



The Attack on Washington, D.C.

5_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?

5 minutes

Remind students that Britain blockaded much of the east coast of the United States to try to ruin the U.S. economy. Ask students if they can identify Britain's three-part plan to attack the United States.

- from Canada in the North
- some of the main cities on the east coast; cities such as Baltimore and Washington, D.C.
- from New Orleans in the South

There were some victories for the United States and some for the British. Napoleon was defeated and the war against France came to an end. Britain could now use its full military force against the United States.

Making Predictions About the Read-Aloud

5 minutes

Remind students that the British were no longer fighting the French. Ask students to predict whether the British would actually attack the capital of the United States?

Vocabulary Preview

5 minutes

Capital

1. In today's read-aloud you will hear that the British sent four thousand soldiers to the *capital* of the United States.
2. Say *capital* with me three times.
3. The capital of a country is the most important city of that country. The government of the country is located there.
4. The British thought that if they captured America's capital, America would surrender.
5. What is the capital of the United States?
 - Washington, D.C.

Who do you think works in the capital?

- the president, the president's helpers, representatives of the states

Why do you think the capital is important?

[Show images of Washington, D.C., and tell students about the building and landmarks there.]

Purpose for Listening

Tell students to listen carefully to find out what Dolley Madison did before she left the President's House.



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← Show image 5A-1: Illustration of children on bales of hay

After they helped Grandfather Lafitte get fresh water for his horses, J.P. and Adele led them out into the pasture. Then the children hurried back to the barn and **perched** themselves on some bales of hay while Grandfather cleaned his favorite saddle.¹

“Now are you going to tell us about what happened next?” asked Adele as she climbed up even higher on the hay bales.

1 *Perched* means sitting on top of something that could be easy to fall from.



← Show image 5A-2: Map of three-part plan of attack

“I sure am!” Grandfather responded. “If you remember, the British had a three-part plan. Well, attacking Washington, D.C. was the next part of that plan. The British believed that capturing the capital city would make the United States think hard about surrendering. They put their plan into action in the summer of 1814. They sent an army of about four-thousand men to the capital.² The British army was ready to fight. Washington, D.C. was still a new town at that time. The streets were not paved and lots of building was taking place.³ But, the U.S. Congress met there to make laws. The Supreme Court met there. And, of course, the president and his wife lived there.⁴ Now, we know from records that August 1814 was especially hot.⁵ The people of Washington, D.C. were struggling to cope with the heat when they heard that the British had landed an army near their city. At the time, there were about eight-thousand people living in the new capital.”⁶

“What did the president do?” asked J.P. as he chewed on a piece of hay.

- 2 Remember the entire U.S. army was only that big!
- 3 If the streets were not paved, what do you think they looked like?
- 4 The U.S. Congress includes two houses that make up the government of the United States: The House of Representatives and the Senate. The Supreme Court is the highest court. Its job is to understand and interpret the laws of this country.
- 5 We know many of these things from records.
- 6 So if the army was four thousand and only eight thousand people lived there, that is a huge force!



← Show image 5A-3: Painting of the U.S. Capitol before it was burned

“The president knew that he had to be with his soldiers as they faced the British army. He told Mrs. Madison to stay in the President’s House. He asked some soldiers to stay with her and to keep her safe. Then he rode off to be with his army.”⁷

7 Why do you think the president rode off to join the army?

“Where did he go?” asked Adele.

“There was a battle fought in Maryland, just a few miles from the city. The British beat the U.S. Army pretty quickly and then marched on to Washington, D.C. Many of the people in the city left when they heard that their army had been defeated and that the British were coming. The dirt roads were jammed with people trying to escape, as well as carts piled high with their possessions.”⁸

8 Does this scene sound calm or chaotic?

“I think I would have been scared,” said Adele.

“Yes, Adele, war can be scary,” reassured Grandfather Lafitte. “We are proud of those soldiers who fought to protect our country back then, just as we are proud of those in the military today, who work hard to keep us safe.”



← **Show image 5A-4: Illustration of Dolley Madison saving George Washington**

“What happened to Mrs. Madison?” J.P. asked, now with a barn cat sprawled across his lap.

“Excellent question,” replied Grandfather Lafitte. “Mrs. Madison had waited to see what would happen. When she realized that the British were on their way, she got ready to leave. She wanted to try to save some of her things, but she did not know what to bring with her. The President’s House contained so many beautiful and valuable items, but she knew she could not take everything. In the end, Dolley Madison saved important papers and letters that she knew her husband would want. At the last minute, she asked the workers in the house to remove a painting of George Washington.

“With the British army so close, they did not have time to carefully remove the **canvas** from the frame.”⁹ They had to cut it out. But Dolley Madison made it out of the President’s House just in the nick of time. And the portrait of George Washington was saved!”¹⁰

9 Canvas is a type of cloth artists use to paint on. So the painting was on canvas.

10 [Show Image Card 11 (Portrait of George Washington).] This is the famous painting of George Washington. It still hangs in the White House today.

