**Lesson Plan Table of Contents and Summaries**

**OVERVIEW LESSONS (B)**

**1. Live From 1812!**

Grade 4

Lesson Overview

Students will act out newscasts taking place in different parts of the country during the War of 1812. Four groups will portray four unique experiences. Each group will complete a packet of primary and secondary source readings to prepare for the role-play. As student groups present their newscasts and interviews, audience members will record notes. At the end of the lesson, students will share what they learned in a “Letter to the Producer.”

Outcomes

Students will understand the War of 1812’s economic and social impact on daily citizen life by analyzing primary and secondary source documents.

**2. What Caused the War of 1812?**

Grade 4

Lesson Overview

In this lesson, students will explore the major maritime causes of the War of 1812: the British navy’s impressment of American sailors and interference with U.S. trade with other nations. By 1812, the United States felt that it had exhausted all diplomatic means to re-exert its authority and rights as a nation and declared war against Great Britain.

Outcomes

At the end of this lesson, students will be able to use primary source documents to analyze and explain the maritime causes of the War of 1812.

**3. Geography of the Chesapeake and the War Of 1812: An Historical Investigation**

Grade 4-8

Lesson Overview

Students will use photographs, maps, charts, graphs, and atlases to describe geographic characteristics of Maryland and how these places change over time and affect the way people live and work.

Outcomes:

At the end of this lesson, students will be able to explain how culture influences the way people modify and adapt to their environments. They will be able to describe the establishment of slavery and how it shaped life in Maryland.

**4. Was the War of 1812 Our Second War of Independence?**

Grade 4-8

Lesson Overview

Students will compare and contrast the reasons for the Revolutionary War and the War of 1812 to determine whether the War of 1812 can really be considered the Second War of Independence. Students need to have some prior knowledge of the Revolutionary War, its causes and how it resulted in America’s independence from Great Britain. Prior to teaching this lesson, review with the students the main events that led to the American Revolution, discuss the colonists’ frustrations, and the major battles and successes of the war. During this lesson students will compare the Declaration on of Independence with documents from the War of 1812 to find similarities among the causes and motivations for both wars.

Outcomes

At the end of this lesson, students will be able to use primary source documents to compare and contrast the reasons for the American Revolution with those for the War of 1812.

**5. The War of 1812 Lesson Plan Unit\_5th Grade**

Grade 5

Unit Overview

A collection of cross-curricular activities and graphic organizers to guide elementary students through the study of War of 1812 in Baltimore.

Outcomes

Students will have a greater understanding of specific battles in the War of 1812 and how they fit into the entire country’s struggle during this significant time in American history.

**6. Citizens For and Against the War of 1812**

Grade 8-10

Lesson Overview

Students will analyze a group of primary sources relating to the differing opinions of citizens for and against the War of 1812. They will determine what the various arguments for and against the war were and why citizens may have had differing opinions.

Outcomes

At the end of this lesson, students will be able to explain some of the varying arguments for and against the War of 1812 and cite specific examples from texts to explain these differing opinions.

**7. British Attacks in the Chesapeake during the War of 1812**

Grade 8

Lesson Overview

Students will plot the British attacks around the Chesapeake during the War of

1812 and determine what the objectives of these attacks were, what impact they had on citizens, and whether they were successful. They will do this by using a summary of the attacks to create a map organizer that highlights where the attacks took place and answer guided questions.

Outcomes

At the end of this lesson, students will be able to evaluate the goals of British attacks around the Chesapeake in 1814 and their impact on civilians as well as their success or failure.

**8. Should America Have Gone to War in 1812?**

Grade 8

Lesson Overview

The War of 1812 had many supporters as well as those opposed to going to war. Given the different economic, political and geographic priorities in the United States, should America have gone to war in 1812?

Outcomes

At the end of this lesson, students will be able to explain the arguments for and against going to war in 1812 and evaluate America’s best option.

**9. A Just War or Just a War?**

Grade 8

Lesson Overview

Students will become familiar with Just War Theory by analyzing primary and secondary sources and apply that theory to the American Revolution and the War of 1812. Students will then decide which war was more “just” and present their rationale to the class.

Outcomes

At the end of this lesson, students will be able to analyze The War of 1812 using Just War Theory.

**TOPIC SPECIFIC LESSONS (C)**

**1. Design Your Own Family Flag**

Grades K-4

Lesson Overview

Children will create their own family flag using colors and pictures that have personal meanings. They will then explain why they chose those colors and pictures and their meanings.

Outcomes

By creating a family flag, children will be able to creatively communicate things that are important to them, and better understand why the American flag and other flags look the way they do.

**2. Patriot or Pirate?**

Grade 4

Lesson Overview

Students will learn about the role of privateers in the War of 1812 by using primary sources to follow the activities of the clipper ship Chasseur during the early months of 1814. They will also learn why the Chasseur was later to be known as “The Pride of Baltimore”.

Outcomes

At the end of this lesson, students will be able to tell why privateers were important to the United States during the War of 1812.

**3. Sensory “Star Spangled Banner”**

Grades 4-8

Lesson Overview

Students will analyze the Star-Spangled Banner to see how lyrics and poetry can elicit sensory- rich experiences in the reader to connect to an historic event.

Outcomes

At the end of this lesson, students will be able to analyze what constitutes a sensory-rich poem that effectively communicates an historic event.

**4. Political Cartoons from the War of 1812**

Grade 8-10

Lesson Overview

Students will work as a class and in small groups to analyze political cartoons from the War of 1812 to learn some of the war’s consequences and its impact on Americans’ national identity.

Outcomes

At the end, students will be able to analyze political cartoons, articulate one of the causes of the War of 1812, and articulate one way in which the War of 1812 promoted a national identity.

