

Teachers' Guide for Cobblestone

October 2012: By the Dawn's Early Light: The War of 1812

By Debbie Vilardi

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Goal: To learn about the battles and effects of the War of 1812.

*Always have a parent or trusted adult help with web research.

Before Beginning: Discuss the cover of the issue. What do you know about the events mentioned?

"Mr. Madison's War" by Andrew Matthews (Pages 2-4)

Vocabulary: abdicated, impressment, embargo

Comprehension:

1. What British actions outraged Americans?
2. What solution did Thomas Jefferson attempt?
3. What was the result?
4. Why did James Madison hope to avoid a war?
5. Who were the "war hawks"?
6. Why did they support a war?
7. What was the view of the Federalist Party?
8. What event allowed the British to focus on battles with the Americans?
9. Why did both nations seek peace in 1814?

Map Skills: Study the map on page 4. Locate each of the battles listed.

Research Topics: Napoleonic Wars, Thomas Jefferson, James Madison, French and Indian War, Henry Clay, John C. Calhoun, Treaty of Ghent

"Dates to Know" by Deloris Selinsky (Pages 5-7)

Social Studies Activity: Research each battle to learn if it involved naval or land forces. Create separate timelines for naval and land battles.

"Old Ironsides" by Craig E. Bloom (Pages 8-10)

Vocabulary: frigate, capstan, broadsides, kedging, rain squall, mizzenmast

Comprehension:

1. Why was Great Britain considered ruler of the seas?
2. Why was it necessary to launch the rowboats and pull the *USS Constitution*?
3. What tactic did a lieutenant suggest?
4. What tactics did the British use to pursue the Americans?
5. How did the *Constitution* escape?
6. How did the *Constitution* earn her nickname?
7. Why do you think Hull waited before firing at the *Guerriere*?

Math Activity: At the start of the war, approximately how many more ships did the British have than the Americans? This is _____ times as many vessels.

Writing Activity: Pretend you are a sailor aboard the *Constitution*. Write a letter home about your escape from the British or your first battle with them.

Research: *USS Constitution*, Captain Isaac Hull, *HMS Guerriere*, William Bainbridge

"A Leader with Vision" by Theresa Netherton (Pages 12-14)

Vocabulary: assimilated

Comprehension:

1. What caused conflict between native peoples and white settlers?
2. Why did Tecumseh hope to unite native groups?
3. What obstacles did he face?
4. Why did he threaten William Henry Harrison?
5. Why were whites concerned about the number of natives in the area?
6. How did Harrison react to getting permission to attack?
7. Who attacked first?
8. What was the result?
9. Why did Tecumseh join the British?
10. How did Tecumseh win Detroit?
11. What were the results of Tecumseh's death?

Discussion: Tecumseh believed that land could not be owned. Discuss this belief. What consequences does it have for a culture? How is this fundamentally different from the beliefs of white settlers and modern Americans?

Writing Activity: A single moment can have significant and lasting effects. What do you think would have happened if "The Prophet" had followed his brother's instructions? Would political actions have solved the conflict? Would native groups have united? Would they still have joined the British?

Research: Tecumseh, Shawnee tribe, William Henry Harrison, Indiana Territory, Tenskwatawa, General William Hull

"Perry Meets the Enemy" by Julia F. Lieser (Pages 15-16)

Comprehension:

1. What was the condition of the *Lawrence* when Commodore Perry left her?
2. What inspired Perry?
3. What bold action did Perry take?
4. What sort of commander was Perry?
5. What steps did Perry have to take before he could command a fleet on the Great Lakes?
6. Why was the Battle of Lake Erie significant?

Research: Oliver Hazard Perry, Battle of Lake Erie, the *Lawrence*, the *Niagara*

"A Pivotal Battle" by Andrew Matthews (Page 17)

Comprehension:

1. Why was control of waterways important?
2. How did Macdonough arrange his vessels? Why?
3. How did he use cables?
4. What was the outcome of the battle?
5. What role did ground forces play in protecting Plattsburgh?

Research: Battle of Plattsburgh, General Alexander Macomb, Master Commandant Thomas Macdonough, the *Saratoga*

"The Essex Heads West" by Edison McIntyre (Pages 18-20)

Comprehension:

1. What kind of commanding officer was Captain Porter?
2. What was Porter's relationship to Farragut?
3. Why was the capture of the *Alert* significant?
4. How did Porter fund the trip to the Pacific?
5. How did Farragut end up with his own command?
6. What was the result of the *Essex's* success?
7. Why didn't the British and Americans battle in the Chilean harbor?
8. How did weather impact the battle that followed?
9. What became of Farragut and Porter?

Map Skills: Locate the *Essex's* stops and known route on a map of South America.

Research: Captain David Porter, David Glasgow Farragut, Captain James Hillyar, the *Essex*

"On the Frontier" by Brandon Marie Miller (Pages 21-23)

Comprehension:

1. Why did Jackson hate the British?
2. What did the West hope to gain in the war?
3. What sparked the Creek War?
4. How did Jackson deal with dissent among his soldiers?
5. How did Jackson defeat the Creeks?

Discussion: Relate Jackson's view of land to Tecumseh's.

Writing Activity: Jackson became a lawyer despite lack of a formal education. Is it possible for someone to achieve this level of success without an education today? Why or why not?

Research: Andrew Jackson, Fort Mims, Creek War

"British Invasion" by Andrew Matthews (Page 26-27)

Vocabulary: blockade

Comprehension:

1. Why did the British blockade the east coast of the United States?
2. What made the land invasion possible?
3. What did the British do once they reached the Capitol?

Research: Bladensburg Races

"Daring Dolley" by Ruth M. La France (Pages 28-29)

Social Studies Activity: Create a timeline based on these excerpts.

Research: Dolley Madison, burning of Washington D.C., Octagon House

"A National Symbol" by Maureen Wolgarth and Andrew Matthews (Pages 30-32)

Vocabulary: privateers

Comprehension:

1. What prompted the British to invade Baltimore?
2. Why had Key and Skinner approached the British?
3. Why didn't the British admiral allow the men to leave?
4. What delayed British troops?
5. What view gave Key the idea for his song?
6. Where does the tune for "The Star Spangled Banner" come from?
7. What was the outcome of the battle?

Music Activity: Look up and learn the less common verses of "The Star Spangled Banner".

Research: Fort McHenry, Major George Armistead, Francis Scott Key, Colonel John Skinner

"The Final Battle" by Billie Kay Tye (Pages 33-37)

Vocabulary: martial law, bayous, guerrilla warfare,

Comprehension:

1. How come the battle occurred after the peace treaty was signed?
2. What was Britain's plan for the area around the Mississippi River?

3. What steps did Jackson take to prepare New Orleans for battle?
4. How did Jackson acquire more men?
5. What was the European method of attack?
6. What was the American method?
7. What was the result of the attack?

Writing Activity: Read the sidebars on pages 35 and 37. What were the benefits to and sacrifices made by Lafitte's men and the Free Men of Color? How did they assist in the Battle of New Orleans? How did participation benefit them?

Research: Battle of New Orleans, Villere Plantation, Edward Packinham

Activity for the Entire Issue: The causes of the war were left unresolved at its conclusion. Considering positive and negative effects of the war, including the costs of life and property, write an essay arguing whether or not it was worth the fight for the United States.