



# The Battle After the War

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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 Have We Already Learned?**

5 minutes

Show students the Flip Book images from the previous read-aloud and have them tell in chronological order the events that occurred at Fort McHenry. Make sure students tell about how a man named Francis Scott Key was inspired to write a poem as he watched the battle from the Baltimore harbor. That poem became our national anthem. You may prompt further discussion with these questions:

- Were the people of Baltimore and the army prepared this time for the British attack? (yes) What did they do? (stored supplies, built entrenchments, and sank their own ships in the harbor; asked Mary Pickersgill to make a giant U.S. flag)
- Did the U.S. soldiers at Fort McHenry surrender when the British attacked? (no) What did the British do? (They gave up and sailed away.)

### **Making Predictions About the Read-Aloud**

5 minutes

Tell students that today's read-aloud is titled "The Battle After the War." Explain that this is a story about the Battle of New Orleans. Ask students to predict why this read-aloud is titled "The Battle After the War."

## Vocabulary Preview

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5 minutes

### *Truce*

1. In today's read-aloud you will hear that near the end of the Battle of New Orleans, a British soldier gave his sword to a U.S. officer as a sign of *truce*.
2. Say *truce* with me three times.
3. A truce is an agreement to stop fighting.
4. Both sides called a truce and stopped fighting each other.
5. What does a truce do during times of war? Why would one side call a truce?

## Purpose for Listening

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Tell students to listen carefully to the information about General Andrew Jackson and the Battle of New Orleans to see if their predictions about why this read-aloud is called "The Battle After the War" are correct.



## The Battle After the War

### ← Show image 7A-1: Illustration of kids and grandfather on front porch

Grandfather Lafitte, J.P., and Adele settled back around the table on their grandfather’s front porch. As they shared a plateful of chocolate chip cookies and some cold lemonade, they relaxed in the warm sunshine. The ginger barn cat was purring, curled up beneath the table.

“The War of 1812 was not quite over,” started Grandfather Lafitte as he took a sip of his lemonade. “There was to be one more big victory for us. Remember, the final part of the British three-part plan was to attack the city of New Orleans and gain control of the Mississippi River.”<sup>1</sup>

1 The Mississippi River is one of the world’s major rivers. The Mississippi River System is the fourth longest in the world.



### ← Show image 7A-2: Map showing Mississippi River waterway<sup>2</sup>

“Was New Orleans an important port, too?” asked J.P., who had already devoured three cookies and was now eating an apple.

“It certainly was. It was one of the largest cities in America, and it was an important trading center. Farmers could ship their goods down the Mississippi River to the port of New Orleans. Ships transported these goods far and wide. Not only that, the Ohio, Missouri, and Tennessee Rivers feed into the Mississippi River. That meant that farmers as far away as Ohio, as well as settlers moving west, had a way of sending and receiving goods. Important supplies could be taken all across the United States on what was essentially a series of water highways.”<sup>3</sup>

2 [Point to New Orleans on the map, also pointing out the Mississippi River.]

3 Today, how are the things we need transported from place to place?

“Oh, I see,” said J.P. “If the British captured New Orleans, they would be able to stop that trade. That would not have been good for the farmers *or* the merchants.”



### ← Show image 7A-3: Portrait of Andrew Jackson

“You’re absolutely right,” said Grandfather Lafitte, cracking a proud smile at his grandson. “This was a battle we could not afford to lose. A man named General Andrew Jackson was asked to put

4 *Ragtag* means made up of different people or things and not organized or put together well.



together an army and go to New Orleans to defend it. And that's exactly what he did. Actually, Jackson's army was a ragtag group of militiamen from Louisiana, Kentucky, and Tennessee.<sup>4</sup> He had some trained soldiers, but to help them he recruited and gathered anyone and everyone he could—farmers, Native Americans, African Americans, even . . . pirates.”

“Pirates!” exclaimed Adele. “You said pirates were part of the story. Granddad, is this when you tell us about pirates?”

← **Show image 7A-4: Painting of Andrew Jackson on his horse**

“Almost,” Grandfather Lafitte replied, “but first I want to tell you about the Battle of New Orleans. Then I'll have plenty to tell you about pirates.”

“Now, during the summer of 1814, the British started building up a larger invasion force. With the Napoleonic Wars almost over, the British had more soldiers to use in battles with the Americans. They now had more than twice as many soldiers as the Americans.”

“How could we beat such a huge army?” asked J.P., **astonished.**<sup>5</sup>

“Listen and I'll tell you all about it,” urged Grandfather Lafitte. “In early December of 1814, General Andrew Jackson arrived in New Orleans.

← **Show image 7A-5: Painting of New Orleans harbor**

People were in a state of panic. The British navy had already begun to destroy some of the city's defenses. Then, just two days before Christmas, General Jackson got word that the British army was only eight miles from New Orleans. He ordered the construction of entrenchments, or defensive walls, across the swampy land around the city. He got as many people as he could to dig these defensive walls.”<sup>6</sup>

“That was smart of him,” said J.P.

