

Who Won the War of 1812?

History: Grade 7 – British North America

Overview:

Students will come to a conclusion at the end of the unit of study to answer the question: Who won the War of 1812? This activity will ask students to review their learning from the unit, writing down everything they know and completing an organizer to form their own opinion. They will then find their place along a U-Shaped discussion and try to convince those around them to change their opinion. Students will also be asked to justify their position, and then reflect on their final decision.

Purpose:

For students to gain a better understanding of the outcome of the War of 1812, specifically focussing on a summary of the unit of study. This is especially important as the debate continues in modern times as to which side was successful in the war, with some historians believing Americans won and others believing that the Canadians and British were the victors.

Strand: Grade 7 History – British North America

Online Resource:

1812 History: <http://www.1812history.com> – a website is designed to make the surviving records and artefacts from the 1812 period available online.

Author:

Sarah Brydges

1812 History Lesson Plans: Who Won the War of 1812?

Expectations:

1. Describe the impact of the War of 1812 on the development of Canada.
2. Formulate questions to facilitate research on specific topics.
3. Use a variety of primary and secondary sources to locate relevant information about how early settlers met the challenges of the new land.
4. Analyse, synthesize, and evaluate historical information.
5. Describe and analyse conflicting points of view about a series of historical events.
6. Construct and use a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information.
7. Communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs.
8. Use appropriate vocabulary to describe their inquiries and observations.

Description:

Students will begin by individually “rapid writing” as much as they can on the topic: “Tell me everything you know about the War of 1812.” They will then complete the graphic organizer to determine which side (Americans or British/Canadians) won the War of 1812. Once they have reached a conclusion on their own, they will find their place in a U-Shaped discussion. Students will have the opportunity to discuss their point of view with others standing beside them, to try to convince their neighbours to change their opinion. After they have a chance to move, the teacher will ask each student why they moved (or didn’t move).

Getting Organized:

Prior Knowledge Required:

Students should be familiar with the origins of English settlement in British North America after the fall of New France and the migration and settlement experiences of various groups of settlers.

Students should be familiar with the causes of the War of 1812, as well as the major events and key personalities involved in the War.

Required Time:

1 – 50 minute period

1812 History Lesson Plans: Who Won the War of 1812?

Planning Notes:

Student's desks should be moved to the edges of the room so that the students can still sit at them for the beginning of the period, but a large open space is required for the U-Shaped discussion.

Materials Required for the Teacher:

- ❖ Teacher notes
- ❖ Student handouts (activity package)
- ❖ Teacher activity package
- ❖ Lined paper or notebooks (for rapid writing)

Accommodations and Modifications:

The teacher should always check if any students have an Individual Education Plan (IEP) and follow the proper accommodations/modifications instructions as needed for the student(s).

Assessment and Evaluation Description:

Students will be formally assessed on their ability to make a conclusion regarding the outcome of the War of 1812 and the ability to defend their position before, during and after a U-Shaped discussion. To this end, students will complete a graphic organizer, which the teacher will collect and mark using the attached rubric. The teacher should also be walking around the classroom to check on students' progress and to answer any clarifying questions while they are completing their graphic organizer. The teacher may also wish to take notes to report about student learning skills based on their work during this activity.

Teaching and Learning Strategies:

1. Students begin by working individually. The teacher will have the students "rapid write" on a lined piece of paper or in a notebook. Students will have two (2) minutes to write as much as they in response to the prompt: "Tell me everything you know about the War of 1812." Remind students that they are not to take their pencil from the page for the duration of the two (2) minutes, and when they are finished, have them count how many words they wrote down on the topic. Take a quick survey when they are done by asking students to raise their hands and lower them when you say a number that exceeds the number of words they wrote down. Then, call out a series of numbers (10, 20, 30, 40, 45, etc.) until all of the hands are down.

1812 History Lesson Plans: Who Won the War of 1812?

2. Next, hand out the graphic organizer page. Give the students about twenty-five (25) minutes to complete the sheet. Students are encouraged to use their notebooks to complete the organizer.
3. Have students share their opinion regarding the outcome of the War of 1812 with a neighbour. Give students three (3) minutes to share and discuss.
4. Explain to students that you're going to make a U-shape in the centre of the classroom. Along this shape, students should find their place depending on the conclusion they have drawn. One end represents that the Americans won, the other end is that the British/Canadians won the War. Give students one (1) minute to find their place.
5. Have students discuss their opinion with the people next to them. Students have the opportunity to relocate along the U-shape, but tell students that they will have to defend their move (or lack thereof).
6. Finally, the teacher will ask each student in turn why they relocated along the U-shape, or why they chose not to move.
7. The teacher will collect their graphic organizer for marking (it is not necessary to mark their "rapid writing," as it is meant as a personal review for the student to gather their thoughts).

Resources Used and Consulted:

1. 1812 History: <http://www.1812history.com>
2. Denos, Mike and Roland Case. Teaching about Historical Thinking. Ed. by P. Seixas and P. Clark. The Critical Thinking Consortium: Vancouver, 2006.

