

A UNIT ON THE WAR OF 1812 THROUGH PHOTO AND AUDIO ANALYSIS USING PRIMARY AND SECONDARY SOURCES



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Winter 2013

Freeman, Tom. *Burning of the White House by British troops during the War of 1812*. 2000. White House Historical Association, Washington, D.C. Website. Web. 16 January 2013.

We are looking at the War of 1812 in a unique way to pique students' interests. We are building student knowledge through interpretation of primary and secondary documents. Students will be engaged through multiple intelligences to develop their understanding of our role as an emerging nation at the brink of our country's birth.

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Overview		Back to Navigation Bar
Objectives	Students will: <ul style="list-style-type: none"> • Use inference and prior knowledge to analyze photographs and recordings using Library of Congress Photo and Audio Analysis Forms • Summarize the course of the War of 1812 from the Canadian campaign through the Battle of New Orleans 	
Recommended time frame	3-5 class sessions of 55 minutes	
Grade level	Eighth grade	
Curriculum fit	Social Studies	
Materials	American Journey Textbook or appropriate curriculum materials Teacher Tools: Teacher's Guide Analyzing Primary Sources http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf Primary Source Analysis Tool for Students http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf <i>Thinking About Songs AS HISTORICAL ARTIFACTS</i> http://www.loc.gov/teachers/lyrical/tools/docs/songs.pdf	

Recording and Visual Tools: (in lesson order)

Audio Recording of War of 1812 Overture (last 3:41 minutes)
<http://www.youtube.com/watch?v=N0cpKzDoOdA&safe=active>

Lithograph of the Battle of the Thames
<http://www.loc.gov/pictures/item/2003674658/resource/>

Painting of U.S. Navy ship Constitution (Old Ironside) during battle with H.M.S. Guerriere II
<http://www.loc.gov/pictures/item/thc1995014109/PP/>

Sketch of Famous White House Fires – August 24, 1814
http://www.whitehousehistory.org/whha_history/white-house-stories/famous-white-house-fires.html

Video Recording of the Burning of Washington
<http://www.youtube.com/watch?v=LgV6KIDtoE&safe=active>

Original Manuscript of The Star Spangled Banner
<http://www.loc.gov/pictures/item/hec2008003125/>

American Journey Chapter Skills Activity 9
The Star Spangled Banner Journal/Writing Activity. *See handout.*

Painting of “Peace” - Treaty of Ghent
<http://www.loc.gov/pictures/item/95509666/>

Print of The Battle of New Orleans – January 8, 1815
<http://www.loc.gov/pictures/item/2007683568/resource/>

Audio Recording of Battle of New Orleans
http://www.youtube.com/watch?v=bI_MxogZJ-4&safe=active

Video Recording “Bright Stars and Broad Stripes”
<http://www.youtube.com/watch?v=S-qcpROHI3Y/>

Internet Access
Notebook Paper for Journal Writing/Note taking
Colored Pencils or Crayons or Markers
Assessment Rubric and Handouts. *See end of lesson.*

Michigan State Learning Standards

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8-U4.1.2 Establishing America’s Place in the World – Explain the changes in America’s relationships with other nations by analyzing treaties with American Indian nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. (C4) (National Geography Standard 13, p. 169)

Day One:

Optional: At class opening, students will listen to an audio clip of Tchaikovsky's 1812 Overture (3:41 – this is a 15 minutes clip...the finale is the last 3:41 minutes) (<http://www.youtube.com/watch?v=N0cpKzDoOdA&safe=active>) to set the mood for the unit. Have them write/journal and then comment on the images in their head, i.e. cannons, war, soldiers, etc.

Ask students: Who is pressuring President Madison to go to war with Britain? (War Hawks). Define War Hawks and ask how Federalists differ.

Begin class with 1st Photo Analysis of the Battle of the Thames modeled closely by the teacher. Distribute form to students. *See link of photo.*

<http://www.loc.gov/pictures/item/2003674658/resource/>

Zoom in to remove the title from view.

Complete formal analysis using Library of Congress Photo Analysis Sheet to have students write observations and reflections. Explain each step of the process with the notes provided on the Teacher's Guide Analyzing Primary Sources analysis sheet.