“What happened when the British soldiers got there?” asked J.P. as he pet his new friend the barn cat.



← **Show image 5A-5: Painting of the President's House before it was burned**

“The British broke down the doors and rushed inside. It seems Mrs. Madison had set the table for Mr. Madison and his men’s return. Some of the British soldiers later described finding a large table in the dining room set for forty guests. They described the crystal glasses, shimmering silverware, and delicate china. In the kitchen, meat had been roasting on the fire, and pots and pans had been placed upon the grate. It was clear that the residents of the house had left in a hurry.¹¹ Some of the British soldiers sat down at the dinner table and enjoyed a tasty meal. For some of these men, it was the first home-cooked meal they’d eaten in quite some time. When they were done, they ransacked the house.¹² They stole anything they could carry away and then, before they left, they set fire to the President’s House. As the flames burned around them, the British marched out of the city.”

11 Why do you think it seemed clear that people had left in a hurry?

12 *Ransacked* means to look for something in a way that causes disorder.



← **Show image 5A-6: Painting of the U.S. Capitol after it was burned**

“Was everything ruined?” asked Adele from atop the bales of hay. “Many buildings were,” explained Grandfather Lafitte. “When the British army reached the capital, they had destroyed all of the public buildings. Many of them had just been built. The President’s House, the Senate House, as well as an important dockyard area, storehouses, and much more.”¹³

13 This is the capitol after it was burned.



← **Show image 5A-7: Painting of the President's House after it was burned**

“As luck would have it, rain clouds gathered and a big storm moved in. The rain and wind helped to **quench** the flames.¹⁴ Several days later, when the Madisons returned, they found their home still standing. But it had been very badly damaged. The fire had blackened the walls, many of the windows were broken, and most of their possessions were gone. They were very sad.”

14 *Quench* means to put something out, or to reduce or lessen it.

“That is sad,” said Adele as she peered down at her grandfather.

“Well, my next story will cheer you up,” said Grandfather Lafitte joyfully. “The British got more than they bargained for when they tried to do the same thing in Baltimore!”

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. *Evaluative* Were your predictions about whether the British would actually attack the capital of the United States correct? Why or why not? (Answers may vary.)
2. *Inferential* Why did the British want to attack Washington, D.C.? (The British thought that the U.S. might consider surrendering if they attacked the capital.)
3. *Literal* What did James Madison do when he heard that the British were coming? (He left the President's House and went to be with the army.)
4. *Literal* What did the British do when they reached the capital? (They destroyed all of the public buildings.)

Why did they burn the President's House? (That is where they thought the president was; there are many important documents inside the President's House.)
5. *Evaluative* What items did Dolley Madison save? (letters, papers, and a portrait of George Washington)
6. Why do you think she saved a portrait of George Washington? (Answers may vary but could include that George Washington was the first president; or that he won the Revolutionary War; she knew it would have historical significance/be important to future generations.)
7. *Evaluative* How do you think James and Dolley Madison felt when they returned to the President's House? (Answers may vary.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]



← **Show image 5A-2: Map of three-part plan of attack**

8. *Evaluative Where? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *where*. For example, you could ask, “Where, or in which city, do the events in today’s story about the War of 1812 take place?” Turn to your neighbor and ask your *where* question. Listen to your neighbor’s response. Then your neighbor will ask a new *where* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
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: Quench

5 minutes

1. In the read-aloud you heard, “The rain did help to *quench* the flames [at the President’s House].”
2. Say the word *quench* with me.
3. *Quench* means to put something out; or to lessen or reduce it.
4. The runner drank water after the race to *quench* her thirst.
5. Can you think of another use for the word *quench*? How do you like to quench your thirst? Use the word *quench* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: e.g., “I *quench* my thirst with ____.”]
6. What is the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read several items. If the item I read might be something that could quench your thirst, say, “That could quench my thirst.” If the item is not something that could quench your thirst, say, “That could not quench my thirst.”

1. a drink of water
 - That could quench my thirst.
2. a glass of orange juice
 - That could quench my thirst.
3. a hamburger
 - That could not quench my thirst.
4. a glass of milk
 - That could quench my thirst.
5. a banana
 - That could not quench my thirst.
6. a cup of lemonade
 - That could quench my thirst.
7. a popsicle
 - That could quench my thirst.
8. peanut butter
 - That could not quench my thirst.
9. spaghetti
 - That could not quench my thirst.
10. an ice cube
 - That could quench my thirst.



Complete Remainder of the Lesson Later in the Day



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5_B

Note: Extensions 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.

Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Sentence in Context: Beat

Note: You may choose to have students hold up one, two, or three 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 3M (Beat).] In the read-aloud you heard, “The British *beat* the U.S. Army pretty quickly and then marched on to Washington, D.C.” Here, *beat* means to defeat. Which picture shows this?
2. *Beat* also means to drum or hit something to make a sound. Which picture shows this?
3. *Beat* also means to stir and mix. Which picture shows this?
4. Now with your partner, make a sentence for each meaning of *beat*. Remember to be as descriptive as possible and use complete sentences. I will call on some of you to share your sentences. [As students say their sentences, have them point to the part of the poster that relates to their use of *beat*.]

