



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
- reading the corresponding lesson in the Supplemental Guide, if available

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.

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 “The Attack on Baltimore,” students may talk about seeing the rockets’ red glare, hearing the bombs bursting in air, or the feeling of seeing the giant flag that Mary Pickersgill made flying over Fort McHenry. Consider also extending this activity by adding group or independent writing opportunities associated with the “You Were There” concept. For example, ask students to pretend they are newspaper reporters describing the Battle of New Orleans and how it took place after the war was officially over.

Portraits of America in 1812: Art Gallery and Portfolios

Materials: Poster board; tape; hole punch; ribbon

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

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

Class Book: The War of 1812

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”

Materials: Recording of the song “The Star-Spangled Banner”

Have students listen to the recording of “The Star-Spangled Banner” again. Students may talk about the content of the song or how the song makes them feel. Encourage students to use domain vocabulary they have learned when sharing their ideas. Students may also draw a pictorial representation of the song.

Note: You may want to remind students of the proper etiquette they learned for anytime “The Star-Spangled Banner” is played in public. For example, to show respect for our country, we stand up to sing. They may also choose to put their hands on their hearts.

Song: “The Battle of New Orleans”

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

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

about and draw pictures of an image from the song. Each student should draw his or her own version of their shared idea. Have them write the lines or phrases from the song that their pictures illustrate.

Using a Map

Materials: U.S. map

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

- What was Great Britain's three-part plan of attack?
- What land did the United States hope to get?
- Why did the British attack Washington, D.C.? (that is where the President's House was located)
- Why did the British attack Baltimore? (because it was a deep water port)
- Why did the British attack New Orleans? (to gain control over the Mississippi River)

Pint-Size Pirate Ship

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

Lay the milk carton on its side and cover with construction paper or paint halfway up (the top half should be white, the bottom half should be brown or black).

Note: Adding a bit of glue will help the paint adhere to the milk carton. Have students set their cartons aside to dry.

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

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

Encourage students to use domain vocabulary in their dialogue as they create their pirate, or privateer, ships.

