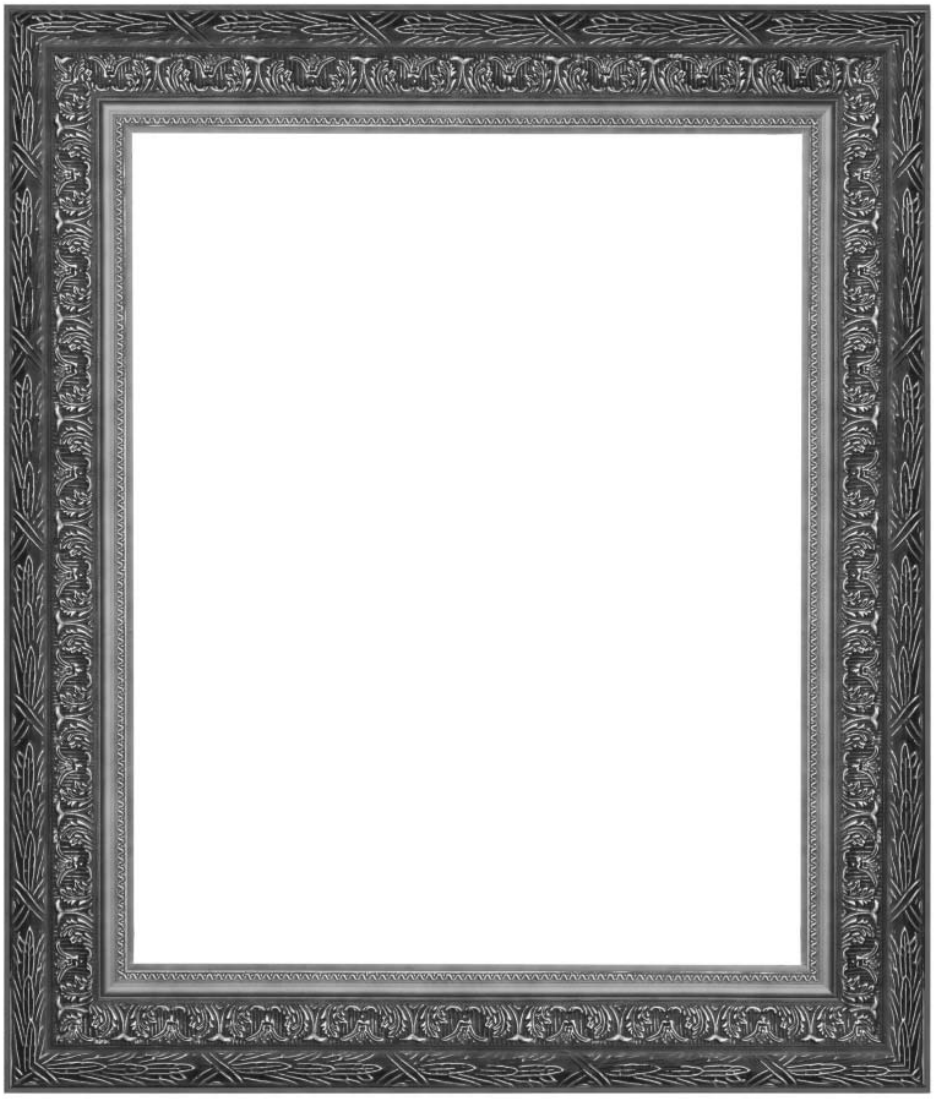
2B-1

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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2B-2

Name _____

Directions: Follow the teacher's instructions to show what you learned about the war hawks and merchants by drawing or writing in each column.

War Hawks	***Merchants***

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2B-3

Name _____

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.

Open/ Introduction	
Opinion/ Position	
Because	
Also	
Close/ Conclusion	

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3B-1

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***

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4A-1

Name _____

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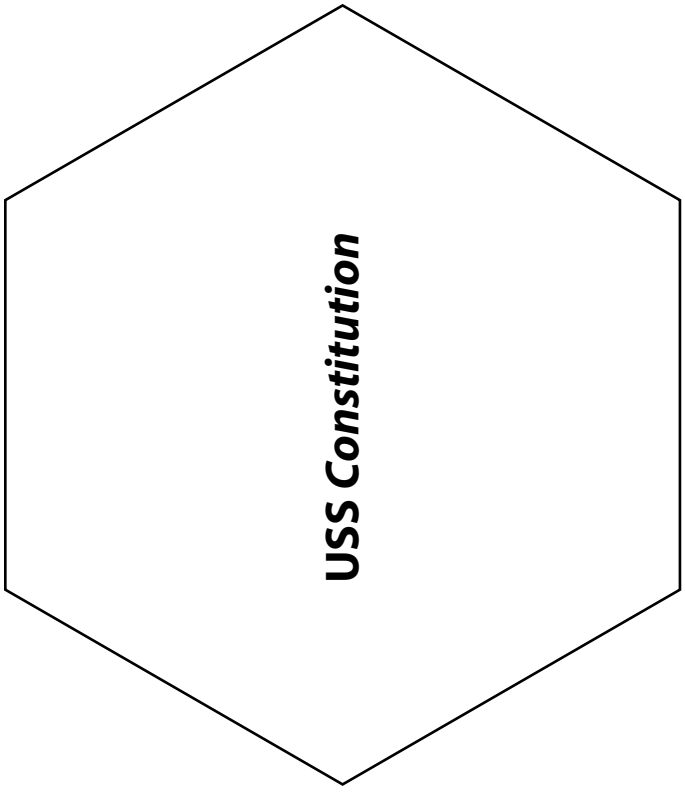
4A-2

