

Grade 2

Knowledge 4 | Activity Book

The War of 1812

Editable

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Knowledge 4

The War of 1812

Editable Activity Book

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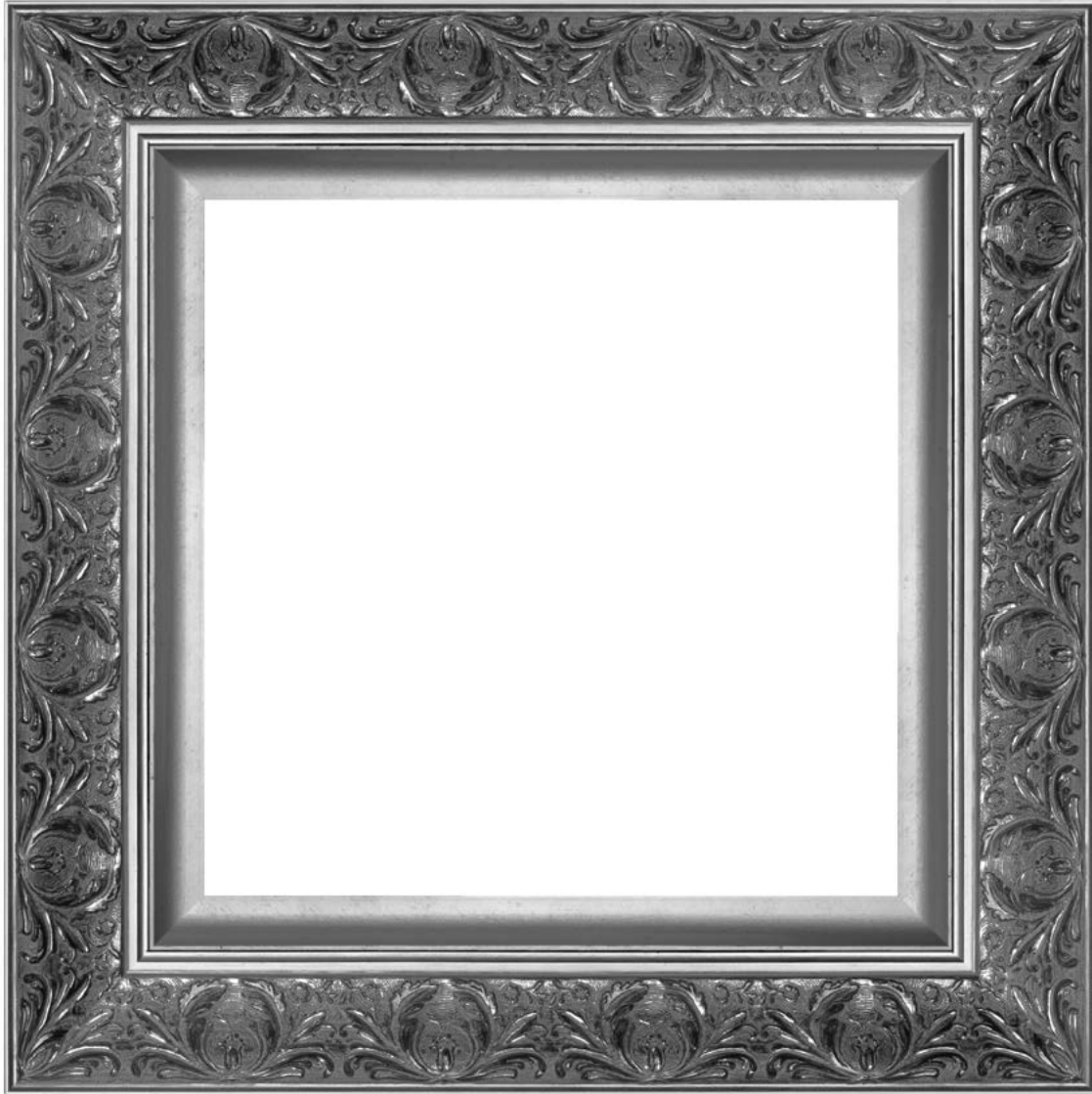
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NAME: _____

DATE: _____

1.1

Directions: Use this page or a separate piece of paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.



NAME: _____

DATE: _____

Dear Family Member,

During the next several days, your student will be hearing stories about the War of 1812. They will learn about the events that led to the war, how Great Britain was already involved in the Napoleonic Wars with France, how British soldiers captured Americans and made them fight for the British navy, and about the famous American battleship, the *USS Constitution*. They will also learn about some geographic locations, as well as some important people involved in the War of 1812, including President James Madison and his wife Dolley Madison. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about the War of 1812.