Students will read and examine the beginnings of the War of 1812 through the Canadian Campaign, Perry's victory on Lake Erie, and Thames and Toronto.

Lesson continues with the discussion of Naval Battles.

Students will complete the 2nd formal photo analysis of a painting of U.S. Navy ship Constitution (Old Ironside) during battle with H.M.S. Guerriere II. *See link of photo.*

<http://www.loc.gov/pictures/item/the1995014109/PP/>

Day 1 ends with students recognizing/reviewing other ongoing relationships during this time:

Native Americans...introduction of Andrew Jackson and the Battle of Horseshoe Bend

French vs. British now that Napoleon has been removed and they can focus all their efforts against the United States.

Day 2:

As class begins, students will complete the 3rd formal photo analysis of the 1814 burning of the White House. *See link of sketch.*

http://www.whitehousehistory.org/whha_history/white-house-stories/famous-white-house-fires.html

Students will read and examine the British attack on Washington on August 24, 1814.

Students will view "The Burning of Washington" video or

<http://www.youtube.com/watch?v=LgV6KIDtoE&safe=active> and write two observations.

Lesson continues with students reading about the attack on Baltimore at Fort McHenry. Introduce Francis Scott Key and his writing of the poem "The Star-Spangled Banner".

Students will view original manuscript of poem. *See link of manuscript.*

<http://www.loc.gov/pictures/item/hec2008003125/>

Read the first stanza of the poem to students while they view the manuscript. Words of additional stanzas are available on the Internet if needed. *Read only.* Students will be involved in further analysis in a writing activity at end of Day 2.

Lesson continues with discussion of the British defeat at Plattsburgh and their subsequent humiliating defeat. British leaders decide the war is too costly and unnecessary and this minor war in America not worth it. Ask students to evaluate: IS THIS THE END?

Now introduce writing activity on the poem “The Star- Spangled Banner”. Students will analyze and interpret the first stanza of the poem using handout. *See handout.*

Day 2 ends here.

Day 3:

Students will begin Day 3 completing the 4th formal photo analysis – “The Battle of New Orleans”. *See link of photo.*

<http://www.loc.gov/pictures/item/2007683568/resource/>

Analyze the photo without telling the students the name of this battle. *Students will be completing audio analysis of this same event.*

Continue lesson with reading and discussion of the Treaty of Ghent. *Optional: You can show photo “Peace”- Treaty of Ghent and do verbal analysis.*

<http://www.loc.gov/pictures/item/95509666/>

Read and discuss how there was another battle after the Treaty of Ghent. Tell students they are analyzing this battle aurally.

Have students complete 5th formal analysis using the Library of Congress Lyrical Legacy form, *Thinking About Songs AS HISTORICAL ARTIFACTS*. This is the 1st AUDIO analysis. Play audio recording of Johnny Horton’s “Battle of New Orleans”.

http://www.youtube.com/watch?v=bI_MxogZJ-4&safe=active

Have students complete form. Play the song a second time to allow further student reflection and discussion.

Day 3 ends here.

Day 4-5: Option 1 - Timeline Assignment

Students will create an illustrated timeline that shows the events related to the War of 1812. *See handout and rubric. Where applicable, scoring options have been left blank for your specific criteria.*

Day 4-5: Option 2 – U. S. Map and Battle Sites 1812

Students will create a map showing the emerging United States and identify battle sites during the War of 1812.

Students will also complete a summary page regarding significant events during the war.

See handout and summary. Where applicable, scoring options have been left blank for your specific criteria.

Evaluation

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Assessment Option 1: War of 1812 Timeline

Students will be assessed on their understanding of significant events during the War of 1812.