Name _____



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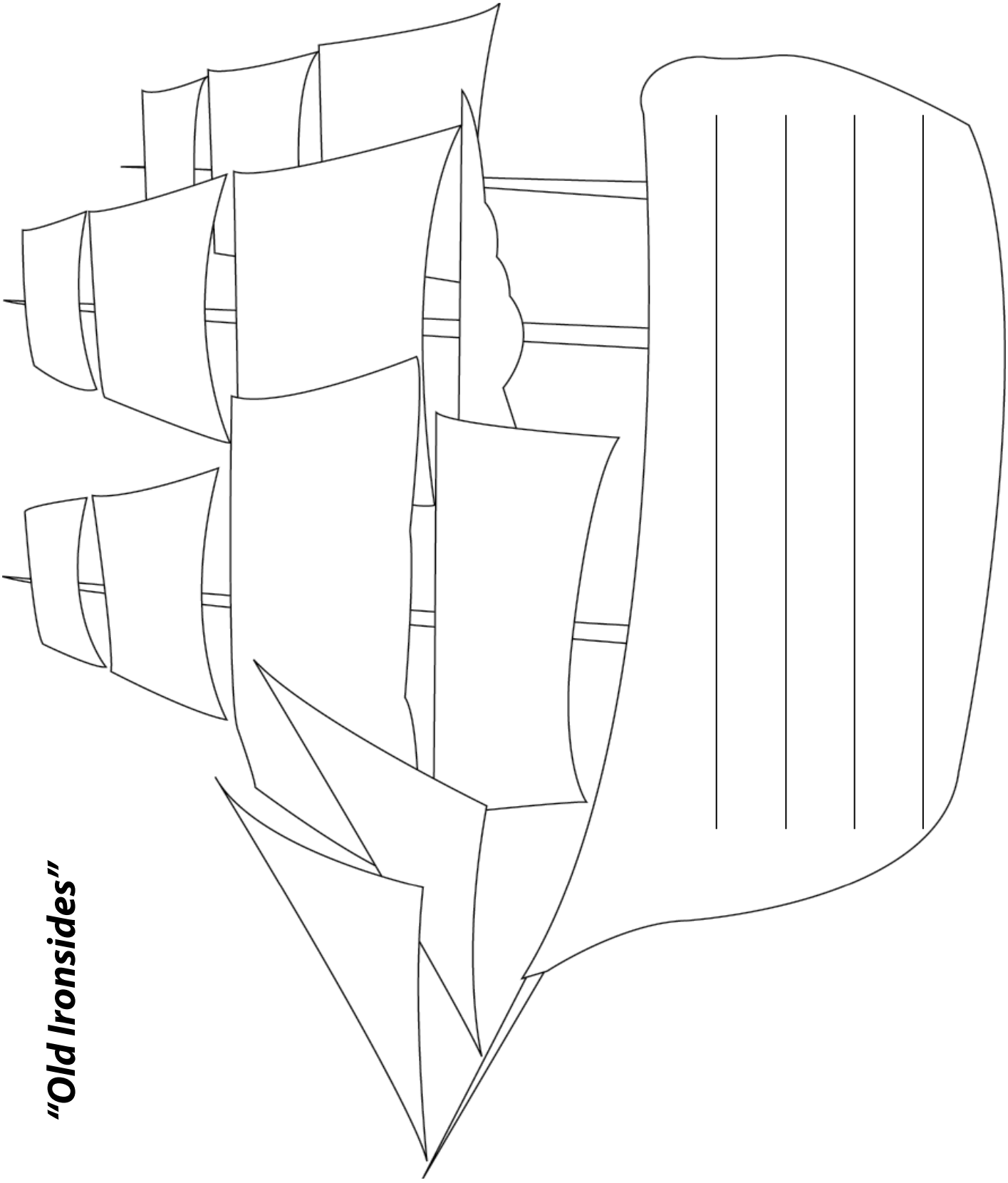
4B-1

Name _____



"Old Ironsides"

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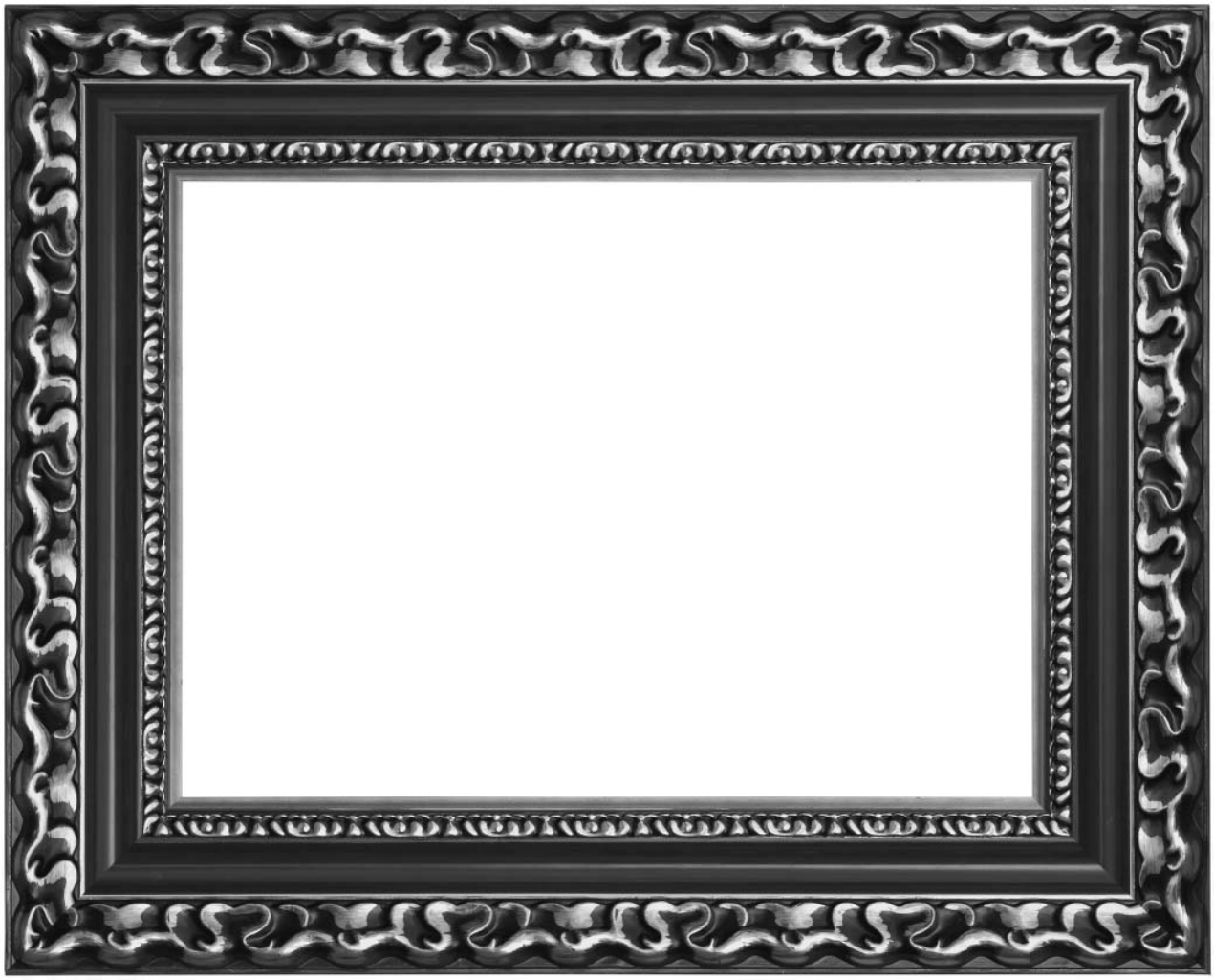
4B-2

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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_____

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PP-1

Name _____

Directions: Listen to your teacher's instructions.

1.	T	F
2.	T	F
3.	T	F
4.	T	F
5.	T	F
6.	T	F
7.	T	F
8.	T	F
9.	T	F
10.	T	F

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PP-1

Name **Answer Key**

Directions: Listen to your teacher's instructions.

1.	(T)	F
2.	T	(F)
3.	T	(F)
4.	(T)	F
5.	(T)	F
6.	(T)	F
7.	T	(F)
8.	T	(F)
9.	(T)	F
10.	T	(F)

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5B-1

Name _____

_____ **1.** James Madison asked some soldiers to stay with Mrs. Madison.

_____ **2.** James Madison heard that the British army was on its way 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.

