

**Grade 2**

**Knowledge 4** | Teacher Guide

**The War of 1812**

Grade 2

Knowledge 4

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# The War of 1812

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## Teacher Guide

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**Culminating Activities (1 Day)**

**Teacher Resources**

# Introduction

This introduction includes the necessary background information to be used in teaching *The War of 1812* domain. The Teacher Guide for *The War of 1812* contains eight daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of sixty minutes.

This domain includes two days for a Pausing Point following Lesson 4. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. You should spend no more than thirteen days total on this domain.

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## DOMAIN COMPONENTS

Along with this Teacher Guide, you will need:

- Flip Book for *The War of 1812*
- Activity Book for *The War of 1812*
- Image Cards for *The War of 1812*
- Digital Components for *The War of 1812*

Additional resources that you may wish to integrate into your classroom instruction are:

- Trade Book Guide for *The Star-Spangled Banner in Translation* by Elizabeth Raum
- Read-Aloud Videos for *The War of 1812*

All domain components materials can also be found on the program's digital components site.

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## WHY THE WAR OF 1812 IS IMPORTANT

This domain will introduce students to an important period in the history of the United States—the time during the War of 1812. The War of 1812 is, perhaps, best remembered as the war that gave birth to “The Star-Spangled Banner.” Students will also learn why the War of 1812 is often called America’s second war for independence. Students will learn how the United States was affected by the Napoleonic Wars between France and Great Britain. They will learn about James and Dolley Madison, and their direct connection to the War of 1812. Students will learn about Great Britain’s three-part plan to win back the United States. This includes attacks on Washington, D.C., and Baltimore, and the attack on New Orleans in an attempt to gain control of the Mississippi River. This domain will build the foundation for learning about westward expansion, the U.S. Civil War, and immigration later in Grade 2, as well as for learning about other periods of American history in future grades.

This domain also provides opportunities for students to build content knowledge and draw connections to the social studies subject area, but it does not explicitly teach the Texas Essential Knowledge and Skills standards for Social Studies. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strand of Citizenship, Geography, History, and Social Studies Skills from the social studies discipline.

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## WHAT STUDENTS HAVE ALREADY LEARNED

The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the Read-Alouds students will hear in *The War of 1812*. This background knowledge will greatly enhance students’ understanding of the Read-Alouds they are about to enjoy:

- **Native Americans: Tradition, Heritage, and the Land (Kindergarten)**
- **Colonial Towns and Townspeople: Once Upon America (Kindergarten)**
- **Presidents and American Symbols: Uniquely American (Kindergarten)**
- **A New Nation: American Independence (Grade 1)**
- **Frontier Explorers (Grade 1)**

## CORE VOCABULARY FOR THE WAR OF 1812

The following list contains all of the core vocabulary words in *The War of 1812* in the forms in which they appear in the Read-Alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

<p><b>Lesson 1</b> blockaded <b>represent</b> seize trade</p>	<p><b>Lesson 4</b> assumptions <b>economy</b> launch surrender vulnerable</p>	<p><b>Lesson 7</b> <b>astonished</b> retreated strategically truce</p>
<p><b>Lesson 2</b> abandon committee <b>patience</b> suspicious treaty</p>	<p><b>Lesson 5</b> canvas delicate perched <b>quench</b></p>	<p><b>Lesson 8</b> ancestors <b>dejected</b> <b>jubilant</b> navigator patriots</p>
<p><b>Lesson 3</b> citizen govern looming <b>magnificent</b> topics</p>	<p><b>Lesson 6</b> confident fort <b>inspired</b> port withdrew</p>	



## CORE CONTENT OBJECTIVES

- Explain that Great Britain became involved in a series of wars against France
- Explain that due to a shortage of sailors, Britain began to impress, or capture, American sailors
- Explain that some members of the U.S. government began to call for war
- Identify James Madison as the fourth president and as the one in office during the War of 1812
- Identify Dolley Payne Todd as James Madison's wife, and explain that she was the first to be called the First Lady
- Explain that the USS *Constitution* became known as "Old Ironsides" because British cannonballs could not damage it
- Explain that in 1814 the British attacked the capital, Washington, D.C.
- Explain that, prior to the British arriving at the President's House, Dolley Madison and others escaped, saving important papers and letters
- Explain that a famous portrait of George Washington that was hanging at the President's House was saved before the British set fire to the President's House
- Describe how the British attacked, but were unable to capture, the city of Baltimore and Fort McHenry
- Explain that the U.S. commander of Fort McHenry asked for a large flag to be made to fly over Fort McHenry
- Explain how Francis Scott Key watched the Battle of Fort McHenry and wrote a poem that later became the national anthem
- Explain that the Battle of New Orleans actually took place after the War of 1812 was over
- Describe how the War of 1812 was considered a second war for independence

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## WRITING

In this domain, students will be planning, drafting, and presenting a persuasive speech (Lessons 2, 3, and 4, and the Pausing Point). They will present arguments either for or against going to war with Great Britain in 1812. Students will also be creating a Picture Gallery of important people and events connected with the War of 1812 (Lessons 1, 2, 5, and 6).

The following activities may be added to students' writing portfolios to showcase student writing within and across domains:

- Portrait of America in 1812 (Lessons 1, 2, 5, and 6)
- Draft of persuasive speech (Lesson 3)
- Any additional writing completed during the Pausing Point, Domain Review, or Culminating Activities



## THE WAR OF 1812

# America in 1812, Part I

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will review important events in American history that occurred prior to the War of 1812.

✦ **TEKS 2.1.A**

### Reading

Students will explain how the war between France and Great Britain affected the new United States.

✦ **TEKS 2.6.B; TEKS 2.7.B**

### Language

Students will demonstrate an understanding of the Tier 2 word *represent*.

✦ **TEKS 2.3.C**

### Writing

Students will create a portrait and write information about themselves.

✦ **TEKS 2.7.E; TEKS 2.9.E.i; TEKS 2.12.A**

## FORMATIVE ASSESSMENT

### Exit Pass

**Writing** Students will describe how the war between France and Great Britain affected the United States in the early 1800s.

✦ **TEKS 2.7.B**

### Activity Page 1.1

**Writing** Students will create a portrait and write information about themselves.

✦ **TEKS 2.12.A**

- ✦ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.3.C** Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.9.E.i** Recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

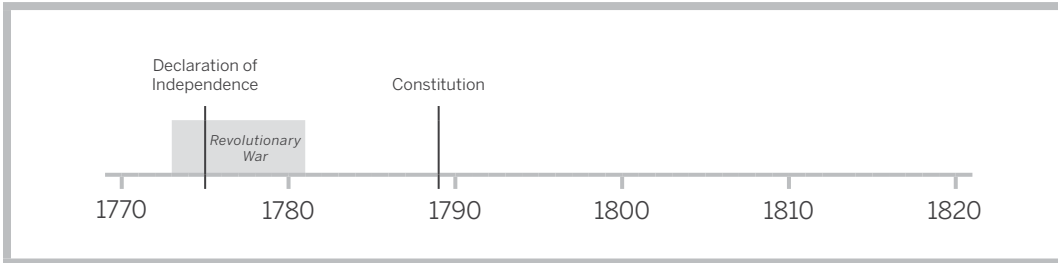
## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
Core Connections	Whole Group	10 min.	<input type="checkbox"/> world map <input type="checkbox"/> U.S. map <input type="checkbox"/> War of 1812 timeline <input type="checkbox"/> Image Cards 1–3
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> index cards (one per student) <input type="checkbox"/> Flip Book: 1A-1–1A-9
“America in 1812, Part I”			
Comprehension Questions			
Word Work: <i>Represent</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
A Picture Gallery of America in 1812: A Self-Portrait	Independent/ Whole Group	20 min.	<input type="checkbox"/> Image Cards 4–6 <input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> sample advertisements
Introduce Persuasive Speeches			
<b>Take-Home Material</b>			
Family Letter			<input type="checkbox"/> Activity Page 1.2

## ADVANCE PREPARATION

### Core Connections

- Prepare a timeline on the board/chart paper, using the following as a guide:



- Leave the timeline on display throughout the domain.

### Application

- Provide several advertisements for students to analyze to determine how someone persuades others to do or buy something.

### Note to Teacher

In the very early days of colonial America, England was a kingdom. Later, in 1707, it became a part of the United Kingdom. In this domain, the names *Great Britain* or *Britain* will be used.

### Universal Access

- Bring in examples of portraits, or have students bring in their school portraits, to help them understand the meaning of the word *portrait*.

## CORE VOCABULARY

**blockaded, v.** stopped people or supplies from coming into or going out of a country

Example: The British blockaded the port so that trading ships could not reach American merchants.

Variation(s): blockade, blockades, blockading

**represent, v.** to speak for or take action in place of someone else

Example: Two senators are elected to represent each of the fifty states.

Variation(s): represents, represented, representing

**seize, v.** to use official power to take something

Example: Julius Caesar was a Roman general who wanted to seize control of the Roman government.

Variation(s): seizes, seized, seizing

**trade, n.** the business of buying and selling goods

Example: Long ago, colonial farmers depended on trade with others in the town square to get the things they needed.

Variation(s): none

Vocabulary Chart for “America in 1812, Part I”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	blockaded ( <i>bloqueó</i> )	represent ( <i>representar</i> ) seize	
Multiple Meaning		trade	
Sayings and Phrases	against all odds best interests clear vision		

## Lesson 1: America in 1812, Part I

# Introducing the Read-Aloud




**Speaking and Listening:** Students will review important events in American history that occurred prior to the War of 1812.


**TEKS 2.1.A**

## CORE CONNECTIONS

- Explain that for the next two weeks, students will learn about a war fought against the British. Point to Great Britain on a world map.
- Remind students that America gained independence from Great Britain after the Revolutionary War.
- Using a U.S. map, the timeline you prepared, and Image Cards 1–3, ask students what they know about the Revolutionary War. Prompt discussion with the following questions:
  - Where were the thirteen original colonies located? (*They were located along the eastern coast of North America.*)
  - What was the Boston Tea Party? (*It was an event in which the colonists dumped British tea into the Boston Harbor so that the British lost tea and money. It was an important event leading up to the Revolutionary War.*)
- Place Image 1 (Paul Revere warning of British attack) on the timeline beneath the “Revolutionary War” label. Explain that this event happened at the beginning of the Revolutionary War.
- Ask students what they remember about the Declaration of Independence. You may prompt discussion with the following question:
  - Why did the colonists decide to declare independence from Britain? (*They wanted to be a free and independent nation and no longer be ruled by a king.*)
- Place Image 2 (The Declaration of Independence) on the timeline beneath the “Declaration of Independence” label.

 **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

## Challenge

What were the thirteen original colonies? (*Massachusetts, New Hampshire, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia.*)

## Support

Point to the original thirteen colonies on a U.S. map. Ask students to find their own state on the map and determine whether it was one of the original thirteen colonies.

## Image Cards 1–3



## Support

What was “the shot heard 'round the world?” (*It was the shot that marked the beginning of the Revolutionary War.*)

## Support

What official document was written to declare independence? (*The Declaration of Independence*)



## Support

What was the name of the document that formed the new democracy? (*The Constitution*)

- Ask students what they remember about the government that was formed in the United States after the Revolutionary War. You may prompt discussion with the following question:
  - After the Revolutionary War, what was the type of government formed in the United States—monarchy, democracy, or dictatorship? (*democracy*) How was it different from a government ruled by a king? (*It was called a democracy, and the people, not a king, were in charge of the government.*)
- Place Image 3 (The Constitution) on the timeline beneath the “Constitution” label.



## Check for Understanding

**Take a Side:** As I read the following situations, walk quietly to the front of the room if what I read describes life in colonial America before the Revolutionary War. Walk quietly to the back of the room if what I read describes life in the United States during the Revolutionary War. Stay in the center of the room if what I read describes life during the Revolutionary War.

- The Constitution set up a government that gave the people the power to rule. (*after the Revolutionary War*)
- The people in Boston dumped British tea into the Boston Harbor to show they were upset with the British king. (*before the Revolutionary War*)
- The people were ruled by a king in Great Britain. (*before the Revolutionary War*)
- The people declared their independence from Great Britain. (*during the Revolutionary War*)

## Support

Have students refer to the timeline as needed.

- Explain that many interesting and important things were happening in the United States and in other parts of the world in 1812. Several European nations were at war, and many kings and queens were being removed from power.
- In 1812, the United States was gaining new states and territories, and was becoming a strong new nation. As a new nation, the United States wanted to avoid conflict with other countries.

- In 1812, the United States was also growing in strength and in wealth. As a nation, it depended on trading with both France and Britain. When a war broke out between these two countries, this greatly affected the United States. It made trading with them difficult and it hurt the U.S. economy. It also led to another war between America and Great Britain.

## Lesson 1: America in 1812, Part I

# Read-Aloud



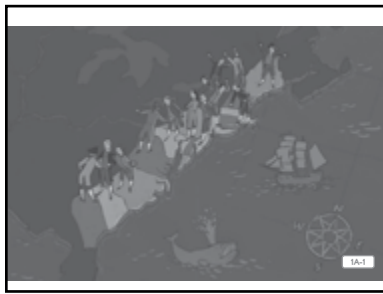
**Reading:** Students will explain how the war between France and Great Britain affected the new United States. **TEKS 2.6.B; TEKS 2.7.B**

**Language:** Students will demonstrate an understanding of the Tier 2 word *represent*. **TEKS 2.3.C**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to learn how the war between France and Great Britain affected the new United States.

### “AMERICA IN 1812, PART I” (15 MIN.)



#### Show Image 1A-1: Colonists in the colonies

From 1775 to 1783 America fought Great Britain for independence. This conflict was called the Revolutionary War. Against all odds, America won! What had been the thirteen original colonies officially became the United States of America. After gaining independence, the American people did not want kings or

queens governing them anymore. Americans wanted to create a new kind of government. They wanted to be able to elect individuals to **represent** the people and act with their best interests in mind. They wanted a government that was “by the people, for the people.” *Represent means to speak for or take action in place of someone else. So, they wanted to elect people who would be able to speak for and govern them with their best interests in mind.*



#### Show Image 1A-2: The Constitutional Convention

To help create the new form of government, several elected leaders met in Philadelphia in May and June of 1787. Some leaders who could not attend, such as Thomas Jefferson and John Adams, wrote down their

**TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information;  
**TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text;  
**TEKS 2.3.C** Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion.

ideas. Remember, Thomas Jefferson was the third president. John Adams was the second president. Together this group of leaders became known as “the Founding Fathers.” The Founding Fathers’ ideas all came together in a document called the U.S. Constitution.



### Show Image 1A-3: The Constitution

The Constitution became the framework for the American government. A framework is the basic structure of something. A man named James Madison had a clear vision of how the United States should govern itself. James Madison is known as “the Father of the Constitution” because he put all of the ideas

together by writing the Constitution with the help of George Washington and others. He also became the fourth president of the United States.



### Show Image 1A-4: Map of America in 1805

For many years after the Revolutionary War, the United States grew larger and wealthier. New states, such as Vermont, Kentucky, Tennessee, Ohio, and Louisiana, were added. New territories were also settled. In 1803, President Thomas Jefferson purchased the Louisiana Territory from France. This purchase

more than doubled the size of the United States. [Point to the area of the Louisiana Territory on the map.]



### Show Image 1A-5: England and France fighting

Meanwhile, across the Atlantic, France and Britain went to war against each other.

This series of wars became known as the Napoleonic [ˌnəˈpɒlɪˈɒnɪk] Wars, named after the French leader at the time, Napoleon Bonaparte. Napoleon Bonaparte wanted to make France the most powerful

nation in the world. Britain was determined to stop him. The United States considered both France and Great Britain to be its friends. It did not want to get involved in these costly and destructive wars. Even though the Napoleonic Wars were being fought all the way across the Atlantic Ocean, they greatly affected the United States.



### Show Image 1A-6: Busy American port

Much of the United States' growth during this time depended upon **trade** with France and Great Britain. Trade refers to the business of buying and selling goods. Britain and France had many merchant, or trading, ships. These ships sailed across the Atlantic to trade goods with the United States, Canada, and with many

of the British- and French-owned islands in the Caribbean. For example, the United States sent flour and tobacco to France and Great Britain. Great Britain and France received sugar and coffee or cocoa from other countries.

Both countries wanted to stop the other from trading with the United States. They each also tried to prevent the other from getting money and supplies. They also did not want the United States to choose sides.



### Show Image 1A-7: Map of shipping trade routes [Point to the Atlantic Ocean and the trading routes on the map.]

To keep the French from trading with the United States, the British **blockaded**, or blocked, several U.S. ports. They also blocked several important ports in Europe. This seriously hurt U.S. trade. France and Britain

both had large naval fleets positioned in the Atlantic Ocean to attack each other's ships. To make matters worse, the British and the French began to **seize**, or capture, American ships loaded with valuable cargo. It became almost impossible to safely transport goods from the United States to foreign ports. It was also more and more difficult for Americans to receive much-needed goods.



### Show Image 1A-8: Impressment of sailors by the British navy

Merchant ships weren't the only ships in the sea! The United States and Great Britain also had naval ships. Life in the British navy was not easy. Conditions on their naval ships were terrible, and punishments were harsh. Because of this, the British navy had a hard

time finding men who wanted to be sailors. To get more sailors, the British

## Challenge

What role did France play in the American Revolutionary War? (France supported the colonists against Great Britain.)

began to capture men from other countries' ships and force them to join the British navy. Sometimes these sailors were British deserters. *A deserter is someone who runs away from military duty.* However, more times than not, the sailors who were seized weren't even British. But that did not stop the British from doing it. They even seized many U.S. sailors. This practice of forcing men into the British navy was called *impressment*.



### Check for Understanding

**Turn and Talk:** Turn to your partner and describe the way the British tried to keep the French from trading with the United States. (*They blockaded U.S. and European ports.*) Then have your partner describe how the British got more sailors to serve in the British navy. (*They used impressment, or the practice of forcing men into the British navy.*)

[Have several students share their answers with the class.]



### Show Image 1A-9: Naval ship USS *President*

The impressment of U.S. citizens upset the American people and the U.S. government. As time went on, the United States found that it was losing more and more valuable cargo, sailors, money, and even ships. They demanded that the British stop impressing American sailors. But the British refused.

## COMPREHENSION QUESTIONS (10 MIN.)

- Inferential.** How was the United States after the Revolutionary War different from the colonies before the Revolutionary War? (*Answers may vary, but should include that the colonies were ruled by the king of Great Britain, whereas the United States became a democracy and was ruled by the people.*)
  - What's the name of the document that became the framework for the American government? (*the Constitution*)
  - Who were the Founding Fathers? (*They were the men who helped write the Constitution and form the government of the new nation.*)
  - Why is James Madison called "the Father of the Constitution"? (*He played an important role in writing the Constitution.*)
- Inferential.** Describe the United States in the years shortly after the Revolutionary War. (*The country grew larger and wealthier, and new states and territories were added. The size of the country doubled when Thomas Jefferson purchased the Louisiana Territory from France.*)
  - What was the name of the area of land the United States purchased from France? (*the Louisiana Territory; the Louisiana Purchase*)
- Inferential.** What was happening between France and Great Britain in the years after the American Revolutionary War? (*They were at war with each other.*)
  - What was the name of the series of wars between Great Britain and France? (*the Napoleonic Wars*)
- Inferential.** What is impressment? (*Impressment was the practice of capturing sailors and forcing them to be in the British navy.*) Why were the British capturing, or impressing, sailors on other countries' ships? (*They did not have enough sailors to fight the war against France, so they used impressment to get those sailors.*)
- Literal.** What things did the British do during its war with France that angered the United States? (*The British were stopping American ships, stealing their cargo, and capturing, or impressing, American sailors. They also blockaded U.S. ports.*)
- Inferential.** *Think-Pair-Share:* Why do you think the British and the French did not want the United States to choose sides? (*Answers may vary, but could include that it would give one of them an advantage.*)
- After hearing today's Read-Aloud and questions and answers, what else do you wonder about the Revolutionary War? **TEKS 2.6.B**

ENGLISH  
LANGUAGE  
LEARNERS



### Speaking and Listening

#### Supporting Own Opinions

##### Beginning

Students will support their own opinions by providing good reasons and some evidence from "America in 1812, Part I" or relevant background knowledge.

##### Intermediate

Students will support their opinions by providing good reasons and increasingly detailed evidence from "America in 1812, Part I" or relevant background knowledge.

##### Advanced/Advanced High

Students will support their opinions by providing good reasons and detailed evidence from "America in 1812, Part I" or relevant background knowledge.

**ELPS 3.G; ELPS 3.J**



**TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.



### Exit Pass

How did the war between France and Great Britain affect the new country known as the United States? On your index card, write at least two ways that war affected the United States in the early 1800s. **TEKS 2.7.B**

### WORD WORK: REPRESENT (5 MIN.)

1. In the Read-Aloud you heard, “[Americans] wanted to be able to elect individuals to represent the people and act with their best interests in mind.”
2. Say the word *represent* with me.
3. *Represent* means to speak for or take action in place of someone else.
4. The president of the United States is elected to represent the people of this country.
5. Can you think of an example of someone who represents others? Try to use the word *represent* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “The \_\_\_\_\_ represents . . .”]
6. What’s the word we’ve been talking about?

**Use a Word to World activity for follow-up.** I will read a list of groups or individuals. For each individual or group, tell me who or what they represent. Be sure to answer in complete sentences, and use the word *represent* in your response.

- the president of the United States (*The president of the United States works to represent the people in the United States.*)
- the governor of [fill in the name of your state] (*The governor works to represent the people of our state.*)
- the mayor of [fill in the name of your city/town] (*The mayor works to represent the people in our town.*)
- student government at [fill in the name of your school] (*Student government works to represent students in our school.*)

### Challenge

Have students conduct research to learn more about the war between France and Great Britain in the early nineteenth century.

### Challenge

Have students conduct research to learn the names of each of the representatives in these examples.

**TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.





ENGLISH LANGUAGE LEARNERS



Writing

Selecting Language Resources

Beginning

Have students use two or three academic words to describe themselves in their writing.

Intermediate

Have students use four to six academic words to add detail to their descriptions of themselves to create an effect.

Advanced/Advanced High

Have students use seven to ten academic words, or nonliteral language, to add detail to their descriptions of themselves to create an effect.

ELPS 1.E; ELPS 5.B

Lesson 1: America in 1812, Part I

# Application



**Writing:** Students will create a portrait and write information about themselves.

✚ **TEKS 2.7.E; TEKS 2.9.E.i; TEKS 2.12.A**

## A PICTURE GALLERY OF AMERICA IN 1812 (15 MIN.)

### A Self-Portrait

- Show students Image Cards 4–6 (Portraits of George Washington, John Adams, and Thomas Jefferson) and explain that these pictures are called portraits.
- Explain that a portrait is a painting, drawing, or photograph of a person that usually includes the person’s head and shoulders. Invite different students to point out the head and shoulders of the men in these three image cards. If you have additional examples of portraits, share those now.
- Explain that, because cameras were not yet invented, portraits in the early 1800s were hand-drawn or painted. Ask students whether these portraits look hand-drawn, or sketched, or whether they look painted. (*painted*)
- Ask students to identify the people they recognize in the image cards. Explain that these portraits are of the first three presidents of the United States: George Washington, John Adams, and Thomas Jefferson.
- Tell students that they are going to be making their own portraits to help them remember some of the important people and places connected to the War of 1812.
- Tell students that today they will be making a self-portrait using Activity Page 1.1. First, they should draw a portrait of themselves in the frame. Remind students that a portrait usually includes only their head and shoulders.
- Next, have students write their name in the space beneath the frame. Then, in the space provided, have them write a sentence or two about themselves. The sentences they write should tell a short, true story about themselves: something they have done or something exciting that has happened in their lives. **TEKS 2.7.E**



✚ **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.9.E.i** Recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.