1. James Madison

Talk with your student about this important historical figure. James Madison was the fourth president of the United States. Point out that he is one of the Founding Fathers who wrote the Constitution. Discuss the contributions that he made. Ask your student what role James Madison had in the War of 1812.

2. Dolley Madison

Your student will learn that Dolley Madison was married to James Madison. She was previously married to a man named John Payne; however, her first husband and one of her young sons died of yellow fever. Dolley Madison was known as an excellent hostess. She was the first president's wife to be called First Lady.

3. *USS Constitution*/"Old Ironsides"

Your student will learn about the famous United States battleship, the *USS Constitution*. The *USS Constitution* is the oldest American battleship that is still afloat, and is now located in Boston Harbor. They will also learn about the *Constitution's* nickname, "Old Ironsides," and how it got that name. Take this opportunity to talk to your student about the important job of the military, and the navy in particular, especially if you have family members who are veterans or who actively serve.

4. Words to Use

Below is a list of some of the words that your student will be learning about and using. Try to use these words as they come up in everyday speech with your student.

- *impressment*—British soldiers used impressment to get more sailors into the British navy.
- *navy*—The navy protects the nation's interests at sea
- *role*—Jean Lafitte is a pirate who played an important part, or role, in the Battle of New Orleans.
- *economy*—The economy of the United States was largely dependent on trade with Great Britain and France.

5. Read Aloud Each Day

It is very important that you read with your student every day. Set aside time to read to your student and also time to listen to your student read to you.

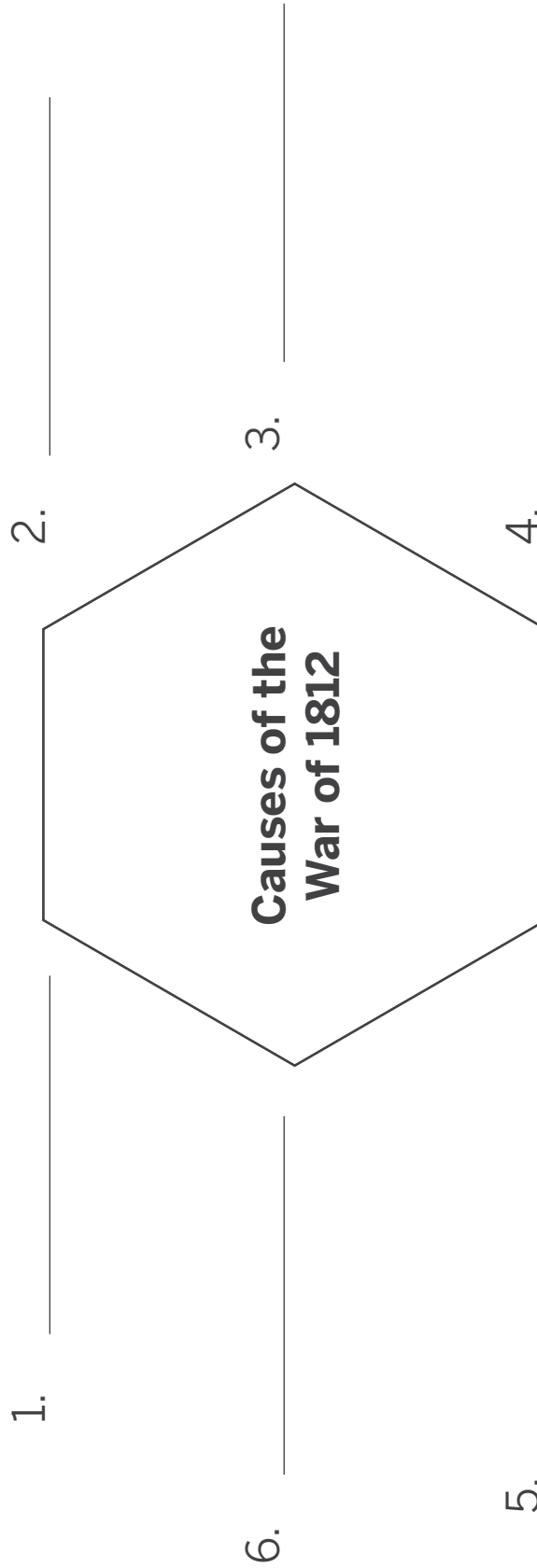
Be sure to let your student know how much you enjoy hearing about what they has learned in school.