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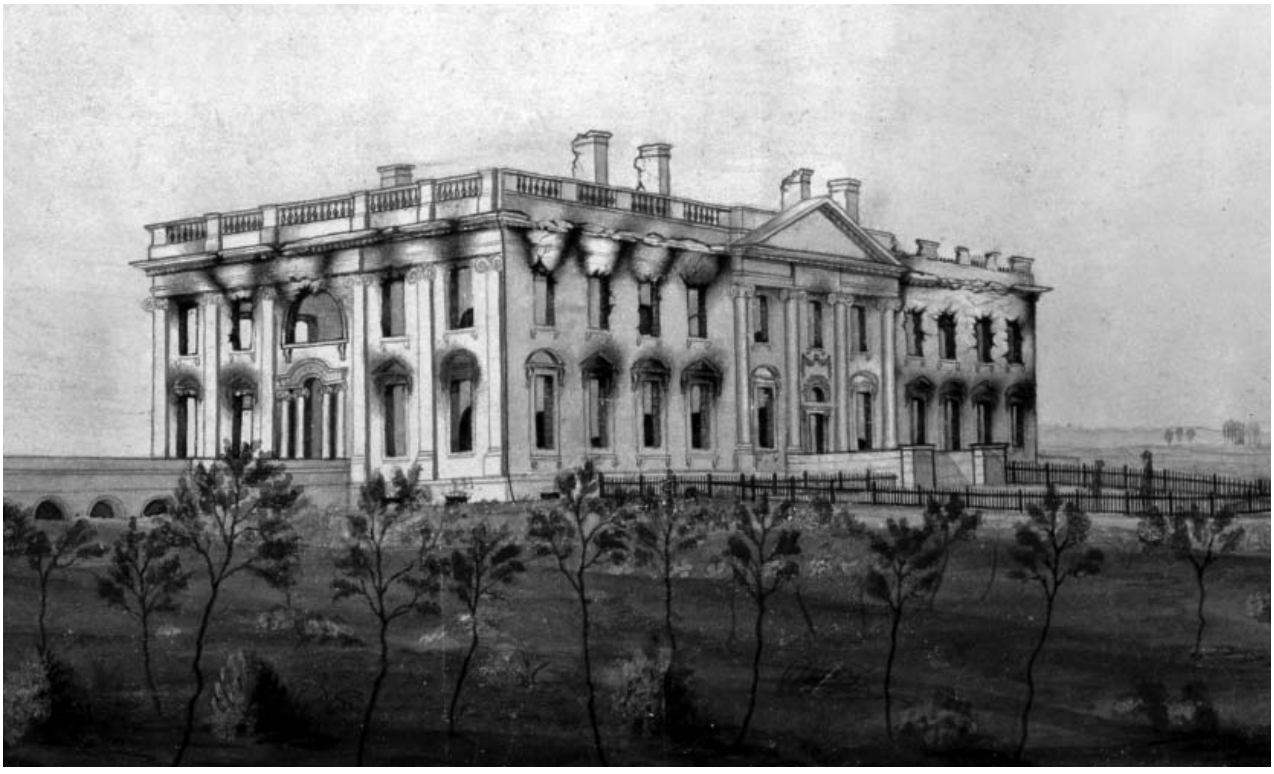

_____ **1.** The British soldiers set fire to the President's House.

_____ **2.** Dolley Madison escaped just in time.

_____ **3.** Some of the British soldiers broke down the door to the President's House and ate a tasty meal.

_____ **4.** Dolley Madison saved a painting of George Washington.

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Answer Key

5B-1

Name _____

Then _____ **1.** James Madison asked some soldiers to stay with Mrs. Madison.

First _____ **2.** James Madison heard that the British army was on its way to the capital.

Last _____ **3.** James Madison rode off to be with his army.

Next _____ **4.** James Madison told Mrs. Madison to stay in the President's House.

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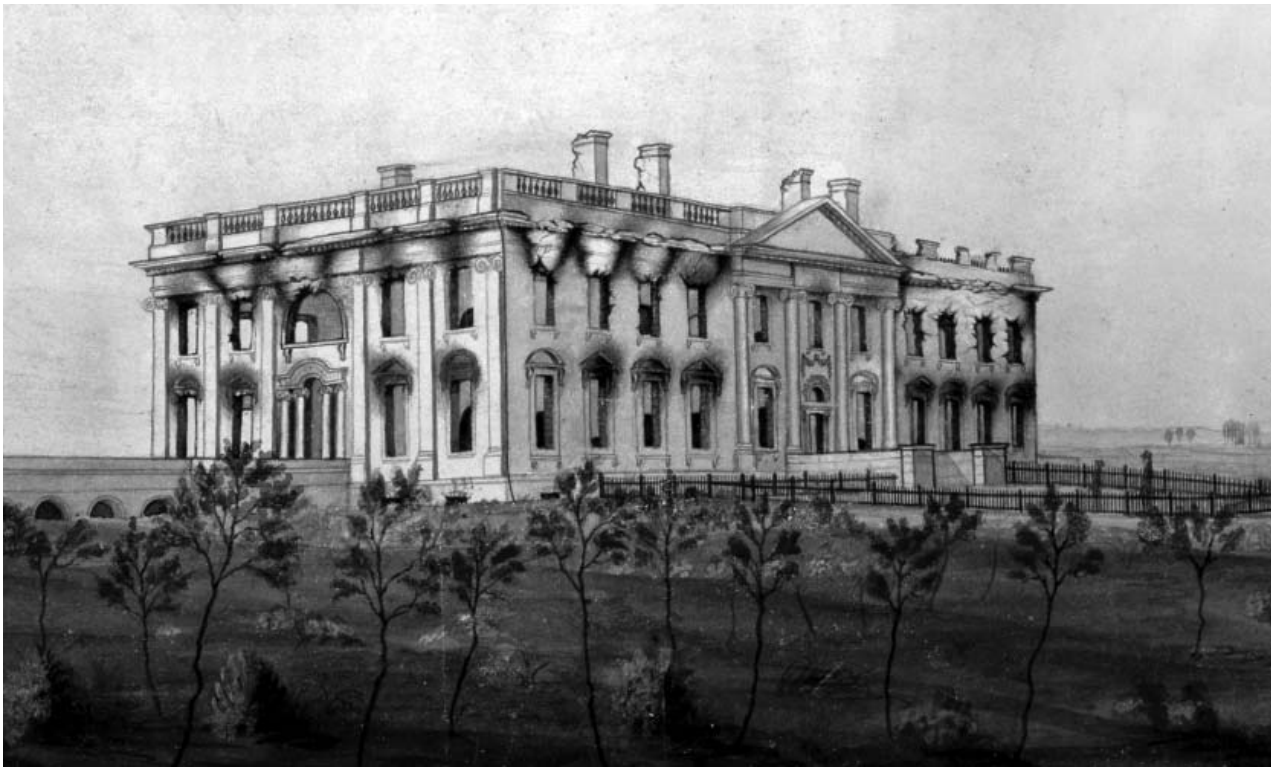

Last	**1.**	The British soldiers set fire to the President's House.
Next	**2.**	Dolley Madison escaped just in time.
Then	**3.**	Some of the British soldiers broke down the door to the President's House and ate a tasty meal.
First	**4.**	Dolley Madison saved a painting of George Washington.

