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***Please refer to the Pennsylvania Standards Aligned System website: (***[***http://www.pdesas.org/module/sas/curriculumframework/SocialStudiesCF.aspx***](http://www.pdesas.org/module/sas/curriculumframework/SocialStudiesCF.aspx)***)***

***for information on the Pennsylvania Curriculum Framework for Social Studies. You will find much of the information about PA Academic Standards, essential questions, vocabulary, assessments, etc. by navigating through the various components of the Curriculum Framework.***

**LESSON / UNIT TITLE: (Type here.):**

**Teacher Name(s):** Christopher J. Koschak, Dave Dimoff

**School District:** Sullivan County School District, East Lycoming School District

**Building:** Sullivan County High School, Hughesville High School

**Grade Level:** 9th Grade

**Subject:** American History

**Time Required: 3 days**

**Lesson/Unit Summary *(2-3 sentence synopsis)*:** The lesson will identify the reasons and events leading to the War of 1812. It will examine the course of the war and why the war confirmed United States independence from Great Britain.

**Essential Questions for Lesson/Unit**

1. What British actions and activities angered Americans?
2. What reasons did the Americans and Shawnee Tribe clash over?
3. Why did the American military meet with failure in Canada?
4. What role did Andrew Jackson play in the war?
5. What were the provisions of the Treaty of Ghent?
6. What American traditions can be traced to the war?

**Pennsylvania Academic Standards Addressed in Lesson/Unit**

 ***(Include standards numbers and standards statements.)***

1. **Historical Analysis and Skills Development**
2. Analyze chronological thinking.
3. Analyze and interpret historical sources.
4. Analyze the fundamentals of historical interpretation.
5. Analyze and interpret historical research.

**8.3. United States History**

1. Identify and analyze the political and cultural contributions of individuals and groups to United States history.
2. Identify and analyze primary documents, material artifacts and historic sites important in United States history.
3. Analyze how continuity and change has influenced United States history.
4. Identify and analyze conflict and cooperation among social groups and organizations in United States history.

**Lesson/Unit Objectives**

At the conclusion of this lesson, students will be able to:

1. Explain the events that led to the War of 1812.
2. Summarize the course of the War.
3. Summarize the effects of the War of 1812.

**Vocabulary/Key Terms for Lesson/Unit**

Blockade

Impressment

Embargo

William Henry Harrison

Tecumseh

War hawk

Andrew Jackson

Treaty of Ghent

Armistice

Star Spangled Banner

Uncle Sam

**Historical Background for Teachers / Research Narrative**

**War of 1812**

In 1812, the United States of America declared war on Great Britain. The two primary causes of the War of 1812 are as follows. First, in the years leading up to the War of 1812, Great Britain impressed American sailors. Second, Great Britain encouraged Native Americans to attack the United States.

First, let us begin with impressment (Cicero, 2012). During the early 19th century, France and Great Britain engaged in military conflict. France and Great Britain engaged in military conflict, because both nations wanted additional power. However, during the conflict, the United States continued to trade with both France and Great Britain. Although both France and Great Britain encouraged trade with the United States, both nations resented the United States, because the United States chose to trade with their enemy. As a result, Great Britain began seizing American ships, and they began impressing Americans sailors (Cicero, 2012).

In addition to impressment, Americans believed that Great Britain encouraged Native Americans to attack the United States. Americans believed that the Native Americans attacked the United States because they wanted to stop western expansion. As a result, the United States declared war on Great Britain (Cicero, 2012).

During the war, Great Britain and the United States engaged in military conflict throughout the Great Lakes, the Atlantic Coast, and on the high seas. Throughout the War of 1812, the United States refused to succumb to Great Britain. However, Great Britain continued to test the young nation throughout the war. For example, Great Britain burned Washington, DC, which caused the federal government to flee the nation’s capital (Cicero, 2012).

In 1814, the United States and Great Britain signed the Treaty of Ghent. The Treaty of Ghent officially ended the War of 1812, but the fighting continued. For example, the Battle of New Orleans took place after the United States and Great Britain signed the treaty (Cicero, 2012).

In the years following the war, the United States and Great Britain developed a peaceful relationship. During the post war era, the United States became the dominate power within the western hemisphere. As a result, the new nation began to thrive (Cicero, 2012).

 **Reference**

Cicero. (2012). *The Early Republic*. Retrieved from http://www2.cicerohistory.com

**Instructional Prodedures and Activitie**

1. Students will read “One American’s Story” from the textbook describing how Uncle Sam came to be.
2. Students will complete a Vocabulary Checklist on the important terms for the War of 1812. Students will identify the terms they already know with a checkmark, and the ones they do not with a question mark.
3. Students will view a PowerPoint on the causes of the War of 1812, the events, and results.
4. After viewing the PowerPoint on the War of 1812, students will write a one sentence definition of the vocabulary words they marked with a question mark.
5. Students will complete a Note Taking Activity summarizing the problems of the Jefferson and Madison presidencies and how they dealt with those problems.
6. Students will watch the *YouTube* video on the Johnny Horton Song, *The Battle of New Orleans.*
7. Students will complete a sequencing activity detailing the events leading up to, during, and resulting from the war.
8. Students will complete a graphic organizer detailing three causes, three events of the war, and the results of the war.
9. Students will write a paragraph using the Terms from the vocabulary checklist. Space is provided on the vocabulary checklist for this activity.
10. Students will take a quiz on the War of 1812