Students will create an illustrated timeline. A 12 pt. rubric will be used for scoring criteria. *See handout and rubric at end of lesson.*

Assessment Option 2: War of 1812 Map

Students will create a map showing the United States during the War of 1812 and identify battle sites. Summary page is printed as side 2 of the student information. Scoring options are embedded in assignment. Map should be copied on 8.5 X 14 paper. *See handout.*

Extension

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Students will view a photograph of the Fort McHenry flag and share using verbal analysis. *See link of photo.*

<http://www.loc.gov/pictures/item/npc2008000137/>

Have students respond to the following questions in their journal or notebook:

- How many stars might this flag have?
*There are 15, even though there were 18 states.
Each star was 2 feet across.*
- How long do you think the longest stripes were?
They were 42 feet long and also 2 feet across.
- What do you think was the size of the flag that flew over Fort McHenry?
The flag size was 42 feet fly by 30 feet hoist. It flew 90 feet in the air.
- Widow Mary Young Pickersgill was commissioned to sew this garrison flag for Fort McHenry. What do you think Mrs. Pickersgill's daughter Caroline, barely 13, may have thought about the flag?
"To her, it represented hope and promise of a bright, new future."

Once students have completed their responses, they will watch a Smithsonian American History video "Broad Stripes and Bright Stars" to determine the correct answers.

<http://www.youtube.com/watch?v=S-qcpROHI3Y/>

Following the video, have students write and share responses to two questions:

- Do you think that people in our society today have a different viewpoint of the flag and what it represents? Explain.
- What does the flag mean to you?

Historical Background

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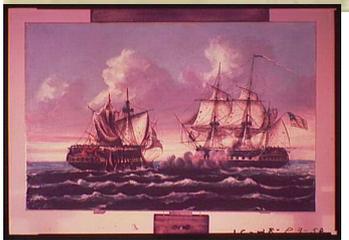
Our emerging nation was mired in troubles with Great Britain and their pursuit of impressment and trade interference. Great Britain and France were at war for land and empire. Our attempts to remain neutral were eventually ignored as both countries seized our ships and blockaded shipping ports. This ultimately led to an ill-fated embargo.

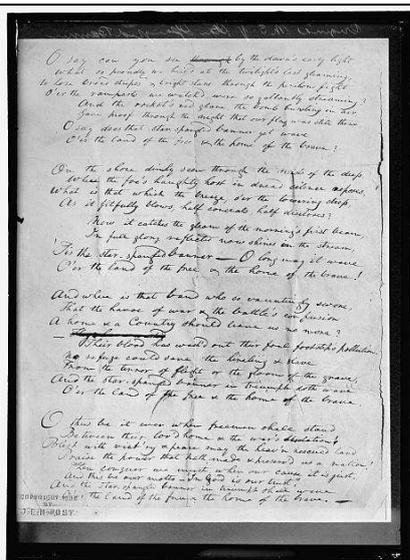
Our continued push westward onto Indian lands led the Native Americans to make alliances with Great Britain. Tecumseh, a great Native American leader, was attempting to unite many Indian nations into a strong confederacy. France pretended to ease trade restrictions only to continue seizing our ships. We struggled to see the real enemy.

Pressured by young Republican War Hawks, Congress declared war on Great Britain in 1812. Although attempts to conquer Canada failed, American ships won the Battle of Lake Erie. In 1814 the British burned the capital, Washington, D.C. The British then sailed to Baltimore where Francis Scott Key wrote "The Star-Spangled Banner". Unaware the war was over, troops fought the Battle of New Orleans in 1815.

Primary Resources from the Library of Congress

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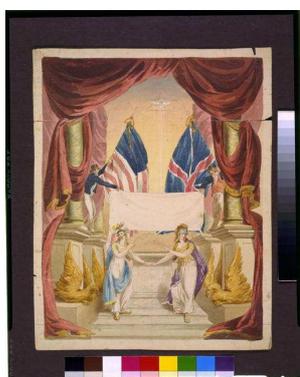
<u>Image</u>	<u>Description</u>	<u>Citation</u>	<u>Perm URL</u>
	Print shows American forces fighting Tecumseh's Indian confederation. In the center Col. R. M. Johnson shoots Tecumseh who has raised his tomahawk. A legend at the bottom describes the men pictured and describes of their role in the battle.	Dorival, John. <i>Battle of the Thames. Respectfully dedicated to Andrew Jackson Esq. President of the United States / Clay; J. Dorival, Lithograph.</i> 1833. Library of Congress. Washington, D.C. <i>Library of Congress.</i> Web. 16 Jan. 2013. < http://www.loc.gov/pictures/item/2003674658/ >.	http://www.loc.gov/pictures/item/2003674658/
	Paintings. U.S. Navy ship Constitution (Old Ironsides) during battle with H.M.S. Guerriere II	Horydczak, Theodore. Paintings. U.S. Navy ship Constitution (Old Ironsides) during battle with H.M.S. Guerriere II. 1950. Library of Congress, Washington D.C. Library of Congress. Web. 16 Jan. 2013.	http://www.loc.gov/pictures/item/thc1995014109/PP/
	Tom Freeman's painting of the August 24, 1814 burning of the White House by British troops during the War of 1812	Freeman, Tom. Burning of the White House by British troops during the War of 1812. 2000. White House Historical Association, Washington, D.C. Website. Web. 16 Jan. 2013.	http://www.whitehousehistory.org/whha_history/white-house-stories/famous-white-house-fires.html