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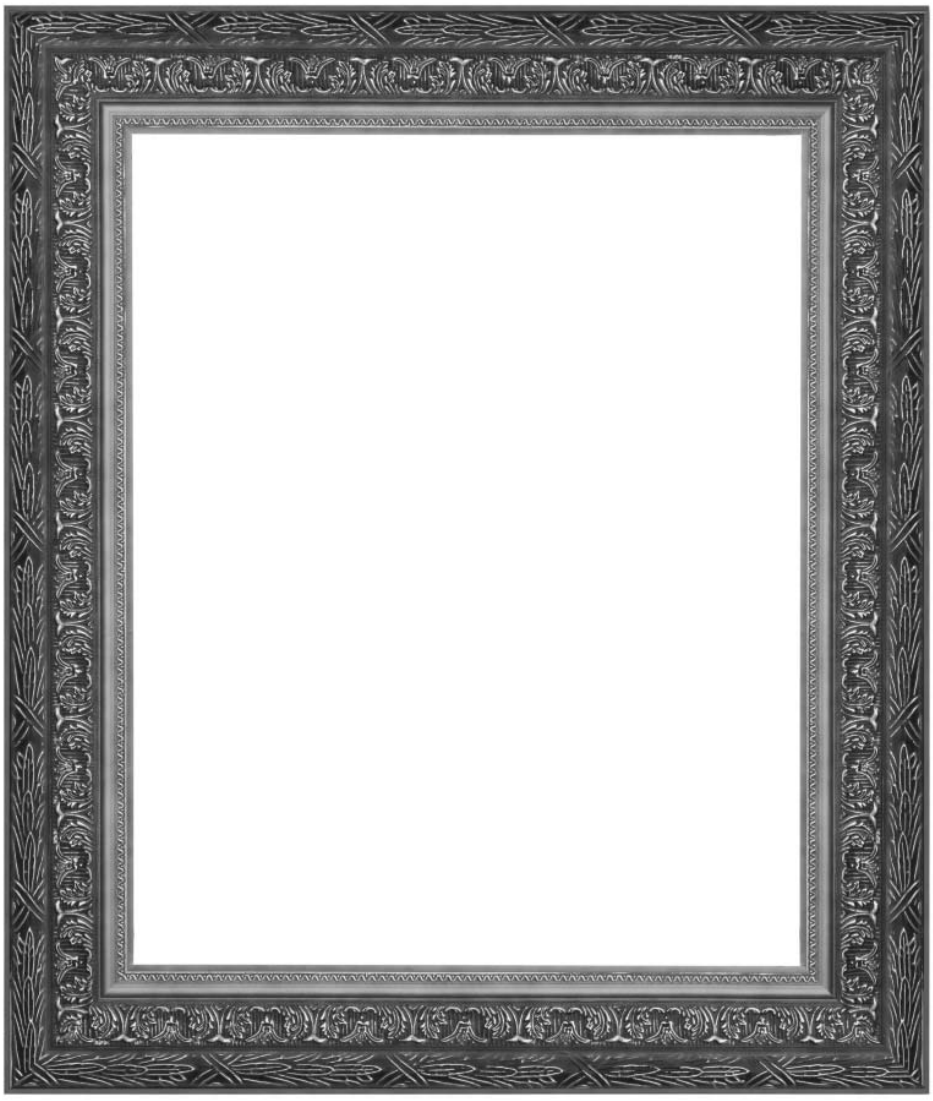
5B-2

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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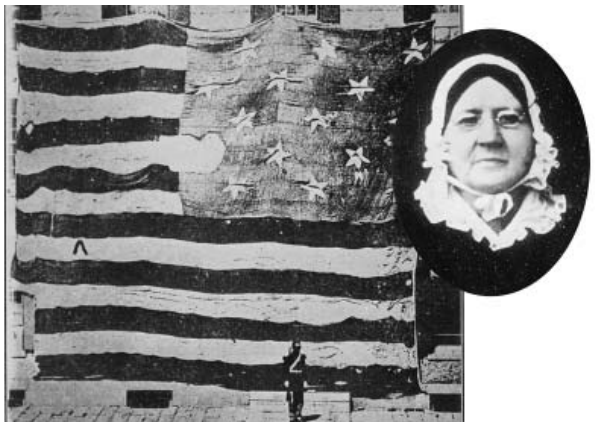
5B-3

Dear Family Member,

During the past week, your child has learned about the reasons leading to the War of 1812. Your child will now learn a poem—now the U.S. national anthem— which was written during the War of 1812. As Francis Scott Key watched the "rockets' red glare" and "bombs bursting in air" near the entrance of the habor guarded by Fort McHenry, he was inspired to write a poem about the giant flag that flew over Fort McHenry that day.

Song: "The Star-Spangled Banner"

Sing this song 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 (e.g., Fourth of July, baseball and other sporting games). Ask your child what s/he should do anytime the national anthem is played. (Stand; face the flag; place right hand over your heart.)



"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,

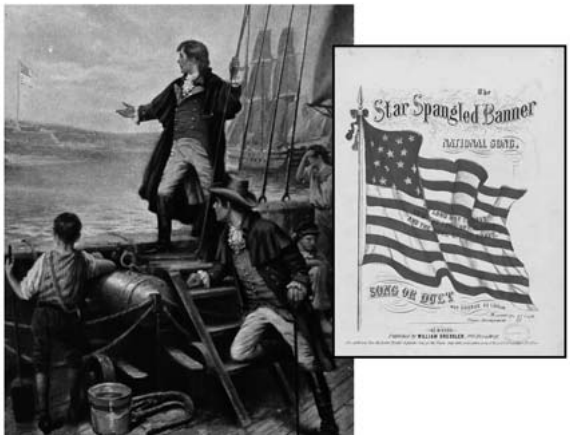
O'er the ramparts we watched, were so gallantly streaming?

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?"



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5B-4

Name _____

Vocabulary List for The War of 1812 (Part 2)

This list includes many important words your child will learn about in *The War of 1812*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- ❑ delicate
- ❑ quench
- ❑ confident
- ❑ fort
- ❑ inspired
- ❑ port
- ❑ astonished
- ❑ strategically
- ❑ truce
- ❑ ancestors
- ❑ dejected
- ❑ jubilant
- ❑ navigator

Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.