### Check for Understanding

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**Turn and Talk:** Turn to your partner and share your writing. Have your partner ask you one question about what you drew or wrote, and then answer that question. Then, have your partner share his or her writing; ask a question about his/her drawing or writing, and have your partner answer that question.

[Have several students share the questions posed and answers given.]

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- Display or save these portraits to create a gallery or portfolio at a later time.

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## INTRODUCE PERSUASIVE SPEECHES (5 MIN.)

- Explain that *persuade* means to get someone to do something you want them to do.
- Show students some advertisements and discuss the methods used to persuade someone to do or buy something. Possible methods include humor, logic or common sense, fear, etc.
- Tell students that they will be writing persuasive speeches beginning with the next lesson. **TEKS 2.9.E.i**

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 **TEKS 2.9.E.i** Recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do.

Lesson 1: America in 1812, Part I

# Take-Home Material

## FAMILY LETTER

- Send home Activity Page 1.2.

Activity Page 1.2



## THE WAR OF 1812

# America in 1812, Part II

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will review some of the causes of the War of 1812.

✚ **TEKS 2.1.A; TEKS 2.7.D**

### Reading

Students will identify additional causes of the War of 1812 explained in “America in 1812, Part II.”

✚ **TEKS 2.6.G**

### Language

Students will demonstrate an understanding of the Tier 2 word *patience*.

✚ **TEKS 2.3.B**

### Writing

In small groups, students will prepare a persuasive speech.

✚ **TEKS 2.6.H; TEKS 2.9.E.ii; TEKS 2.12.B**

## FORMATIVE ASSESSMENT

### Exit Pass

**Writing** Students will identify and describe an event that led to the War of 1812.

✚ **TEKS 2.6.G**

### Activity Page 2.3

**Writing** In small groups, students will prepare a persuasive speech.

✚ **TEKS 2.12.B**

✚ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.9.E.ii** Recognize characteristics of persuasive text, including distinguishing facts from opinion; **TEKS 2.12.B** Compose informational texts, including procedural texts and reports.

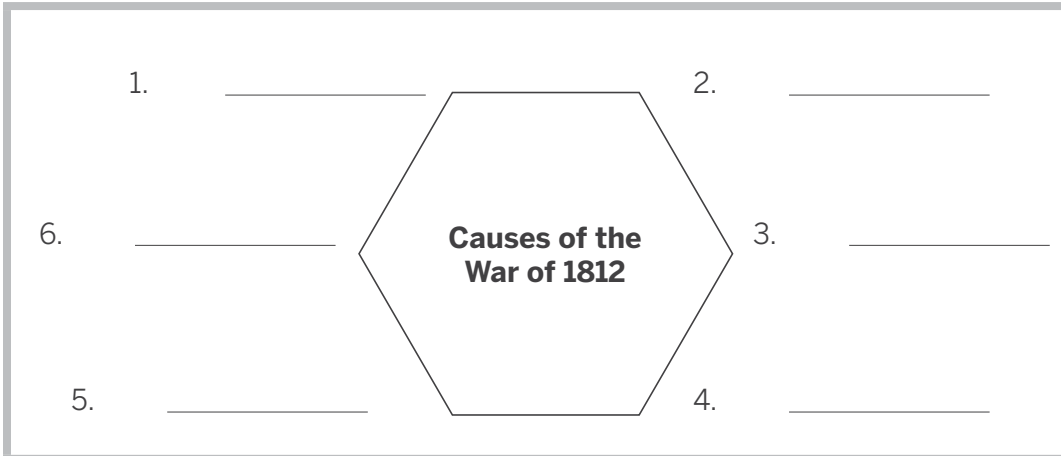
## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Flip Book: 1A-1–1A-9 <input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> “Causes of the War of 1812” (Digital Components)
Essential Background Information or Terms			
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> timeline <input type="checkbox"/> index cards (one per student) <input type="checkbox"/> Flip Book: 2A-1–2A-8
“America in 1812, Part II”			
Comprehension Questions			
Word Work: <i>Patience</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
A Picture Gallery of America in 1812: James Madison	Independent/ Small Group	20 min.	<input type="checkbox"/> Activity Pages 2.2, 2.3 <input type="checkbox"/> Image Card 8 (James Madison)
Plan a Persuasive Speech			

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Prepare and display an enlarged version of Activity Page 2.1 as shown below. Alternatively, you may access a digital version in the digital components for this domain. Leave the completed version on display for use in Lesson 3.



### Application

- Plan to put students in small groups to plan a persuasive speech.

### Universal Access

- Bring in items or images of items that Great Britain and the United States traded in the early 1800s. Items Great Britain traded to the United States included tea, furniture, weapons, and tools. Items traded from the United States to Great Britain included fish, lumber, corn, wheat/flour, rice, and tobacco. Be sure to check your school's policy regarding food distribution and allergies.

## CORE VOCABULARY

**abandon, v.** to stop doing something; to give up entirely

Example: We had to abandon the idea that we would have ice cream cones after dinner when we realized that we were out of ice cream.

Variation(s): abandons, abandoned, abandoning

**committee, n.** a group of people who come together to complete a task or make decisions

Example: The parent-teacher committee is a group of parents and teachers who work together to make our school a better place.

Variation(s): committees

**patience, n.** the ability to wait for a long time without being upset

Example: We had to have a lot of patience when we were waiting all day for the party to start.

Variation(s): none

**suspicious, adj.** having doubts or a feeling that something is wrong

Example: When our car began making strange noises, my mother became suspicious.

Variation(s): none

**treaty, n.** a formal agreement between countries

Example: The two countries signed a peace treaty at the end of the war.

Variation(s): treaties

**Vocabulary Chart for “America in 1812, Part II”**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	treaty	committee ( <i>comité</i> ) patience ( <i>paciencia</i> ) suspicious	
Multiple Meaning		abandon ( <i>abandonar</i> )	
Sayings and Phrases	losing patience with change their ways had reason to believe that		

## Lesson 2: America in 1812, Part II

# Introducing the Read-Aloud



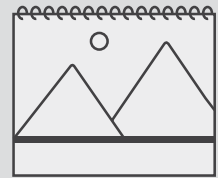
**Speaking and Listening:** Students will review some of the causes of the War of 1812.

**TEKS 2.1.A; TEKS 2.7.D**

## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Review Images 1A-1 through 1A-9 to review what was learned in the previous Read-Aloud. Remind students that America fought Great Britain for independence in the Revolutionary War.
- Remind students that, after the Revolutionary War, the United States grew in size and wealth. Remind them that under Thomas Jefferson, the third president, the country purchased the Louisiana Territory, doubling the size of the United States.
- Have students turn to Activity Page 2.1, and direct their attention to the enlarged version of the activity page you prepared. Explain that they will use this activity page to keep track of the causes of the War of 1812.
- Ask students to explain what the French and British did to U.S. ports in the years leading up to the War of 1812, while they were fighting with each other. (*blockaded important U.S. ports*) Write *blockade* on line #1, next to one of the points on the hexagon, on the enlarged version of Activity Page 2.1, and have students do the same on their copy of the activity page.
- Have students explain the method used by the British to get more sailors for their navy. (*They impressed, or captured, them.*) Write *impressment* on line #2 next to one of the points on the hexagon on the enlarged version of Activity Page 2.1, and have students do the same on their copy.
- Remind students that the British also seized, or took, U.S. ships. Ask them to describe what was on those ships that the British took. (*cargo*) Write *stole cargo* on line #3, next to one of the points on the hexagon on the enlarged version of Activity Page 2.1, and have students do the same on their copy.

Flip Book 1A-1–1A-9



Activity Page 2.1



Challenge

Ask students to name the war fought between France and Great Britain at this time. (*Napoleonic Wars*)

**TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;  
**TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.





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### Check for Understanding

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**Choose a Side:** Have you ever had two friends who were upset with each other? How did you feel? Whose side did you take? How do you think the United States felt in the early 1800s when France and Great Britain were at war? If you think the United States will support Great Britain, walk quietly to the front of the room. If you think the United States will support France, walk quietly to the back of the room. If you think the United States won't take the side of either Great Britain or France, stay where you are.

[Have several students share the reason they made the choice they did.]

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### ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Tell students that when George Washington was president of the United States, he coordinated an agreement between the United States and Great Britain. The British promised not to do anything to bother U.S. ships and interfere in their trade business. The agreement was signed by both countries. An official agreement like this, signed by two countries, is called a treaty.

## Lesson 2: America in 1812, Part II

# Read-Aloud



**Reading:** Students will identify additional causes of the War of 1812 explained in “America in 1812, Part II.”

✚ **TEKS 2.6.G**

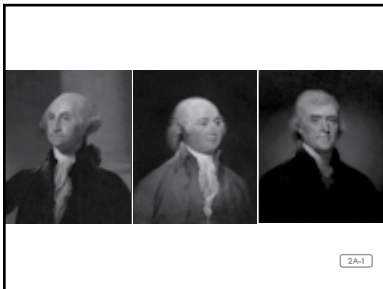
**Language:** Students will demonstrate an understanding of the Tier 2 word *patience*.

✚ **TEKS 2.3.B**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to find out what other events led up to the War of 1812.

### “AMERICA IN 1812, PART II” (15 MIN.)



#### Show Image 2A-1: George Washington, John Adams, Thomas Jefferson

After the Revolutionary War, each of the first three presidents of the United States wanted the United States and Great Britain to be friends again. [Point to and name Presidents George Washington, John Adams, and Thomas Jefferson.] Even before the Napoleonic Wars

began, George Washington had tried to establish a peaceful relationship with the British. Remember, George Washington was the first president of the United States. Under his leadership, the United States and Great Britain signed a **treaty** called Jay’s Treaty. A treaty is an agreement between two countries. In this treaty, the British promised not to get involved or interfere with the United States’ business or activities. Do you think the British kept their promise? (They did not keep their promise; they broke the treaty.)

✚ **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.



### Check for Understanding

**With a Partner:** Based on what you just heard, what other event led some people in the United States to want to go to war with Great Britain?

[Have students share their responses. (*Great Britain broke the treaty with the United States.*) Write *broke treaty* on line #4 on the enlarged version of Activity Page 2.1, and have students do the same on their copy.]

### Support

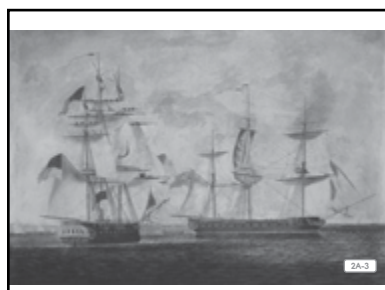
Show students the items or images of items traded between Great Britain and the United States in the early 1800s.



### Show Image 2A-2: Map of shipping trade routes

During this time, one of the most common ways for two countries to maintain a good relationship was to trade with each other. The United States sent flour and tobacco and other goods to Great Britain. Great Britain sent tea and manufactured goods to America.

When the Napoleonic Wars began in Europe, France and Great Britain became enemies. The United States was caught in the middle. The U.S. government really did not want to have to get involved. *So the United States was friends with Great Britain and with France, and now the two were fighting.* Merchants in New England relied on trade with Britain to run their businesses. France had helped America during the Revolutionary War. The United States wanted to keep that friendship, too. However, when U.S. ships, cargo, and sailors were being threatened—especially by the British—the United States could not ignore it. *What do you think the United States will do?*



### Show Image 2A-3: Naval ship USS Chesapeake

In 1807, while Thomas Jefferson was president, something happened at sea that made many Americans very angry with the British. As they often did, a British ship stopped a U.S. ship at sea. The American ship was

the USS *Chesapeake*. *USS stands for United States Ship*. When the British commander demanded that the *Chesapeake* be searched, the American captain refused. The British commander did not like that. He ordered his men to open fire. Several American sailors died in the attack. After that, many members of Congress began to call for war with Britain. *Members of Congress are the people elected to represent the states.*

Those members of Congress who wanted the United States to go to war were known as War Hawks. *War Hawks were the congressmen who wanted America to go to war with Britain to defend its freedom.*

## Support

Have students review the meaning of the word *represent*. (to speak for or take action in place of someone else)



### Check for Understanding

**With a Partner:** Based on what you just heard, what other event led some people in the United States to want to go to war with Great Britain?

[Have students share their responses. (*the attack on the USS Chesapeake*) Write *attack on the USS Chesapeake* on line #5 on the enlarged version of Activity Page 2.1, and have students do the same on their copy.]



### Show Image 2A-4: Empty American port

As time went on, President Jefferson was losing **patience** with the British. *Patience refers to the ability to wait for something without getting upset. So, if Thomas Jefferson was losing patience, it means \_\_\_\_\_. [Pause and allow students to fill in.]* He tried and tried to stop their aggression. In response to the

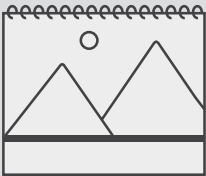
attack on the USS *Chesapeake*, the government passed the Embargo Act of 1807. *An embargo is a government order that limits trade.* The Embargo Act stated that U.S. ports would be closed to foreign ships—especially British ships. *An act is a law made by the government.*

This meant that there would be no more trade with Britain.

## Support

The word *act* also means to perform as a character in a play or musical.

## Flip Book 1A-6



The U.S. government hoped that Britain would lose so much money that they would be forced to change their ways. However, the Embargo Act caused more problems for American farmers and merchants in New England and New York than it did for the British.

*[Point out the empty port in contrast to Image 1A-6 in the previous lesson.]*

*Do you think the Embargo Act will work?* Britain simply traded with other nations. But the coastal New England towns depended upon trade with Great Britain. The merchants there were losing money by not being able to send or receive goods. In the end, the United States had to **abandon** the Embargo Act. *Abandon means to stop doing or supporting something.*



### Show Image 2A-5: Map of United States/Canada/New Spain with flags

You might think that what was happening at sea was enough to drive the United States to war with Great Britain. But, there were even more problems on American land. Even though Britain had lost the thirteen colonies to America, it still had control of land in the northern Great Lakes region, and the northwestern territories. Britain also controlled part of what is now Canada.

*[Ask a volunteer to point to the Great Lakes. Ask another volunteer to point to British Canada.]* The British had forts and outposts along the U.S. and Canadian border. *An outpost is a military camp that is located in another country.*

## Support

Point to the Great Lakes and British Canada on the image.



### Show Image 2A-6: Settlers in wagons

Most Americans during this time were farmers. Many, many settlers were moving west in search of land to farm. Although the wagons were on American land, the U.S. government began to suspect that the British were interfering with Americans who were settling in the northern territories, especially in the

Ohio River Valley and the Indiana Territory. *[Point to wagons in the image.]*

*Across the river here is British Canada. [Point out the outpost as well.]*

They believed that Britain was using its outposts in Canada to help Native Americans who were fighting to defend their land from the settlers.

## Support

Why were Native Americans fighting frontier settlers? (As they moved west, frontier settlers were taking over the land occupied by Native Americans.)



### Show Image 2A-7: Tribal Leader Tenskwatawa

*This painting shows tribal leader Tenskwatawa from the Shawnee Indian tribe.*

In 1811, many Native Americans from the Shawnee Indian tribe fought to remove settlers from their land in the Battle of Tippecanoe. *Tenskwatawa was the tribal leader*

*of the Shawnee Indians and along with his brother, Tecumseh, led the battle that took place at Prophetstown.* The U.S. Army fought back. The soldiers believed that the Shawnee Indians received weapons from the British. The British denied it. They insisted that they were only trading with the Shawnee Indians—nothing more. *Why do you think the Shawnee Indians would accept or need those weapons from the British?* (Answers may vary, but may include that the Shawnee Indians accepted the weapons to fight against the U.S. Army from taking over their land; to survive against the U.S. Army who was pushing them off their land; to get back their land from the settlers.)



### Check for Understanding

**With a Partner:** Based on what you just heard, what other event led some people in the United States to want to go to war with Great Britain?

[Have students share their responses. (*The British gave the Shawnee Indians weapons.*) Write *armed Native Americans* on line #6 on the enlarged version of Activity Page 2.1, and have students do the same on their copy.]

But now the War Hawks, those who supported going to war with Britain, were furious. The British were attacking American ships at sea. And now they were causing trouble on American soil as well. *What trouble were the British causing on American soil?* (They were arming the Shawnee Indians.) The War Hawks in Congress put together a **committee**. *A committee is a group of people who work together to finish a task or made decisions.* Many of the War Hawks' supporters in Congress were from the northern and western

territories of the United States. They were the ones who were most **suspicious** of the British. *If they were suspicious, that means they thought the British were doing something wrong.*



**Show Image 2A-8: Portrait of James Madison**

James Madison was the fourth president of the United States. Like the other presidents before him, he tried to find a way to avoid conflict with Britain. He knew that the United States was still a young nation with fewer than eight million people. *That's about the same number of people today in New York City.* He knew they

did not have a large army or navy. But the War Hawks believed that if the United States was going to fight Britain, now was the time. Britain was busy fighting the Napoleonic Wars. It would not have enough soldiers, sailors, and ships to fight the United States, too. Some Americans thought that winning a war with Britain might also be an opportunity to gain more land.

There was land to the north and to the south that they wanted. Finally, the War Hawks wanted to prove that the United States was a strong country.

Still, President Madison did not want to rush into war. He continued to ask the British government to stop interfering with U.S. ships, and to stop trading with and arming Native Americans. However, the British continued to ignore the president's requests. With the War Hawks demanding war, James Madison finally agreed. On June 18, 1812, the United States declared war on Great Britain.

**Challenge**

How would fighting a war be an opportunity to gain more land?

## COMPREHENSION QUESTIONS (10 MIN.)

- Refer to the timeline on display.
1. **Inferential.** Why do you think the United States wanted to have a good relationship with Britain and France? (*Answers may vary but could include that as a young nation, with a small army and navy, they did not want to go to war. They also wanted to trade with both Britain and France.*)
  2. **Literal.** What term was used to describe the people in the U.S. government who wanted to go to war with Great Britain? (*War Hawks*)
  3. **Literal.** What events led the War Hawks to want to go to war with Great Britain in the early 1800s? (*The British blockaded U.S. ports, impressed sailors, stole U.S. cargo, broke a treaty with the United States, attacked the USS Chesapeake, and armed Native Americans.*)
    - **Inferential.** Why do you think Native Americans did not want settlers on their land? (*Answers may vary, but may include that they feared the settlers would take their land away from them.*)
  4. **Evaluative.** *Think-Pair-Share:* Why would the British want to arm Native Americans? How would that benefit the British? [You may also ask students to think about why the Native Americans wanted to help the British.]



### Exit Pass

**Writing:** On an index card, describe one of the six events that caused the United States to go to war with Great Britain in 1812.

## Support

Have students refer to Activity Page 2.1, as necessary, to answer question #4.



**ENGLISH  
LANGUAGE  
LEARNERS**

## Speaking and Listening

### Supporting Own Opinions

#### Beginning

Students will support their opinions by providing good reasons and some evidence from the Read-Alouds or relevant background knowledge.

#### Intermediate

Students will support their opinions by providing good reasons and increasingly detailed evidence from the Read-Alouds or relevant background knowledge.

#### Advanced/Advanced High

Students will support their opinions by providing good reasons and detailed evidence from the Read-Alouds or relevant background knowledge.

**ELPS 3.G; ELPS 3.J**



## WORD WORK: PATIENCE (5 MIN.)

1. In the Read-Aloud you heard, “President Jefferson was losing patience with the British.”
2. Say the word *patience* with me.
3. *Patience* means having the ability to wait for something without getting angry or upset.
4. At lunchtime we need to have patience when we wait in line for our food.
5. Can you think of a time when you showed patience? When have you seen someone else show patience? Try to use the word *patience* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “My mother shows patience when . . .”]
6. What’s the word we’ve been talking about?

**Use a Making Choices activity for follow-up.** I am going to read several sentences. If the sentence I read is an example of someone showing patience, say, “That is showing patience.” If the sentence I read is not an example of someone showing patience, say, “That is not showing patience.”

- The students were counting the days until winter break, but still working hard in school. (*That is showing patience.*)
- Steffan finished a puzzle for his little brother because he felt his brother was taking too long to get the last piece in place. (*That is not showing patience.*)
- Baxter waited for his grandfather to walk across the street, even though it was taking him a long time. (*That is showing patience.*)
- Jennifer kept asking her mother how much longer it would take at the grocery store. (*That is not showing patience.*)
- Geoffrey brought a book to read while he waited at the dentist for his appointment. (*That is showing patience.*)

## Lesson 2: America in 1812, Part II

# Application



**Writing:** In small groups, students will prepare a persuasive speech.

**TEKS 2.6.H; TEKS 2.9.E.ii; TEKS 2.12.B**

### A PICTURE GALLERY OF AMERICA IN 1812 (5 MIN.)

#### James Madison

#### Show Image Card 8 (James Madison)

- Tell students that today they are going to make another portrait for their portrait gallery. Today they will be making a portrait of James Madison using Activity Page 2.2.
- Have students recall important details about James Madison from the first two Read-Alouds. Prompt students to remember the following information about James Madison:
  - James Madison was the Father of the Constitution.
  - James Madison was the president of the United States during the War of 1812.
  - James Madison was the fourth president of the United States.
- Have students draw a portrait of James Madison in the frame on Activity Page 2.2. Remind them that a portrait usually includes only the head and shoulders.
- Next, have students write *James Madison* in the space beneath the frame.
- Have students write a sentence or two in the space provided, revealing something they know or learned about James Madison.
- Display or save these portraits to create a photo gallery throughout the domain.

### PLAN A PERSUASIVE SPEECH (15 MIN.)

- Remind students that to persuade means to get someone to think or do something you want them to do. A persuasive speech is designed to get others to think or do something you want them to do.

**TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.9.E.ii** Recognize characteristics of persuasive text, including distinguishing facts from opinion; **TEKS 2.12.B** Compose informational texts, including procedural texts and reports.

#### Activity Page 2.2



#### Support

Write "James Madison" on the board for students to copy.

#### Activity Page 2.3





## Speaking and Listening

### Expressing Information in Formal Presentations

#### Beginning

Students will plan for a very brief presentation by listing one or two arguments in support of their main point.

#### Intermediate

Students will plan for a brief presentation by listing two or three arguments in support of their main point.

#### Advanced/Advanced High

Students will plan for a longer presentation by listing three or more arguments in support of their main point.

**ELPS 1.E; ELPS 3.H;**

**ELPS 3.I**

### Support

Point out to students that if they are designated a “War Hawk,” they should complete only the column on the left side of Activity Page 2.3. If they are designated a “merchant,” they should complete only the column on the right side of Activity Page 2.3.

- Explain that students will be planning and writing a short speech from the point of view of either a War Hawk or a merchant in America in 1812. Explain that you will be James Madison, and that students will be presenting their speeches to you trying to persuade you either to go to war with Britain or not go to war with Britain.
- Remind students that in their speeches, they should make clear whether pieces of information are facts or their own opinions. Facts can be proven to be true, while opinions are personal judgments. Students’ speeches will need to synthesize, or put together, all of the information they have gathered.



**TEKS 2.6.H; TEKS 2.9.E.ii**



### Check for Understanding

**Stand Up/Sit Down:** To help you remember important information about the War Hawks and merchants in the United States in 1812, I will read several statements. If the statement I read describes the War Hawks, stand up. If the statement I read describes the merchants, sit down.

- These people were members of Congress who wanted to prove America was a strong country. (*War Hawks*)
- These people hoped to gain more land in Canada from the British. (*War Hawks*)
- These people relied on trade with Great Britain for their livelihood. (*merchants*)
- These people thought it was a good time to go to war with Great Britain because Britain was busy fighting France. (*War Hawks*)
- These people did not want to go to war with Great Britain. (*merchants*)
- These people wanted to go to war with Great Britain. (*War Hawks*)

- Place students in small groups and designate the groups as either “War Hawks” or “merchants.” Have them use Activity Page 2.3 to brainstorm arguments supporting their side.
- Tell students they will write their persuasive speeches in the next lesson.