Marking Rubric:

1812 History Lesson Plans: Who Won the War of 1812?

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding The student understands the outcomes of the War of 1812.	Limited understanding of the materials of the unit to draw a conclusion regarding the question: Who Won the War of 1812?	Some understanding – though lacking in completeness and clarity – of the materials of the unit to draw a conclusion regarding the question: Who Won the War of 1812?	A clear and comprehensive, understanding of the materials of the unit to draw a conclusion regarding the question: Who Won the War of 1812?	A clear, comprehensive, and balanced understanding of the materials of the unit to draw a conclusion regarding the question: Who Won the War of 1812?
Thinking and Interpretation The student demonstrates the ability to critically analyze the data from the unit and form an opinion regarding the outcomes of the War of 1812.	Unclear perspective and analysis that shows little understanding of the unit content as it relates to the outcomes of the War of 1812.	Somewhat effective organization and interpretation of data but with a limited understanding of the unit content as it relates to the outcomes of the War of 1812.	A clear, critical position that is evident in all aspects of the work, with a good examination the unit content as it relates to the outcomes of the War of 1812.	A critical analysis presented with a high degree of ability and clarity resulting in a precise and persuasive examination of the unit content as it relates to the outcomes of the War of 1812.
Communication The student writes and speaks effectively for the purpose and when forming and defending an opinion.	Limited use of language demonstrating poorly reasoned support for conclusions and opinions.	Somewhat effective use of language but with limited persuasiveness in the presentation of conclusions and opinions.	Effective use of language and reasonable arguments to support conclusions and opinions.	Lively, engaging and appropriate use of language to present well reasoned and persuasive conclusions and opinions.
Application The student, having interpreted the materials of the unit, is able to arrive at an independent position regarding the question of Who Won the War of 1812.	Little awareness of the facts presented by the unit and poorly reasoned position regarding the question: Who Won the War of 1812?	Basic acknowledgement of the facts presented by the unit and some sense of their position regarding the question: Who Won the War of 1812?	Thoughtful understanding and appropriate evaluation of the facts presented by the unit and their position regarding the question: Who Won the War of 1812?	Highly developed, thoughtful and well articulated evaluation of the facts presented by the unit and their position regarding the question: Who Won the War of 1812?

1812 History Lesson Plans: Who Won the War of 1812?

Who Won the War of 1812?

Justifying My Conclusion

I believe...		
<input type="checkbox"/> the Americans clearly won	<input type="checkbox"/> neither the Americans nor the British and Canadians won	<input type="checkbox"/> the British and Canadians clearly won

The main reasons in support of my conclusion are... ❖ ❖ ❖ ❖ ❖
The best reasons why others might disagree with my conclusions are... ❖ ❖ ❖ ❖ ❖
I think my conclusion is more reasonable because... ❖ ❖

Who Won the War of 1812?

Justifying My Conclusion

Name: _____

I believe...		
<input type="checkbox"/> the Americans clearly won	<input type="checkbox"/> neither the Americans nor the British and Canadians won	<input type="checkbox"/> the British and Canadians clearly won

The main reasons in support of my conclusion are...



The best reasons why others might disagree with my conclusions are...



I think my conclusion is more reasonable because...



Who Won the War of 1812?

Name: _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding The student understands the outcomes of the War of 1812.	Limited understanding of the materials of the unit to draw a conclusion regarding the question: Who Won the War of 1812?	Some understanding – though lacking in completeness and clarity – of the materials of the unit to draw a conclusion regarding the question: Who Won the War of 1812?	A clear and comprehensive, understanding of the materials of the unit to draw a conclusion regarding the question: Who Won the War of 1812?	A clear, comprehensive, and balanced understanding of the materials of the unit to draw a conclusion regarding the question: Who Won the War of 1812?
Thinking and Interpretation The student demonstrates the ability to critically analyze the data from the unit and form an opinion regarding the outcomes of the War of 1812.	Unclear perspective and analysis that shows little understanding of the unit content as it relates to the outcomes of the War of 1812.	Somewhat effective organization and interpretation of data but with a limited understanding of the unit content as it relates to the outcomes of the War of 1812.	A clear, critical position that is evident in all aspects of the work, with a good examination the unit content as it relates to the outcomes of the War of 1812.	A critical analysis presented with a high degree of ability and clarity resulting in a precise and persuasive examination of the unit content as it relates to the outcomes of the War of 1812.
Communication The student writes and speaks effectively for the purpose and when forming and defending an opinion.	Limited use of language demonstrating poorly reasoned support for conclusions and opinions.	Somewhat effective use of language but with limited persuasiveness in the presentation of conclusions and opinions.	Effective use of language and reasonable arguments to support conclusions and opinions.	Lively, engaging and appropriate use of language to present well reasoned and persuasive conclusions and opinions.
Application The student, having interpreted the materials of the unit, is able to arrive at an independent position regarding the question of Who Won the War of 1812.	Little awareness of the facts presented by the unit and poorly reasoned position regarding the question: Who Won the War of 1812?	Basic acknowledgement of the facts presented by the unit and some sense of their position regarding the question: Who Won the War of 1812?	Thoughtful understanding and appropriate evaluation of the facts presented by the unit and their position regarding the question: Who Won the War of 1812?	Highly developed, thoughtful and well articulated evaluation of the facts presented by the unit and their position regarding the question: Who Won the War of 1812?

Comments: