



America in 1812, Part II

2_A

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

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 fingers 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.]

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.



America in 1812, Part II

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

- 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.]

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



← 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?



← 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.

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.

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



← 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

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.



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?



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

20 Do you think that is true?

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.



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

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

← **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

← **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

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

← **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

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)

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.]

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



America in 1812, Part II

2_B

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.]

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

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.

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.

- 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.

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.