End of Lesson



**TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.9.E.ii** Recognize characteristics of persuasive text, including distinguishing facts from opinion.

## THE WAR OF 1812

# Mr. and Mrs. Madison

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will review the causes of the War of 1812.

✦ **TEKS 2.1.D; TEKS 2.7.D; TEKS 2.10.E**

### Reading

Students will describe the connection between James and Dolley Madison and what was happening in the United States in 1812.

✦ **TEKS 2.6.G**

### Language

Students will demonstrate an understanding of the Tier 2 word *magnificent*.

✦ **TEKS 2.3.B**

Students will generate words using the suffixes *-ful* and *-less*.

✦ **TEKS 2.2.B.vi**

### Writing

In small groups, students will write persuasive speeches either for or against going to war in 1812.

✦ **TEKS 2.12.B**

## FORMATIVE ASSESSMENT

### Exit Pass

**Writing** Students will describe important roles played by James and Dolley Madison in the United States in 1812.

✦ **TEKS 2.6.G**

### Activity Page 3.1

**Persuasive Speech** Students will write persuasive speeches either for or against going to war in 1812.

✦ **TEKS 2.12.B**

✦ **TEKS 2.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.10.E** Identify the use of first or third person in a text; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.12.B** Compose informational texts, including procedural texts and reports.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Student copies of completed Activity Page 2.1
Essential Background Information or Terms			
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> world map or globe <input type="checkbox"/> index cards (one per student) <input type="checkbox"/> Flip Book: 3A-1–3A-9
“Mr. and Mrs. Madison”			
Comprehension Questions			
Word Work: <i>Magnificent</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Syntactic Awareness Activity	Whole Group/ Small Group	20 min.	<input type="checkbox"/> Activity Pages 2.3, 3.1
Write a Persuasive Speech			

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Be prepared to refer to the completed version of Activity Page 2.1 on display in the classroom.

### Read-Aloud

- Bring in pictures of the current or a recent First Lady.

### Application

- Plan to put students in small groups to write their persuasive speeches.

## CORE VOCABULARY

**citizens, n.** people who belong to a country either because they were born there or because they were declared members of that country by law, and who are given certain rights by that country

Example: Joey’s aunt and uncle became citizens of the United States.

Variation(s): citizen

**govern, v.** to rule over or be responsible for making decisions for a nation

Example: As the first president of the United States, George Washington was chosen to help govern the nation.

Variation(s): governs, governed, governing

**looming, v.** threatening to happen; hinting that something bad or negative is going to happen

Example: The dark clouds meant that a thunderstorm was looming.

Variation(s): loom, looms, loomed

**magnificent, adj.** great, beautiful, or impressive

Example: The king and queen lived in a magnificent palace.

Variation(s): none

**topics, n.** the main subjects of a discussion, paper, or project

Example: The teacher explained that the Read-Aloud topics were “Seasons and Weather” and “Astronomy.”

Variation(s): topic

### Vocabulary Chart for “Mr. and Mrs. Madison”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	citizens	govern ( <i>gobernar</i> ) looming magnificent ( <i>magnifico/a</i> ) topics	
Multiple Meaning			
Sayings and Phrases	won their freedom		

## Lesson 3: Mr. and Mrs. Madison

# Introducing the Read-Aloud



**Speaking and Listening:** Students will review the causes of the War of 1812.

**TEKS 2.1.D; TEKS 2.7.D; TEKS 2.10.E**

## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Remind students that the War of 1812 was the second war between the United States and Great Britain. Ask them to name the first war between these two countries. (*the Revolutionary War*)
- Review what students have learned about the Constitution and the early years of the United States, using the following questions:
  - What official document was written to explain how the United States should be governed, or managed? (*the Constitution*)
  - Who were the Founding Fathers? (*The Founding Fathers were the men who helped write the Constitution.*)
  - What role did James Madison play in the start of the United States? (*He helped write the Constitution and is known as “the Father of the Constitution.”*)
  - What other information do you remember about James Madison? (*Answers may vary, but may include that he was the fourth president of the United States, and that he was the president at the time of the War of 1812.*)
- Have students turn to their completed Activity Page 2.1, and display the enlarged version of that activity page.
- Have students identify the six events that led up to the War of 1812. (*The British blockaded U.S. ports, impressed sailors, stole U.S. cargo, broke a treaty with the United States, attacked the USS Chesapeake, and armed Native Americans.*)
- Review the different positions held by the War Hawks and the merchants in the United States in 1812. (*The War Hawks wanted to go to war with Great Britain, whereas many merchants did not.*)

### Support

If students have difficulty remembering information about James Madison, have them refer to the portrait and description they created on Activity Page 2.2.

### Activity Page 2.1



**TEKS 2.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.10.E** Identify the use of first or third person in a text.



### Check for Understanding

**Turn and Talk:** Turn to your partner and share one reason the War Hawks wanted to go to war with Great Britain. Then have your partner turn to you and share one reason many merchants did not want to go to war with Great Britain.

[Have several students share their responses with the class.]

### ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Tell students that in today's Read-Aloud they will learn more about the fourth president of the United States, James Madison, and his wife, Dolley Payne Todd Madison.
- Remind students that when James Madison became president, the United States was on the brink of war. The previous three presidents—George Washington, John Adams, and Thomas Jefferson—had all attempted to establish good relationships with Britain but had not always been successful.
- When war broke out between the United States' two most important trading partners, it became even more difficult to avoid a conflict.
- Explain to students that a narrator called Grandfather Lafitte [/'lɑ\*feɪt/] will continue the story of the War of 1812. Ask: If the narrator is a person in the story, and he or she is telling the story from their perspective, would the point of view be first-person or third-person? (*first*). **TEKS 2.10.E**

### Support

If students have difficulty articulating the views of either the War Hawks or the merchants, have them refer to Activity Page 2.3.

### Support

Who were the United States' two most important trading partners at this time? (*France and Great Britain*)

**TEKS 2.10.E** Identify the use of first or third person in a text.



## Lesson 3: Mr. and Mrs. Madison

# Read-Aloud



**Reading:** Students will describe the connection between James and Dolley Madison and what was happening in the United States in 1812. **TEKS 2.6.G**

**Language:** Students will demonstrate an understanding of the Tier 2 word *magnificent*. **TEKS 2.3.B**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to today's Read-Aloud to learn about the roles James and Dolley Madison played in the War of 1812.

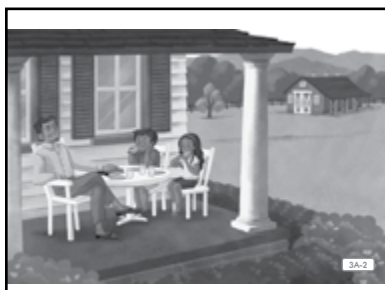
### "MR. AND MRS. MADISON" (15 MIN.)



#### Show Image 3A-1: Children running to the house

It was a beautiful spring day in central Virginia. Ten-year-old J.P. and his younger sister, Adele [/*ə\*del*/], raced from their home through the pasture, or field, that led to their grandfather's farmhouse. Though originally from New Orleans, Louisiana, their Grandfather Lafitte now lived on a neighboring horse farm.

Grandfather Lafitte loved to tell the children stories. Today he had promised to tell them all about the War of 1812. J.P. was learning about this war in school and, of course, Adele wanted to know everything about anything that her brother was doing. Before he retired, their grandfather had been a history professor. *A professor is someone who teaches college students.* He declared that he was an expert on the subject.



#### Show Image 3A-2: Grandfather and children on the porch

Grandfather Lafitte was waiting for the children on the front porch. As J.P. and Adele settled into chairs at the table across from their grandfather, Adele noticed that he was holding an old, leather-bound journal.

### Support

Have students locate Virginia and Louisiana on a U.S. map.

**TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

“What do you have there?” asked Adele inquisitively.

She had just turned eight, and J.P. said she was always full of questions!

“Oh, this journal belonged to your great, great, great, great grandfather. He fought in the War of 1812. I will tell you more about him later,” Grandfather Lafitte explained. “Now where should I begin?” he asked eagerly.

“I have a list of **topics** that I need to learn about,” started J.P. *Topics are the main subjects of a discussion, a paper, or a project.*

“He has to know about President James Madison and his wife, Dolley,” Adele interrupted excitedly.

“Yes,” said J.P., finishing what he was saying, “I have to know about the beginning of the war, the USS *Constitution*, the attacks on Washington, D.C., and Baltimore, Andrew Jackson and the Battle of New Orleans, and how the war ended.”

“Well, that’s quite a list,” exclaimed Grandfather Lafitte. “We’d better get started then. It sounds like you do not need to know anything about pirates,” he added with a curious tone.

“Pirates!” gasped J.P. “Were there pirates in the War of 1812?”

“We shall see,” chuckled Grandfather Lafitte. “I think I will start at the beginning and tell you about the man who was president when the war began.” *Who was our fourth president?*

“James Madison!” said Adele proudly. She had recently attended a school field trip to Montpelier [/mont\*peel\*yer/] because it was close to their home. She learned a lot about James Madison.



### Show Image 3A-3: James Madison as a young boy

Grandfather began, “James Madison was born on March 16, 1751. He grew up on a large plantation in central Virginia not far from where we are right now. *A plantation is a large farm.*

His family home was called Montpelier. As a young boy, Jemmy—as his father called him—

was homeschooled, or taught at home. It’s been said that he read every book that his father had in his library. And Mr. Madison had a lot of books!

### Challenge

Based on the way in which it is used in this sentence, what do you think the word *inquisitively* means? (*eagerly asking a question and wanting to know more information*)

### Challenge

If Montpelier is close to their home, in which state is Montpelier located? (*Virginia*)

When he was seventeen, James went to the College of New Jersey, which is now called Princeton University. Just as he did when he was young, James Madison loved to read. He enjoyed learning Latin and Greek and debating in college. *Debating means discussing something with someone whose opinion might be different than your own, similar to what you will do when you present your persuasive speeches.* James actually graduated from college in only two years." *Today, it usually takes twice that long, or four years, to finish college.*

"I like learning Spanish in school," Adele added enthusiastically.

"I'm glad that you do," replied Grandfather Lafitte, smiling at his granddaughter. He continued, "As a young man, James Madison did not like the way the colonies were run by Britain. He thought the colonists should be able to **govern** themselves *or be responsible for making their own decisions.* In 1774, when he was just twenty-three years old, James Madison became a leader in the House of Burgesses. *The House of Burgesses was the first form of government in colonial America.* The next year, the colonies were at war with Great Britain. *Do you know what war it was?* This war, the Revolutionary War, lasted until 1783. Americans won their freedom, and they became **citizens** of a new nation—the United States of America." *Citizens are people who live and belong in a particular place and are given special rights by the rulers or government of that place.*



### Show Image 3A-4: The Constitutional Convention

"Didn't James Madison write the Constitution?" asked J.P.

"You are right," replied grandfather. "After the war, he continued to be involved in governing Virginia. He is perhaps most famous for his role in helping to write the Constitution,

though. *What is the Constitution?* James Madison was the one who had the idea to use each state's population as a way of deciding how many elected representatives it should have in Congress. *Today there are two elected senators for each state. The number of representatives for each state depends upon how many people live in that state.* He was also responsible for organizing the government into three **branches** with different powers. *The word branches also refers to the limbs on a tree.*

### Challenge

What are the three branches of government? (judicial, legislative, and executive)

In fact, much of the Constitution was written by James Madison. But he did get some help from George Washington and many other Founding Fathers. James Madison also helped to write another part of the Constitution called the Bill of Rights." *The Bill of Rights protects American people and their property.*

"When are you going to tell us about Dolley Madison?" asked Adele. "Momma says she was a really interesting lady."

"Yes, she was," replied Grandfather Lafitte. "That's coming next, don't you worry."



**Show Image 3A-5: Portrait of Dolley Madison**

"People who knew him said that James Madison was a shy and serious man. He also had some health problems. His poor health and his involvement in politics—he was a busy man—meant that he did not spend much time socializing. *Socializing means talking to and doing things with other people in a friendly*

*way.* However, in 1793, when he was forty-two, James Madison met a young woman named Dolley Payne Todd. Dolley Todd was twenty-five when she met James Madison. She previously had been married to a man named John Todd. *Does previously mean before or after?* She and her husband, John, had two sons: John Payne and William. Sadly, Dolley's first husband and her youngest son, William, both died from yellow fever. Dolley, who was known to be very cheerful and outgoing, turned to her friends and family for support. Her friends introduced her to James Madison. When they met, James Madison was a member of the House of Representatives. They liked each other and began to spend more and more time together. They got married in September, 1794."

"Where did they live after they got married?" asked Adele.



**Show Image 3A-6: James Madison's home, Montpelier**

"Well, at first they lived in James Madison's family home, Montpelier, not too far from here. However, in 1801, when his close friend Thomas Jefferson became president, the Madisons moved to the new capital."

“Washington, D.C.!” exclaimed Adele.

“Exactly!” replied Grandfather Lafitte. “James Madison became Thomas Jefferson’s secretary of state. That meant that he was responsible for dealing with other countries on behalf of the United States. Almost immediately, he had problems with Great Britain and France.”

“What kind of problems, Grandfather?” asked Adele.

“Both countries were interfering with U.S. merchant ships,” said Grandfather.

“Why were they doing that?” asked J.P., who by now had finished his entire ham sandwich.

### Challenge

What was the name of the wars?  
(*Napoleonic Wars*)



### Show Image 3A-7: Impressment

“You see, a series of wars had broken out in Europe. [*Point to Europe on a world map or globe.*] These wars were named after the man who started them, the well-known French military leader Napoleon Bonaparte.

Napoleon wanted France to become the most powerful nation in the world. But Great Britain and other European nations wanted to stop him. Britain had one problem, though. Although it had a powerful navy, it did not have enough sailors.



### Check for Understanding

**Turn and Talk:** Turn to your partner and discuss why it was the British didn’t have enough sailors.

[Have several students share their responses with the class. (*Life in the British navy was difficult, and conditions on British ships was terrible, so the British found it difficult to get men to serve in the navy.*)]

To get more sailors, they captured men and forced them to join their navy. In the beginning, they only captured men in their own country, but as the Napoleonic Wars continued, they began to stop American ships and capture members of their crew, too." *What was this practice of capturing men and forcing them to serve in the navy called? (impressment)*



**Show Image 3A-8: Portrait of James Madison**

"That must not have made James Madison very happy," said Adele.

"It didn't. But no matter how hard he tried, he couldn't convince the British to stop. After being president for two terms, Thomas Jefferson suggested that his friend James Madison run for president. In March, 1809,

James Madison became the fourth president of the United States."



**Show Image 3A-9: The President's House**

"And Dolley Madison became the First Lady?" quizzed Adele.

"She did indeed," replied Grandfather Lafitte. "Dolley Madison was actually the first First Lady. *The term "First Lady" refers to the wife of the U.S. president. While Dolley Madison wasn't the first wife of a U.S. president, she set the*

*standard for the role as official hostess of the country.*

She was an excellent hostess. She had **magnificent** parties. *Based on the way it is used in this sentence, what does the word magnificent mean? (great, beautiful, or impressive) Her parties were more than just an opportunity to have fun. They became the site of important political discussions and decisions.* She was known for her love of fashion and had quite a few fine dresses. She even helped to design the interior, or inside, of the new President's House, which we now know as the White House. *The President's House became known as the White House when President Theodore Roosevelt referred to it as that more than 100 years later. After James Madison's death, Dolley Madison was responsible for preserving his documents and his legacy as president.*

By the time James Madison came into office, war was **looming**. *Looming means threatening to happen, or that something bad is about to happen.*

**Support**

Show students a picture of the current or a recent first lady, and discuss what they know about this first lady.



Speaking and Listening

Supporting Own Opinions

**Beginning**

Students will support their opinions by providing good reasons and some evidence from the Read-Alouds or relevant background knowledge.

**Intermediate**

Students will support their opinions by providing good reasons and increasingly detailed evidence from the Read-Alouds or relevant background knowledge.

**Advanced/Advanced High**

Students will support their opinions by providing good reasons and detailed evidence from the Read-Alouds or relevant background knowledge.

**ELPS 1.E; ELPS 3.G;**

**ELPS 3.J**

Everyone knew the war was coming, but nobody wanted it to come. Many members of Congress were urging him to declare war on Great Britain. They thought the British had been arming Native Americans and were encouraging them to fight American settlers moving west. James Madison felt that he had no other option but to lead his nation into war. On June 18, 1812, the United States declared war on Great Britain.”

**COMPREHENSION QUESTIONS (10 MIN.)**

1. **Literal.** What job did James Madison hold in 1812? *(He was the fourth president of the United States.)*
2. **Inferential.** What events in his life prior to becoming the fourth president prepared James Madison to be president in 1812? *(He was a government leader in the House of Burgesses in Virginia; he played an important role in writing and adopting the Constitution; he served as secretary of state while Thomas Jefferson was president, and, as secretary of state, worked with the British to try to get them to stop the practice of impressment.)*
3. **Literal.** What role did Dolley Madison play in the United States in 1812? *(Dolley Madison was the First Lady of the United States in 1812. As First Lady, she served as the hostess of the White House, and she helped design the interior of the White House. She preserved her husband’s legacy by copying his documents.)*
4. **Inferential.** How did Dolley Madison’s early life and personality prepare her to be the First Lady of the United States? *(She was a cheerful, outgoing person, and she was an excellent hostess.)*
5. **Evaluative.** *Think-Pair-Share:* Why do you think James Madison was not eager to go to war? *(Answers may vary, but could include that the United States was a young nation; it did not have a large navy or army; the nation didn’t have enough money to pay for a war; the United States might not win; war is bad/scary; etc.)*



**Exit Pass**

**Writing:** On an index card, describe one important role James Madison played in the United States in 1812, and one important role Dolley Madison played in the United States in 1812.



## WORD WORK: MAGNIFICENT (5 MIN.)

1. In the Read-Aloud you heard, “[Dolley Madison] had magnificent parties.”
2. Say the word *magnificent* with me.
3. The word *magnificent* describes something that is great, beautiful, or impressive.
4. The sky was a magnificent shade of pink just before sunset.
5. Can you think of something that is magnificent? Have you heard something described as magnificent? Try to use the word *magnificent* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “\_\_\_\_\_ is magnificent.”]
6. What’s the word we’ve been talking about?

**Use a Making Choices activity for follow-up.** I am going to read several sentences. If the sentence I read is an example of something that could be described as magnificent, say “That is magnificent.” If the sentence I read is not an example of something that could be described as magnificent, say “That is not magnificent.” (*Answers may vary for all.*)

- The chocolate chip cookies from the new bakery were the best I ever had.
- The sky was full of dark clouds, so we knew a storm was looming.
- The princess wore a crown that was covered with glittering jewels.
- Cullen sharpened his pencil at the pencil sharpener.
- You could see the entire skyline of the city from the top of the skyscraper.
- Pete came home from school with a stomachache.



### Lesson 3: Mr. and Mrs. Madison

# Application



**Language:** Students will generate words using the suffixes *-ful* and *-less*.

✚ **TEKS 2.2.B.vi**

**Writing:** In small groups, students will write persuasive speeches either for or against going to war in 1812.

✚ **TEKS 2.12.B**

## SYNTACTIC AWARENESS ACTIVITY (5 MIN.)

### Suffixes

The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the Read-Alouds.

**Note:** There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical.

- Explain to students that a suffix is something that is added to the end of a word to give it a new meaning.
- Explain that the suffix *-ful* tells us that the word might mean full of something.
- Explain that the suffix *-less* tells us that the word might mean without or not having something.
- Explain that students heard in the Read-Aloud today, "Dolley. . . was known to be very cheerful and outgoing."
- Divide the word *cheerful* into two parts: *cheer* and *-ful*. Explain that *cheer* by itself means joy or happiness. The suffix *-ful* means full of. When these are combined, they become the word *cheerful*. *Cheerful* is a word that describes someone as happy or full of joy.
- Explain that the suffix *-less* means "without."
- Have students listen for the suffix *-less* in the following sentence: My mother decided to paint the dark and cheerless room a brighter color. Have students identify the meaning of *cheerless* in the sentence. (*without cheer, or gloomy*)
- Have students identify the meaning of the word *breathless*. (*out of breath*)

✚ **TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.12.B** Compose informational texts, including procedural texts and reports.



## Check for Understanding

**Turn and Talk:** The suffixes *-ful* and *-less* can be used to form words that are the opposite of each other. Work with your partner to turn the root words *power*, *fear*, *color*, *harm*, and *use* into new words that are the opposite of each other, using the suffixes *-ful* and *-less*.

[Have several students share their examples with the class. (Answers may include word pairs such as powerful/powerless, fearful/fearless, colorful/colorless, harmful/harmless, useful/useless.)]

## WRITE A PERSUASIVE SPEECH (15 MIN.)

- Remind students that in the last lesson they planned a persuasive speech that they will deliver to James Madison. They will write the speech based on the point of view of a War Hawk, arguing for the war, or from the point of view of a merchant in 1812, arguing against going to war.
- Place students in small groups to write their speeches, and have them turn to Activity Pages 2.3 and 3.1. Remind students that they wrote the plan for their speech on Activity Page 2.3, and they will use Activity Page 3.1 today to write the speech.
- Explain to students that they will write their introduction in the top box on Activity Page 3.1. Explain that this introduction, or opening, will describe which group they are representing (i.e., the War Hawks or the merchants).
- Direct students' attention to the second box on Activity Page 3.1, and explain that students will write their opinion about the war in the box (i.e., whether they support or oppose going to war).
- Explain that students should use the next two boxes to record two arguments in support of their position.
- Remind students that the linking words *because* and *also* will connect their arguments to their position. For example, they may say, "I support going to war because . . . and also . . ."
- In the last box on Activity Page 3.1, students should write a closing sentence, or conclusion.
- Tell students that they will begin presenting their speeches in the next lesson.

End of Lesson

## Activity Pages 2.3, 3.1



## Challenge

Encourage students to use domain-related vocabulary in support of their opinions.



ENGLISH  
LANGUAGE  
LEARNERS

## Writing

### Selecting language resources

#### Beginning

Have students use two or three academic words in their writing.

#### Intermediate

Have students use two or three academic words and one or two domain-related words in their writing.

#### Advanced/Advanced High

Have students use several academic words and three or four domain-related words in their writing.

**ELPS 5.B**

## 4

## THE WAR OF 1812

## Another War Already?

## PRIMARY FOCUS OF LESSON

## Reading

Students will record information from “Mr. and Mrs. Madison” on a T-chart.

✦ **TEKS 2.6.G; TEKS 2.7.D**

Students will explain the importance of waterways in the War of 1812.

✦ **TEKS 2.6.G; TEKS 2.9.D.i**

## Language

Students will demonstrate an understanding of the Tier 2 word *economy*.

✦ **TEKS 2.3.B**

## Speaking and Listening

Students will present a persuasive speech.

✦ **TEKS 2.1.C**

## FORMATIVE ASSESSMENT

**Activity Page 3.1 Persuasive Speech** Students will write and present a persuasive speech, arguing either in favor of going to war or against going to war.