NAME: _____

DATE: _____

2.1

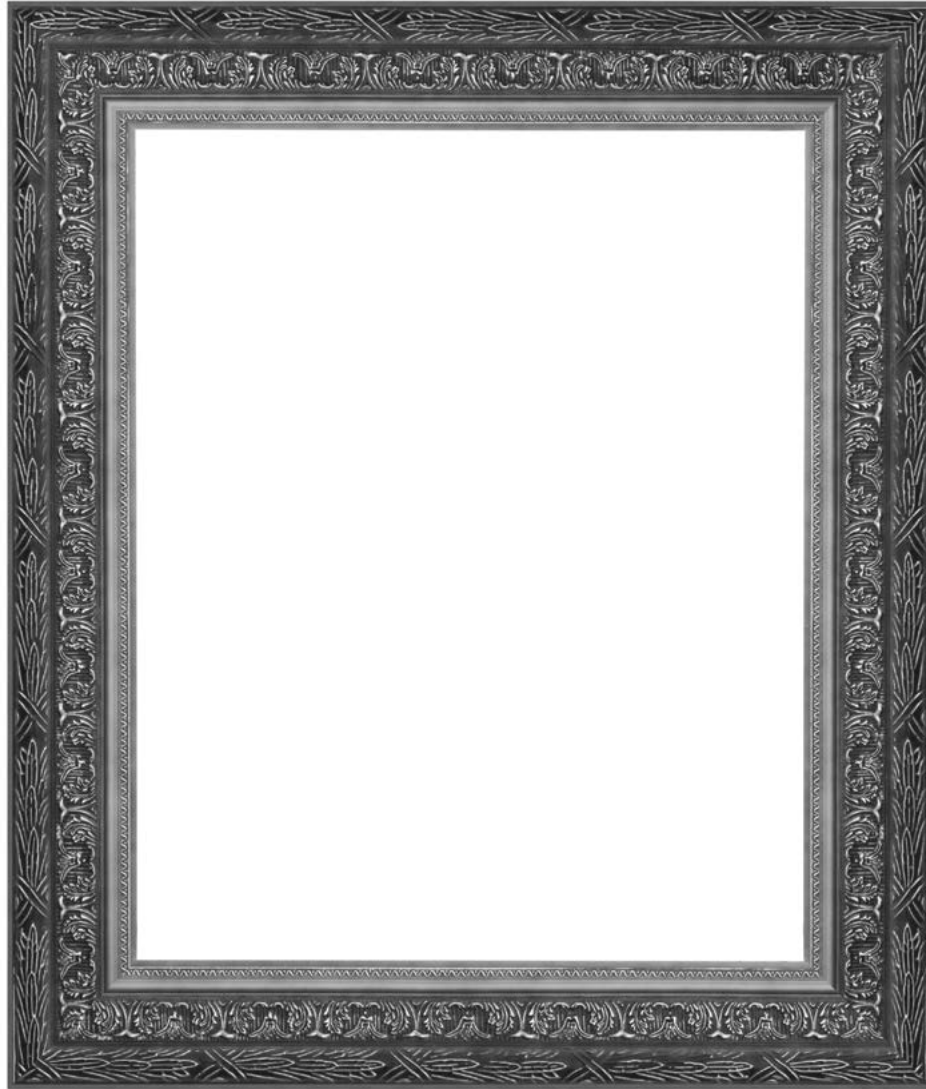
Activity Page



NAME: _____

DATE: _____

Directions: Use this page or a separate piece of paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.



NAME: _____

DATE: _____

2.3

War Hawks

Merchants

Directions: Follow the teacher's instructions to show what you learned about the War Hawks and merchants by typing in each column.

NAME: _____

DATE: _____

3.1

Persuasive Speech

Directions: Type the introductory sentence for your persuasive speech in the first rectangle. In the second rectangle, state your position. In the third and fourth rectangles type two reasons to support your position. Type your concluding sentence in the fifth rectangle.

| | |
|--------------------------------|--|
| Open / Introduction | |
| Opinion / Position | |
| Because | |
| Also | |
| Close / Conclusion | |

NAME: _____

DATE: _____

4.1

Directions: Follow your teacher's instructions to show what you learned. List important details about James Madison and Dolley Madison by typing in each column.

