

Domain-Based Unit Overview

Title of Domain: The War of 1812, Grade 2

Learning Time: 9 Days

Big Idea

The new United States faced its first foreign conflict in the War of 1812 against Great Britain.

What Students Need to Learn

- Impressment: created conflict between America and Great Britain over sailors
- Britain: provided weapons, aiding a Native American Shawnee chief named Tescumah in his conflict with American settlers
- James Madison, president of the United States during the War of 1812, and Dolley Madison, First Lady
- Dolley Madison: escape from the White House, wanted to make sure documents and a portrait were saved; enslaved African American Paul Jennings, with help from others, rescued portrait
- The U.S.S. *Constitution*, “Old Ironsides,” important symbol of the War of 1812
- Francis Scott Key: “The Star Spangled Banner”
- Andrew Jackson: Battle of New Orleans

MN Academic Standards

2.2.4.5.1 Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources.

2.3.1.1.1 Create sketch maps to illustrate detailed spatial information about settings from stories; describe the spatial information found on the maps.

2.3.1.1.3 Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features of the United States.

2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located.

2.4.1.1.1 Use and create calendars to identify days, weeks, months, and years and seasons; use and create timelines to chronicle personal, school, community or world events.

2.4.1.2.1 Use historical records and artifacts to describe how people’s lives have changed over time.

Pre-Assessment

Display a KWL chart on the Smartboard and fill it out together.

Domain Lesson 1	Chapter 1 - Trouble at Sea
MN Academic Standards	2.2.4.5.1 2.4.1.1.1
Objectives	Understand that the period in time described in this unit is approximately thirty years after the United States declared its independence from Great Britain. Describe how Great Britain got some of the sailors they needed to fight the war with France.
Vocabulary	Goods, warships, trade ships, sailors, capture, impressment
Procedure	-Introduce this domain by telling students that they will be learning about the War of 1812. -Review American history from the 13 colonies to the American Revolutionary war against Great Britain. -Review what students learned during Making the Constitution unit. -Give each student a copy of the CKHG Student Book. -Tell students that they are going to pretend to use time machines to travel back in time during this unit. -Read “Chapter 1: Trouble at Sea” aloud to the class and have students follow along using the student books. Pause often for discussion or to ask comprehension questions. -Ask literal questions following the chapter and think-pair-share with students about what they learned about why the British navy stopped and searched American ships sailing across the Atlantic Ocean.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 2	Chapter 2 - Trouble at Home
MN Academic Standards	2.3.1.1.1
Objectives	Understand that the Native Americans did not want more settlers moving west to the areas where they lived. Understand that the British secretly provided the Native American chief Tecumseh with guns to fight the American settlers.
Vocabulary	Settlers
Procedure	-Review what students learned in Chapter 1 of the CKHG Student Book. -Have students take out their Student Book.

	<p>-Read “Chapter 2: Trouble at Home” aloud to the class and have students follow along using the student books. Pause often for discussion or to ask comprehension questions.</p> <p>-Ask literal questions following the chapter and think-pair-share with students about what they learned regarding how Great Britain was attempting to make trouble for American settlers, besides impressing sailors.</p>
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 3	Chapter 3 - America at War
MN Academic Standards	2.4.1.2.1
Objectives	<p>Identify James Madison and his wife, Dolley Madison, as the president and First Lady during the War of 1812.</p> <p>Identify the U.S.S <i>Constitution</i>, nicknamed “Old Ironsides,” as responsible for winning a number of battles fought on water for the Americans.</p>
Vocabulary	Congress, War Hawks, retreat, loyal, cannonballs, victories, daring move
Procedure	<p>-Review what students learned in Chapter 2 of the CKHG Student Book.</p> <p>-Have students take out their Student Book.</p> <p>-Read “Chapter 3: America at War” aloud to the class and have students follow along using the student books. Pause often for discussion or to ask comprehension questions.</p> <p>-Ask literal questions following the chapter and think-pair-share with students about what they learned regarding what the British did to Washington D.C.</p> <p>-Complete Extension Activities: When the British Burned the President’s House on page 34 of the teacher guide, and Life Aboard the U.S.S. <i>Constitution</i> on page 35 of the teacher guide.</p>
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 4	Chapter 4 - The Star-Spangled Banner
MN Academic Standards	<p>2.3.1.1.4</p> <p>2.4.1.1.1</p> <p>2.4.1.2.1</p>