✦ **TEKS 2.1.C**

**Activity Page 4.1 Complete a T-Chart** Students will record information from “Mr. and Mrs. Madison” on a T-chart.

✦ **TEKS 2.6.G; TEKS 2.7.D**

✦ **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
What Have We Already Learned?	Partner/ Whole Group	10 min.	<input type="checkbox"/> Activity Page 4.1
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Activity Page 4.2 <input type="checkbox"/> Flip Book: 4A-1–4A-9 <input type="checkbox"/> “USS <i>Constitution</i> ” (Digital Components)
“Another War Already?”			
Comprehension Questions			
Word Work: <i>Economy</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Present a Persuasive Speech	Whole Group	20 min.	<input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> Persuasive Speech Rubric

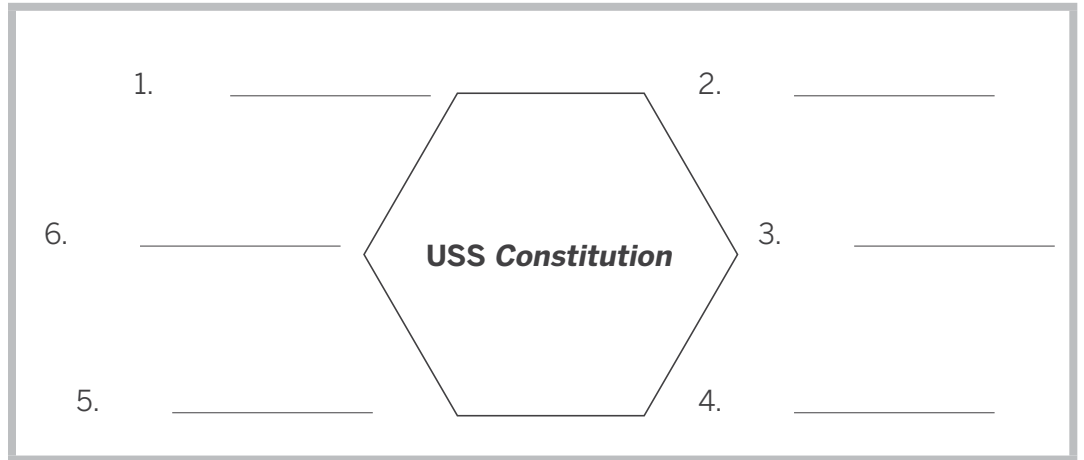
## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Create a T-chart on the board/chart paper to look like Activity Page 4.1.
- Plan to put students in pairs or small groups to complete the T-chart with information from “Mr. and Mrs. Madison.”

### Read-Aloud

- Prepare and display an enlarged version of Activity Page 4.2. Alternatively, you may access a digital version in the digital components for this domain.



### Application

- Locate the Persuasive Speech Rubric in the Teacher Resources and make a sufficient number of copies so there is one rubric for each student in the class.

## CORE VOCABULARY

**assumptions, n.** things that are believed to be true or probably true, but that are not known to be true

Example: Our assumptions were based on our previous experience.

Variation(s): assumption

**economy, n.** the system in which people buy, sell, or trade items or their services

Example: The economy depends on whether the merchants can purchase the supplies they need.

Variation(s): economies

**launch, v.** to begin

Example: The British were planning to launch an attack.

Variation(s): launches, launched, launching

**surrender, v.** to give up or stop fighting and allow the other side to win

Example: The soldiers had to surrender when they knew they couldn't win.

Variation(s): surrenders, surrendered, surrendering

**vulnerable, adj.** exposed to danger or harm

Example: The kitten felt vulnerable so she climbed a tree to get away from the barking dog.

Variation(s): none

### Vocabulary Chart for "Another War Already?"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		assumptions economy ( <i>economia</i> ) surrender vulnerable ( <i>vulnerable</i> )	
Multiple Meaning		launch	
Sayings and Phrases	turn their full attention toward		

## Activity Page 4.1



## Support

If students need additional support to complete this activity, you may do it as a teacher-guided activity with the whole class.

ENGLISH  
LANGUAGE  
LEARNERS

## Writing

## Writing Informational Text

**Beginning**

Allow students to dictate information to an adult to record on Activity Page 4.1.

**Intermediate**

Have students work collaboratively; one student could record the information dictated by other students.

**Advanced/Advanced High**

Have students write their information independently.

## ELPS 5.G

## Lesson 4: Another War Already?

Introducing the  
Read-Aloud

**Reading:** Students will record information from “Mr. and Mrs. Madison” on a T-chart.

TEKS 2.6.G; TEKS 2.7.D

## WHAT HAVE WE ALREADY LEARNED?

- Remind students that in the last lesson, they heard a Read-Aloud about James and Dolley Madison.
- Place students in pairs or small groups and have them turn to Activity Page 4.1.
- Have students think about what they learned about James and Dolley Madison, and what roles they played in the United States in 1812.
- Explain that students should draw or write information they learned about James Madison in the left-hand column of the activity page, and information about Dolley Madison in the right-hand column.



## Check for Understanding

**Review:** After students complete Activity Page 4.1, review the information as a class. Record student responses on the T-chart on the board/chart paper that you prepared earlier.

- The following information should be recorded in the column with the heading “James Madison”: *grew up in Virginia on a plantation known as Montpelier; liked to read as a child; attended the College of New Jersey (now known as Princeton); enjoyed learning Greek and Latin; became a leader in the House of Burgesses; was shy and quiet; married Dolley Payne Todd; helped write*

TEKS 2.6.G Evaluate details read to determine key ideas; TEKS 2.7.D Retell and paraphrase texts in ways that maintain meaning and logical order.

*the Constitution; is known as the Father of the Constitution; was Thomas Jefferson's secretary of state; was the fourth president of the United States; tried to get Great Britain to stop forcing sailors into the British navy; asked Congress to declare war on Great Britain in 1812.*

- The following information should be recorded in the column with the heading "Dolley Madison": *had been married before meeting James Madison and had two sons; her first husband and one son died; was a cheerful and outgoing person; moved to Montpelier after marrying James Madison; was a good hostess; was the first wife of a president to be called "First Lady"; had magnificent parties that became places for important political discussions; helped design the interior of the White House; preserved her husband's writings after his death.*



## Lesson 4: Another War Already?

# Read-Aloud



**Reading:** Students will explain the importance of waterways in the War of 1812.

✦ **TEKS 2.6.G; TEKS 2.9.D.i**

**Language:** Students will demonstrate an understanding of the Tier 2 word *economy*.

✦ **TEKS 2.3.B**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to learn about the importance of waterways in the War of 1812.

### “ANOTHER WAR ALREADY?” (15 MIN.)



#### Show Image 4A-1: Grandfather and the children on the porch

“What started the War of 1812?” Adele asked her grandfather.

“Did we have a big army and navy back then?” J.P. asked, almost at the same time as his sister.

“Well,” replied Grandfather Lafitte, “the answers to both of those questions are related. To answer your question first, J.P., we did not have a large army or navy back then. We had a fairly small navy and only about four thousand soldiers. *Today’s army has almost 500,000 soldiers, and there are more than 200,000 sailors in the navy today.*”

### Support

Explain that the army and navy are two parts of the military. The army is the part that fights on the land, and the navy is the part that fights on the sea. A member of the army is called a soldier, whereas a member of the navy is called a sailor. Explain that there are other parts of the military, including the air force and marines.

✦ **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.



### Show Image 4A-2: Army and navy uniforms

[Point to the army (right) and the navy (left) as you read about them.]

To fight a war and have any chance of winning, the president had to find more soldiers pretty quickly. Remember, in 1812, many Americans were farmers. They used guns to hunt and to protect their homes. President Madison now

asked farmers to use their guns to fight for their country. He offered them money and land if they would join.”

“Did they?” asked Adele.

“Although some people were against the war,” explained Grandfather Lafitte, “many men were eager to join. These soldiers didn’t always get the best military training, though. That is why, in the beginning of the war, things did not go so well for us. Our government and military leaders were counting on the fact that the British were so busy fighting the French that they would not be able to put up much of a fight against us. They hoped that the British would not have a large enough army. In fact, some people expected the British to give up almost immediately. As it turned out, none of these **assumptions** were right.” *An assumption is something that is believed to be true, but is not known to be true. Some assumptions turn out to be true, but others do not.*



### Show Image 4A-3: Map of three battle areas

[Point to each area on the map as you read about it.]

“The British did not back down. As the weeks and months went on, they came up with a three-part plan to attack us. First, they would **launch** an attack from British territory in Canada and move their army into New York

state. Then, they would attack our coastal cities, including Washington, D.C., and Baltimore. Finally, they would try to capture New Orleans and gain control of the Mississippi River.”



### Check for Understanding

**Point to It:** As I describe a part of the British plan of attack, point to the area of the map on this image that I am describing.

- The British wanted to attack our coastal cities, including Washington, D.C., and Baltimore.
- The British wanted to launch an attack from Canada and move into New York state.
- The British wanted to capture New Orleans and gain control of the Mississippi River.

In what order did the British plan to take these actions? (*They planned first to launch an attack from Canada to New York state; then to attack coastal cities, such as Washington, D.C., and Baltimore; and, finally, to capture New Orleans and gain control of the Mississippi River.*)

“Where did the first battles take place?” asked J.P., curious to learn more.



### Show Image 4A-4: Ships in battle on Lake Erie

“We thought that our best chance was to attack the British in Canada,” continued Grandfather Lafitte. “About three weeks after the start of the war, an American general led a small army of militiamen into Canada. *How can we use the words and phrases around*

*militiamen to help us figure out what it means? (We can use “small army” to help us understand that militiamen are men who were trained to be soldiers, but who were not part of the army.*

Unfortunately, they were defeated and were forced to **surrender** to the British. *Surrender means to give up, allowing the other side to win.* Other defeats in the Great Lakes area resulted in the loss of territory north and west of Ohio to the British. [*Point to this area on the map in image 4A-3.*] This also meant that settlers in neighboring Indiana were now

### Challenge

Students who participated in the program in first grade learned about militiamen in *A New Nation: American Independence*. Have students identify another war in which militiamen fought. (*the Revolutionary War*)

**vulnerable.** Vulnerable means exposed to danger or harm. And, as had already been suspected, some Native Americans took up weapons to fight alongside the British. They thought that this might be the only way they could protect their land. Because of this war, Native Americans suffered greatly.”



**Show Image 4A-5: Naval ship USS Constitution**

“Did we fight at sea as well?” asked J.P.

“I was wondering that, too,” said Adele.

“We certainly did. That was where we had some important victories,” replied Grandfather Lafitte. “You mentioned the USS *Constitution*

on your list. That ship was also known back then as ‘Old Ironsides.’ In the very beginning of the war this incredible ship defeated a British ship off the coast of Canada. Both ships fought a hard battle. At one point, the two ships were right next to each other! Cannonballs from the USS *Constitution* smashed into the sides of the British ship. They caused a lot of damage. And even though the British ship fired back, they did much less damage to our ship. It’s said that some of their cannonballs even bounced off the side of the *Constitution* because its walls were so thick!”

“Is that how it got its nickname?” asked Adele. *What was its nickname?*

“Yes. Thanks to ‘Old Ironsides,’ the British were forced to surrender.

It is probably safe to say that, at least in the early stages of the war, we were much more successful at sea than we were on land.”

“Hooray!” cheered J.P. and Adele together.



**Show Image 4A-6: Naval ship USS Chesapeake**

“The British were determined to ruin the U.S. trading **economy** and prevent us from getting supplies we needed. *The economy refers to the system in which people buy, sell, or trade items or their services.* So they blockaded most of the U.S. coastline. Luckily, we knew our

Activity Page 4.2



Support

Have students turn to Activity Page 4.2 and use the text and Image 4A-5 to record information about the USS *Constitution* as you record the same information on the enlarged version of Activity Page 4.2.

- 1. “Old Ironsides”; 2. big, white sails; 3. American flags; 4. cannonballs; 5. victory at sea; 6. thick walls

Support

Review the definition of *surrender*. (*to give up, allowing the other side to win*)

waterways much better than the British did. *Waterways are canals and rivers in which boats can travel.* We even had privateers who were able to stop many British merchant, or trading, ships and take their cargo.” *Privateers are sailors on private ships that are hired to attack and rob other ships.*

“Oh, is this the part when you tell us about pirates?” asked J.P. eagerly.

“Not quite!” chuckled Grandfather Lafitte. “Many of the privateers in the War of 1812 were hired by the United States government. However, it’s true, some of these privateers had previously been pirates. There is one privateer in particular that I’m going to tell you about later. But we haven’t quite gotten to that part of the story.”



**Show Image 4A-7: American general on Lake Erie**

“Did the Americans think we would win the war of 1812?” asked Adele.

“We weren’t sure, but we were determined not to give up,” explained Grandfather Lafitte. “The next year we sent our army back into Canada.

We took back the town we had lost so that we could protect our territories again. This gave us hope. We had another victory later that year when our navy defeated an entire fleet of British ships on Lake Erie.” *A fleet is a group of military ships run by the same leader.*



**Show Image 4A-8: Naval ship USS President**

“Was that when we knew we would win?” asked J.P.

“No. We were never completely sure that we could win,” replied Grandfather. “You see, by 1814 the end of the Napoleonic Wars was in sight. That meant that the British would have more soldiers and naval ships available to

spare. Now that they weren’t busy fighting with France, they could turn their full attention toward the war with the United States.

“Of course, they were still keeping many foreign ships from entering U.S. ports.” Grandfather added, “To make matters worse, they knew the United States was almost out of money.”

“Did the British think we would surrender?” asked J.P.

“Oh, they probably did,” replied Grandfather thoughtfully.



**Show Image 4A-9: Grandfather standing up**

“What happened next?” Adele wanted to know.

“Before I explain, we need to go down to the barn and take care of the horses.”

“Okay!” exclaimed the children as they jumped up out of their chairs and off the porch.

Adele grabbed her grandfather’s hand and the three walked together to the barn. Grandfather still held the mysterious leather journal tightly in his other hand.

**COMPREHENSION QUESTIONS (10 MIN.)**

- Inferential.** What role did Great Britain’s war with France have on the war with the United States? (*Answers may vary, but should include that, although U.S. military leaders thought that war would distract Great Britain enough so the U.S. would have an easy victory, it did not have that effect.*)
  - Literal.** Which country was Britain already fighting against? (France)
- Literal.** What effect did the end of the Napoleonic Wars have on the War of 1812? (*It allowed the British to shift all their attention to fighting with the United States.*)
- Literal.** Describe the three-part plan of attack the British had. (*They first planned to attack from Canada in the north to enter the state of New York; then they planned to attack east coast cities such as Washington, D.C., and Baltimore; and finally they planned to capture New Orleans and gain control of the Mississippi River.*)
- Inferential.** Why did the British want to prevent the United States from getting supplies? (*Answers may vary, but should include that, without supplies, the U.S. might not be able to fight for long and would have to surrender.*)
- Literal.** What was the USS *Constitution* and why was it called “Old Ironsides”? (*It was a U.S. naval ship, and it was called that because, during battle, British cannonballs bounced off its sides.*)

**Challenge**

Ask students what word (from Lesson 1) means to keep ships from entering a port. (*blockade*)

**Support**

Have students refer to Activity Page 4.2 to answer question #5.



## Speaking and Listening

### Supporting Own Opinions

#### Beginning

Students will support their opinions by providing good reasons and some evidence from the Read-Alouds or relevant background knowledge.

#### Intermediate

Students will support their opinions by providing good reasons and increasingly detailed evidence from the Read-Alouds or relevant background knowledge.

#### Advanced/Advanced High

Students will support their opinions by providing good reasons and detailed evidence from the Read-Alouds or relevant background knowledge.

**ELPS 1.E; ELPS 3.G;**

**ELPS 3.J**



### Check for Understanding

**Turn and Talk:** Turn to your partner and explain why you think knowledge of our waterways was helpful for the Americans in the War of 1812. Then have your partner explain to you why he or she thinks the waterways were important. (*Answers may vary, but could include that Americans were able to sneak around the British blockade and get the supplies that were needed.*)

### WORD WORK: ECONOMY (5 MIN.)

1. In the Read-Aloud you heard, "The British were determined to ruin [the Americans'] trading economy."
2. Say the word *economy* with me.
3. The economy is the system of buying, selling, and trading items and services.
4. Our economy depends on being able to trade with other countries.
5. Can you think of something that is part of the economy? Use the word *economy* when you talk about it and answer in complete sentences. [Ask two or three students. If necessary, guide and/or rephrase students' responses: " \_\_\_\_\_ is part of the economy because . . . "]
6. What's the word we've been talking about?

**Use a Discussion activity for follow-up.** Think of something that is part of our economy. It might be something that has to do with buying or selling a product or service. Discuss that part of the economy with your partner. Use the word *economy* when you talk about it. I will call on a few students to share their responses.





## Support

Model for students an effective speech in which you maintain eye contact, speak loudly and slowly enough to be heard, and maintain an appropriate posture. Then model an ineffective speech in which you fail to maintain eye contact, speak too softly or quickly, and slouch or move around excessively.



**ENGLISH  
LANGUAGE  
LEARNERS**

## Speaking and Listening

## Expressing Information in a Formal Presentation

**Beginning**

Students should plan and deliver a very brief persuasive speech.

**Intermediate**

Students should plan and deliver a brief persuasive speech.

**Advanced/Advanced High**

Students should plan and deliver a longer persuasive speech.

**ELPS 3.I; ELPS 3.H**

## Lesson 4: Another War Already?

# Application



**Speaking and Listening:** Students will present a persuasive speech.

**TEKS 2.1.C**

## PRESENT A PERSUASIVE SPEECH

- Have students turn to Activity Page 3.1. Remind them that they wrote a speech in the last lesson, and tell them that they will be presenting those speeches in this lesson. You may need to have several students present their speeches during one of the two Pausing Point days that follow this lesson.
- Have students identify the word used to describe a speech that is intended to convince someone to think or do something. (*persuasive*)
- Before beginning the presentations, explain to students that it is important to maintain eye contact with an audience while giving a speech. In addition, remind them to speak loudly and slowly enough so they are heard by the audience. Finally, remind them that they should stand up straight and not move around too much while giving their speeches.
- If you have access to the technology, make an audio or video recording of students' speeches.
- Use the Persuasive Speech Rubric to assess students' persuasive speeches.

End of Lesson

**TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.



# Pausing Point

## NOTE TO TEACHER

You should pause here and spend two days reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended that you use the Mid-Domain Assessment to assess students' knowledge of the War of 1812. The other activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

## CORE CONTENT OBJECTIVES UP TO THIS PAUSING POINT

Students will:

- Explain that Great Britain became involved in a series of wars against France
- Explain that due to a shortage of sailors, Britain began to impress, or capture, American sailors
- Explain that some members of the U.S. government began to call for war
- Identify James Madison as the fourth president and as the one in office during the War of 1812
- Identify Dolley Payne Todd as James Madison's wife, and explain that she was the first to be called the First Lady
- Explain that the USS *Constitution* became known as "Old Ironsides" because British cannonballs could not damage it

## MID-DOMAIN ASSESSMENT

### America in 1812

#### Materials: Activity Page PP.1

- **Directions:** I will read ten sentences about America around 1812. If the sentence is correct, circle the “thumbs-up” sign. If the statement is not correct, circle the “thumbs-down” sign.

**Note:** For students who are using the Editable PDF Activity Book, please have them answer by typing “yes” if the sentence is correct, and “no” if the sentence is incorrect.

1. The War of 1812 happened after the Revolutionary War. (*thumbs-up*)
2. The War of 1812 took place between France and the United States. (*thumbs-down*)
3. When it was a young country, the United States traded only with France. (*thumbs-down*)
4. The British blockaded U.S. ports. (*thumbs-up*)
5. The British seized, or captured, U.S. ships. (*thumbs-up*)
6. The British forced some U.S. sailors to be part of the British navy. (*thumbs-up*)
7. The British did not give Native Americans weapons. (*thumbs-down*)
8. George Washington was president of the United States when the War of 1812 began. (*thumbs-down*)
9. A group called the War Hawks wanted to declare war on the British in 1812. (*thumbs-up*)
10. Cannonballs smashed and sank the USS *Constitution*. (*thumbs-down*)

## ACTIVITIES

### Present a Persuasive Speech

If any students were not able to finish presenting the persuasive speech in Lesson 4, have them do so now.

### Multiple Meaning Word Activity

#### Materials: Poster 1M (Branches)

- [Show Poster 2M (Branches).] Remind students that they heard in a Read-Aloud, “[James Madison] was responsible for organizing the government into three branches with different powers.” Explain that the word *branches* here means the three parts of the U.S. government. Point to Image 1 on the poster.

### Activity Page PP.1



### Flip Book Poster 1M



- Remind students that branches are also parts of a tree that grow out from the trunk. Point to the branches in Image 2.
- Explain that the word *branches* also means local offices of a business. Point to the bank branch in Image 3.
- Finally, explain that branches are also things that go outward from a main line or source. Point to the river branches in Image 4.
- Have students work with a partner to make a sentence for each meaning of *branches*.
- Call on a few partner pairs to share one or all of their sentences. Have them point to the meaning of *branches* that their sentence uses.

### “Old Ironsides” by Oliver Wendell Holmes

- Explain to students that an ode is a poem that honors or celebrates a person, place, or thing. Explain that a long time ago, a famous American poet named Oliver Wendell Holmes wrote an ode to the USS *Constitution*. Obtain a copy of this poem either from your library or on the internet.
- Originally this ship was going to be destroyed shortly after it defeated a British ship at sea because it was no longer needed. Oliver Wendell Holmes, who read that the USS *Constitution* was going to be broken apart, wrote the ode as a tribute—and honor—to the ship. In the end, the USS *Constitution* was saved from being destroyed, and people can still visit the ship in the Boston Harbor today. Show Image Card 9 (USS *Constitution* today).
- Ask students to describe what they see in the image card, and then read the poem. For the first reading, read it straight through from beginning to end. For the second reading, read it line by line, and explain what the poet is saying. (*The poet is telling about how the ship is going to be destroyed: “tear her tattered ensign [flag] down”; “shall sweep the clouds no more.” The poet is telling about how the ship fought in battle: “the battle shout”; “burst the cannon’s roar.”*)

**Note:** “Old Ironsides” by Oliver Wendell Holmes is a long poem. Rather than read the whole poem, you may read and discuss an important selection with your class.

### Domain-Related Trade Book or Student Choice

#### Materials: Trade book

- Read an additional trade book to review a particular person or event related to the War of 1812. You may also choose to have students select a Read-Aloud to be heard again.

## Key Vocabulary Brainstorming

### Materials: Chart paper

- Give students a key domain concept or vocabulary word such as *trade*. Have them brainstorm everything that comes to mind when they hear the words *merchant ship*, *blockaded*, *treaty*, *privateers*, etc. Record their responses on a piece of chart paper for reference.

## A Picture Gallery of America in 1812: Art Gallery and Portfolios

### Materials: Posterboard; tape; hole punch; ribbon

- Tell students that a gallery is a place where people go to look at paintings or other forms of artwork. Explain that a portfolio is a collection of drawings, paintings, or photographs often presented in a folder. Tell students that they are going to make their own portfolios to save the artwork they created so far to show America in 1812. (You may also want to create a special gallery space in the classroom or hallway to display some of students' artwork.)
- Directions to make a portfolio for each student: Fold a piece of posterboard (22" x 28") in half. Tape the sides of the posterboard with colored duct tape. To make carrying handles, hole punch two holes centered at the top, approximately 5 inches apart. Knot a piece of grosgrain ribbon (about 12" long) into each side. (Instead of posterboard, you may also use file folders duct-taped along the side.)

## Friendship Treaty

- In Lesson 2, "America in 1812, Part II," students heard about Jay's Treaty. Remind them that a treaty is a formal agreement between two or more countries. Treaties often include agreed-upon ways to get along.
- Ask students if they have ever been in a situation in which they needed to find a way to work things out with a friend. For example, perhaps sometimes they had to decide which friends to play with. Or, perhaps sometimes they and their friends disagreed. Have students think of two things that they and their friends could do so that they can get along. Have them write their ideas in one to three complete sentences.

## **Class Book: The War of 1812**

### **Materials: Drawing paper, drawing tools**

- Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have students brainstorm important information about what the British were doing to U.S. ships and sailors, British relationships with Native Americans, James and Dolley Madison, and the USS *Constitution*. Have each student choose one idea to draw a picture of and then write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.
- Another option is to create an ABC book where students brainstorm domain-related words for each letter of the alphabet.