	Draw it
	Write a sentence using it
	Find one or two examples
	Tell someone about it
	Act it out
	Make up a song using it

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6B-1

Name _____

_____ **1.** The British army retreated.

_____ **2.** The British army faced a larger U.S. Army and lots of cannons.

_____ **3.** The people of Baltimore knew the British army was coming.

_____ **4.** The U.S. army built defensive walls along the side of the city.

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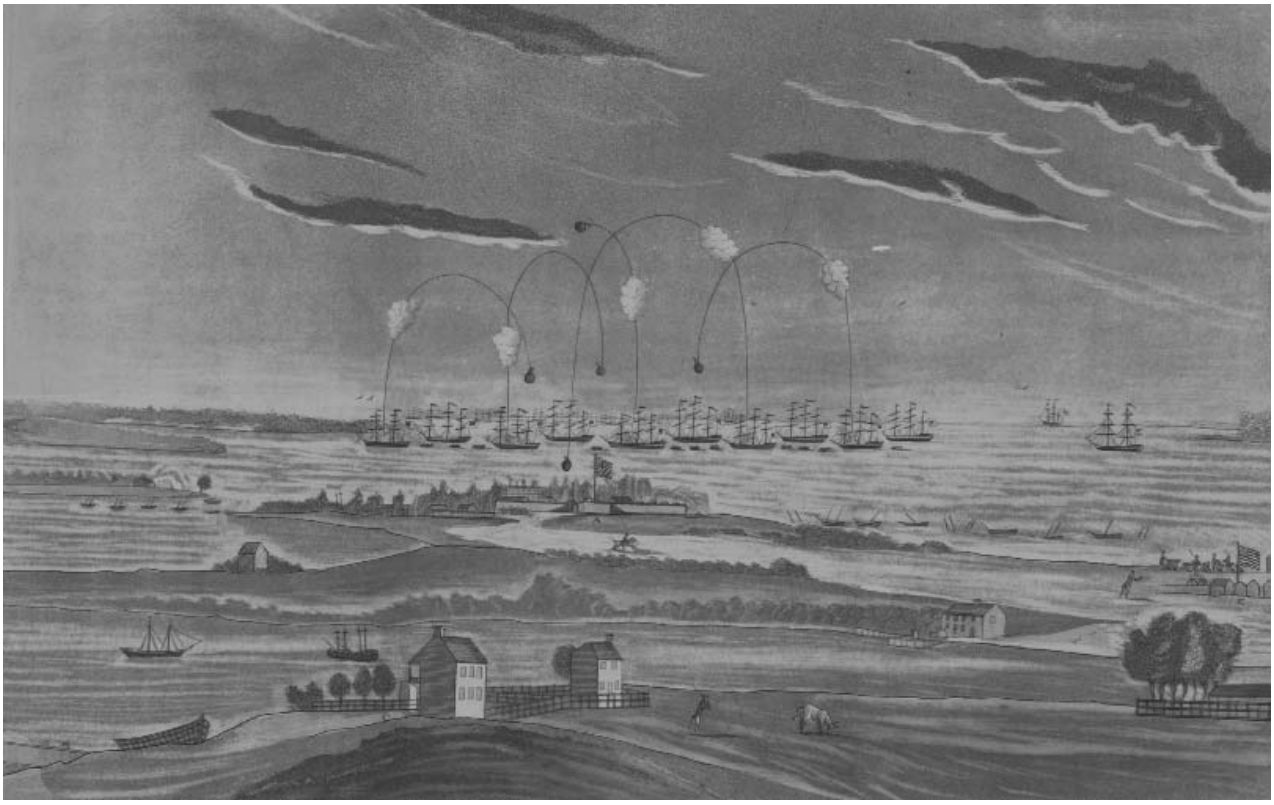

_____ **1.** The British navy began firing rockets at Fort McHenry.

_____ **2.** The British ships sailed closer and closer to the fort.

_____ **3.** The British navy sailed away.

_____ **4.** Both sides fired rockets at each other through the night.

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Answer Key

6B-1

Name _____

Last	**1.**	The British army retreated.
Then	**2.**	The British army faced a larger U.S. Army and lots of cannons.
First	**3.**	The people of Baltimore knew the British army was coming.
Next	**4.**	The U.S. army built defensive walls along the side of the city.

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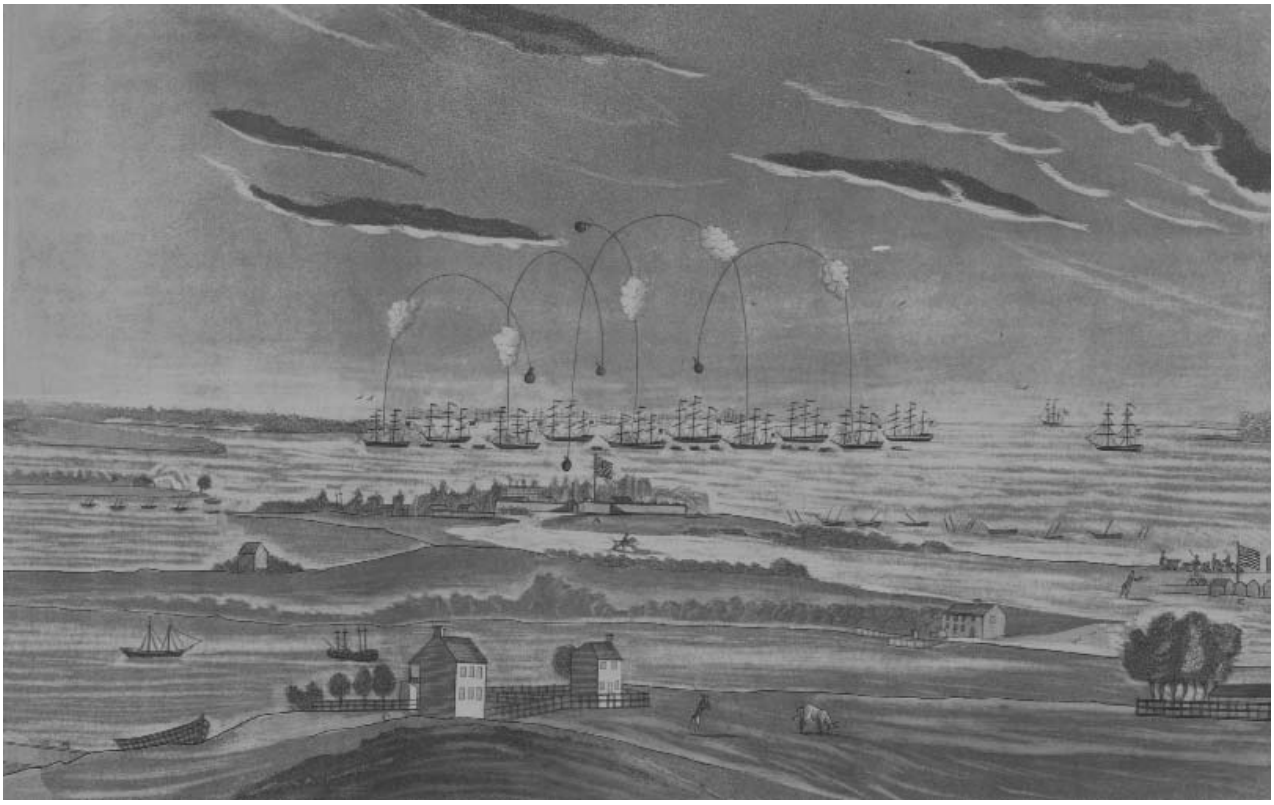

First _____	**1.**	The British navy began firing rockets at Fort McHenry.
Next _____	**2.**	The British ships sailed closer and closer to the fort.
Last _____	**3.**	The British navy sailed away.
Then _____	**4.**	Both sides fired rockets at each other through the night.