Key, Francis Scott. Original manuscript of 'Star-Spangled Banner'

Key, Francis. *ORIGINAL MANUSCRIPT OF 'STAR - SPANGLED BANNER'*. 1814. Library of Congress, Washington, D.C., *Library of Congress*. Web. 16 Jan. 2013.

<http://www.loc.gov/pictures/item/hec2008003125/>



In an allegory of the Treaty of Ghent, signed on Dec. 24, 1814, Britannia and America hold olive branches before an altar. Sailors, holding British and American flags, hold an uninscribed banner; through drapes and pillars a dove flies out of a triangle.

Rubens, John R. *Peace*. 1814. Library of Congress, Washington, D.C. *Library of Congress*. Web. 26 Feb. 2013. <<http://www.loc.gov/pictures/item/95509666/>>.

<http://www.loc.gov/pictures/item/95509666/>



Print shows General Andrew Jackson, American soldiers, African Americans, and irregulars fighting behind bales of cotton at the Battle of New Orleans.

The Battle of New Orleans, Jan. 8, 1815 / [H.G. Thorp?]. 1903. Library of Congress, Washington, D.C. *Library of Congress*. Web. 16 Jan. 2013.

<http://www.loc.gov/pictures/item/2007683568/resource/>



Flag which floated over Fort McHenry, [...] star, June 4/14

Flag which floated over Fort McHenry, [...] star, June 4/14. National Photo Co., National Photo Co., 1914. *Library of Congress*. Web. 16 Jan. 2013.

<http://www.loc.gov/pictures/item/npc2008000137/>

Rubric

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TIMELINE RUBRIC

CATEGORY	4	3	2	1
Summaries	Summaries were accurate for all events reported on the timeline.	Summaries were accurate for almost all events reported on the timeline.	Summaries were accurate for most (~75%) of the events reported on the timeline.	Summaries were often inaccurate for events reported on the timeline.
Illustrations	Illustrations were accurate for all events reported on the timeline.	Illustrations were accurate for almost all events reported on the timeline.	Illustrations were accurate for most (~75%) of the events reported on the timeline.	Illustrations were often inaccurate for events reported on the timeline.
Dates	Dates were accurate for all events reported on the timeline.	Dates were accurate for almost all events reported on the timeline.	Dates were accurate for most (~75%) of the events reported on the timeline.	Dates were often inaccurate for events reported on the timeline.

Handouts

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PRIMARY SOURCE ANALYSIS TOOL

OBSERVE

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FURTHER INVESTIGATION



Thinking About Songs AS HISTORICAL ARTIFACTS

	ILLUSTRATION	LYRICS	MUSIC
Looking at THE SONG	<p>Look at the physical format and graphical elements.</p> <p>What do you see?</p>	<p>What people, places, and events are mentioned?</p>	<p>What do you notice about the music (fast, slow, catchy, dull)?</p>
Responding to THE SONG	<p>What are your personal reactions to the images?</p>	<p>What are your personal reactions to the lyrics?</p>	<p>What emotions might this song produce when sung or played?</p>
Thinking about HISTORY	<p>Why do you think the artist(s) wrote this song? What clues do you find to suggest this?</p> <p>For what audience was the song written?</p> <p>Why is the music important to this song?</p> <p>What does the song tell you about what life was like during this period in history?</p>		

WHAT MORE DO YOU WANT TO KNOW, AND HOW CAN YOU FIND OUT?