## **Using a Map**

### **Materials: U.S. map, Flip Book for *The War of 1812***

- Use the map on Flip Book Image 4A-3 and the map of the United States to review various locations from the Read-Alouds. Prompt students with questions such as the following:
  - (map on Flip Book Image 4A-3) The British had a three-part plan of attack. What were the three parts of the attack?
  - (U.S. map) Thomas Jefferson purchased land from France that became known as the Louisiana Territory. Locate that area of the United States on the map.
  - (U.S. map) You learned that Britain had some control over land in the Northern Great Lakes region, the Northwestern Territories, and Canada. Can you locate these three locations?

## **Writing Prompts**

- Students may be given an additional writing prompt such as the following:
  - Imagine that you are on a U.S. merchant ship that has been stopped and searched by the British. Describe this experience as if you were there.
  - Imagine that you are a Native American witnessing more and more settlers moving onto your land. They are farming and building homes on land that belonged to your ancestors. Explain how you feel about this.
  - What do you think life was like for Dolley Madison as the wife of the president during the War of 1812? Write an imaginary journal or diary entry that Dolley might have written.

## THE WAR OF 1812

# The Attack on Washington, D.C.

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will explain how the United States benefited from its greater familiarity with its waterways during the War of 1812.

✚ **TEKS 2.7.D**

### Reading

Students will identify the main topic of “The Attack on Washington, D.C.”

✚ **TEKS 2.6.G; TEKS 2.9.D.i**

### Language

Students will demonstrate an understanding of the Tier 2 word *quench*.

✚ **TEKS 2.3.B**

### Reading

Students will sequence events from the War of 1812 using time order words (*first, next, then, last*).

✚ **TEKS 2.7.D**

## FORMATIVE ASSESSMENT

**Activity Page 5.1** **What Happened When?** Students will sequence events from the War of 1812 using time order words (*first, next, then, last*).

✚ **TEKS 2.7.D**

✚ **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
What Have We Already Learned?	Whole Group	10 min.	
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> timeline <input type="checkbox"/> Image Cards 4, 10 <input type="checkbox"/> Flip Book: 5A-1–5A-7
“The Attack on Washington, D.C.”			
Comprehension Questions			
Word Work: <i>Quench</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
What Happened When?	Independent	20 min.	<input type="checkbox"/> Activity Pages 5.1, 5.2 <input type="checkbox"/> Image Card 11
A Picture Gallery of America in 1812: Dolley Madison			
<b>Take-Home Material</b>			
Family Letter			<input type="checkbox"/> Activity Page 5.3



### Writing Studio

If you are using Writing Studio, you may begin Unit 2 Lesson 1 after completing this Knowledge lesson. If you have not done so already, you may wish to review the Writing Studio materials and their connections to this domain.

## ADVANCE PREPARATION

### Read-Aloud

- Be prepared to add Image Card 10 to the class timeline.

### Universal Access

- Bring in images or examples of things that are delicate (e.g., porcelain cups, a silk scarf, snow, butterfly wings, a spiderweb, a newborn baby, flower petals, etc.).

## CORE VOCABULARY

**canvas, n.** a special piece of material on which artists paint

Example: The artist spent hours painting the canvas.

Variation(s): canvases

**delicate, adj.** easily broken or damaged

Example: The teacup is very delicate, so handle it carefully.

Variation(s): none

**perched, v.** sat on top of something, especially on a place from which it is easy to fall

Example: The bird was perched on one of the highest branches in the tree.

Variation(s): perch, perches, perching

**quench, v.** to put something out, or to lessen or reduce it

Example: The cool water helped quench my thirst on the hot summer day.

Variation(s): quenches, quenched, quenching

**Vocabulary Chart for “The Attack on Washington, D.C.”**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		delicate ( <i>delicado/a</i> ) perched quench	
Multiple Meaning		canvas	
Sayings and Phrases	put their plan into action just in the nick of time got more than they bargained for		



## Lesson 5: The Attack on Washington, D.C.

# Introducing the Read-Aloud



**Speaking and Listening:** Students will explain how the United States benefitted from its greater familiarity with its waterways during the War of 1812.



TEKS 2.7.D

## WHAT HAVE WE ALREADY LEARNED?

- Review what students have already learned, using the following questions as a guide:
  - What was Great Britain's three-part plan of attack in the War of 1812? (*attack from Canada and move into New York; attack cities on the coast, including Washington, D.C., and Baltimore; and take control of New Orleans and the Mississippi River*)



### Check for Understanding

**Pick a Side:** During the War of 1812, which side benefited from its knowledge about waterways in the United States? If you think it was Great Britain, walk quietly to the front of the room. If you think it was the United States, walk quietly to the back of the room. If you think they had the same knowledge of waterways in the United States, stay where you are. (*the United States*)

### Support

Have students review what they know about Napoleon. (*He was the leader of France, and he tried to take control of parts of Europe, leading to the series of wars known as the Napoleonic Wars.*)

- How did the United States' knowledge of waterways in the country benefit it during the War of 1812? (*The United States was able to maneuver around the British blockades and still get supplies through.*)
- Remind students that, in the early part of the War of 1812, there were some victories for the United States and some for the British. Napoleon was defeated and the war against France came to an end. Britain could now use its full military force against the United States.



TEKS 2.7.D Retell and paraphrase texts in ways that maintain meaning and logical order.

## Lesson 5: The Attack on Washington, D.C.

# Read-Aloud



**Reading:** Students will identify the main topic of “The Attack on Washington, D.C.”

✚ **TEKS 2.6.G; TEKS 2.9.D.i**

**Language:** Students will demonstrate an understanding of the Tier 2 word *quench*.

✚ **TEKS 2.3.B**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to find out what the main topic of this Read-Aloud is.

### “THE ATTACK ON WASHINGTON, D.C.” (15 MIN.)



#### Show Image 5A-1: Children on bales of hay

After they helped Grandfather Lafitte get fresh water for his horses, J.P. and Adele led them out into the pasture. Then the children hurried back to the barn and **perched** themselves on some bales of hay while Grandfather oiled his favorite saddle. Perched means *sat on top of something, especially something from which it could be easy to fall*.

“Now are you going to tell us about what happened next?” asked Adele as she climbed up even higher on the hay bales.



#### Show Image 5A-2: Map of three-part plan of attack

“I sure am!” Grandfather responded. “If you remember, the British had a three-part plan. Well, attacking Washington, D.C., was the next part of that plan. The British believed that capturing the capital city would make the United States think hard about surrendering.

✚ **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

### Support

Review the meaning of *surrender*. (to agree to stop fighting because you cannot win)

They put their plan into action in the summer of 1814. They sent an army of about 4,000 men to the capital. *Remember, the entire U.S. Army was only that big!* The British Army was ready to fight. Washington, D.C., was still a new town at that time. The streets were not paved and lots of building was taking place. *If the streets were not paved, what do you think they looked like?* But, the U.S. Congress met there to make laws. The Supreme Court met there. And, of course, the president and his wife lived there. *The U.S. Congress includes two houses that make up the government of the United States: the House of Representatives and the Senate. The Supreme Court is the highest court; its job is to understand and interpret, or identify the meaning of, the laws of this country.* Now, we know from records that August, 1814, was especially hot. The people of Washington, D.C., were struggling to cope with the heat when they heard that the British had landed an army near their city. At the time, there were about 8,000 people living in the new capital." *So if the army was 4,000 and only 8,000 people lived there, that is a huge force!*

"What did the president do?" asked J.P. as he chewed on a piece of hay.



**Show Image 5A-3: The U.S. Capitol before it was burned**

"The president knew that he had to be with his soldiers as they faced the British Army. He told Mrs. Madison to stay in the President's House. He asked some soldiers to stay with her and to keep her safe. Then he rode off to be with his army." *Why do you think the president rode off to join the army?*

"Where did he go?" asked Adele.

"There was a battle fought in Maryland, just a few miles from the city. The British beat the U.S. Army pretty quickly and then marched on to Washington, D.C. Many of the people in the city left when they heard that their army had been defeated and that the British were coming. The dirt roads were jammed with people trying to escape, as well as carts piled high with their possessions." *People's possessions are the things they own—their belongings.*



### Check for Understanding

**Stand Up/Sit Down:** If you think this scene sounds calm, stand up. If you think this scene sounds chaotic, or very busy, sit down.

“I think I would have been scared,” said Adele.

“Yes, Adele, war can be scary,” reassured Grandfather Lafitte. “We are proud of those soldiers who fought to protect our country back then, just as we are proud of those in the military today who work hard to keep us safe.”



### Show Image 5A-4: The portrait of George Washington being saved

“What happened to Mrs. Madison?” J.P. asked, now with a barn cat sprawled across his lap.

“Excellent question,” replied Grandfather Lafitte. “Mrs. Madison had waited to see what would happen. When she realized that the British were on their way, she got ready to

leave. She wanted to try to save some of her things, but she did not know what to bring with her. The President’s House contained so many beautiful and valuable items, but she knew she could not take everything. In the end, Dolley Madison saved important papers and letters that she knew her husband would want. At the last minute, a painting of George Washington was also saved.

“With the British Army so close, they did not have time to carefully remove the **canvas** from the frame. *Canvas is a special type of cloth artists use to paint on. So the painting was on canvas.* Instead, the painting and the frame were taken off the wall. Dolley Madison and others in the President’s House made it out of the house just in the nick of time. And George Washington was saved!” [Show Image Card 4 (Portrait of George Washington).] *This is the famous painting of George Washington. It still hangs in the White House today.*

“What happened when the British soldiers got there?” asked J.P. as he petted his new friend, the barn cat.

### Image Card 4



## Support

Show students items or images of items that are delicate and have them determine the meaning of the word from these items. (*easily broken or damaged*)



### Show Image 5A-5: The President's House before it was burned

"The British broke down the doors and rushed inside. It seems Mrs. Madison had set the table for Mr. Madison and his men. Some of the British soldiers later described finding a large table in the dining room set for forty guests. They described the crystal glasses, shimmering silverware, and **delicate** china.

In the kitchen, meat had been roasting on the fire, and pots and pans had been placed upon the grate. It was clear that the residents of the house had left in a hurry. Some of the British soldiers sat down at the dinner table and enjoyed a tasty meal. For some of these men, it was the first home-cooked meal they'd eaten in quite some time. When they were done, they ransacked the house. *Ransacked means to have looked for something in a way that caused disorder or made a mess.* They stole anything they could carry away and then, before they left, they set fire to the President's House. As the flames burned around them, the British marched out of the city." [Place Image Card 10 (British Attack on Washington, 1814) on the timeline approximately midway between 1810 and 1820.]



### Show Image 5A-6: The U.S. Capitol after it was burned

"Was everything ruined?" asked Adele from atop the bales of hay.

"Many buildings were," explained Grandfather Lafitte. "When the British Army reached the capital, they destroyed all of the public buildings. Many of them had just been built.

The President's House, the Senate House, as well as an important dockyard area, storehouses, and much more." *This is the Capitol building after it was burned.*



**Show Image 5A-7: The President's House after it was burned**

“As luck would have it, rain clouds gathered and a big storm moved in. The rain and wind helped to **quench** the flames. *Quench means to put something out, or to reduce or lessen it.* Several days later, when the Madisons

returned, they found their home still standing,

but it had been very badly damaged. The fire had blackened the walls, many of the windows were broken, and most of their possessions were gone. They were very sad.”

“That is sad,” said Adele as she peered down at her grandfather.

“Well, my next story will cheer you up,” said Grandfather Lafitte joyfully. “The British got more than they bargained for when they tried to do the same thing in Baltimore!”

## COMPREHENSION QUESTIONS (10 MIN.)



### Check for Understanding

**Evaluate:** What is the main topic of this Read-Aloud? (*the British attack on Washington, D.C., in 1814*)

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## Speaking and Listening

### Exchanging Information and Ideas

#### Beginning

Reframe open-ended questions as simple yes/no questions (e.g., “Did James Madison remain at the President’s House when he heard the British were coming?”).

#### Intermediate

Provide students with a specific sentence frame (e.g., “When James Madison heard the British were coming, he . . .”).

#### Advanced/Advanced High

Encourage students to use key details from the text in complete sentences when responding to a question.

ELPS 3.F

1. **Inferential.** Why did the British want to attack Washington, D.C.? (*The British thought that the United States might consider surrendering if they attacked the capital.*)
2. **Literal.** What did James Madison do when he heard that the British were coming? (*He left the President’s House and went to be with the army.*)
3. **Literal.** What did the British do when they reached the capital? (*They destroyed all of the public buildings.*) Why did they burn the President’s House? (*That is where they thought the president was; there were many important documents inside the President’s House.*)
4. **Evaluative.** What items did Dolley Madison and others in the President’s House save? (*important letters and papers*) Why do you think they saved a portrait of George Washington? (*Answers may vary, but could include that they knew it would have historical significance/be important to future generations because George Washington was the first president; he helped win the Revolutionary War; etc.*)
5. **Evaluative.** *What? 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 *what*. For example, you could ask, “What happened in Washington, D.C., in 1814?” Turn to your neighbor and ask your *what* question. Listen to your neighbor’s response. Then your neighbor will ask a new *what* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

## WORD WORK: QUENCH (5 MIN.)

1. In the Read-Aloud you heard, “The rain did help to quench the flames [at the President’s House].”
2. Say the word *quench* with me.
3. *Quench* means to put something out; or to lessen or reduce it.
4. The runner drank water after the race to quench her thirst.
5. Can you think of another use for the word *quench*? How do you like to quench your thirst? Use the word *quench* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: e.g., “I quench my thirst with \_\_\_\_.”]
6. What is the word we’ve been talking about?

**Use a Making Choices activity for follow-up.** I am going to read several items. If the item I read might be something that could quench your thirst, say, “That could quench my thirst.” If the item is not something that could quench your thirst, say, “That could not quench my thirst.” I will call on individual students to answer.

- a drink of water (*That could quench my thirst.*)
- a glass of orange juice (*That could quench my thirst.*)
- a hamburger (*That could not quench my thirst.*)
- a glass of milk (*That could quench my thirst.*)
- a banana (*That could not quench my thirst.*)
- a cup of lemonade (*That could quench my thirst.*)
- a popsicle (*That could quench my thirst.*)
- peanut butter (*That could not quench my thirst.*)
- spaghetti (*That could not quench my thirst.*)
- an ice cube (*That could quench my thirst.*)



## Lesson 5: The Attack on Washington, D.C.

# Application



**Reading:** Students will sequence events from the War of 1812 using time order words (*first, next, then, last*).



### WHAT HAPPENED WHEN? (15 MIN.)

- Tell students that they are going to do a sequencing activity in which they place events in the order in which they happened.
- Have students look at Activity Page 5.1, and note there are two groups of four sentences each. Have students also note that each sentence begins with a blank space.
- Explain that you will read the four sentences that appear on the top part of Activity Page 5.1, and students should decide which event happened first in the Read-Aloud. Students should write the word *First* on the blank before that sentence.
- Students should write *Next* on the blank beside the event that happened second, *Then* beside the event that happened third, and *Last* beside the event that happened last.
- Read the four sentences in the top group on Activity Page 5.1, and have students sequence those events:
  - James Madison asked some soldiers to stay with Mrs. Madison and to keep her safe. (*Then*)
  - The British army of about 4,000 men was on its way to the capital. (*First*)
  - James Madison rode off to be with his army. (*Last*)
  - James Madison told Mrs. Madison to stay in the President's House. (*Next*)
- Read the group of four sentences at the bottom of Activity Page 5.1, and have students sequence these events, using the same procedure.
  - The British soldiers set fire to the President's House. (*Last*)
  - Dolley Madison escaped "just in the nick of time." (*Next*)

### Activity Page 5.1



### Support

Write the words *first*, *next*, *then*, and *last* on the board/chart paper. Point to the appropriate word for students to copy onto Activity Page 5.1.



- Some of the British soldiers sat down at the dinner table and enjoyed a tasty meal. (*Then*)
- A painting of George Washington was removed from the President's House. (*First*)

## A PICTURE GALLERY OF AMERICA IN 1812 (5 MIN.)

### Dolley Madison

#### Show Image Card 11 (Dolley Madison)

- Tell students that today they are going to make another portrait for their portrait gallery. Today they will be making a portrait of Dolley Madison using Activity Page 5.2.
- Prompt discussion with the following questions:
  - Who was Dolley Madison married to?
  - What was Dolley Madison known for? Was she outgoing or quiet?
  - Did she like to entertain, or have parties?
  - What did Dolley Madison save from the President's House before the British set it on fire?



#### Check for Understanding

**Turn and Talk:** Turn to your partner and discuss what you remember about Dolley Madison from today's Read-Aloud and the Read-Aloud in Lesson 3, "Mr. and Mrs. Madison."

[Have several students share details about Dolley Madison with the class.]

- Remind students that they should draw a portrait of Dolley Madison in the frame. Then they should write her name in the space beneath the frame.
- Have students write a sentence or two in the space provided, telling something they know or learned about Dolley Madison.
- Display or save these portraits to create a gallery or portfolio at a later time.

## Activity Page 5.2



### Support

Write *Dolley Madison* on the board/chart paper.

If students are not able to complete this activity in the time allowed, have them complete it at another time in the day.



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### Writing

#### Writing Informational Text

##### **Beginning**

Allow students to dictate the information to an adult.

##### **Intermediate**

Allow students to collaborate with a peer to write their information.

##### **Advanced/Advanced High**

Have students work independently to write their information.

**ELPS 5.F**

Lesson 5: The Attack on Washington, D.C.

# Take-Home Material

## FAMILY LETTER

- Send home Activity Page 5.3.

Activity Page 5.3



## THE WAR OF 1812

# Broad Stripes and Bright Stars

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will summarize the events involved in the British attack on Washington, D.C., in 1814.

✚ **TEKS 2.7.D**

### Reading

Students will explain the origins of “The Star-Spangled Banner.”

✚ **TEKS 2.6.G; TEKS 2.7.D**

### Language

Students will demonstrate an understanding of the Tier 2 word *inspired*.

✚ **TEKS 2.3.B**

### Reading

Students will sequence the events from the Battle of Baltimore using time order words (*first, next, then, last*).

✚ **TEKS 2.7.D**

## FORMATIVE ASSESSMENT

**Activity Page 6.1** **What Happened When?** Students will sequence the events from the Battle of Baltimore using time order words (*first, next, then, last*).

✚ **TEKS 2.7.D**

✚ **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Image Card 10 <input type="checkbox"/> Essential Background Information or Terms
Essential Background Information or Terms			
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 6A-1–6A-11 <input type="checkbox"/> U.S. map <input type="checkbox"/> Image Cards 12, 13 <input type="checkbox"/> timeline <input type="checkbox"/> recording of “The Star-Spangled Banner”
“Broad Stripes and Bright Stars”			
Comprehension Questions			
Word Work: <i>Inspired</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
What Happened When?	Independent/ Whole Group	20 min.	<input type="checkbox"/> Activity Pages 6.1, 6.2 <input type="checkbox"/> Image Card 14
A Picture Gallery of America in 1812: Francis Scott Key			

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Obtain a recording of “The Star-Spangled Banner” to play for students.

### Read-Aloud

- Be prepared to add Image Card 13 to the class timeline.

## CORE VOCABULARY

**confident, adj.** believing you can do something

Example: The team ran on the field, confident that they could win the game.

Variation(s): none

**fort, n.** a strong building used to protect soldiers

Example: The flag was flying outside the fort.

Variation(s): forts

**inspired, v.** caused someone to do or think something, especially something creative

Example: Daniel was inspired by the president’s speech.

Variation(s): inspire, inspires, inspiring

**port, n.** a place on the coast that has a harbor in which ships can dock

Example: The ship’s horn sounded loudly as it moved out of the port.

Variation(s): ports

**withdrew, v.** moved away or backed off from a place

Example: The king said good night to his guests and withdrew from the banquet hall.

Variation(s): withdraw, withdraws, withdrawing

Vocabulary Chart for “Broad Stripes and Bright Stars”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	fort ( <i>fuerte</i> )	confident ( <i>confiado/a</i> ) inspired ( <i>inspiraron</i> ) withdrew	
Multiple Meaning	port ( <i>puerto</i> )		
Sayings and Phrases	gain an advantage return fire		

## Lesson 6: Broad Stripes and Bright Stars

Introducing the  
Read-AloudENGLISH  
LANGUAGE  
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## Speaking and Listening

Exchanging Information  
and Ideas**Beginning**

Reframe open-ended questions as simple yes/no questions (e.g., “Did the British think the United States would surrender if they attacked Washington, D.C.?”).

**Intermediate**

Provide students with a specific sentence frame (e.g., “The British thought the United States would surrender if they attacked Washington, D.C., because . . .”).

**Advanced/Advanced High**

Encourage students to use key details from the text in complete sentences when responding to a question.

**ELPS 3.F****Support**

Play a recording of “The Star-Spangled Banner.”

**Speaking and Listening:** Students will summarize the events involved in the British attack on Washington, D.C., in 1814.

**TEKS 2.7.D**

**WHAT HAVE WE ALREADY LEARNED? (5 MIN.)****Show Image Card 10 (British Attack on Washington, 1814)**

- Have students review the events involved in the British attack on Washington, D.C., in 1814, using Image Card 10 and the following questions to guide the discussion:
  - Why did the British want to attack Washington, D.C.? (*Because it was the capital of the United States, Washington, D.C., was an important place.*)
  - Where did James Madison go when he learned the British were heading to Washington? (*He went to be with the troops.*)
  - Did Dolley Madison go with James Madison to be with the troops? (*No, she stayed in the President’s House.*)
  - What did Dolley Madison and others in the President’s House do when they learned that the British were coming? (*They saved important papers and a portrait of George Washington.*)
  - Describe how the city of Washington, D.C., looked after the British attacked it. (*Many buildings were burned or destroyed.*)

**ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)**

- Explain that a national anthem is a patriotic song and is sung to show people are proud of their country.
- Ask students if they know the name of our national anthem. (“*The Star-Spangled Banner*”) Have them identify events at which they might sing the national anthem. (*before sporting events, on holidays such as the Fourth of July, often at school events, etc.*)
- Explain that in today’s Read-Aloud students will learn when and why “The Star-Spangled Banner” was written.

**TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

Lesson 6: Broad Stripes and Bright Stars

# Read-Aloud



**Reading:** Students will explain the origins of “The Star-Spangled Banner.”

✚ **TEKS 2.6.G; TEKS 2.7.D**

**Language:** Students will demonstrate an understanding of the Tier 2 word *inspired*.

✚ **TEKS 2.3.B**

## PURPOSE FOR LISTENING

- Tell students to listen to “Broad Stripes and Bright Stars” to learn more about the events that inspired “The Star-Spangled Banner.”

## “BROAD STRIPES AND BRIGHT STARS” (15 MIN.)



### Show Image 6A-1: Grandfather hanging the rope

“What happened after the British left Washington?” asked Adele as she looked down at her grandfather from the highest hay bale.



### Check for Understanding

**Turn and Talk:** You’ll remember that the British had a three-part plan of attack. Turn to your partner and discuss what those three parts were.

[Have several students share their responses with the class. (*attack from Canada and move into New York state; attack coastal cities such as Washington, D.C., and Baltimore; and gain control of New Orleans and the Mississippi River.*)]

✚ **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.



“As you can imagine,” Grandfather Lafitte replied, “the British were feeling very **confident**. *If they were confident, it means they believed they could win.* They had defeated the U.S. Army in Washington and destroyed the capital. They planned to capture Baltimore next, which at the time was a very important **port**.”

“What is a port?” asked Adele.



**Show Image 6A-2: A busy U.S. port**

“A port is a town or city where ships stop to load and unload cargo. Baltimore was a deepwater port, meaning that the water was deep enough for really big ships to sail in and dock there. Baltimore was a port where ships could send and receive goods such as flour, tobacco, and sugar,” explained Grandfather

Lafitte. “Besides that, Baltimore is a central location between New York and Philadelphia to the north, and Washington to the south.