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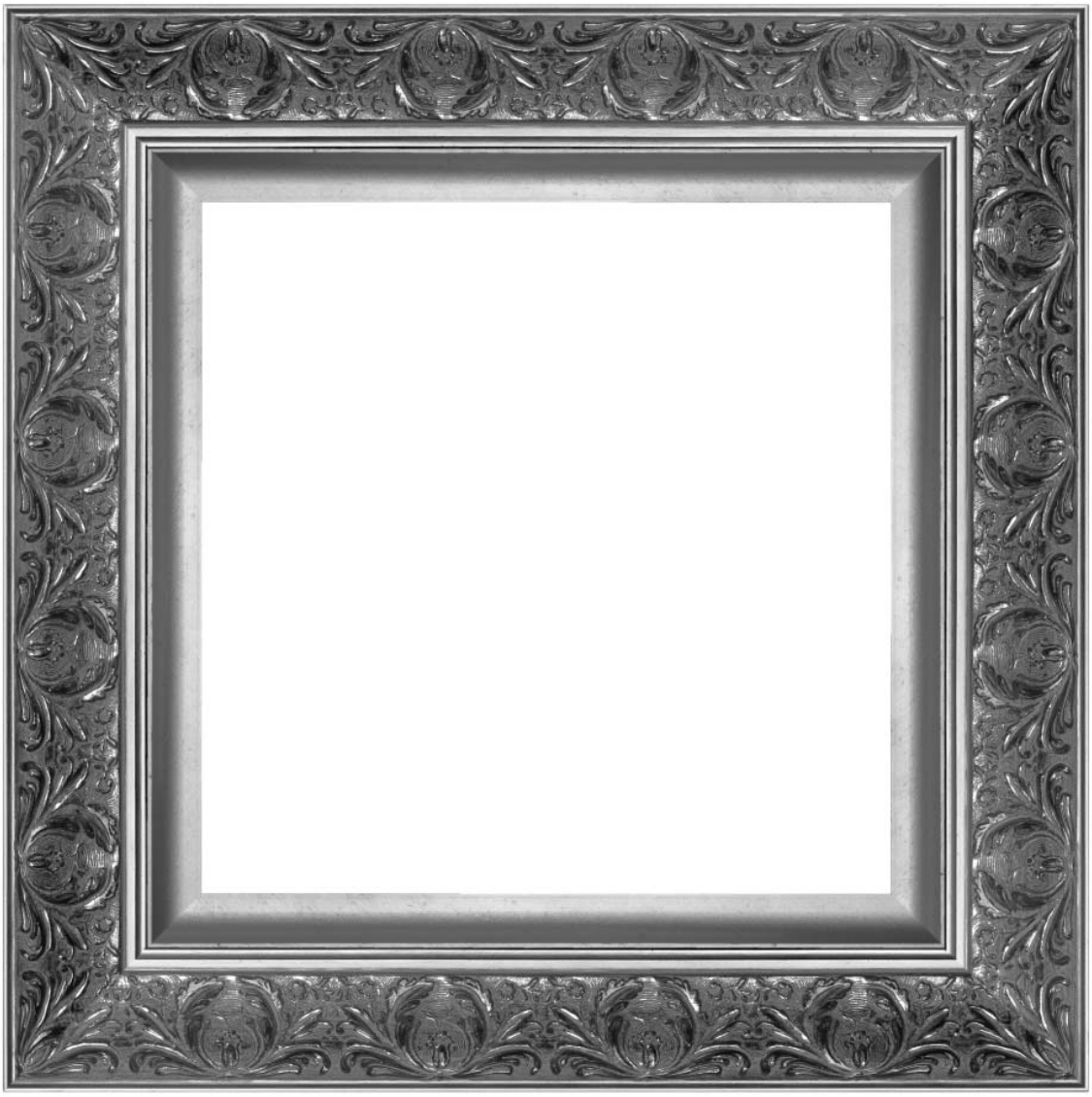
6B-2

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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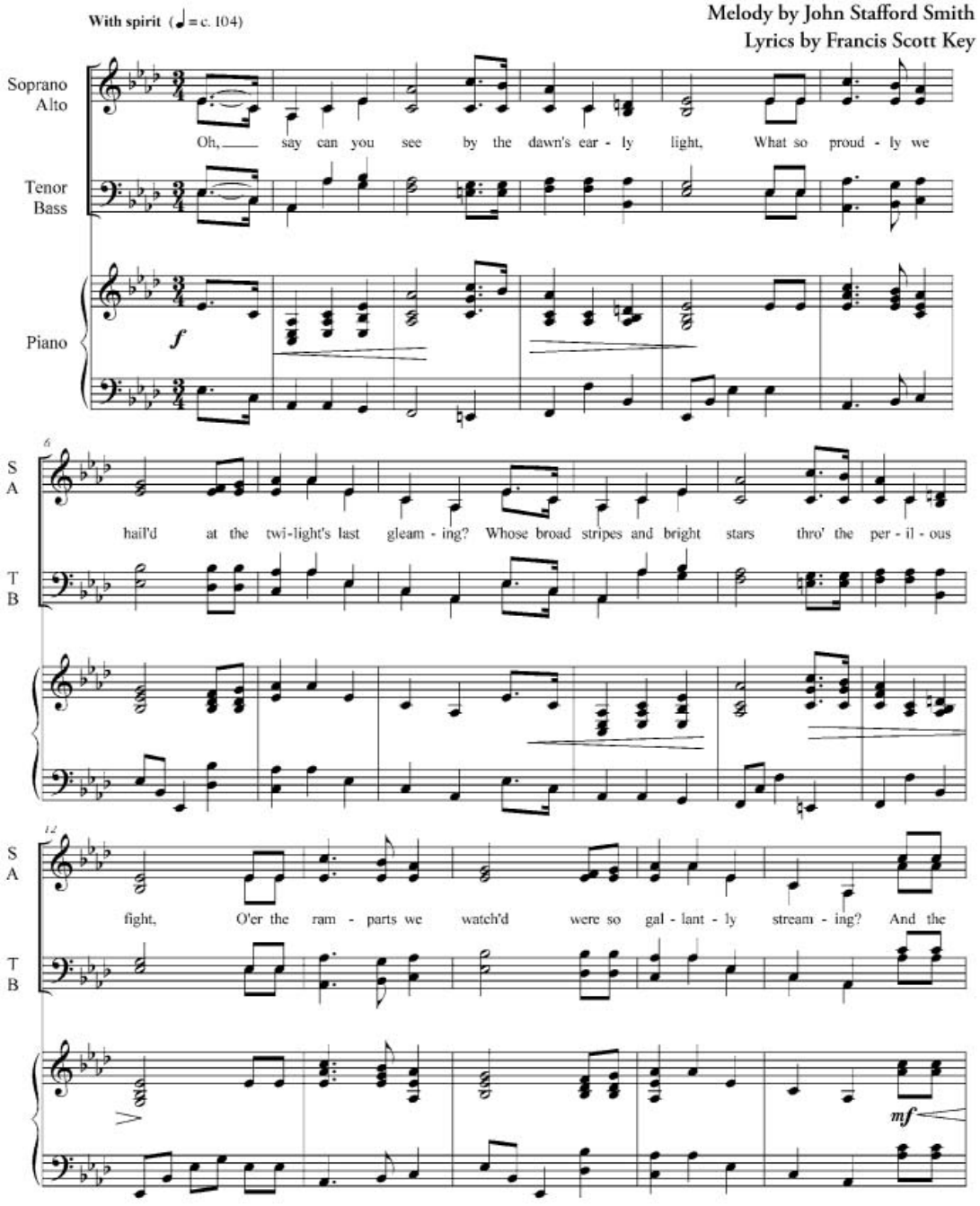
6B-3

Name _____

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.