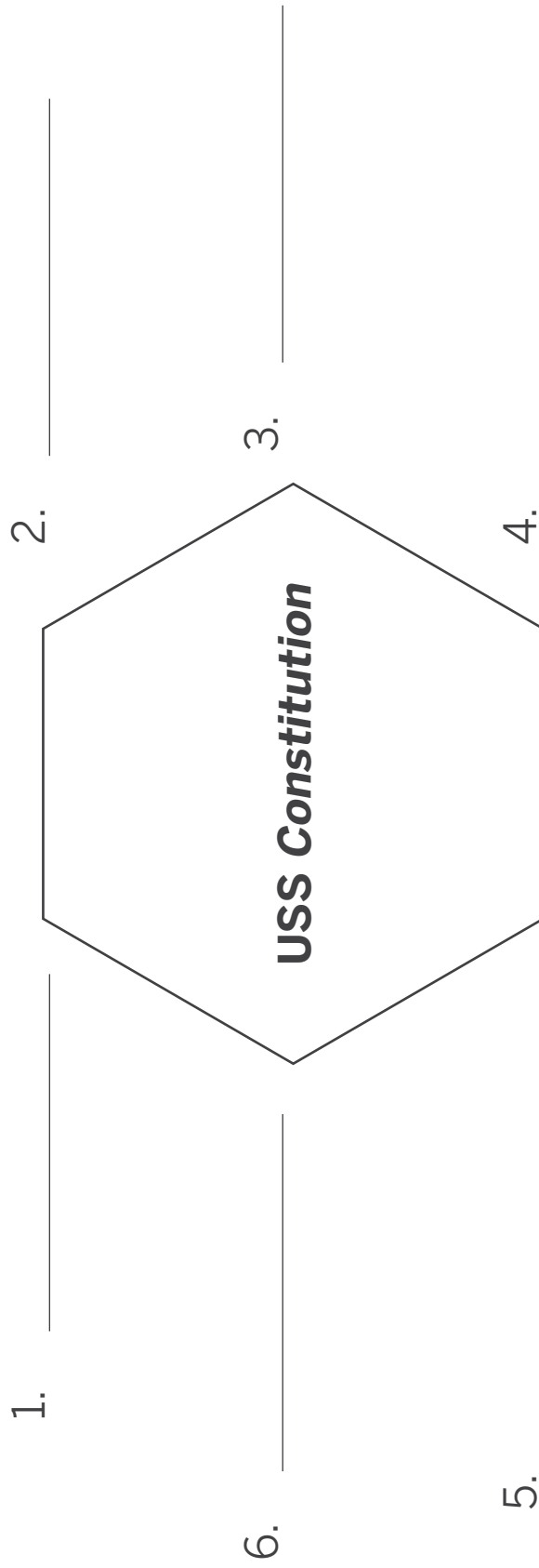
James Madison

Dolley Madison

NAME: _____

DATE: _____

4.2























NAME: _____

PP.1

Assessment

DATE: _____

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NAME: _____

DATE: _____

What Happened When?

1. _____ James Madison asked some soldiers to stay with Mrs. Madison and to keep her safe.

2. _____ The British army of about four thousand men was on its way to the capital.

3. _____ James Madison rode off to be with his army.

4. _____ James Madison told Mrs. Madison to stay in the President's House.

1. _____ The British soldiers set fire to the President's House.

2. _____ Dolley Madison escaped "just in the nick of time."

3. _____ Some of the British soldiers sat down at the dinner table and enjoyed a tasty meal.

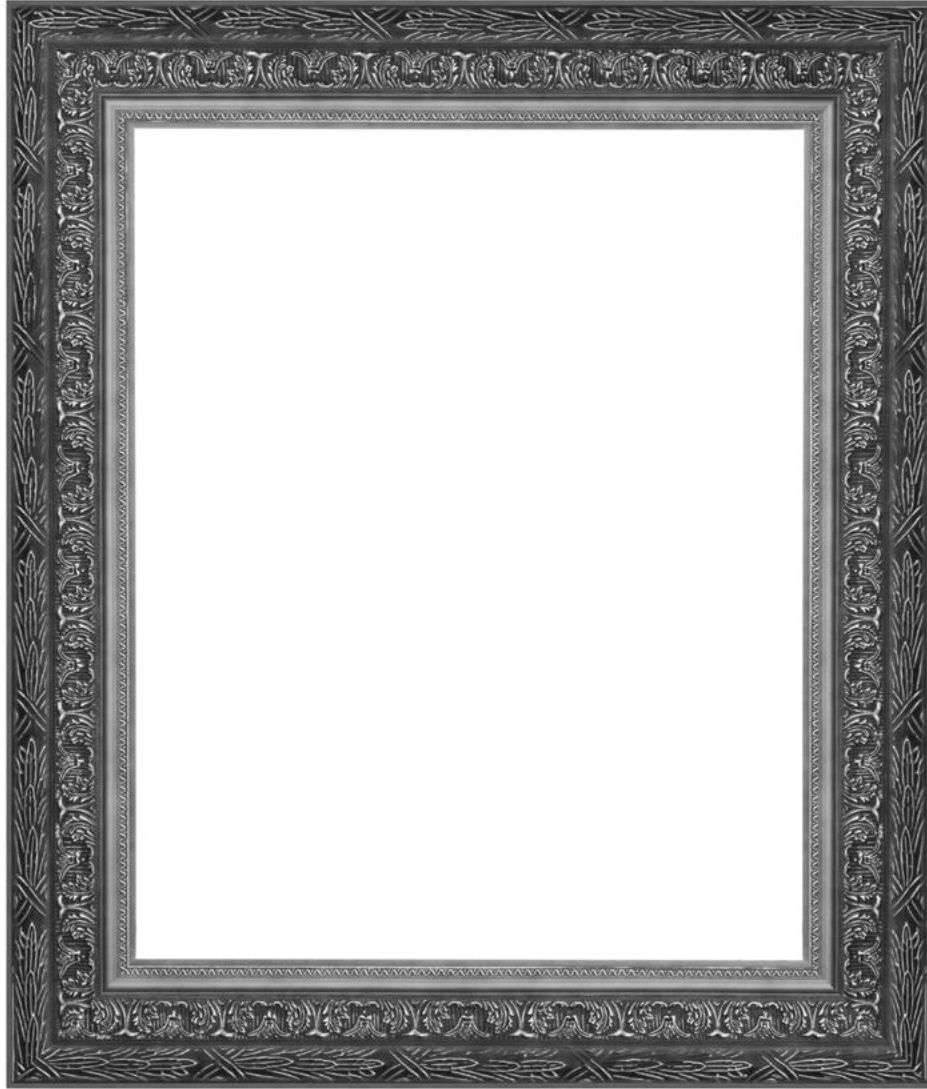
4. _____ A painting of George Washington was removed from the President's House.

Directions: Follow your teacher's instructions.

NAME: _____

DATE: _____

Directions: Use this page or a separate piece of paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.



NAME: _____

DATE: _____

Dear Family Member,

I hope your student has enjoyed learning about the War of 1812. Over the next several days, they will learn about the British’s three-part plan to defeat the United States, including attacks on Lake Erie and in Washington, D.C., the Battle at Fort McHenry, and the Battle of New Orleans. They will also learn that the Battle of New Orleans was actually fought after the war had ended. They will also learn about some geographic locations, and some important people involved in the War of 1812, including Francis Scott Key, Mary Pickersgill, and Andrew Jackson.

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about the War of 1812.

1. The President’s House

Today your student heard about the British attack on Washington, D.C., during which the British set fire to many official buildings in the capital, including the President’s House. They learned how Dolley Madison escaped before the soldiers arrived and how she saved a portrait of George Washington. You might explain that the President’s House is now known as the White House.

2. Francis Scott Key

Your student will also learn about the Battle at Fort McHenry, and how Francis Scott Key watched the “rockets’ red glare” and “bombs bursting in air” from the harbor. They will also hear how Francis Scott Key was inspired to write a poem about it. The poem he wrote became our national anthem, “The Star-Spangled Banner.” Ask your student about the giant flag that Mary Pickersgill made to fly over Fort McHenry that day.

3. Song: “The Star-Spangled Banner”

Listen to the song “The Star-Spangled Banner” with your student. Discuss with your student that this song is our national anthem. It was written by Francis Scott Key during the War of 1812. Talk about times when you might sing the national anthem. Remind them that, when they hear the song played in public, they should stand to show respect. Also, they may put their hand over their heart. The next time you hear the song played at a ball game or other event, ask your student who wrote “The Star-Spangled Banner.”

4. Song: “Battle of New Orleans”

Listen to the song “The Battle of New Orleans” with your student. Discuss what the song is about and how it tells the story of the War of 1812.

5. Andrew Jackson

Have your student talk about Andrew Jackson’s role in the Battle of New Orleans. Discuss how General Andrew Jackson put together an army of militiamen, soldiers, Native Americans, African Americans, farmers, and even pirates to win the Battle of New Orleans. You might want to explain that Andrew Jackson later became the seventh president of the United States.

6. Using a Map

Help your student locate the areas they learned about on a map of the United States, including the Mississippi River, New Orleans, Canada, Baltimore, and Washington, D.C. Have your student tell you about Britain’s three-part plan to defeat the United States.

7. Sayings and Phrases: “Where There’s a Will, There’s a Way”

Your student will learn the saying “where there’s a will, there’s a way” in relation to how Andrew Jackson did whatever it took to win the Battle of New Orleans. Talk with your student about its meaning. Share something that you have accomplished because of your determination. Find opportunities to use this saying again and again.

8. Words to Use

Below is a list of some of the words that your student has been learning about and using. Try to use these words as they come up in everyday speech with your student.