Prefix *re-*

Teacher Reference Chart		
<i>re-</i> = again		
Word	Definition	Example
return	to go back; to give back	Student 1 goes from Point A to Point B back to Point A. Student 1 gives Student 2 something; Student 2 gives it back to Student 1.
retell	to tell again	Telling the class’s favorite stories over and over again.
redo	to do again	Having to do a worksheet over again.
rewrite	to write again	Having to write a word or sentence over again.
recharge	to charge again	Charging batteries for a cell phone or flashlight.
recycle	to give back so that it can be used again	Materials that can be recycled include paper, glass, and cans.
reuse	to use again	List items that can be reused around the classroom or school: cardboard boxes, yogurt containers, clothing, etc.
retry	to try again	Ask Student 1 to do a difficult task. Then give Student 1 a tool that can help complete the task, and ask Student 1 to try again.

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, “When the Madisons *returned* [to the President’s House], they found their home

still standing.” Here *return* means to go back. Why did the Madisons need to leave their house? (The British were attacking Washington, D.C.) Why do you think the Madisons returned to their home? (Answers may vary.)

2. When you hear the prefix—or letters at beginning of a word—*re-*, it tells you that the word has something to do with going back or doing something again.
3. [Choose two or three words on the chart. Say the words, putting emphasis on *re-*, 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 *re-*. [If time allows, you may wish to have students illustrate the word.]

↔ Vocabulary Instructional Activity

5 minutes

Word Work: *Delicate*

1. In the read-aloud you heard, “[The British soldiers] described the crystal glasses, shimmering silverware, and *delicate* china.”
2. Say the word *delicate* with me three times.
3. Something that is delicate is easy to harm, damage, or break. Something that is delicate needs to be handled with care.
4. [Hold up a delicate item.] This _____ is delicate; please touch it carefully.
5. When you hear the word *delicate*, what do you think of? Use the word *delicate* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “When I hear the word *delicate*, I think of . . .”]
6. What’s the word we’ve been talking about?

Use a *Word to World* activity for follow-up. Directions: I will hold up delicate items. Look closely at the item, then tell me why it is delicate. [Hold up items one by one, and ask students why that particular item is delicate.]

10 What Happened First? (Instructional Master 5B-1)

10 minutes

- Tell students that they are going to sequence two different parts of today’s read-aloud.
 - Read the directions to students:

“I will read a group of sentences about part of today’s read-aloud. Each sentence begins with a blank. Choose which sentence happened first in the read-aloud, and write the word *First* on the blank before that sentence. Then write the word *Next* on the blank before the sentence that happens second in the read-aloud. Write *Then* on the blank before the sentence that happens after that. And finally, write *Last* on the blank before the sentence that happens last. Remember the order is *First, Next, Then, Last.*”
[You may wish to write the words *First, Next, Then, and Last* on chart paper, a chalkboard, or a whiteboard.]
1. James Madison asked some soldiers to stay with Mrs. Madison.
 - Then
 2. James Madison heard that the British army was on its way to the capital.
 - First
 3. James Madison rode off to be with his army.
 - Last
 4. James Madison told Mrs. Madison to stay in the President’s House.
 - Next
1. The British soldiers set fire to the President’s House.
 - Last
 2. Dolley Madison escaped just in time.
 - Next
 3. Some of the British soldiers broke down the door to the President’s House and ate a tasty meal.
 - Then

4. Dolley Madison saved a painting of George Washington.
 - First

A Picture Gallery of America in 1812: Student Choice (Instructional Master 5B-2)

20 minutes

- [Show Image Card 6 (Dolley Madison).] Ask students if they recognize the person on the Image Card. Tell students that this is a portrait of James Madison’s wife and first First Lady of the United States. Have students recall what Dolley did in today’s read-aloud.
- [Show Image Card 12 (President’s House).] Ask students if they recognize the building in the Image Card. Tell students that this is what the President’s House looked like in 1812. Have students recall what happened to the President’s House in today’s read-aloud.
- [Show Image Card 14 (U.S. Capitol).] Ask students if they recognize the building in the Image Card. Tell students that this is what the area around the Capitol looked like in 1812. Have students recall what happened to the Capitol in today’s read-aloud.
- Tell students that today they are going to make another drawing for their portfolio or gallery. Today they have the chance to choose the subject of their drawing. They can choose to draw a portrait of Dolley Madison, a picture of the President’s House, or a picture of the U.S. Capitol using Instructional Master 5B-2.
 - First, they should choose the subject of their drawing.
 - Next, they should draw it.
 - After that, they should write the name of the subject of their drawing in the space beneath the frame. (You may wish to write the three choices on the board.)
 - Then, ask students to write a sentence or two in the space provided, telling something about the subject of their drawing.
 - 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 do after we have finished drawing?’ 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 five-part instructions to this activity.]

Take-Home Material

Family Letter

Send home Instructional Masters 5B-3 and 5B-4.