**5. Privateers in the War of 1812: Soldiers or Thieves?**

Grade 8

Lesson Overview

Students will analyze the roles and contributions of privateers during the War of 1812. They will analyze the concept of governments authorizing individuals to perform illegal acts during times of war according to the rule of law and make a judgment on whether or not governments have the right to do this. And finally they will evaluate the actions of these individuals. Were they heroic contributions to the American war effort or just plain thievery?

Outcomes

At the end of this lesson, students will be able to evaluate the role of pirates/privateers in the War of 1812 and to express an informed opinion on the legitimacy of the actions of these individuals, as well as the actions of the government in authorizing them.

**6. Slavery and the War of 1812: An Historical Investigation**

Grade 8-12

Lesson Overview

Students will examine the effect that national interests have on shaping government policy, such as the abolitionist movement and slavery, states' rights, and regional commerce.

Outcomes

Students will cite primary and secondary sources to explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.

**SITE SPECIFIC LESSONS (D)**

**Baltimore specific lessons:**

**1. The Citizens’ Defense of Baltimore during the War of 1812**

Grade 4

Lesson Overview

In this lesson, students will learn about the contributions made by the citizens of Baltimore to aid in its defense. Baltimore’s citizens contributed to the defense of the city in many ways. They donated supplies and money. They built defensive positions around the city. They volunteered in the militia and even fought in the battle at Ft. McHenry. The Baltimoreans were proud of their city and willing to go to great lengths to protect it from the British.

Outcomes

At the end of this lesson, students will be able to use primary source documents to examine various contributions made by the citizens of Baltimore for the defense of the city.

**2. What’s in a Name?**

Grade 4

Lesson Overview

Every day, thousands of Baltimoreans travel on streets and to places with familiar names. Some of those streets and places are named after commonly found plants, trees, or numbers such as Rose Street, Poplar Grove, and 33rd Street. Other streets and places are named after well-known historical figures such as Washington Street, Carroll Park, or Jefferson Street. However, some streets and places have the names of less familiar historical figures, many of whom are from the War of 1812. Of course, most Baltimoreans know the namesake of Key Highway and the Key Bridge, but far fewer know the origins for the names of streets and places like Stricker Street, Armistead Gardens, and Fort McHenry. This lesson will have students research these individuals so that they have a better understanding both of the War of 1812 and the places that they see every day.

Outcomes

At the end of this lesson students will be able to name several of the primary figures from the Battle of Baltimore and explain their roles in that engagement.

**3. “By the Dawn’s Early Light:” Fort McHenry and the Star-Spangled Banner**

Grade 4-5

Lesson Overview

Students will create an illustration as they listen to the Star-Spangled Banner read orally both at the beginning of the lesson and at the conclusion of the lesson, to compare and contrast the details in their two drawings and how they pertain/connect to the Battle of Baltimore.

Students will analyze the Star-Spangled Banner (primary source document) in heterogeneous groups to create a deeper understanding of the lyrics, and how they connect to the Battle of Baltimore (1814).

Students will analyze two primary source documents from the Battle of Baltimore by comparing and contrasting the similarities/differences they observe in the details of each primary source document, noting them in their graphic organizers, how the details relate to specific details in the Battle of Baltimore, and presenting their findings in a class-wide discussion.

Outcomes

At the end of the lesson, students will be able to analyze primary source documents in multiple ways and connect their details/observations to historical events.

**4. The Design of Fort McHenry: The Star Fort**

Grades 4-8

Lesson Overview

Students will explore the characteristics of a fort and evaluate the design of Fort McHenry. The students will have an opportunity to discuss their prior knowledge about the purpose and characteristics of forts, create their own design for Fort McHenry, and then compare their drawings to the actual design and, in teams, create a model of Fort McHenry.

Outcomes

At the end of this lesson, students will be able to use primary source documents to describe the design of Fort McHenry and will have practiced skills of communication and collaboration.

**D.C. / Virginia specific lessons:**

**5. Saving History/Dolly Madison, the White House and the War of 1812**

Grades 5-12

Lesson Overview

The students will use primary sources to investigate the events leading up to the burning of the White House during the War of 1812. Utilizing primary sources, they will explore Dolly Madison’s role in saving important documents.

Outcomes

At the end of this lesson, students will be able to recount the events of the burning of Washington and analyze the value of primary sources when doing historical investigation.

**6. A Question of Loyalties: Mount Welby During the War of 1812**

Grade 8-10

Lesson Overview

Students will identify and explain the principles of the United States government expressed in stories, symbols, poems, songs, and landmarks in relation to the Debutts family, who witnessed the British capture of Alexandria and the Burning of Washington. Students will interpret fiction and non-fiction passages about people, places, and events related to the American political system.

Outcomes

Students will be able to recount the events of the British capture of Alexandria and the Burning of Washington through the perspective of the Debutts family.

**SCIENCE SPECIFIC LESSONS (E)**

Not in binder, available on flash drive

**1. Cannons During the War of 1812**

Grades 4-8

Lesson Overview

Students will explore how cannons work and use a computer simulation to explore the issues of angle and velocity.

Outcomes

At the end of this investigation students will be able to explain why cannons work, and explain how cannons worked to protect Baltimore in the war of 1812.

**2. Pulley Systems Used at Fort McHenry**

Grades 4-8

Lesson Overview

Students will perform a demonstration to explore the science behind the pulley systems used to move cannons and raise the “Star-Spangled Banner” at Fort McHenry.

Outcomes

At the end of this investigation students will be able to explain how pulley systems helped the soldiers at Fort McHenry, describe the concept of the pulley system, and calculate the amount of force needed to move an object with the pulley system.