- *navigator*—The ship’s navigator helped the captain locate the harbor.
- *truce*—One British officer gave his sword to a U.S. officer as a sign of truce.
- *treaty*—Andrew Jackson received the news that a peace treaty had been signed.
- *surrender*—The soldiers had to surrender when they knew they couldn’t win.

9. Read Aloud Each Day

It is very important that you read with your student every day. Set aside time to read to your student and also time to listen to your student read to you.

Be sure to let your student know how much you enjoy hearing about what they has learned in school.

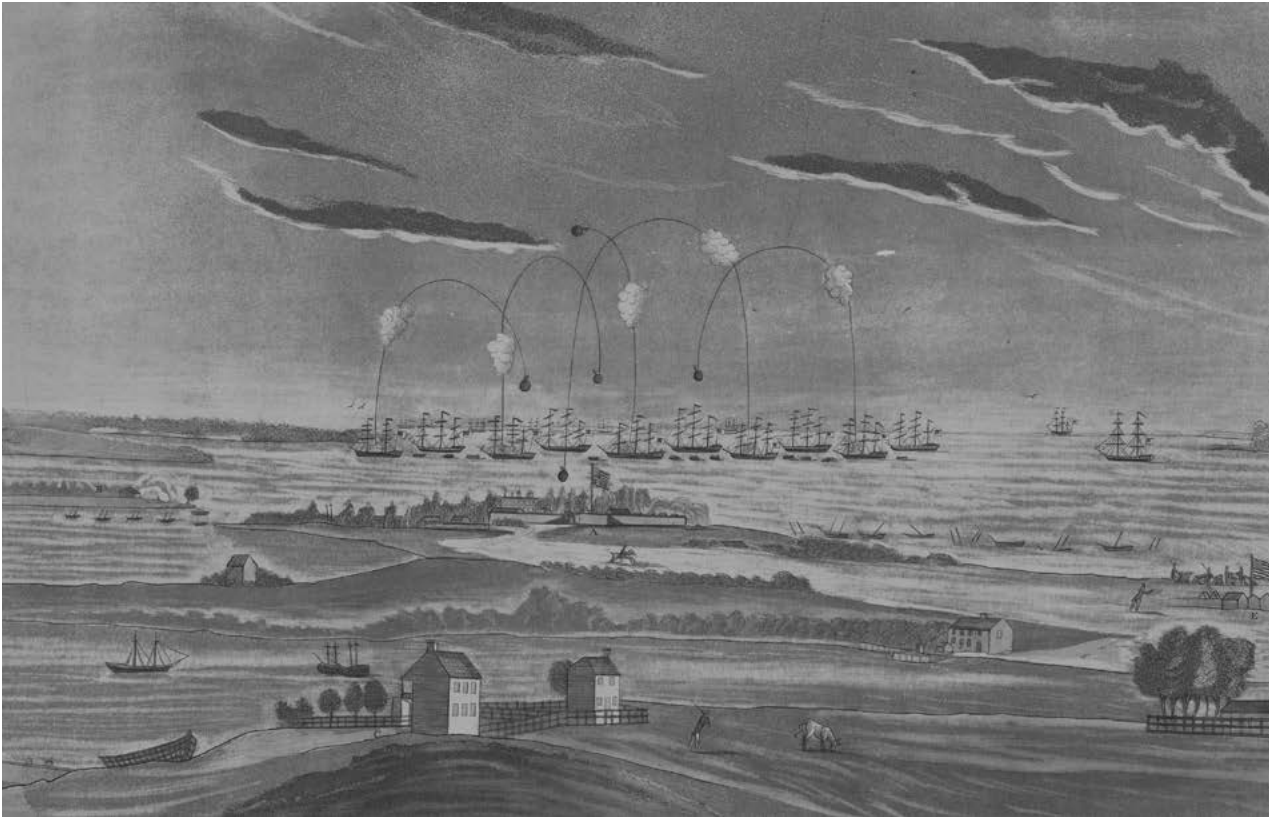
NAME: _____

DATE: _____

6.1

Activity Page

What Happened When?



