



Another War Already?

4_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 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*.

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.]

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.”



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 uniforms²

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

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

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



← **Show image 4A-3: Map of three battle areas**⁴

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.]

“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.



← **Show image 4A-4: Painting of ships in battle on Lake Erie**

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.

“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.”



← **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

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!"

10 What was its nickname?

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

"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***

11 The economy refers to the process by which goods and services are bought and sold.

"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

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

14 A fleet is a group of military ships run by the same leader.



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

← **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.



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.

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



Another War Already?

4_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

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*.)

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)

- 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.