“As it turned out, it really was,” replied Grandfather Lafitte.

5 The word *astonished* means surprised.



6 In which other American city were entrenchments built during the war? (Baltimore)



← **Show image 7A-6: Photo of reenactment soldiers loading a cannon**

“Over the next several days and weeks, there were many military encounters between both sides. However, the deciding battle, which became known as the Battle of New Orleans, took place in early January in a wooded area south of the city.<sup>7</sup> The British were moving toward the city. But what they did not know was that some of Andrew Jackson’s best soldiers were **strategically** positioned along the defensive walls that had been built around the city.<sup>8</sup> These soldiers were armed with much better weapons than the British soldiers had. Andrew Jackson’s men also had about a dozen cannons<sup>9</sup>.”

7 [Point to New Orleans on the U.S. map.]

8 *Strategically* refers to something done to achieve a specific goal.

9 How many is a dozen?



← **Show image 7A-7: Painting of the final battle of New Orleans**

“Did the British know that they were outgunned?” asked J.P. “No, they didn’t—at least not at first,” replied Grandfather Lafitte. “One group of British soldiers advanced at dawn across an open field between the Mississippi River and an area of swampland. Unfortunately for the British, their commanding officer did not survive that effort. Without a leader to take the commanding officer’s place, there was a great deal of confusion on the battlefield. Before long, the British soldiers realized that they were in trouble.”

“Did they surrender?” inquired Adele.<sup>10</sup>

10 What do you think will happen next?



← **Show image 7A-8: Painting of USS *Constitution* defeating a British ship**

“Yes, essentially,” agreed Grandfather Lafitte. “By this time hundreds of British soldiers had been lost or injured. The British had no choice. They raised a white flag.<sup>11</sup> As the smoke cleared, the firing stopped. It seems that one British officer even stepped forward and offered his sword to a U.S. commanding officer as a sign of **truce**.<sup>12</sup> Overall, compared to the British, the Americans lost very few soldiers in the Battle of New Orleans. The British **retreated**, but they stayed in their encampment near the battlefield for several more days.<sup>13</sup> No more shots were fired by either side. Eventually the British withdrew their ships and sailed away.

11 The white flag is an internationally recognized signal for surrender, or giving up.

12 A truce is an agreement between sides to stop fighting.

13 *Retreated* means to back away from danger.

14 [Point to the Mobile Bay on a U.S. map.]

“The Battle of New Orleans was perhaps our greatest victory, but it was not the last battle of the War of 1812. The last battle was in February 1815, at Fort Bowyer, at the entrance of the Mobile Bay near what is now Alabama.<sup>14</sup> The British won that battle, and were considering another attack on New Orleans. But, before they did, they received the news that a peace treaty had been signed in Europe. The war was officially over.”

“I don’t understand Granddad,” said J.P. “Did you say the war was already over, but both sides were still fighting?”

“How could that be?” asked Adele.



← **Show image 7A-9: Illustration of children and Grandfather on the porch**

“Well, I’ll explain,” said Grandfather Lafitte. “The previous September, after the Battle of Baltimore, both sides began to work on a peace treaty. That peace treaty was eventually signed on Christmas Eve, December, 24, 1814. But, back then, news traveled very, very slowly.<sup>15</sup> The news of the peace treaty did not reach the troops in time to prevent the Battle of New Orleans or the attack on Fort Bowyer.”<sup>16</sup>

“That’s too bad,” said Adele. “Those soldiers wouldn’t have been hurt if they’d known about the peace treaty,” said Adele.

“Yes, that’s true,” replied Grandfather Lafitte. “The Battle of New Orleans was important, though, because it showed that the United States was not willing to give up its freedom. Many people say the War of 1812 was America’s second war for independence. After that, Great Britain accepted the United States as a free, independent country. The two countries have never fought each other in another war again. Today they are friends, or allies.”

“What are allies?” asked Adele.

“That is a good question!” replied Grandfather. “Allies are countries that support and help each other in a war.”<sup>17</sup>

15 Remember, the Battle of New Orleans was after Christmas.

16 Do you think that communication is better today than it was back then? What kinds of communication exist today that didn’t exist back then?

17 So, now the United States and Great Britain support and help each other.

### Comprehension Questions

10 minutes

1. *Evaluative* Were your predictions about why the read-aloud is titled “The Battle After the War” correct? (Answers may vary.) Why was this read-aloud titled “The Battle After the War”? (because the Battle of New Orleans took place after the War of 1812 was officially over)
2. *Inferential* Why did the British want to gain control of the Mississippi River? (The Mississippi River was a very important trading link and connected many parts of the United States; the British wanted to stop trading and prevent Americans from getting the supplies they needed; etc.)
3. *Inferential* Why was General Andrew Jackson’s army such a mixture of different kinds of soldiers and people? (The British army was twice the size of the American army; Andrew Jackson needed as many men as possible; he took anyone willing to volunteer; etc.)
4. *Literal* Two days before Christmas, the British army was just eight miles from the city of New Orleans. What did General Jackson do when he heard this? (He ordered the construction of entrenchments, or defensive walls, across the swampy land around the city.)
5. *Literal* Why did the Americans and British fight the Battle of New Orleans and at Fort Bowyer if a peace treaty had already been signed? (The American and British armies did not hear about the peace treaty in time. It took time for news to travel from Europe to America.)