But, for the British it would provide a place to land a huge invading army.”



**Show Image 6A-3: Cargo (tea, sugar, flour, etc.)** *These are examples of the goods that the United States and Britain traded.*

“So if the British destroyed the capital and then captured Baltimore, they would gain an advantage,” said J.P. *An advantage is something that gives someone a better chance to accomplish something.*

“That’s right,” said Grandfather Lafitte. “Capturing Baltimore was a key part of the British plan. From there they hoped to attack other important cities. But I will tell you what actually happened.

“The Battle of Baltimore can be divided into two parts—the battles on land and the battles at sea. The British general in charge of the attack on Washington, D.C., thought that they could capture Baltimore as easily as they did the capital.”

“Oh, boy!” sighed J.P. “These cats are interested in the story, too.” At that moment a second barn cat had come to join the first one. The second cat was attempting to sit on J.P.’s chest.

**Support**

Point to these cities on a U.S. map.



### Show Image 6A-4: Entrenchments

“That’s not what happened though,” continued Grandfather Lafitte. “The people of Baltimore knew that the British were coming, and they prepared themselves for a fight. A commander of the U.S. Army ordered that huge earth banks, called entrenchments, be built along the eastern side of the city. They knew that

the British soldiers would have to begin their attack there. Sure enough, one September morning, the British landed several thousand soldiers at a place called North Point.”

“What is an en-trench-ment?” Adele repeated the word she didn’t understand as she dangled a long piece of string above a barn cat’s head.

“Entrenchments are structures created to protect an area and the people in it. Entrenchments can be made by either digging into the ground or by building walls above the ground. The entrenchments acted as a defensive wall and as a means of targeting the advancing army,” explained Grandfather Lafitte. “In addition to building the entrenchments, the army got ready to defend Fort McHenry.” *[Point to the picture.] This is an example of a type of entrenchment. Do you think building the entrenchments was a good idea?*

“Was the purpose of Fort McHenry to protect Baltimore’s harbor?” asked J.P.



### Show Image 6A-5: North Point battle

“Yes, Fort McHenry was a defensive **fort**, located right on the bay. *A fort is a strong building used to protect soldiers. [You may want to point out that port and fort have the same end sound.]* It was built in the shape of a five-pointed star.

Soldiers were perched on the tip of each star point to protect the fort from all directions. The U.S. Army knew that they had to try to keep the British soldiers out, or they would surely lose. The British soldiers began to advance on the city. They kept coming until they were finally pushed back by a large U.S. Army.” *[Point out the large army in the painting.]*

“Did the British give up?” asked J.P.

### Support

Show students Image Card 12 (Fort McHenry).

## Challenge

What is the word that means to give up because you know you can't win? (*surrender*)

“Not yet,” replied Grandfather Lafitte. “They **withdrew** or *pulled back* and set up camp. The next morning the battle continued. The British marched right up to the entrenchments at North Point. This time they didn't just face a larger U.S. Army, but lots of cannons and other weapons, too. The British quickly realized that they were out-gunned. They retreated, and we won the Battle of North Point.”

“But what happened at Fort McHenry?” asked Adele.



### Show Image 6A-6: Fort McHenry with the big flag

“That's quite a story,” said Grandfather Lafitte as he laughed quietly. “The people of Baltimore had imagined that they were in for a long, hard fight. And so they prepared for one. Besides building entrenchments, they stored supplies. They even sank some of their own

ships so that the British would not be able to sail into the harbor.”

“They sank their own ships?!” asked J.P., astonished.

“Yes, they did,” explained Grandfather Lafitte. “Another important part of the preparation included the creation of a new flag for Fort McHenry. The commander of the fort, George Armistead, wanted a flag so big that the British sailors would be able to see it from far away. A lady named Mary Pickersgill was asked to make the flag.” *Why do you think the commander of Fort McHenry wanted the British to be able to see the flag from far away?*

“I read a book about this once,” said Adele. “Mary Pickersgill needed help to make such a big flag.”



### Show Image 6A-7: Mary Pickersgill and her flag

“She did indeed,” replied Grandfather Lafitte. “Her daughter, her two nieces, and a young apprentice helped. The flag that these five women made had fifteen stars and fifteen stripes. When it was finished, the flag was as large as a house—it was actually bigger than the room they were making it in! Mary

Pickersgill's flag measured thirty feet tall by forty-two feet wide. *[If your classroom is big enough, use a tape measure or your own foot to measure 30 feet.]* It was carried to the fort and would later be hung on a giant flagpole. Do you know how many stars and stripes our flag has today?" *[Pause for students to answer.]*

"There are thirteen stripes and fifty stars," J.P. said confidently. "The thirteen stripes represent the thirteen original colonies, and the stars represent our fifty states."

"Excellent!" exclaimed Grandfather Lafitte. "Now let's get back to the story."



### **Show Image 6A-8: British bombing Fort McHenry**

"Before long, the British began firing rockets at Fort McHenry. At first, the British ships were too far from the fort for the U.S. soldiers to be able to return fire. For more than twenty-four hours, the British pounded the fort. *Twenty-four hours is one whole day and one whole night.*

With little return fire, the British ships sailed closer and closer to the fort. Once they were close enough, though, our soldiers were able to return fire."

"That must have sounded like a terrible thunderstorm," said Adele.

"Probably louder than fireworks on the Fourth of July," added J.P.

"Did we hit any British ships?" asked J.P.

"We sure did," said Grandfather Lafitte. "In fact, the British ships were forced to pull back. They kept firing though. However, early the next morning, the British realized that they had not been able to take over the city. They stopped the attack and the British ships sailed away. During the night the fort had flown a smaller flag, but as the British stopped firing and prepared to sail away, the commander, George Armistead, directed the army to raise the enormous flag that Mary Pickersgill and her helpers made." *How do you think the soldiers in the fort felt as they raised this flag? [Prompt a discussion about how they would feel proud.]*

"Wow!" exclaimed J.P. and Adele together.



### Show Image 6A-9: Francis Scott Key and sheet music

Grandfather added, “A man named Francis Scott Key watched the whole battle that night from a boat just outside of the Baltimore harbor. He saw bombs shooting through the air and watched the rockets rain down all through the day and into the night. As the sun

came up, Francis Scott Key was still on the boat. When he saw that enormous flag flying, he knew that Baltimore had been saved. The United States won the battle!”

“Francis Scott Key wrote our national anthem,” explained J.P.

“That’s right, the events that morning **inspired** Francis Scott Key to write a poem that later became our national anthem,” added Grandfather Lafitte. *The word inspired means to have caused or influenced him to write the poem.*

“Come on, J.P.,” announced Adele. “Let’s sing the national anthem for Granddad.”



### Show Image 6A-10: J.P. and Adele singing

The two children stood up in the warm sunshine and looked at their grandfather. Together they sang the words that Francis Scott Key was inspired to write that morning so long ago.

*“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 through the perilous fight,*

*O’er the ramparts we watched, were so gallantly streaming?*

*And the rockets’ red glare, the bombs bursting in air,*

## Support

Play the recording of “The Star-Spangled Banner” and/or have students sing along.

*Gave proof through 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?"*



**Show Image 6A-11: Grandfather and the children walking back to the house**

When the children were finished, Grandfather Lafitte smiled proudly at them. With his arms around their shoulders he said, “Why don’t we head back up to the house for a late afternoon snack? You might even hear something about those pirates, too!”

“Sounds good to me,” said Adele as she scrambled down from the hay bales. *The word scrambled means to have hurried quickly over something.*

“Ooooh, pirates!” exclaimed J.P.

Then, together, the three walked back toward the house with their two furry friends at their heels.

**Support**

The word *scrambled* also refers to a way to cook eggs.

## COMPREHENSION QUESTIONS (10 MIN.)

- Place Image Card 13 (Battle of Baltimore) on the timeline slightly to the right of Image Card 10 (British Attack on Washington, 1814).
1. **Inferential.** Why did the British want to capture the city of Baltimore? *(Answers may vary, but could include that Baltimore had a deepwater port and was an important trading center. It was also close to New York, Philadelphia, and Washington.)*
  2. **Inferential.** Why was it important that Baltimore was a deepwater port? *(Large ships could more easily move in and out of the port and unload their cargo.)*
  3. **Literal.** What did the people of Baltimore and the army do to prepare for the British invasion of the city? *(They stored supplies, built entrenchments, and sank their own ships in the harbor.)*
  4. **Literal.** Why did the commander of Fort McHenry want such a large flag? *(because he wanted the British to be able to see it from far away)*
    - What was Mary Pickersgill's role in the flag flying over Fort McHenry? *(She and several others made the huge flag.)*
  5. **Literal.** What was the outcome of the Battle of Baltimore? *(The British failed to take the city, so the United States won the battle.)*



### Check for Understanding

**Turn and Talk:** Discuss with your partner what inspired Francis Scott Key to write "The Star-Spangled Banner." *(He spent the night of the battle in a boat in the harbor, watching the bombs and rockets fly around the fort. The next morning, he saw the enormous flag still flying over the fort and knew that Fort McHenry/the city of Baltimore had not been captured by the British.)*

## WORD WORK: INSPIRED (5 MIN.)

1. In the Read-Aloud you heard, “The events [at Fort McHenry] inspired Francis Scott Key to write a poem that later became our national anthem.”
2. Say the word *inspired* with me.
3. The word *inspired* means to have caused someone or something, especially something creative.
4. My first-grade teacher inspired me to want to be a teacher.
5. Can you think of someone, in history or from today, perhaps someone you know, who has inspired you? Try to use the word *inspired* when you tell about him or her. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “\_\_\_\_\_ has inspired me because . . .” or “\_\_\_\_\_ inspired me.”]
6. What’s the word we’ve been talking about?

**Use a Making Choices activity for follow-up.** I am going to read sentences about some people. If the sentence describes someone who was inspired, say, “S/he was inspired.” If the sentence does not describe someone who was inspired, say, “S/he was not inspired.”

- After going to the piano recital, Joshua wanted to learn to play the piano. (*He was inspired.*)
- After listening to the president’s speech, my uncle wanted to be a politician. (*He was inspired.*)
- My older brother cleaned his room because my mother asked him to. (*He was not inspired.*)
- My grandmother went to college at night to earn her degree. Now my sister wants to go to college, too. (*She was inspired.*)
- After learning about Neil Armstrong, my cousin wanted to be an astronaut. (*S/he was inspired.*)



## Speaking and Listening

### Selecting Language Resources

#### Beginning

Have students use two or three academic words when discussing what inspired Francis Scott Key.

#### Intermediate

Have students use four to six academic words to add details to their discussion of what inspired Francis Scott Key.

#### Advanced/Advanced High

Have students use seven to ten academic words, or nonliteral language, to add details to their discussion of what inspired Francis Scott Key.

**ELPS 1.E; ELPS 3.D**



## Lesson 6: Broad Stripes and Bright Stars

# Application



**Reading:** Students will sequence the events from the Battle of Baltimore using time order words (*first, next, then, last*).

### TEKS 2.7.D

#### WHAT HAPPENED WHEN? (15 MIN.)

- Tell students that they are going to do another sequencing activity today, similar to the one they did in the previous lesson. Remind students that to sequence something means to put events in the order in which they happened.
- Have students look at Activity Page 6.1, and note there are four sentences, each describing one of the events that took place in the Battle of Baltimore. Have students also note that each sentence begins with a blank space.
- Explain that you will read the four sentences on Activity Page 6.1, and students should decide which event happened first in the Read-Aloud. Students should write the word *First* on the blank before that sentence.
- Students should write *Next* on the blank beside the event that happened second, *Then* beside the event that happened third, and *Last* beside the event that happened last.
- Read the four sentences on Activity Page 6.1, and have students sequence those events:
  - The British navy began firing rockets at Fort McHenry. (*First*)
  - The British ships sailed closer and closer to the fort. (*Next*)
  - The British navy sailed away. (*Last*)
  - Both sides fired rockets at each other through the night. (*Then*)

### Activity Page 6.1



### Support

Write the words *first*, *next*, *then*, and *last* on the board/chart paper. Point to the appropriate word for students to copy onto Activity Page 6.1.

### Activity Page 6.2



#### A PICTURE GALLERY OF AMERICA IN 1812 (5 MIN.)

### Francis Scott Key

#### Show Image Card 14 (Francis Scott Key)

- Tell students that today they are going to make another portrait for their picture gallery. Today they will be making a portrait of Francis Scott Key using Activity Page 6.2.

TEKS 2.7.D Retell and paraphrase texts in ways that maintain meaning and logical order.



## Check for Understanding

**Turn and Talk:** Turn to your partner and discuss what you remember about Francis Scott Key from today's Read-Aloud.

- Prompt discussion with the following questions:
  - What song did Francis Scott Key write?
  - What battle did Francis Scott Key watch from a boat in the Baltimore harbor?
  - What was Francis Scott Key's job during the War of 1812?
- Have several students share details about Francis Scott Key with the class.

- Remind students that they should first draw a portrait of Francis Scott Key in the frame. Then they should write his name in the space beneath the frame.
- Finally, have students write a sentence or two in the space provided, telling something they learned about Francis Scott Key.
- As time permits, have students share their drawing and writing with a partner.
- Display or save these portraits to create a gallery or portfolio at a later time.

End of Lesson

## Support

Write *Francis Scott Key* on the board/chart paper.



**ENGLISH  
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## Writing

### Writing Informational Text

#### **Beginning**

Allow students to dictate the information to an adult.

#### **Intermediate**

Allow students to collaborate with a peer to write their information.

#### **Advanced/Advanced High**

Have students work independently to write their information.

**ELPS 5.F**

## 7

## THE WAR OF 1812

# The Battle After the War

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will summarize the events of the Battle of Baltimore.

✚ **TEKS 2.6.G; TEKS 2.7.D**

### Reading

Students will explain why the War of 1812 is often called America's second war for independence.

✚ **TEKS 2.6.G; TEKS 2.9.D.i**

### Language

Students will demonstrate an understanding of the Tier 2 word *astonished*.

✚ **TEKS 2.3.B**

### Speaking and Listening

Students will listen to a recording of "The Battle of New Orleans" and summarize its key ideas.

✚ **TEKS 2.7.D**

## FORMATIVE ASSESSMENT

### Exit Pass

**Writing** Students will explain why the War of 1812 is often America's second war for independence.

✚ **TEKS 2.6.G; TEKS 2.9.D.i**

✚ **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
What Have We Already Learned?	Whole Group	10 min.	
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> timeline <input type="checkbox"/> Image Card 15 (Battle of New Orleans) <input type="checkbox"/> index cards (one per student) <input type="checkbox"/> Flip Book:7A-1-7A-9
"The Battle After the War"			
Comprehension Questions			
Word Work: <i>Astonished</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Song: "The Battle of New Orleans"	Whole Group	20 min.	<input type="checkbox"/> recording of "The Battle of New Orleans"
Sayings and Phrases: "Where There's a Will, There's a Way"			

## ADVANCE PREPARATION

### Read-Aloud

- Be prepared to add Image Card 15 to the class timeline.

### Application

- Locate a recording of "The Battle of New Orleans" for students to hear.

## CORE VOCABULARY

**astonished, adj.** feeling surprise or amazement

Example: Jontel was astonished to see a double rainbow after the storm.

Variation(s): none

**retreated, v.** moved backward to avoid danger

Example: The kitten retreated to his basket when he heard thunder.

Variation(s): retreat, retreats, retreating

**strategically, adv.** carefully planned to meet a specific goal

Example: We strategically planned our route to school so we would get there in time.

Variation(s): none

**truce, n.** an agreement to stop fighting or arguing

Example: My brother and I called a truce to end our water balloon fight.

Variation(s): truces

**Vocabulary Chart for “The Battle After the War”**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	truce	astonished retreated strategically ( <i>estratégicamente</i> )	
Multiple Meaning			
Sayings and Phrases	far and wide could not afford to lose		

## Lesson 7: The Battle After the War

# Introducing the Read-Aloud



**Speaking and Listening:** Students will summarize the events of the Battle of Baltimore. **TEKS 2.6.G; TEKS 2.7.D**

## WHAT HAVE WE ALREADY LEARNED?

- Have students tell in chronological order the events that occurred at Fort McHenry. Circulate to confirm students' understanding of the order of events, and then invite students to share their responses. (*Answers may vary, but should include that the people of Baltimore and the army prepared for the battle by storing supplies, building entrenchments, and sinking their own ships in the harbor; Mary Pickersgill and several others made a huge flag to fly over Fort McHenry; the British fired at the fort, and when they got close enough, the Americans fired back; Francis Scott Key watched the battle throughout the night, and he wrote the poem that became our national anthem; the British gave up and sailed away.*)



### Check for Understanding

**Take a Side:** I'm going to read several events. If the event was part of the British attack on Washington, D.C., walk quietly to the front of the room. If the event was part of the Battle of Baltimore, walk quietly to the back of the room.

- During this battle, President Madison left the President's House to be with the troops. (*attack on Washington*)
- During this battle, important papers and a portrait of George Washington were removed from the President's House before it was burned. (*attack on Washington*)
- During this battle, Francis Scott Key wrote a poem that became our national anthem. (*Battle of Baltimore*)
- During this battle, British troops burned the President's House. (*attack on Washington*)
- During this battle, a very large flag flew over Fort McHenry. (*Battle of Baltimore*)

## Support

Use Flip Book images from Lesson 6 to help students remember the events in chronological order.

**TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

## Lesson 7: The Battle After the War

# Read-Aloud



**Reading:** Students will explain why the War of 1812 is often called America's second war for independence.

✚ **TEKS 2.6.G; TEKS 2.9.D.i**

**Language:** Students will demonstrate an understanding of the Tier 2 word *astonished*.

✚ **TEKS 2.3.B**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to find out why the War of 1812 is often called America's second war for independence.

### “THE BATTLE AFTER THE WAR” (15 MIN.)



#### Show Image 7A-1: Grandfather and children on the 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.”



#### Check for Understanding

**Turn and Talk:** Turn to your partner and talk about the British three-part plan of attack for the War of 1812.

[Have several students share their responses with the class. (move from Canada into the state of New York; attack coastal cities such as Washington, D.C., and Baltimore; attack New Orleans and take control of the Mississippi River)]

✚ **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

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." *The Mississippi River is one of the world's major rivers.*



**Show Image 7A-2: Map showing Mississippi River waterway** [Point to New Orleans and the Mississippi River on the map.]

"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 means 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." *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 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. *Ragtag means made up of different people or things and not organized or put together well.* He had some trained soldiers, but to help them he recruited anyone and everyone he could—farmers, Native Americans, African Americans, even . . . pirates."

**Support**

Review the definition of *port*. (*a place on the coast where ships can dock*)

**Challenge**

Based on what you just heard, why do you think Great Britain would want to gain control of the Mississippi River?



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



**Show Image 7A-4: 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 spare. They now had more than twice as many soldiers as the Americans.”

“How could we beat such a huge army?” asked J.P., **astonished**. *The word astonished refers to a feeling of surprise or amazement.*

“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: 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.” *In which other American city were entrenchments built during the war? (Baltimore)*

“That was smart of him,” said J.P.

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

**Challenge**

Where were the Napoleonic Wars fought? (*Europe*)



### Show Image 7A-6: 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. [Point to New Orleans on the

U.S. map.] 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. *Strategically means carefully planned to meet a certain goal.* These soldiers were armed with much better weapons than the British soldiers had. General Andrew Jackson’s men also had about a dozen cannons.” *The cannons Grandfather Lafitte was talking about are similar to the ones in this image from a reenactment of a battle. [Point to the cannons in the image.]*



### Show Image 7A-7: 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. *What does the word surrender mean?*



### Show Image 7A-8: 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. *The white flag is a signal recognized around the world*

for surrender, or giving up. 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**. *A truce is an agreement between sides to stop fighting.* Overall, compared to the British, we 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. *Retreated means backed away from danger.* No more shots were fired by either side. Eventually the British withdrew their ships and sailed away.

“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 [/*boe\*yer*/], at the entrance of Mobile Bay near what is now Alabama. [*Point to Mobile Bay on a U.S. map.*] 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: Grandfather and children 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.

*Remember, the Battle of New Orleans was after Christmas.* 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.”

“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. “But there was a positive effect from battles such as the Battle of New Orleans. Some historians say the War of 1812 was America’s second war for independence. That’s because successful battles like the Battle of New Orleans did help us to believe in ourselves as a strong nation.”

## Support

Have students discuss forms of communication that exist today, but didn’t exist in 1812, that would have made news of the treaty travel more quickly.

“What happened after the war?” asked Adele.

“Well, I want to tell you a little about the peace treaty itself, and we mustn’t forget about those pirates” replied Grandfather.

The children settled back down in their chairs and waited for Grandfather Laffite to continue.

### COMPREHENSION QUESTIONS (10 MIN.)

- Place Image Card 15 (Battle of New Orleans) on the timeline to the right of the Battle of Baltimore.
1. **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.*)
  2. **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.*)
  3. **Literal.** Was the Battle of New Orleans the only battle fought after the war ended? (*No, the last battle was fought at Fort Bowyer in Alabama.*)
  4. **Evaluative.** *Think-Pair-Share:* The title of this Read-Aloud is “The Battle After the War.” Is that a good title for this story? Why or why not? Be sure to provide information from the Read-Aloud to support your opinion. (*Answers may vary, but may be that it is an appropriate title because the Battle of New Orleans took place after the War of 1812 was officially over.*)



#### Exit Pass

**Writing:** Why is the War of 1812 sometimes referred to as “America’s second war for independence”? Write one to three sentences to answer this question, and try to use domain-related vocabulary where possible.



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### Speaking and Listening

#### Supporting Own Opinions

##### Beginning

Students will support their opinions by providing good reasons and some evidence from the Read-Alouds or relevant background knowledge.

##### Intermediate

Students will support their opinions by providing good reasons and increasingly detailed evidence from the Read-Alouds or relevant background knowledge.

##### Advanced/Advanced High

Students will support their opinions by providing good reasons and detailed evidence from the Read-Alouds or relevant background knowledge.

**ELPS 1.E; ELPS 3.G;**

**ELPS 3.J**

## WORD WORK: ASTONISHED (5 MIN.)

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 full of surprise or amazement.
4. I was astonished when I saw my friend jump 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.** 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.” (*Answers may vary for all.*)

- I saw an elephant sitting on a bench in the park.
- It was dark during the daytime and sunny at night.
- It was snowing when I woke up one morning.
- I saw three cats and a dog flying over the Empire State Building.
- We saw a blue whale in the river.



ENGLISH  
LANGUAGE  
LEARNERS

## Speaking and Listening

### Selecting Language Resources

#### Beginning

Have students use two or three academic words when summarizing the events described in “The Battle of New Orleans.”

#### Intermediate

Have students use four to six academic words to add detail to their descriptions of events described in “The Battle of New Orleans.”

#### Advanced/Advanced High

Have students use seven to ten academic words, or nonliteral language, to add detail to their descriptions of events described in “The Battle of New Orleans.”

**ELPS 1.E; ELPS 3.D**

## Challenge

Have students write lines or phrases from the song that describe things or people they learned about during this domain.

## Lesson 7: The Battle After the War

# Application



**Speaking and Listening:** Students will listen to a recording of “The Battle of New Orleans” and summarize its key ideas.

**TEKS 2.7.D**

### SONG: “THE BATTLE OF NEW ORLEANS” (15 MIN.)

- Play a recording of “The Battle of New Orleans.”
- Have students listen for the names of some of the people they have learned about in this domain.



### Check for Understanding

**With a Partner:** Turn to your partner and describe one thing you heard in the song that you learned about from the Read-Alouds in this domain. Then have your partner turn to you and describe something else from the song that you heard about in this domain.

[Have several students share their responses with the class.]