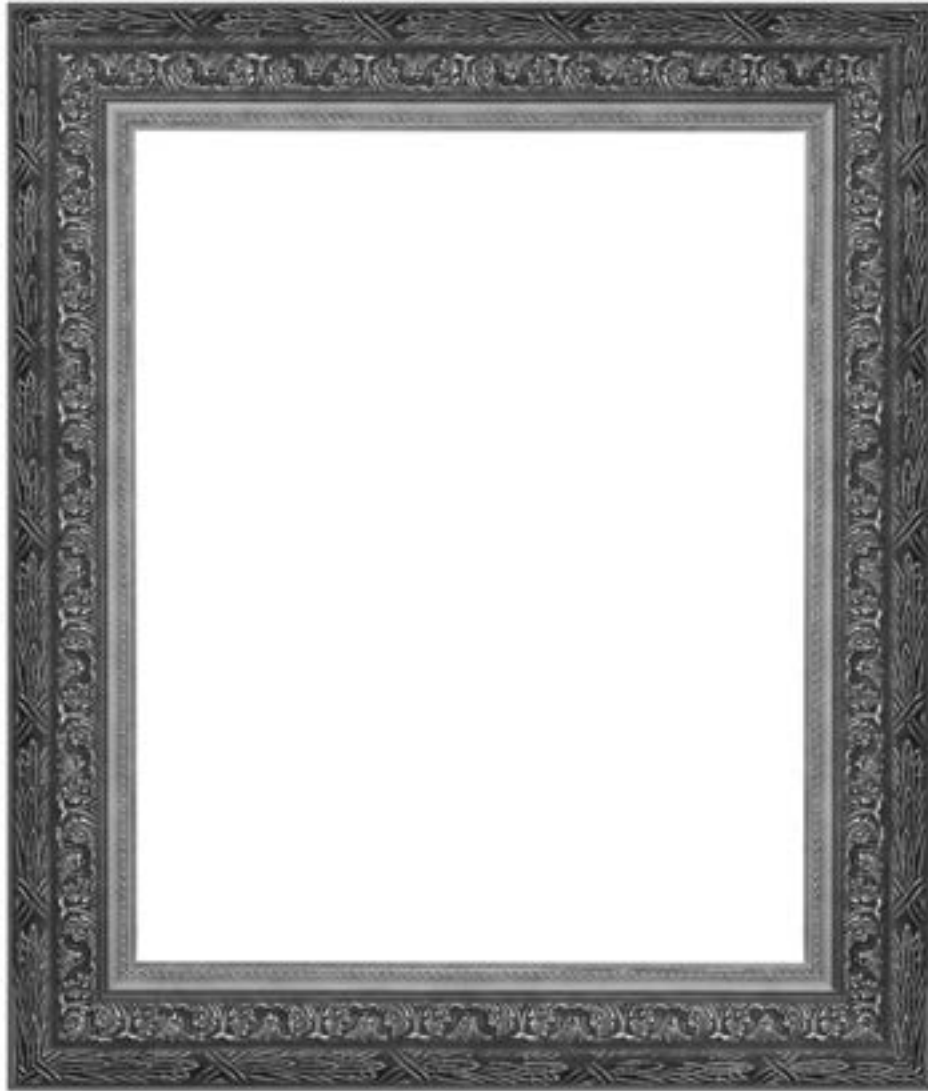
1. _____ The British navy began firing rockets at Fort Mifflin.
2. _____ The British ships sailed closer and closer to the fort.
3. _____ The British navy sailed away.
4. _____ Both sides fired rockets at each other through the night.

NAME: _____

DATE: _____

6.2

Directions: Use this page or a separate piece of paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.



NAME: _____

DATE: _____

8.1

| | |
|---------------|--|
| Who? | |
| What? | |
| Where? | |
| When? | |
| Why? | |































Directions: Listen to your teacher's instructions.

NAME: _____

DA.1

Assessment

DATE: _____

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Directions: Listen to your teacher's instructions.

NAME: _____

DA.2

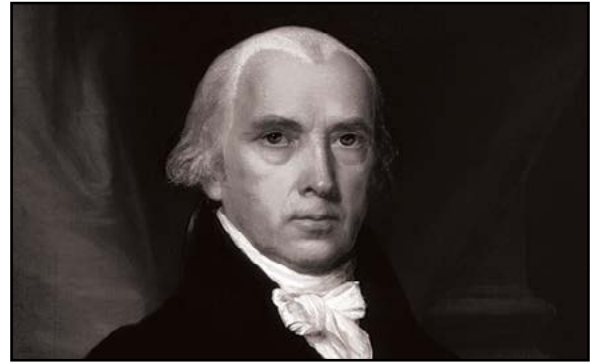
Assessment

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.



