



America in 1812, Part I

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A

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:

- 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:

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.

- 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.

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.



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.



← **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.]



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

← **Show image 1A-7: Map of shipping trade routes**⁷

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.



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.

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?

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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B

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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.

- 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.

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.