- Have students summarize the action described in “The Battle of New Orleans.” (*told from the point of view of someone fighting in the battle; they traveled down the Mississippi River to New Orleans; the American soldiers fought against the British; after the American soldiers started firing, the British soldiers retreated to the Gulf of Mexico*)

**TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

## SAYINGS AND PHRASES (5 MIN.)

### Support

Be sure students understand the difference between the literal meanings of the words and their implied or figurative meanings.

### “Where There’s a Will, There’s a Way”

- Explain that 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.
- Ask students if they have ever heard the saying “where there’s a will there’s a way.” Explain that when someone says this it means that if you’re determined to do something, you will find a way to do it.
- Explain 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 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. Have students share their experiences and encourage them to use the saying.

End of Lesson

## THE WAR OF 1812

## Peace and Pirates

## PRIMARY FOCUS OF LESSON

**Speaking and Listening**

Students will review the role Andrew Jackson played in the War of 1812.

✚ **TEKS 2.7.D**

**Reading**

Students will explain the connection between privateers and the War of 1812.

✚ **TEKS 2.6.G**

**Language**

Students will demonstrate an understanding of the Tier 2 words *dejected* and *jubilant*.

✚ **TEKS 2.3.D**

**Writing**

In small groups, students will research basic information about people and events from the War of 1812.

✚ **TEKS 2.13.A; TEKS 2.13.C**

## FORMATIVE ASSESSMENT

**Exit Pass**

**Writing** Students will explain the role privateers played in the War of 1812.

✚ **TEKS 2.6.G**

✚ **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.13.A** Generate questions for formal and informal inquiry with adult assistance; **TEKS 2.13.C** Identify and gather relevant sources and information to answer the questions.



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
What Have We Already Learned?	Whole Group	10 min.	
Essential Background Information or Terms			
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> index cards (one per student) <input type="checkbox"/> Flip Book: 8A-1–8A-9
“Peace and Pirates”			
Comprehension Questions			
Word Work: <i>Dejected</i> and <i>Jubilant</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Researching the War of 1812	Small Group	20 min.	<input type="checkbox"/> Activity Page 8.1

## ADVANCE PREPARATION

### Application

- Plan to assign students to small groups to conduct research on the War of 1812.

## CORE VOCABULARY

**ancestors, n.** people in someone's family from the past

Example: Simon found out that his ancestors came to America a long time ago on a ship.

Variation(s): ancestor

**dejected, adj.** very sad

Example: The football players felt dejected after they lost the playoff game.

Variation(s): none

**jubilant, adj.** very happy

Example: The football players felt jubilant after they won the playoff game.

Variation(s): none

**navigator, n.** someone who plans a route from one place to another, or who guides a car, ship, plane, etc., in the right direction

Example: My mother is usually the navigator when my family goes on a road trip.

Variation(s): navigators

**patriots, n.** people who love and support their country

Example: The Founding Fathers are considered patriots for all they did for our country.

Variation(s): patriot

**Vocabulary Chart for "Peace and Pirates"**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	ancestors ( <i>ancestros</i> ) navigator ( <i>navegante</i> ) patriots ( <i>patriotas</i> )	dejected jubilant ( <i>jubiloso/a</i> )	
Multiple Meaning			
Sayings and Phrases	here and there outright winner		

## Lesson 8: Peace and Pirates

# Introducing the Read-Aloud



**Speaking and Listening:** Students will review the role Andrew Jackson played in the War of 1812.

 **TEKS 2.7.D**

## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Remind students that they just heard about Andrew Jackson and the Battle of New Orleans. Have students explain why the Battle of New Orleans was an important event in the War of 1812. (*Answer may vary, but should include that American troops were trying to keep the British from gaining control of New Orleans and the Mississippi River; that, if the British were able to take control of the Mississippi River, they would have been able to cut off supplies Americans needed; and that it was one of the last battles in the war.*)



### Check for Understanding

**Stand Up/Sit Down:** I am going to read several statements. If the statement describes Andrew Jackson, stand up. If the statement does not describe Andrew Jackson, sit down.

- He was the U.S. general who defeated the British in the Battle of New Orleans. (*stand up*)
- He was president at the time of the War of 1812. (*sit down*)
- He had an army of soldiers, militiamen, Native Americans, African Americans, and pirates. (*stand up*)
- He helped save a portrait of George Washington from the President's House when the British attacked. (*sit down*)

 **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

## ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Explain that today's Read-Aloud is called "Peace and Pirates."
- Have students share what they know about pirates.
- Explain that a pirate is someone who attacks and steals from a ship at sea. Remind students that a privateer is a sailor on a private ship that was hired to attack and steal from other ships.

## Lesson 8: Peace and Pirates

# Read-Aloud



**Reading:** Students will explain the connection between privateers and the War of 1812.

✦ **TEKS 2.6.G**

**Language:** Students will demonstrate an understanding of the Tier 2 words *dejected* and *jubilant*.

✦ **TEKS 2.3.D**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to learn about the connection between pirates and the War of 1812.

### “PEACE AND PIRATES” (15 MIN.)



#### Show Image 8A-1: War of 1812 ships

“The War of 1812 actually lasted almost three years,” started Grandfather Lafitte. *It started in 1812 but it wasn't over until January 1815.*

“Both sides won battles here and there. The Americans felt **dejected** when the British burned Washington, D.C. *Dejected means very sad.* But they felt **jubilant** when they

successfully defended Baltimore and New Orleans.” *If dejected means very sad, what do you think jubilant means? (very happy)*

“Who won the War of 1812?” asked J.P.

“That’s a tough question to answer,” replied Grandfather Lafitte. “There wasn’t an outright winner. However, in many ways, by preventing the British from capturing several of our key ports, we felt that we had won.”



#### Show Image 8A-2: Grandfather and children on the porch

“Did the British think they had won?” Adele chimed in.

“I don’t know about that. I am sure they felt that there was no clear winner. There’s no

✦ **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

question that both sides were happy to stop fighting. And Americans were relieved that the British did not gain any more land in our country. The peace treaty stated that both sides would have to accept the land agreements that existed before the war." *Peace is a time when there is no fighting or war.*

"That's good, but I still haven't heard anything about pirates," urged J.P.

"Well now you are going to," Grandfather Lafitte replied. "You see, privateers and pirates played an important role in the War of 1812."



**Show Image 8A-3: War of 1812 privateer ship**

"What are privateers? How are they different from pirates?" asked Adele.

"Privateers were basically government-approved pirates. That means they were allowed—and sometimes even encouraged—to stop British merchant ships and take the cargo. Sometimes they were asked to seize

the ships, too. This was often the only way the United States could get the supplies we needed."



**Check for Understanding**

**Turn and Talk:** Turn to your partner and explain one way pirates and privateers are the same. Then your partner should turn to you and explain one way pirates and privateers are different.

"Do you mean to say that President Madison told privateers to steal stuff?" asked J.P., amazed at the thought.

"Well," said Grandfather Lafitte, "many things happen in times of war that would not ordinarily happen. Back then, there were more privateers who owned ships than there were U.S. naval ships and sailors. For a big part of the war, the British had blockaded many of our ports. We had no way to get supplies. We could not trade with other nations. We needed all the help we could get. So these privateers helped us by taking merchant ships and cargo

that we desperately needed. *If they desperately needed supplies do you think that means they needed them very badly or not at all?* By the end of the War of 1812, there were several hundred perfectly legal American privateers!”

“Were the privateers pirates before the war?” asked J.P.



#### Show Image 8A-4: Portrait of Jean Lafitte

“Some privateers were pirates,” Grandfather Lafitte replied. “But others were young men who saw it as a way to make money. The most famous, or shall we say, infamous, pirates-turned-privateers from that time were two brothers named Jean [/zhon/] and Pierre [/pyaer/] Lafitte.” Grandfather paused. *Infamous means to be famous, or well-known, for being bad.*

“Jean Lafitte was an excellent sailor and **navigator**. *A navigator is a person who finds out how to get to a place.* He helped spy on the British when they began their attack on New Orleans. Pierre was an expert smuggler of stolen goods. *A smuggler is someone who takes things illegally to another place.* Because they had been pirates, they knew the swamps and bayous of New Orleans very well. *A bayou is a slow-moving body of water, filled with plants, found in low-lying areas.* Jean in particular could find his way around the dense, jungle-like swamps that confused most people.

Jean even created secret waterways and canals that only he and his fellow pirates knew about. They could escape from anyone who tried to capture them. They hid their stolen goods in these secret places, too.



#### Show Image 8A-5: Photo of Louisiana swampland

“They knew the area so well that General Andrew Jackson asked them to help him defend New Orleans. He offered them a full pardon if they agreed. *Pardon means to forgive legally so that the act or acts committed are no longer considered to be crimes.* They did. Many

people believe that Andrew Jackson would not have won the Battle of New Orleans without the help of Jean Lafitte.”

### Support

Which Lafitte was the excellent navigator? (*Jean*) Which brother was an expert smuggler? (*Pierre*)

“Wait. Did you say Jean . . . Lafitte?” asked Adele, staring right at her brother, whose full name was Jean-Pierre. *Adele’s brother’s name is Jean-Pierre, and their last name is Lafitte. What do you think that means?*

“Are we related to Jean Lafitte?!” gasped J.P.

“We are, it seems, descendants of his brother Pierre,” explained Grandfather Lafitte. “I will tell you a little more about your namesakes. They were quite fascinating characters.”

Now Grandfather had the children’s attention.

“No one knows for certain where Jean and Pierre Lafitte were born,” began Grandfather Lafitte. “Some believe that they were born in France, others that they were born in the French colony of Saint-Domingue. *Saint-Domingue is now known as Haiti. It was once controlled by France and was the richest island in the Caribbean.* Pierre was the older of the two, and they think he was probably born in 1770, whereas Jean was born around 1776. But no one knows for sure.”



### Show Image 8A-6: Map of Barataria island

“Both of the brothers were well-educated. In fact, Jean spoke at least four languages. The Lafittes were such good pirates that they had a warehouse in New Orleans filled with stolen goods. At one point, the brothers took over a whole island in Barataria Bay, Louisiana. *[Point to Barataria on the map.]* They called the

island ‘The Temple.’ This island was like a settlement full of smugglers and pirates. And Jean Lafitte was their leader. The pirates sold their stolen goods right there on the island, and everyone went there to shop—the rich and the famous, and even everyday farmers.”

“That’s so cool,” exclaimed J.P., listening, spellbound by his grandfather’s story.

“You could say that,” laughed Grandfather Lafitte. “As the war moved into their hometown, they used their secret waterways in the swamps and bayous to keep a close eye on the British. Despite Jean Lafitte’s best efforts, the British eventually found his island. They seized his fleet of pirate ships and all the treasures he and his brother had stored there.”

### Challenge

Why do you think that people bought goods from the pirates?  
(Answers may vary.)



“Did the British capture Jean and Pierre, too?” wondered J.P.

“No, the brothers weren’t on the island at the time,” Grandfather Lafitte replied.



**Show Image 8A-7: Picture of Jean Lafitte’s blacksmith shop** This is a photograph of a building that is believed to have been used by the Lafitte brothers as a New Orleans base for their Barataria smuggling operation.

“Jean and Pierre Lafitte never thought of themselves as pirates. They considered themselves loyal **patriots** and businessmen. A patriot is someone who loves his or her

country. But it’s been pretty well documented that, with the help of Jean, Pierre, and their army of buccaneers, Andrew Jackson knew every move the British made. Thanks to them, he was able to outsmart and outgun the British!” Jean commanded an army of hundreds of buccaneers, or pirates.

“This really is the coolest story ever!” exclaimed J.P. “I can’t wait to tell my friends that my **ancestors** were pirates.” Ancestors are people in your family from a long time ago.

“I hope you’ll also tell them all you’ve learned about the War of 1812,” said Grandfather Lafitte. “You are now both experts on the subject. I’m sure your teacher will be very impressed with your new knowledge.”

“Granddad, you never told us what is in your journal,” prodded Adele. She had been curious about Grandfather’s journal ever since she noticed it when they first arrived.



**Show Image 8A-8: Illustration of poster and the journal**

Grandfather Lafitte opened up the leather journal. Attached to the first page was a very old, crinkled poster. He carefully unfolded the yellowing page.

“The Lafitte brothers advertised their stolen goods on posters and billboards in New Orleans. This is one of the posters. It may even have been held in the hands of Jean and Pierre Lafitte,” said Grandfather Lafitte.

J.P. and Adele looked at the poster. It read:

*COME ONE! COME ALL! TO JEAN LAFITTE'S BAZAAR SATURDAY. FOR YOUR DELIGHT: CLOTHING, GEMS, AND KNICK-KNACKS FROM THE SEVEN SEAS*

The children read the poster several times. They both gently touched the delicate, old document. Then, Grandfather Lafitte folded it up and tucked it back inside the journal.



**Show Image 8A-9: Illustration of J.P. and Adele running home**

“Now, I suggest you two scallywags skedaddle. Scallywags is a silly nickname Grandfather Lafitte has for the children. Telling someone to skedaddle is a nice or silly way of telling them to go away. Take some time to think about all the things you have learned. As I always say, if

we know something about the past, we can do a better job with the future.”  
*What do you think Grandfather means by that?*

With that, J.P. and Adele hugged their grandfather good-bye and ran all the way home. The grassy fields in front of their grandfather’s farmhouse were now bathed in late afternoon sunshine.

“We are related to pirates, Adele,” J.P. said in a loud whisper to his sister as the two raced excitedly home.

“I know,” whispered Adele. “I just don’t know if we should tell anyone.” *What would you think if you found out you were related to pirates?*



## Speaking and Listening

### Supporting Own Opinions

#### Beginning

Students will support their opinions by providing good reasons and some evidence from the Read-Alouds or relevant background knowledge.

#### Intermediate

Students will support their opinions by providing good reasons and increasingly detailed evidence from the Read-Alouds or relevant background knowledge.

#### Advanced/Advanced High

Students will support their opinions by providing good reasons and detailed evidence from the Read-Alouds or relevant background knowledge.

**ELPS 1.E; ELPS 3.G;**

**ELPS 3.J**

## COMPREHENSION QUESTIONS (10 MIN.)

- Inferential.** Why was it difficult for the United States to get supplies during the War of 1812? (*because the British had blockaded many of their ports*)
- Evaluative.** How were pirates and privateers the same? (*Answers may vary, but should include that they were sailors on private ships who stole cargo.*) How are they different? (*Answers may vary, but should include that privateers were hired to help the government, whereas pirates usually stole for personal gain.*)
- Literal.** What skills did Jean and Pierre Lafitte have that made them successful pirates? (*Jean was an excellent sailor and navigator; Pierre was an excellent smuggler. Jean and Pierre knew their way through the jungle-like swamplands around New Orleans, and the British did not.*)
- Literal.** What did General Jackson offer to do if Jean and Pierre agreed to help him to defeat the British? (*General Jackson offered to pardon them of their crimes if they would agree to help him to defeat the British.*)
- Evaluative.** Why do you think Adele wasn't sure that they should tell anyone about their pirate ancestors? (*Answers may vary.*) Would you want to tell if your ancestors were pirates?
- Evaluative.** *Think-Pair-Share:* Do you think Andrew Jackson would have won the Battle of New Orleans without the assistance of Jean and Pierre Lafitte? (*Answers may vary.*) Do you think it was right to pardon them? (*Answers may vary.*)



### Exit Pass

**Writing:** Write two or three sentences explaining how privateers helped the United States during the War of 1812.

## WORD WORK: DEJECTED AND JUBILANT (5 MIN.)

1. In the Read-Aloud you heard, “The Americans felt dejected when the British burned Washington, D.C.”
2. Say the word *dejected* with me.
3. *Dejected* means very sad.
4. The small puppy looked dejected when the bigger dog got the ball.
5. Have you ever felt dejected or known someone who felt dejected? Try to use the word *dejected* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I felt dejected when . . . ”]
6. What’s the word we’ve been talking about?

**Use an Antonyms activity for follow-up.** You have heard that the word *dejected* means very sad. In the Read-Aloud you also heard, “But [the Americans] felt jubilant when they successfully defended Baltimore and New Orleans.” The word *jubilant* means very happy, so it is an antonym, or opposite, of the word *dejected*.

Now, I am going to read several sentences. If I describe something that might make someone feel sad, say, “They would feel dejected.” If I describe something that might make someone very happy, say, “They would feel jubilant!”

- After searching the neighborhood for hours, the children still could not find their dog. (*They would feel dejected.*)
- On the last day of school, the kids were excited for summer break. (*They would feel jubilant!*)
- The children’s lost dog came home all by itself! (*They would feel jubilant!*)
- The baseball team won the championship in extra innings! (*They would feel jubilant!*)
- The opposing baseball team lost the championship after extra innings. (*They would feel dejected.*)

### Support

Have students demonstrate what a person might look like if they are feeling dejected or if they are feeling jubilant.

### Challenge

Create a horizontal word wall, writing the word *dejected* on the extreme left and the word *jubilant* on the extreme right of a horizontal line. Next, ask students to brainstorm other words that describe happiness and sadness (e.g., *happy, glad, joyful, upbeat, cheerful; sad, blue, down, glum, unhappy*). Place the words along the horizontal word wall in the proper relationship to the end words, *dejected* and *jubilant*. You may choose to do this activity as a whole group, or have students complete it individually or in small groups.

## Activity Page 8.1



### Challenge

Provide students two related topics (e.g., the Battle of Baltimore and the Battle of New Orleans) and have students compare and contrast the topics.

### ENGLISH LANGUAGE LEARNERS



### Speaking and Listening

#### Interacting With Others in Written English

##### Beginning

Students will collaborate with peers on short research projects.

##### Intermediate

Students will collaborate with peers on short research projects of increasingly difficult topics.

##### Advanced/Advanced High

Students will collaborate with peers on short research projects of more difficult topics.

#### ELPS 3.F

## Lesson 8: Peace and Pirates

# Application



**Writing:** In small groups, students will research basic information about people and events from the War of 1812.

**TEKS 2.13.A; TEKS 2.13.C**

### RESEARCHING THE WAR OF 1812

- Divide students into small groups.
- Fan out the image cards not placed on the timeline, and have each group choose one image card. You may do this with cards face up or down.
- Explain that students are going to research the topic on their image card, using trade books and the Internet.
- Explain that students will use Activity Page 8.1 to write down what they find about their topic. Talk with students about the various resources you are making available to them.
- Explain that when students research their topic, they will be generating questions to answer through research. They will use the questions on Activity Page 8.1 as a guide: *Who? What? Where? When? and Why?* As they find the answers to these questions, they should write them on Activity Page 8.1.

**TEKS 2.13.A**



### Check for Understanding

Invite students to share their *Wh* questions with the class.

- Explain to students that they will complete their research and share it with the class as part of the Culminating Activities after the Domain Assessment.

End of Lesson

**TEKS 2.13.A** Generate questions for formal and informal inquiry with adult assistance; **TEKS 2.13.C** Identify and gather relevant sources and information to answer the questions.

# Domain Review

## NOTE TO TEACHER

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

## CORE CONTENT OBJECTIVES ADDRESSED IN THIS DOMAIN

Students will:

- Explain that Great Britain became involved in a series of wars against France
- Explain that due to a shortage of sailors, Britain began to impress, or capture, American sailors
- Explain that some members of the U.S. government began to call for war
- Identify James Madison as the fourth president and as the one in office during the War of 1812
- Identify Dolley Payne Todd as James Madison's wife, and explain that she was the first to be called the First Lady
- Explain that the USS *Constitution* became known as "Old Ironsides" because British cannonballs could not damage it
- Explain that in 1814 the British attacked the capital, Washington, D.C.
- Explain that, prior to the British arriving at the President's House, Dolley Madison and others escaped, saving important papers and letters
- Explain that a famous portrait of George Washington hanging at the President's House was saved before the British set fire to the President's House
- Describe how the British attacked, but were unable to capture, the city of Baltimore and Fort McHenry
- Explain that the U.S. commander of Fort McHenry asked for a large flag to be made to fly over Fort McHenry
- Explain how Francis Scott Key watched the Battle of Fort McHenry and wrote a poem that later became the national anthem

- Explain that the Battle of New Orleans actually took place after the War of 1812 was over
- Describe how the War of 1812 was considered a second war for independence

## REVIEW ACTIVITIES

### Image Review

- One by one, show the Flip Book images from any Read-Aloud again. Ask students to explain what is happening in each picture. As students discuss each image, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any Read-Aloud vocabulary.

### Image Card Review

#### Materials: Image Cards 1–15

- Give each of the image cards to a different group of students. Have students take turns generating and sharing questions they have about the images using Think-Pair-Share or Question? Pair-Share **TEKS 2.6.B**

### Domain-Related Trade Book or Student Choice

#### Materials: Trade book

- Read an additional trade book to review a particular person, item, or event related to the War of 1812. You may also choose to have students select a Read-Aloud to be heard again.

### Key Vocabulary Brainstorming

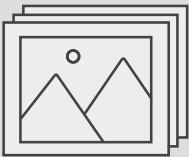
#### Materials: Chart paper

- Give students a key domain concept or vocabulary word such as *treaty*.
- Have them brainstorm everything that comes to mind when they hear the word, such as *surrender*, *truce*, *peace*, etc. Record their responses on a piece of chart paper for reference.

### Riddles for Core Content

- Ask students riddles such as the following to review core content:
  - I am sometimes called the Father of the Constitution, and I am the fourth president of the United States. Who am I? (*James Madison*)
  - I am a powerful nation with a large army and navy. I have been to war with the United States once before. Who am I? (*Great Britain*)

## Image Cards 1–15



**TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.

- I was someone who believed that America should go to war with Britain in 1812. What am I? (*War Hawk*)
- British battleships fired cannonballs at me. They tried to sink me but they couldn't. What am I? (*USS Constitution, also know as "Old Ironsides"*)
- I was displayed in the President's House when the British attacked, but I was saved before they set fire to the building. What am I? (*Portrait of George Washington*)
- Despite the bombardment by British warships, I was not captured and the next morning the U.S. flag flew proudly above my walls. What am I? (*Fort McHenry*)
- Though we were considered to be pirates, we helped General Andrew Jackson defend New Orleans. Who are we? (*Jean and Pierre Lafitte*)



# Domain Assessment

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *The War of 1812*. The results should guide review and remediation the following day.

There are four parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Parts II, III, and IV of the assessment address the core content targeted in *The War of 1812*.



## PART I

TEKS 2.7.F; TEKS 2.9.D.i

### Materials: Activity Page DA.1

**Directions:** I am going to ask you questions about words you have heard in the Read-Alouds. First I will say the word and then ask a question about the word. If the answer is “yes,” you should circle the “thumbs-up” symbol. If the answer is “no,” circle the “thumbs-down” symbol.

**Note:** For students who are using the Editable PDF Activity Book, please have them answer by typing “yes” if the sentence is correct, and “no” if the sentence is incorrect.

1. **Port:** Is a town or city where ships stop to load and unload cargo called a port? (*thumbs-up*)
2. **Impressment:** Was the British attempt to force sailors to join their navy called impressment? (*thumbs-up*)
3. **Merchant ships:** Are merchant ships ones that are used to transport cargo? (*thumbs-up*)
4. **Treaty:** Is a treaty an official agreement between two countries? (*thumbs-up*)
5. **Seize:** When someone seizes something, are they letting it go? (*thumbs-down*)
6. **Navy:** Is the part of the military that protects and fights on land called the navy? (*thumbs-down*)
7. **Privateers:** Is a privateer a ship (or a sailor on a ship) that was hired to attack and rob other ships during the War of 1812? (*thumbs-up*)
8. **Truce:** Is a truce an agreement between sides to stop fighting? (*thumbs-up*)
9. **Surrender:** When someone surrenders, does it mean they keep fighting? (*thumbs-down*)
10. **Navigator:** Is a navigator a person who is good at finding places? (*thumbs-up*)

Activity Page DA.1



**Directions:** Now I am going to read more questions using other words you have heard and practiced. First I will say the word and then ask a question about the word. If the answer is “yes,” you should circle the “thumbs-up” symbol. If the answer is “no,” circle the “thumbs-down” symbol.