Melody by John Stafford Smith
Lyrics by Francis Scott Key



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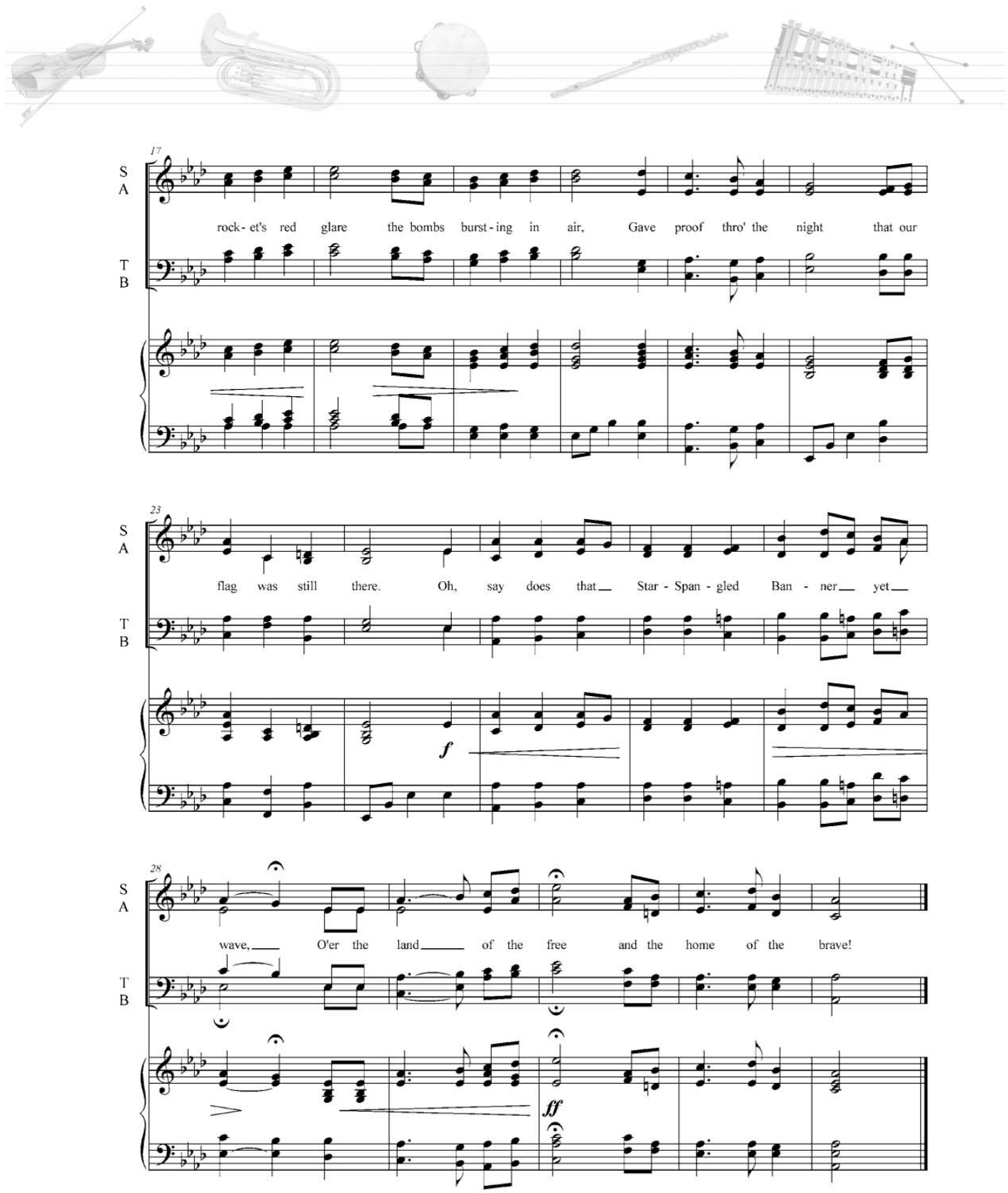

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7B-1

Name _____

_____ **1.** General Jackson formed a large army of different kinds of people.

_____ **2.** Jackson's army defeated the British army.

_____ **3.** The British continued with their plan to attack New Orleans.

_____ **4.** A peace treaty was signed, but news of it had not yet reached the soldiers.

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Answer Key

7B-1

Name _____

Then _____ **1.** General Jackson formed a large army of different kinds of people.

Last _____ **2.** Jackson's army defeated the British army.

Next _____ **3.** The British continued with their plan to attack New Orleans.

First _____ **4.** A peace treaty was signed, but news of it had not yet reached the soldiers.

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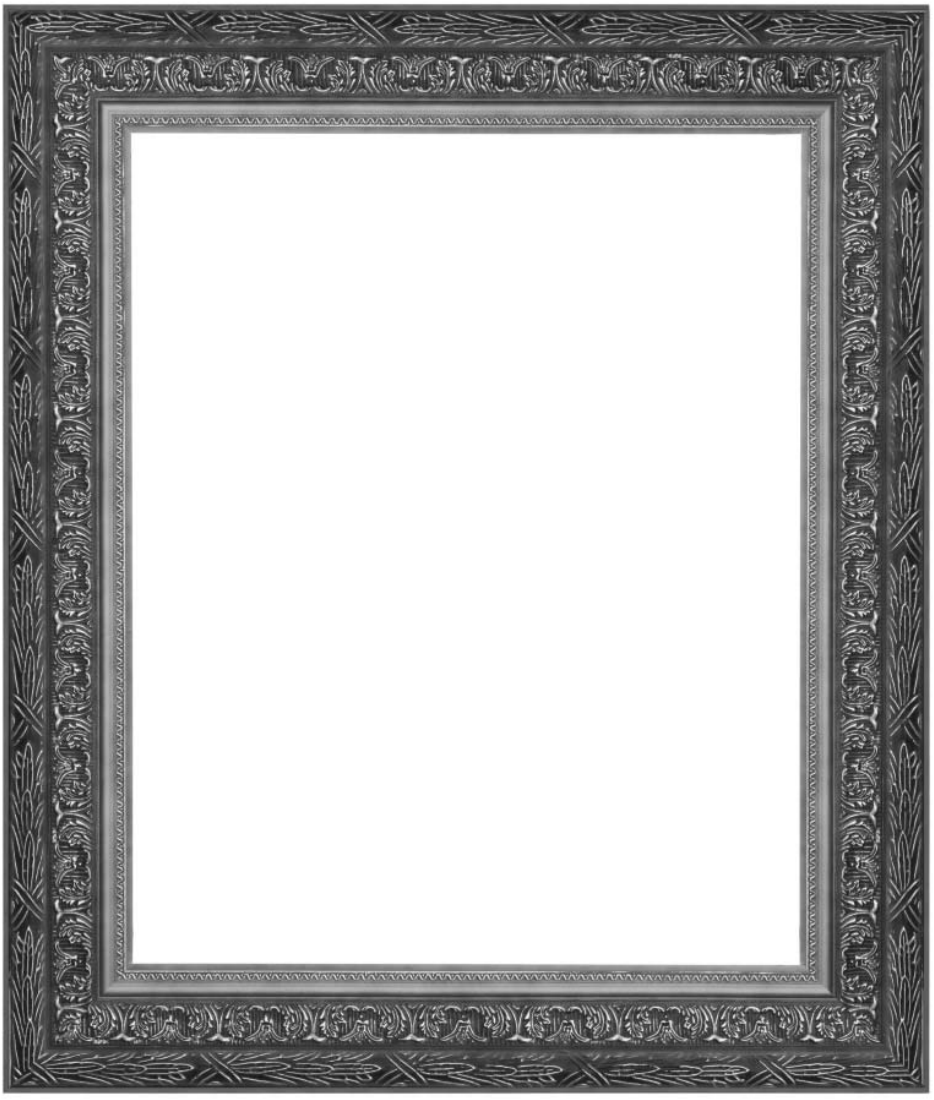
7B-2