**Suggested Strategies for Differentiating Instruction**

|  |  |
| --- | --- |
|  |  1. Have students use the Internet to write a biography of one the following leaders: William Henry Harrison, James Madison, Tecumseh, and Andrew Jackson. Students would trace the leader’s rise to power and their effect on the War of 1812.
2. Have students write a Newspaper Article detailing a cause, event, or result of the War of 1812.
3. Have students write a Letter to the Editor either in support or opposition to the War of 1812.
4. Have students create their own version of a song on the War of 1812.
5. Have students use the Internet to create a PowerPoint of the War of 1812 detailing the causes, events, and results.
 |

**Assessment of Student Learning (Formative and Summative)**

**Formative:**

* Teacher observation/discussion
* Evaluation of class assignments and graphic organizers
* Chapter 6 Section 4 Quiz

**Summative:**

* Chapter 6 Test: Launching the New Nation
* American History Final Examination

**Materials and Resources**

***(Include text, supplementary resources, primary source documents, websites, handouts, charts, maps, etc.)***

*The Americans:* © 2005 McDougal-Littell

Johnny Horton *YouTube* Video, The Battle of New Orleans [www.youtube.com/watch?v=LsRK3DNoa\_Q](http://www.youtube.com/watch?v=LsRK3DNoa_Q)

American History I: Chapter 6 Section 4: Power Point of the War of 1812

American History I: Chapter 6 Section 4, War of 1812: Vocabulary Checklist Worksheet

American History I: Chapter 6 Section 4, War of 1812: Note Taking Sheet on Jefferson and Madison Presidencies

American History I: Chapter 6 Section 4, War of 1812: Chart of the Causes, Events, and Results of the War of 1812

American History I: Chapter 6 Section 4: Quiz on the War of 1812

**Author(s) of Unit/Lesson Plan**

Christopher J. Koschak, Sullivan County School District, Sullivan County High School

Dave Dimoff, East Lycoming School District, Hughesville High School

**Included Resources for Lesson Plan**

**American History I: Chapter 6 Section 4**

**War of 1812**

**Vocabulary Checklist**

Look at the following vocabulary terms. Identify the terms you already know with a checkmark **( ✓).** Identify the vocabulary terms you do not with a question mark **( ? ).**

\_\_\_\_Blockade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_Impressment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_Embargo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_William Henry Harrison \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_Tecumseh \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_War hawk \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_Andrew Jackson \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_Treaty of Ghent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_Armistice \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_Star Spangled Banner \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_Uncle Sam \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**American History I: Chapter 6 Section 4**

**The War of 1812 Note-taking Activity**

**Issues with Britain and France during the presidencies of Jefferson and Madison**

|  |
| --- |
| **President Jefferson 1801-1809** |
| IssuesWar between Great Britain and France results in interference of free trade. Both Britain and France seize American ships and confiscate cargoes. Britain also blockades French port from free trade. Britain also impresses Americans into British Naval Service. | How did President Jefferson Respond to these issues? |
| Was Jefferson’s response a success or failure? Explain.  |

**American History I: Chapter 6 Section 4**

**The War of 1812 Note-taking Activity**

**Issues with Britain and France during the presidencies of Jefferson and Madison**

|  |
| --- |
| **President Madison 1809-1817** |
| IssuesGreat Britain seized American ships and cargoes on the high seas. Great Britain impressed American sailors into the British Navy. Great Britain allegedly was supplying Native Americans with weapons on the frontier. | How did President Madison Respond to these issues? |
| Was Madison’s response a success or failure? Explain. |

Which president’s response was more effective?

**American History I: Chapter 6 Section 4**

**The War of 1812 Sequencing Activity**

\_\_\_\_\_1. British forces march on Washington D.C. and burn the city.

\_\_\_\_\_2. Tecumseh leads Native Americans tribes against federal troops in the Battle of Tippecanoe.

\_\_\_\_\_3. The Treaty of Ghent ends the war.

\_\_\_\_\_4. President Jefferson passes the Embargo Act.

\_\_\_\_\_5. Andrew Jackson defeats the British at the Battle of New Orleans

\_\_\_\_\_6. The War of 1812 begins.

\_\_\_\_\_7. Oliver Hazard Perry defeats the British on Lake Erie at Put-In Bay.

Which event was the most important? Why?

**American History I: Chapter 6 Section 4**

**The War of 1812 Sequencing Activity KEY**

5\_\_\_\_\_1. British forces march on Washington D.C. and burn the city.

2\_\_\_\_\_2. Tecumseh leads Native Americans tribes against federal troops in the Battle of Tippecanoe.

6\_\_\_\_\_3. The Treaty of Ghent ends the war.

1\_\_\_\_\_4. President Jefferson passes the Embargo Act.

7\_\_\_\_\_5. Andrew Jackson defeats the British at the Battle of New Orleans

3\_\_\_\_\_6. The War of 1812 begins.

4\_\_\_\_\_7. Oliver Hazard Perry defeats the British on Lake Erie at Put-In Bay.

Which event was the most important? Why?

**American History I: Chapter 6 Section 4 The War of 1812**

**Chart of the Causes, Events, and Results of the War of 1812**

|  |
| --- |
| War of 1812 |
| Causes | Events of the War | Results of the War |
| 1.2.3.4. | 1.2.3.4. | 1.2.3.4. |
| Which cause do you believe was the most frustrating for the Americans? Why? | What event of the war had the most importance? Explain. | Which result had the most lasting effect on the United States? Why? |

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