★ Chapter Skills Activity 9

Writing a Journal

In a history journal, you can record your reactions to events taking place around you or to people and events that you have read about. Sometimes, asking yourself questions and exploring your own reactions can help you understand historical events or situations better.

DIRECTIONS: Completing a Chart The first verse of "The Star-Spangled Banner" appears below. Review the section in your textbook that explains the circumstances that led Francis Scott Key to write this poem. Then explore your response to the poem.

*Oh! say, can you see, by the dawn's early light,
 What so proudly we hailed at the twilight's last gleaming?
 Whose broad stripes and bright stars thro' the perilous fight,
 O'er the ramparts we watched were so gallantly streaming?
 And the rockets' red glare, the bombs bursting in air,
 Gave proof thro' the night that our flag was still there.
 Oh! say, does that star-spangled banner yet wave
 O'er the land of the free and the home of the brave?*

The Star-Spangled Banner	
Unfamiliar words and their meanings	Important images in poem
Why poem became national anthem	Your feelings and thoughts about poem

Name _____ Hour _____ Class # _____

Assignment: Create an **illustrated time line** that shows the events related to the War of 1812. For each event, include **the date**, a **summary of the event** and a **picture**.

Strategies for a successful time line: A time line includes important events that happened over a period of time (in date order). Illustrate each event with pictures of people, documents, maps, or other information (using colored pencils).

The image shows a blank time line template. It consists of a horizontal line with an arrow pointing to the left, indicating the direction of time. Five vertical lines extend upwards from the horizontal line, creating six empty rectangular boxes for writing and drawing. The boxes are evenly spaced and intended for students to record dates, summaries of events, and illustrations related to the War of 1812.

Name _____ Hour _____

War of 1812 Map _____ points out of _____



Directions: Use your textbook and/or materials provided to locate the following information .

Do not cross information off on this sheet. Someone will use this sheet to grade you.

Part 1 - Bodies of Water: Locate and label each body of water (_____ points). Color the lakes and oceans. Outline the rivers in blue (_____ points). (_____ points total)

Atlantic Ocean	Gulf of Mexico	St. Lawrence River	Mississippi River
Ohio River	Lake Michigan	Lake Erie	Lake Huron
Lake Ontario	Lake Superior		

Part 2 - Political Divisions: Locate and label the following countries and territories. Color as directed (_____ points). You may need to draw in boundaries for some territories.

Canada (orange)	Illinois Territory (yellow)	Indiana Territory (green)
Michigan Territory (red)	Mississippi Territory (purple)	Spanish Florida (brown)

Part 3 – Battle Sites. Locate and label each of the following battle sites. Use a star to indicate where they are located. (_____ points total)

The Thames	Lake Erie	New Orleans
Fort McHenry	Lake Champlain	Horseshoe Bend

Part 4 – Locate and label the following states. Color each state a different color than the state next to it. Label with the state's postal abbreviation. (_____ points)

Maine (Mass.)* (MA)	Vermont (VT)	New Hampshire (NH)
Massachusetts (MA)	Pennsylvania (PA)	New Jersey (NJ)
Maryland (MD)	New York (NY)	Delaware (DE)
North Carolina (NC)	South Carolina (SC)	Georgia (GA)
Rhode Island (RI)	Connecticut (CT)	Virginia (VA)
Kentucky (KY)	Tennessee (TN)	Ohio (OH)

*At this point in history, Maine is still a territory.

Part 5 - Finishing Touches – heading, neatness, color – (_____ points)

Complete the summaries and questions on the other side .

Part 6– Written Questions (___ points total)

When you have finished your map, re-read the War of 1812 information. Answer the following questions, using complete sentences. Be specific. Include the date of the battle, important events and the outcome (who won). I will not accept your map unless you have finished these questions.

1. What significant historical event occurred at each of the following battle sites?

A. Lake Erie _____

B. The Thames _____

C. Washington, D.C. _____

D. Fort McHenry _____

2. Who was the American hero after the Battle of New Orleans?

3. What got the nickname “Old Ironside”? How did it get that nickname?

The War of 1812