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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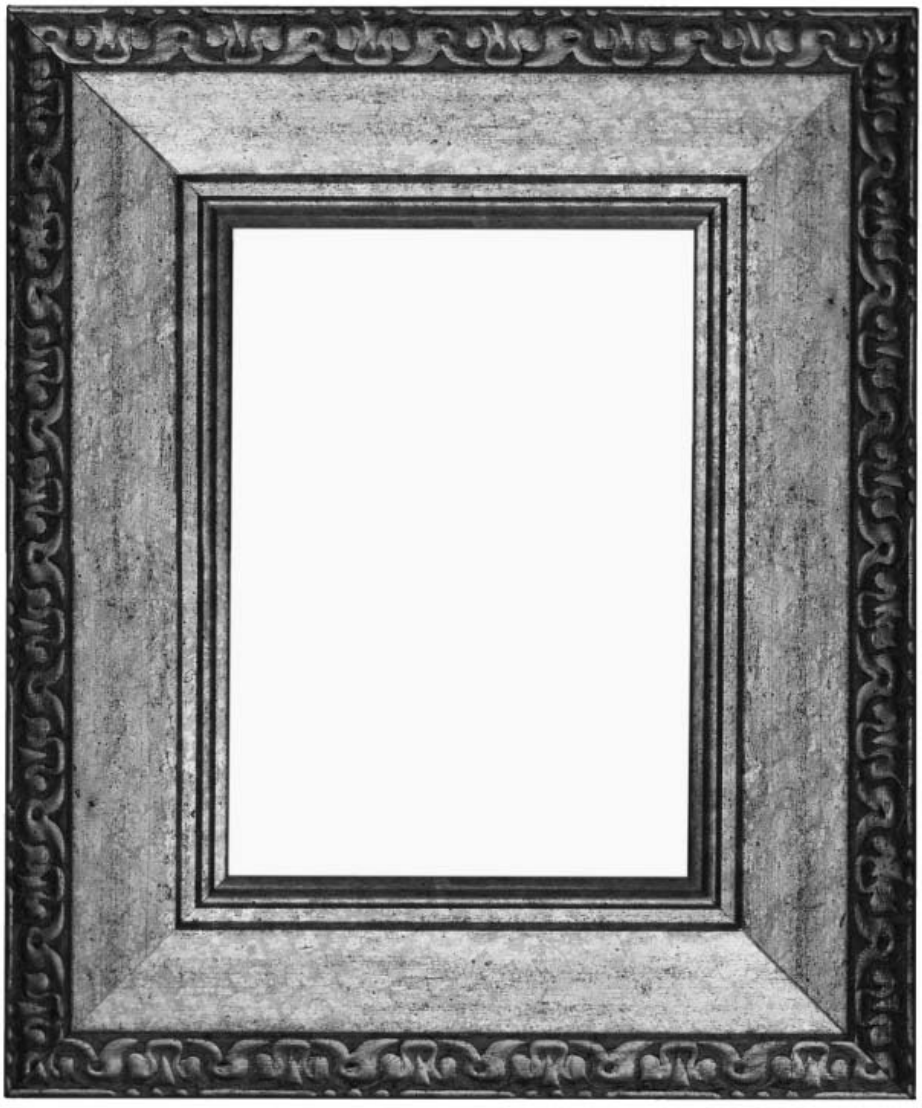
8B-1

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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8B-2

Name _____

Directions: Write your topic sentence in the first rectangle. In the second, third, and fourth rectangles write something about what, where, and when. Write why they are important in the fifth rectangle.

Who?	
What?	
Where?	
When?	
Why?	

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DA-1

Name _____

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.

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11.

12.

13.

14.

15.

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DA-1

Name **Answer Key**

Directions: Listen to your teacher's instructions.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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11.

12.

13.

14.

15.

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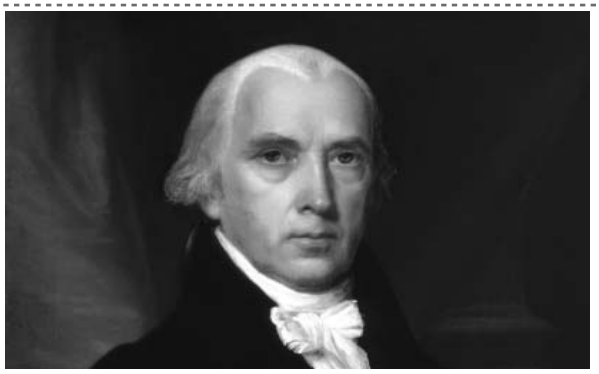
DA-2

Name _____

Directions: These pictures show some important people and events from the War of 1812. Place the number of the sentence in a box beneath the appropriate person or event.

Dolley Madison ☐ ☐



James Madison ☐ ☐

Andrew Jackson ☐ ☐

Francis Scott Key ☐ ☐

U.S.S. Constitution ☐ ☐

President's House ☐ ☐

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DA-2

Name **Answer Key**

Directions: These pictures show some important people and events from the War of 1812. Place the number of the sentence in a box beneath 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

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DA-3

Name _____

Directions: Listen to your teacher's instructions.

A Washington, D.C.

B Baltimore

C New Orleans

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DA-3

Name **Answer Key**

Directions: Listen to your teacher's instructions.

A Washington, D.C.

B Baltimore

C New Orleans

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DA-4

Name _____

Directions: Read each sentence. Think about the answer to the question. Write a complete sentence to answer each question.

1. Why did the War of 1812 happen?

_____

_____

_____

_____

2. What was the most interesting thing about the War of 1812 that you learned?

_____

_____

_____

_____

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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

Number of Questions	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
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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