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

6. *Evaluative* *Who? 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 *who*. For example, you could ask, “Who did you hear about in today’s read-aloud?” Turn

to your neighbor and ask your *who* question. Listen to your neighbor's response. Then your neighbor will ask a new *who* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

7. 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: Astonished

5 minutes

1. In the read-aloud you heard, "[The Americans] won against such a large army?" asked J.P., astonished."
2. Say the word *astonished* with me.
3. The word *astonished* means very surprised.
4. I watched, astonished, as my friend jumped into the pool with his shoes on!
5. Have you ever felt *astonished*? Try to use the word *astonished* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I was astonished 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 you find the statement hard to believe, and you would be astonished, say "I would be astonished." If you do not find the statement hard to believe, and you would not be astonished, say "I would not be astonished."

1. I saw an elephant sitting on a bench in the park. (astonished)
2. It was dark during the daytime and sunny at night. (astonished)
3. We practice reading and math at school. (not astonished)
4. I saw three cats and a dog flying over our school. (astonished)
5. We brushed our teeth before bedtime. (not astonished)



### Complete Remainder of the Lesson Later in the Day





# The Battle After the War

7<sub>B</sub>

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## **Extensions**

**20** minutes

### **Sayings and Phrases: Where There's a Will, There's a Way** 5 minutes

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. While some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Ask students if they have ever heard the saying “where there’s a will, there’s a way.” Have students repeat the saying. Explain that when someone says this, it means that if you’re determined to do something, you will find a way to do it. In the read-aloud you learned that Andrew Jackson knew that the Battle of New Orleans was a very important battle. If the British won, they’d gain control of the Mississippi River. He could not let that happen. He directed that entrenchments be built around the city, and he put together an army of militiamen, soldiers, Native Americans, African Americans, farmers, and even pirates—whatever it took. He was determined to win.

Ask students if they have ever been determined to make something work. Give students the opportunity to share their experiences, and encourage them to use the saying.

You may also ask students to draw a picture of the situation and ask them to write “where there’s a will, there’s a way.” Give students the opportunity to share their drawings and writing with a partner or with the class.

**10 What Happened First? (Instructional Master 7B-1)** **10** minutes

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- Tell students that they are going to sequence events from 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. General Jackson formed a large army of different kinds of people. (Then)
  2. Jackson’s army defeated the British army. (Last)
  3. The British continued with their plan to attack New Orleans. (Next)
  4. A peace treaty was signed, but news of it had not yet reached the soldiers yet. (First)

**A Picture Gallery of America in 1812: Andrew Jackson** **20** minutes  
**(Instructional Master 7B-2)**

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- [Show Image Card 22 (Andrew Jackson).] Ask students if they recognize the person on the Image Card. Tell students that this is a portrait of General Andrew Jackson.
- Have students recall important details from the read-aloud. You may prompt discussion with the following statements:

- Andrew Jackson was the general in charge of which battle? (The Battle of New Orleans)
  - Who was General Andrew Jackson’s army made up of? (militiamen, soldiers, farmers, Native Americans, African Americans, and pirates)
  - What did Andrew Jackson build around the city of New Orleans to protect it? (a defensive wall or entrenchments)
  - Who were better trained and better armed—Andrew Jackson’s soldiers or the British? (Andrew Jackson’s soldiers)
- Tell students that today they are going to make another portrait for their portfolio or gallery. Today they will be making a portrait of Andrew Jackson using Instructional Master 7B-2.
    - First, they should draw a portrait of Andrew Jackson in the frame. (Remind students that a portrait usually includes only the head and shoulders.)
    - Next, they should write “Andrew Jackson” 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 Andrew Jackson.
    - Finally, students should share their drawing and writing with their partner or home-language peers.

## Song: “My Country, ’Tis of Thee”

15 minutes

**Materials:** Recording of the song “America (My Country, ’Tis of Thee)”

**Note:** Listen to and learn the first stanza only.

Help students learn another patriotic song written around the same time as “The Star-Spangled Banner.” Ask students how the writer of this song feels about America. Help students make the connection between this song and the War of 1812 by explaining that the American colonists were still fighting for their freedom and protecting American land during this war.

*My country, ’tis of thee,  
Sweet land of liberty,  
Of thee I sing;  
Land where my fathers died,  
Land of the pilgrims’ pride,  
From ev’ry mountainside  
Let freedom ring!*