Objectives	Understand that the term “The Star-Spangled Banner” was first used by Francis Scott Key to refer to the enormous American flag that flew at Fort McHenry in Baltimore, Maryland, when the British attacked the fort. Recognize that Francis Scott Key wrote the lyrics for a poem that eventually became the national anthem of the United States.
Vocabulary	Dawn, national anthem, twilight, perilous, ramparts, gallantly streaming
Procedure	-Review what students learned in Chapter 3 of the CKHG Student Book. -Have students take out their Student Book. -Read “Chapter 4: The Star-Spangled Banner ” aloud to the class and have students follow along using the student books. Pause often for discussion or to ask comprehension questions. -Ask literal and evaluative questions following the chapter and think-pair-share with students regarding what happened at Fort McHenry in Baltimore, Maryland. -Complete Extension Activities: More About the War of 1812 and the Battle at Fort McHenry on page 42 of the teacher guide, and More About the Flag that Flew at Fort McHenry on page 43 of the teacher guide.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 5	Chapter 5 - The War Ends
MN Academic Standards	2.3.1.1.1 2.3.1.1.3 2.3.1.1.4 2.4.1.2.1
Objectives	Recognize that Andrew Jackson led the American soldiers who defeated the British at the Battle of New Orleans. Understand that due to slow communications, the Battle of New Orleans was fought after the peace treaty to end the war had been signed.
Vocabulary	Peace treaty, held its own, and proud
Procedure	-Review what students learned in Chapter 4 of the CKHG Student Book. -Have students take out their Student Book. -Read “Chapter 5: The War Ends ” aloud to the class and have students follow along using the student books. Pause often for discussion or to ask comprehension questions. -Ask evaluative and inferential questions following the chapter and think-pair-share with students about why the Battle of New Orleans was fought after the peace treaty to end the war had been signed.

	-Complete Extension Activity: More About the Battle of New Orleans on page 51 of the teacher guide.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 6	The War of 1812 People to Know Brochure Day 1
MN Academic Standards	2.2.4.5.1 2.3.1.1.1 2.3.1.1.3 2.3.1.1.4 2.4.1.1.1 2.4.1.2.1
Objectives	-Understand that the United States faced its first foreign conflict in the War of 1812 against Great Britain.
Vocabulary	All vocabulary from unit
Procedure	-Students will spend two days completing a People to Know Trifold. The people included in the trifold are Francis Scott Key, Andrew Jackson, Tecumseh, Dolley Madison, and Oliver Hazard Perry. -The teacher will guide the students to think of and write down at least three facts about each person that they learned during the unit.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 7	The War of 1812 People to Know Brochure Day 2
MN Academic Standards	2.2.4.5.1 2.3.1.1.1 2.3.1.1.3 2.3.1.1.4 2.4.1.1.1 2.4.1.2.1
Objectives	-Understand that the United States faced its first foreign conflict in the War of 1812 against Great Britain.
Vocabulary	All vocabulary from unit
Procedure	-Students will finish creating their trifold by drawing a picture of each person under the three or more facts they wrote down the previous day. -Students will color in each person after they have drawn him/her.

	-If time allows, students will quiz each other about each of the important people to know using their trifolds.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 8	Review Day
MN Academic Standards	2.2.4.5.1 2.3.1.1.1 2.3.1.1.3 2.3.1.1.4 2.4.1.1.1 2.4.1.2.1
Objectives	-Understand that the United States faced its first foreign conflict in the War of 1812 against Great Britain.
Vocabulary	All vocabulary from the unit.
Procedure	-Students will review vocabulary and main concepts from the entire unit. -Play the review game “I Have Who Has”. -Compare and contrast the U.S.S. Constitution and the U.S.S. Chesapeake using a Venn Diagram. -Review using People to Know Trifolds.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 9	Unit Assessment
MN Academic Standards	2.2.4.5.1 2.3.1.1.1 2.3.1.1.3 2.3.1.1.4 2.4.1.1.1 2.4.1.2.1
Objectives	-Understand that the United States faced its first foreign conflict in the War of 1812 against Great Britain.
Vocabulary	All vocabulary from the unit.
Procedure	-Students will take unit assessment.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>

Writing	<i>If Applicable</i>
----------------	----------------------