Dolley Madison



James Madison



Andrew Jackson



Francis Scott Key



USS Constitution



President's House

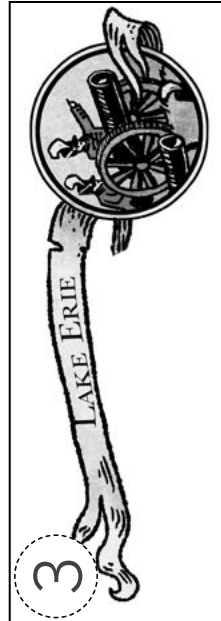
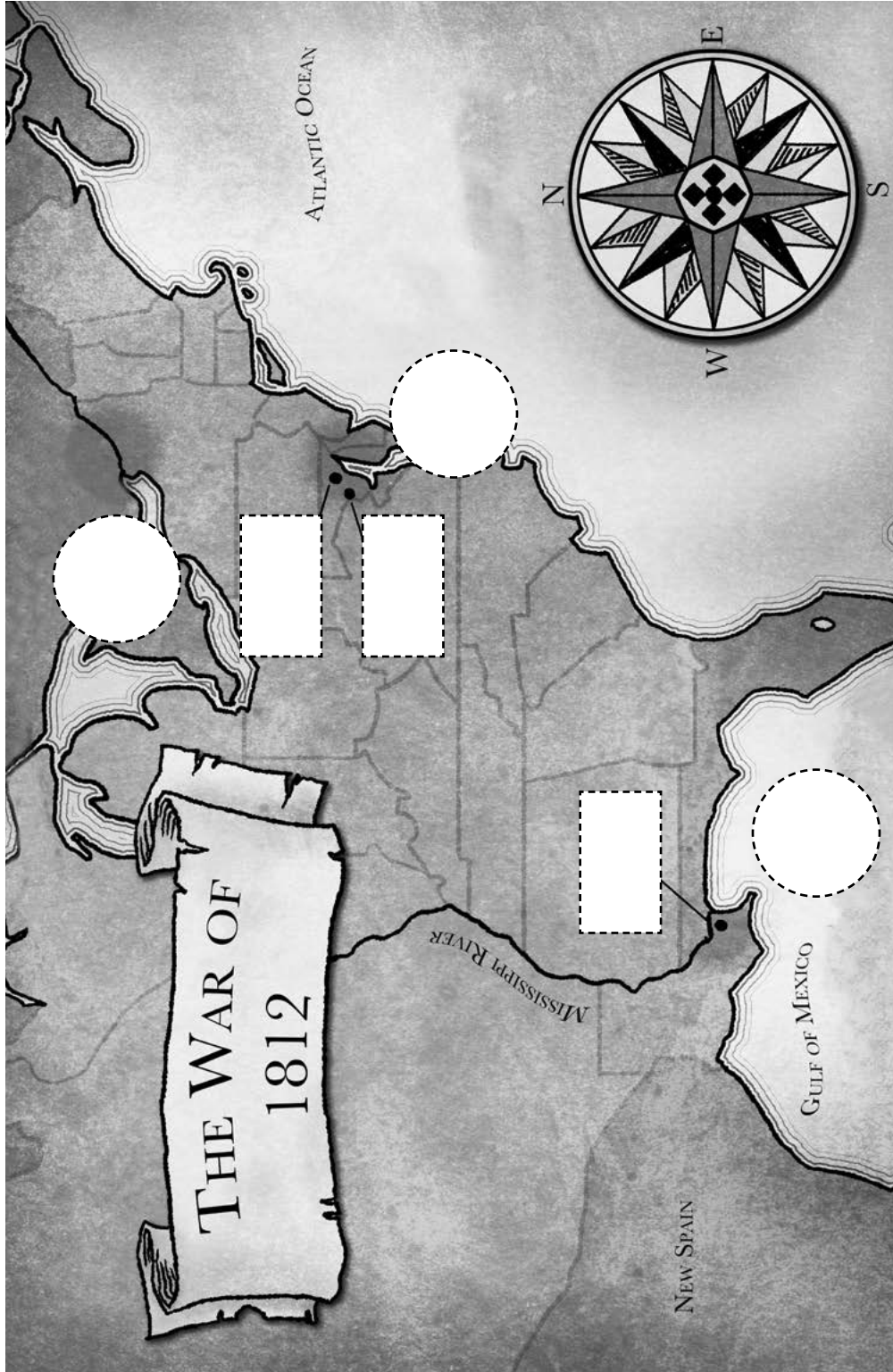
NAME: _____

DATE: _____

DA.3

Assessment

Directions: Listen to your teacher's instructions.



C New Orleans

B Baltimore

A Washington, D.C.

NAME: _____

DA.4

Assessment

DATE: _____

Directions: Read each sentence. Think about the answer to the question or statement. Type a complete sentence to answer each question or statement.

1. What was impressment?

2. Why did the British want to control New Orleans?

3. What was the most interesting thing you learned about the War of 1812?

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Schools

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