11. **Represent:** If someone represents someone, does it mean he acts or speaks officially for them? (*thumbs-up*)
12. **Patience:** If you show patience, does it mean you show you have the ability to wait without getting upset? (*thumbs-up*)
13. **Looming:** When something really good is about to happen, is it looming? (*thumbs-down*)
14. **Inspired:** Was Francis Scott Key inspired to write “The Star-Spangled Banner” during the fight at Fort McHenry? (*thumbs-up*)
15. **Astonished:** Would you be astonished by something that you see all the time? (*thumbs-down*)



## PART II

### TEKS 2.9.D.i

#### Materials: Activity Page DA.2

**Directions:** I am going to read several sentences about events and people from the War of 1812. Place the number next to the image that corresponds to the answer. Each image will have two numbers.

1. I was the president during the War of 1812. (*James Madison*)
2. I helped save important papers and letters from the President's House before the British came. (*Dolley Madison*)
3. I wrote the national anthem “The Star-Spangled Banner.” (*Francis Scott Key*)
4. I put together a ragtag army to win the Battle of New Orleans. (*Andrew Jackson*)
5. I was built especially for the president and his family. (*The President's House, or White House*)
6. The British cannonballs bounced off my sides. (*USS Constitution*)
7. I was called “Old Ironsides” because I was hard to sink. (*USS Constitution*)
8. I saw an enormous flag flying and knew that Baltimore had been saved. (*Francis Scott Key*)
9. I was the first person to be called the First Lady of the United States. (*Dolley Madison*)

#### Activity Page DA.2



10. I did not want to go to war with Great Britain. (*James Madison*)
11. The British army set fire to me after Dolley Madison and others had to escape. (*The President's House, or White House*)
12. I ordered the construction of entrenchments, or walls, around New Orleans. (*Andrew Jackson*)



### PART III

TEKS 2.9.D.i

#### Activity Page DA.3



#### Materials: Activity Page DA.3

**Directions:** Use Activity Page DA-3 to identify the locations that you learned about that were involved in the War of 1812. Place the number on the map in the proper empty circle.

1. Chesapeake: This includes the coastal cities of Baltimore and Washington, D.C.
2. New Orleans: The British wanted to seize New Orleans to gain control of the Mississippi River.
3. Lake Erie: The British planned to come from Canada to fight New York.

**Directions:** Now identify the three cities that were involved in the War of 1812 battles that you learned about. Place the letter on the map in the proper empty rectangle.

4. Washington, D.C.: The British attacked the capital city, Washington, D.C.
5. Baltimore: The Battle of Fort McHenry was near Baltimore, Maryland.
6. New Orleans: The Battle of New Orleans was two weeks after the peace treaty had been signed.



### PART IV

TEKS 2.7.B; TEKS 2.12.B

#### Activity Page DA.4



#### Materials: Activity Page DA.4

**Directions:** Write at least one complete sentence to answer each question.

**Note:** You may need to have some students respond orally if they are not able to respond in writing.

1. How is “The Star-Spangled Banner” connected to the War of 1812?
2. What was impressment?
3. Why did the British want to control New Orleans?
4. What was the most interesting thing you learned about the War of 1812?

# Culminating Activities

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## NOTE TO TEACHER

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided in this section in order to provide students with opportunities to enliven their experiences with domain concepts.

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## REMEDIATION

You may choose to regroup students according to particular areas of weakness, as indicated from Domain Assessment results.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Applications
- rereading and discussing select Read-Alouds
- reading the corresponding lesson in the Language Studio, if available

## ENRICHMENT

### Domain-Related Trade Book or Student Choice

#### Materials: Trade book

- Read an additional trade book to review a particular person, item, or event related to the War of 1812. You may also choose to have students select a Read-Aloud to be heard again.

### You Were There: The Attacks on Washington, D.C. and Baltimore, and the Battle of New Orleans

- Have students pretend that they were at one of the important events during the War of 1812.
- Ask students to describe what they saw and heard. For example, for the “The Attack on Washington, D.C.,” students may talk about seeing the British soldiers burn the President’s House, hearing the soldiers talk about eating the meal that Dolley Madison left on the table, or seeing the painting of George Washington being rescued. For the “The Attack on Baltimore,” students may talk about seeing the rockets’ red glare, hearing the bombs bursting in air, or the feeling of seeing the giant flag that Mary Pickersgill made flying over Fort McHenry.
- Consider also extending this activity by adding group or independent writing opportunities associated with the “You Were There” concept. For example, ask students to pretend they are newspaper reporters describing the Battle of New Orleans and how it took place after the war was officially over.

### A Picture Gallery of America in 1812: Art Gallery and Portfolios

#### Materials: Posterboard; tape; hole punch; ribbon

- Tell students that a gallery is a place where people go to look at paintings or other forms of artwork. Explain that a portfolio is a collection of drawings, paintings, or photographs presented in a folder. Tell students that they are going to make their own portfolios to save the artwork they created to show America in 1812. (You may also want to create a special gallery space in the classroom or hallway to display some of students’ artwork.)
- Directions to make a portfolio for each student: Fold a piece of posterboard (22" x 28") in half. Tape the sides of the posterboard with colored duct tape. To make carrying handles, hole punch two holes centered at the top, approximately 5 inches apart. Knot a piece of grosgrain ribbon (about 12" long) into each side. (You may also use file folders, duct-taped along the side.)

## **Class Book: The War of 1812**

### **Materials: Drawing paper, drawing tools**

- Tell the class or a group of students that they are going to make a class book to help them remember what they have learned about the War of 1812. Have students brainstorm important information about what the British were doing to U.S. ships and sailors, British relationships with Native Americans, James and Dolley Madison, and the USS *Constitution*. Have each student choose one idea to draw a picture of and then write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.
- Another option is to create an ABC book where students brainstorm domain-related words for each letter of the alphabet.

### **Song: “The Star-Spangled Banner”**

#### **Materials: Recording of the song “The Star-Spangled Banner”**

- Have students listen to the recording of “The Star-Spangled Banner” again. Students may talk about the content of the song or how the song makes them feel. Encourage students to use domain vocabulary they have learned when sharing their ideas. Students may also draw a pictorial representation of the song.

**Note:** Remind students that to show respect for our country, we stand up to sing “The Star-Spangled Banner.” For example, to show respect for our country, we stand up to sing. They may also put their hands on their hearts.

### **Song: “The Battle of New Orleans”**

#### **Materials: Recording of the song “The Battle of New Orleans”**

- Find a version of the song, “The Battle of New Orleans,” and share it with students. Tell students about the meanings of the words in the song. Ask them to listen for the names of some of the people they have learned about. Ask students to create a mental image of the Battle of New Orleans as they listen to the song. Have students work with partners to think about and draw pictures of an image from the song. Each student should draw his or her own version of their shared idea. Have them write the lines or phrases from the song that their pictures illustrate.

## Using a Map

### Materials: U.S. map

- Use a map of the United States to review various locations from the Read-Alouds. Prompt students with questions such as the following:
  - What was Great Britain's three-part plan of attack? (*move into New York from the north; attack Washington, D.C., and Baltimore; take control of New Orleans*)
  - Why did the British attack Washington, D.C.? (*That is where the President's House was located.*)
  - Why did the British attack Baltimore? (*because it was a deep water port*)
  - Why did the British attack New Orleans? (*to gain control over the Mississippi River*)

# Teacher Resources

Grade 2	Knowledge 4
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**Teacher Guide**



# Teacher Resources

In this section you will find:

- Persuasive Speech Rubric
- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

## PERSUASIVE SPEECH RUBRIC

	<b>Strong</b>	<b>Developing</b>	<b>Beginning</b>
<b>Introduction</b>	The paragraph clearly states which side the speaker takes.	The paragraph is unclear about which side the speaker takes.	The paragraph does not contain an introduction.
<b>Opinion</b>	The author's opinion about the war is clearly stated.	The author's opinion about the war is stated, but it is not clear.	The author does not state an opinion about the war.
<b>Arguments</b>	The speech contains two clear arguments in support of the opinion.	The speech contains one argument that supports the opinion.	The speech does not contain any arguments that support the opinion.
<b>Conclusion</b>	The speech contains a clear conclusion.	The conclusion is not clear.	The speech does not contain a conclusion.
<b>Presentation</b>	The speaker consistently maintains eye contact, uses appropriate voice (volume and speed), and maintains proper posture.	The speaker frequently maintains eye contact, uses appropriate voice (volume and speed), and maintains proper posture.	The speaker does not consistently maintain eye contact, use appropriate voice (volume and speed), and maintain proper posture.

# ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

2.1 **Activity Page**

Directions: Listen to your teacher's instructions.

**Causes of the War of 1812**

1. blockade
2. impressment
3. stole cargo
4. broke treaty
5. attack on the USS Chesapeake
6. armed Native Americans

Knowledge 4

Knowledge 4 The War of 1812

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

4.1 **Activity Page**

James Madison	Dolley Madison
<p>Directions: Follow your teacher's instructions to show what you learned. List important details about James Madison and Dolley Madison by drawing or writing in each column.</p> <ul style="list-style-type: none"> <li>• grew up in Virginia on a plantation known as Montpelier</li> <li>• liked to read as a child</li> <li>• attended the College of New Jersey (now known as Princeton)</li> <li>• enjoyed learning Greek and Latin</li> <li>• became a leader in the House of Burgesses</li> <li>• was shy and quiet</li> <li>• married Dolley Payne Todd</li> <li>• helped write the Constitution</li> <li>• is known as the Father of the Constitution</li> <li>• was Thomas Jefferson's secretary of state</li> <li>• was the fourth president of the United States</li> <li>• tried to get Great Britain to stop forcing sailors into the British navy</li> <li>• asked Congress to declare war on Great Britain in 1812</li> </ul>	<ul style="list-style-type: none"> <li>• had been married before meeting James Madison and had two sons</li> <li>• her first husband and one son died</li> <li>• was a cheerful and outgoing person</li> <li>• moved to Montpelier after marrying James Madison</li> <li>• was a good hostess</li> <li>• was the first wife of a president to be called "First Lady"</li> <li>• had magnificent parties</li> <li>• helped design the interior of the White House</li> </ul>

Knowledge 4

Knowledge 4 The War of 1812

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

4.2 **Activity Page**

Directions: Listen to your teacher's instructions.

**USS Constitution**

1. "Old Ironsides"
2. big, white sails
3. American flags
4. cannonballs
5. victory at sea
6. thick walls

Knowledge 4

Knowledge 4 The War of 1812

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

PP.1 **Assessment**

Directions: Listen to your teacher's instructions.

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Knowledge 4

Knowledge 4 The War of 1812

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

5.1 **Activity Page**

**What Happened When?**

1. Then James Madison asked some soldiers to stay with Mrs. Madison and to keep her safe.
2. First The British army of about four thousand men was on its way to the capital.
3. Last James Madison rode off to be with his army.
4. Next James Madison told Mrs. Madison to stay in the President's House.

1. Last The British soldiers set fire to the President's House.
2. Next Dolley Madison escaped "just in the nick of time."
3. Then Some of the British soldiers sat down at the dinner table and enjoyed a tasty meal.
4. First A painting of George Washington was removed from the President's House.

Directions: Follow your teacher's instructions.

Knowledge 4

Knowledge 4 The War of 1812

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

6.1 **Activity Page**

**What Happened When?**



1. First The British navy began firing rockets at Fort McHenry.
2. Next The British ships sailed closer and closer to the fort.
3. Last The British navy sailed away.
4. Then Both sides fired rockets at each other through the night.

Directions: Listen to your teacher's instructions.

Knowledge 4

Knowledge 4 The War of 1812

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

DA.1 **Assessment**

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Directions: Listen to your teacher's instructions.

Knowledge 4







Knowledge 4 The War of 1812

11.
12.
13.
14.
15.

Knowledge 4 The War of 1812

NAME: \_\_\_\_\_ DA.2 **Assessment**  
 DATE: \_\_\_\_\_

Directions: These pictures show some important people and events from the War of 1812. Place the number of the question in a box by the appropriate person or event. Each image will have two numbers.


	
<b>Dolley Madison</b> 2 9	<b>James Madison</b> 1 10
	
<b>Andrew Jackson</b> 4 12	<b>Francis Scott Key</b> 3 8
	
<b>USS Constitution</b> 6 7	<b>President's House</b> 5 11




Knowledge 4

Knowledge 4 The War of 1812

NAME: \_\_\_\_\_ DA.3 **Assessment**  
 DATE: \_\_\_\_\_

Directions: Listen to your teacher's instructions.



		
<b>A: Washington, D.C.</b>	<b>B: Baltimore</b>	<b>C: New Orleans</b>

Knowledge 4

Knowledge 4 The War of 1812

NAME: \_\_\_\_\_ DA.4 **Assessment**  
 DATE: \_\_\_\_\_

Directions: Read each sentence. Think about the answer to the question or statement. Write a complete sentence to answer each question or statement.

- How is "The Star-Spangled Bnner" connected to the War of 1812?  
 It was written by Francis Scott Key after he witnessed the attack on Fort McHenry. He was inspired by the large flag that flew over the fort the morning after the battle, because that meant the British did not capture the fort or the city of Baltimore.
- What was impressment?  
 Impressment was the practice used by the British to force men to serve in their navy.

Knowledge 4

Knowledge 4 The War of 1812

- Why did the British want to control New Orleans?  
 New Orleans is located on the Mississippi River, so if the British controlled the city, they would control the main waterway to the west.
- What was the most interesting thing you learned about the War of 1812?  
 Answers may vary.

Knowledge 4

Knowledge 4 The War of 1812

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

### Knowledge 4

### Correlation—Teacher’s Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS 2.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	D4: p. 7, D4: p. 11, D4: p. 23, D4: p. 27
TEKS 2.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions	
TEKS 2.1.C	share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.	D4: p. 54, D4: p. 67
TEKS 2.1.D	work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others;	D4: p. 39, D4: p. 42
TEKS 2.1.E	develop social communication such as distinguishing between asking and telling	

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate phonological awareness by:

TEKS 2.2.A.i	producing a series of rhyming words;	
TEKS 2.2.A.ii	distinguishing between long and short vowel sounds in one-syllable and multi-syllable words	
TEKS 2.2.A.iii	recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and	
TEKS 2.2.A.iv	manipulating phonemes within base words	

(B) demonstrate and apply phonetic knowledge by:

TEKS 2.2.B.i	decoding words with short, long, or variant vowels, trigraphs and blends	
TEKS 2.2.B.ii	decoding words with silent letters such as <i>knife</i> and <i>gnat</i> ;	
TEKS 2.2.B.iii	decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	
TEKS 2.2.B.iv	decoding compound words, contractions, and common abbreviations	
TEKS 2.2.B.v	decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	
TEKS 2.2.B.vi	decoding words with prefixes, including <i>un-</i> , <i>re-</i> , and <i>dis-</i> , and inflectional endings, including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i>	D4: p. 39, D4: p. 52
TEKS 2.2.B.vii	identifying and reading high-frequency words from a research-based list	

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

### Knowledge 4

### Correlation—Teacher’s Guide

(C) demonstrate and apply spelling knowledge by:		
TEKS 2.2.C.i	spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	
TEKS 2.2.C.ii	spelling words with silent letters such as <i>knife</i> and <i>gnat</i> ;	
TEKS 2.2.C.iii	spelling compound words, contractions, and common abbreviations;	
TEKS 2.2.C.iv	spelling multisyllabic words with multiple sound-spelling patterns;	
TEKS 2.2.C.v	spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and	
TEKS 2.2.C.vi	spelling words with prefixes, including <i>un-</i> , <i>re-</i> , and <i>dis-</i> , and inflectional endings, including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i>	
TEKS 2.2.D	alphabetize a series of words and use a dictionary or glossary to find words;	
TEKS 2.2.E	develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS 2.3.A	use print or digital resources to determine meaning and pronunciation of unknown words;	
TEKS 2.3.B	use context within and beyond a sentence to determine the meaning of unfamiliar words	D4: p. 23, D4: p. 29, D4: p. 39, D4: p. 44, D4: p. 54, D4: p. 60, D4: p. 73, D4: p. 77, D4: p. 87, D4: p. 91, D4: p. 102, D4: p. 106
TEKS 2.3.C	identify the meaning of and use words with affixes <i>un-</i> , <i>re-</i> , <i>-ly</i> , <i>-er</i> , and <i>-est</i> (comparative and superlative), and <i>-ion/tion/sion</i>	D4: p. 7, D4: p. 14
TEKS 2.3.D	identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.	D4: p. 115, D4: p. 120
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
TEKS 2.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		
TEKS 2.5	self-select text and read independently for a sustained period of time.	

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

### Knowledge 4

### Correlation—Teacher’s Guide

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS 2.6.A	establish purpose for reading assigned and self-selected texts;	
TEKS 2.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information	D4: p. 7, D4: p. 14, D4: p. 18, D4: p. 130
TEKS 2.6.C	make [and] correct or confirm predictions using text features, characteristics of genre, and structures	
TEKS 2.6.D	create mental images to deepen understanding	
TEKS 2.6.E	make connections to personal experiences, ideas in other texts, and society	
TEKS 2.6.F	make inferences and use evidence to support understanding	
TEKS 2.6.G	evaluate details read to determine key ideas	D4: p. 23, D4: p. 29, D4: p. 39, D4: p. 44, D4: p. 54, D4: p. 58, D4: p. 60, D4: p. 73, D4: p. 77, D4: p. 87, D4: p. 91, D4: p. 102, D4: p. 105, D4: p. 106, D4: p. 115, D4: p. 120
TEKS 2.6.H	synthesize information to create new understanding	D4: p. 23, D4: p. 37, D4: p. 38
TEKS 2.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS 2.7.A	describe personal connections to a variety of sources	
TEKS 2.7.B	write brief comments on literary or informational texts that demonstrate an understanding of the text	D4: p. 7, D4: p. 14, D4: p. 19
TEKS 2.7.C	use text evidence to support an appropriate response	
TEKS 2.7.D	retell and paraphrase texts in ways that maintain meaning and logical order	D4: p. 23, D4: p. 27, D4: p. 39, D4: p. 42, D4: p. 54, D4: p. 58, D4: p. 73, D4: p. 76, D4: p. 84, D4: p. 87, D4: p. 90, D4: p. 91, D4: p. 100, D4: p. 102, D4: p. 105, D4: p. 113, D4: p. 115, D4: p. 118
TEKS 2.7.E	interact with sources in meaningful ways such as illustrating or writing	D4: p. 7, D4: p. 20
TEKS 2.7.F	respond using newly acquired vocabulary as appropriate	

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

TEKS 2.8.A	discuss topics and determine theme using text evidence with adult assistance	
TEKS 2.8.B	describe the main character’s (characters’) internal and external traits	
TEKS 2.8.C	describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	
TEKS 2.8.D	describe the importance of the setting	



## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

### Knowledge 4

### Correlation—Teacher’s Guide

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS 2.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales	
TEKS 2.9.B	explain visual patterns and structures in a variety of poems	
TEKS 2.9.C	discuss elements of drama such as characters, dialogue, and setting	

(D) recognize characteristics and structures of informational text, including:

TEKS 2.9.D.i	the central idea and supporting evidence with adult assistance	D4: p. 54, D4: p. 60, D4: p. 73, D4: p. 77, D4: p. 102, D4: p. 106
TEKS 2.9.D.ii	features and graphics to locate and gain information	
TEKS 2.9.D.iii	organizational patterns such as chronological order and cause and effect stated explicitly	

(E) recognize characteristics of persuasive text, including:

TEKS 2.9.E.i	stating what the author is trying to persuade the reader to think or do	D4: p. 7, D4: p. 20, D4: p. 21
TEKS 2.9.E.ii	distinguishing facts from opinion	D4: p. 23, D4: p. 37, D4: p. 38
TEKS 2.9.F	recognize characteristics of multimodal and digital texts	

(10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS 2.10.A	discuss the author's purpose for writing text	
TEKS 2.10.B	discuss how the use of text structure contributes to the author's purpose	
TEKS 2.10.C	discuss the author's use of print and graphic features to achieve specific purposes	
TEKS 2.10.D	discuss the use of descriptive, literal, and figurative language	
TEKS 2.10.E	identify the use of first or third person in a text	D4: p. 39, D4: p. 42, D4: p. 43
TEKS 2.10.F	identify and explain the use of repetition	

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS 2.11.A	plan a first draft by generating ideas for writing such as drawing and brainstorming	
(B) develop drafts into a focused piece of writing by:		
TEKS 2.11.B.i	organizing with structure; and	
TEKS 2.11.B.ii	developing an idea with specific and relevant details	
TEKS 2.11.C	revise drafts by adding, deleting, or rearranging words, phrases or sentences	
(D) edit drafts using standard English conventions, including:		

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TEKS 2.11.D	edit drafts using standard English conventions	
TEKS 2.11.D.i	complete sentences with subject-verb agreement.	
TEKS 2.11.D.ii	past, present, and future verb tense	
TEKS 2.11.D.iii	singular, plural, common, and proper nouns	
TEKS 2.11.D.iv	adjectives, including articles	
TEKS 2.11.D.v	adverbs that convey time and adverbs that convey place;	
TEKS 2.11.D.vi	prepositions and prepositional phrases	
TEKS 2.11.D.vii	pronouns, including subjective, objective, and possessive cases	
TEKS 2.11.D.viii	coordinating conjunctions to form compound subjects and predicates	
TEKS 2.11.D.ix	capitalization of months, days of the week, and the salutation and conclusion of a letter;	
TEKS 2.11.D.x	end punctuation, apostrophes in contractions, and commas with items in a series and in dates;	
TEKS 2.11.D.xi	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words;	
TEKS 2.11.E	publish and share writing	
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS 2.12.A	compose literary texts, including personal narratives and poetry	D4: p. 7, D4: p. 20
TEKS 2.12.B	compose informational texts, including procedural texts and reports; and	D4: p. 23, D4: p. 37, D4: p. 39, D4: p. 52
TEKS 2.12.C	compose correspondence such as thank you notes or letters	
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS 2.13.A	generate questions for formal and informal inquiry with adult assistance	D4: p. 115, D4: p. 128
TEKS 2.13.B	develop and follow a research plan with adult assistance	
TEKS 2.13.C	identify and gather relevant sources and information to answer the questions	D4: p. 115, D4: p. 128
TEKS 2.13.D	identify primary and secondary sources	
TEKS 2.13.E	demonstrate understanding of information gathered	
TEKS 2.13.F	cite sources appropriately	
TEKS 2.13.G	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	

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(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

ELPS 1.A	use prior knowledge and experiences to understand meanings in English	
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	
ELPS 1.D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	D4: p. 20, D4: p. 38, D4: p. 50, D4: p. 66, D4: p. 99, D4: p. 111, D4: p. 113, D4: p. 126
ELPS 1.F	use accessible language and learn new and essential language in the process	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	

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ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking note	
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p>		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	D4: p. 99, D4: p. 113
ELPS 3.E	share information in cooperative learning interactions	
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	D4: p. 82, D4: p. 90, D4: p. 128
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	D4: p. 18, D4: p. 35, D4: p. 50, D4: p. 66, D4: p. 111, D4: p. 126
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	D4: p. 38, D4: p. 67
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	D4: p. 38, D4: p. 67

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ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	D4: p. 18, D4: p. 35, D4: p. 50, D4: p. 66; D4: p. 111, D4: p. 126
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	
ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	

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ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	D4: p. 20, D4: p. 53
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	D4: p. 85, D4: p. 101
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	D4: p. 58

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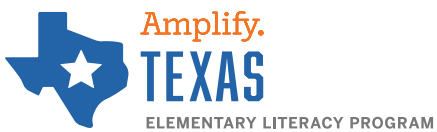
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