

**Lesson Plan-War of 1812**

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**Grade Level: 8<sup>th</sup>**

Duration: 360 minutes (4 Days - 90 minutes class time)

## War of 1812 Lesson Plan

### 1. Lesson Plan Summary.

A. Students will learn about the War of 1812 and some of the major events and people involved during this time. On the first day students will start by answering a bell ringer question in FCAT form. All students will use one sheet of notebook paper to create a CRISS Strategy vocabulary booklet for the vocabulary and definitions. All students will receive three colored sheets of paper. After they finish the vocabulary, the students will create a second CRISS foldable for notes to include discussion on how this affects us in the real world today. All students will work in groups to help each other. The students will be able to use their notes for the test. Groups will be set up. Each group will make a 4-6 frame powerpoint using a different prompt that the teacher has given.

### B. Objectives.

1. Identify where and what year did the war began?
2. Analyze what was the purpose of the war and how does it relate to real world today?
3. Determine and name at least 3-4 other major moves that took place during this time and who was involved?

C. US History Event. What and who negotiated the ending of the War of 1812?

D. Grade Level – Eighth Grade Middle School.

E. Materials needed: Overhead Projector (to show transparencies of WWI), Notebook Paper, Colored Paper, Pencils, Erasers, and Computers.

F. Lesson Time: 90 minutes.

2. See Below.

3. See Below.

4. Assessment. The War of 1812 DBQ will be used as an assessment tool for all students.

5. Resources. See below.

## Topic: The War of 1812

### Concepts: The War of 1812-How it Happened

Teacher	Leiva	Grade	8	Date		Subject	U. S. American History
Lesson Essential Question SS Standard Key Vocabulary	Activating Thinking Strategies	Teaching Strategies			Summarizing Strategies Assignment and/or Assessment		
<p><b>Key Learning (s)</b></p> <p>Why did The War of 1812 happen?</p> <p><b>Unit Essential Question(s):</b></p> <p>What were some of the main objectives for The War of 1812?</p> <p><b>Lesson Essential Questions:</b></p> <p>Where did the end of The war take place?</p> <p>Who was the president during this time?</p> <p>Name at least 3-4 other major moves that took place and who was involved during this time? (List major names, persons)</p>	<p><b>Bell Work:</b> (In FCAT format):</p> <p><b>What happened during this time?</b></p> <p>(Give a short complete answer using the FCAT box provided.)</p> <p>This information will be presented on the overhead form each of the groups.</p>	<p>Lecturette, information, and questions to present the concepts or skills.</p> <p>Ask general questions:</p> <ul style="list-style-type: none"> <li>• About the foundations and challenges of the Treaty of Ghent.</li> <li>• How did The War of 1812 begin and who started it?</li> <li>• How did the United States of America get involved?</li> <li>• <b>Use the unit and lesson essential question(s)</b></li> </ul> <p>Using CRISS strategies:</p> <p><b>Day 1 (90 minutes)</b></p> <p><b>In groups:</b></p> <p>Students will preview the vocabulary.</p> <p>Students will create a layered book to take notes as they read and gather information from the reading and will write about the events that led to War of 1812 under the appropriate tab. The general questions above will be answered in this activity.</p> <ol style="list-style-type: none"> <li>1) What is it, what was its purpose?</li> <li>2) People and places involved.</li> <li>3) Major events during this time, how does it connect</li> </ol>			<p><b>Reinforcement, Review, and Assessment:</b></p> <p>Students will summarize key learnings by writing a summary as the students mind stream (CRISS). Students will use Mind streaming strategies (CRISS) to share their information learned with the rest of the class.</p> <p>CRISS Strategy</p> <p>Powerpoints</p> <p>Overhead Projector</p>		

SS Standard	Thinking Strategies:	to modern society?	Assignment:
SS.A.1.3.2 SS.A.1.3.3 SS.B.1.3.2 SS.B.1.3.6 SS.C.2.3.7  LA.B.2.3.3 LA.B.1.3.1	<p>Reading and gathering information from the internet with given web sites and the textbook.</p> <p>Reading the section: As the students read, they will take notes and gather information from the reading and will write about the events that led to World War I under the appropriate tab using a layered book (CRISS Strategy).</p>	<p>to modern society?</p> <p><b>Day 2 (90 minutes)</b></p> <p>Students will use mind streaming strategies (CRISS) to share their information learned with the rest of the class.</p> <p>The assigned groups will also begin their powerpoint presentations.</p> <p><b>Day 3 (90 minutes)</b></p> <p>The assigned groups will share their powerpoint presentation with the rest of the class. All information from day 1 will be used as a review.</p> <p><b>Day 4 (90 minutes)</b></p> <p>The students will gather all of their notes review it and will be assessed using extended response questions document based questions (DBQ). All of the students will be using their notes.</p> <p><b>Resources and Materials:</b> Textbook <i>Call to Freedom</i>, reproducibles, transparencies, computers (internet), notebook paper, colored paper for creating the CRISS strategy booklets, pencils, erasers, and a good learning attitude. Students will use selected</p>	<p><b>Assignment:</b></p> <p>Have students think and write about things they already know about the War of 1812.</p> <p>Ask general questions for comprehension about the foundations and challenges of this war.</p> <p>Preview Key Terms (vocabulary).</p> <p>Students read about the War of 1812, people, and main events involved using the internet.</p> <p>Notes Graphic organizers FCAT Practice Writing Practice Language Arts Benchmark: LA.B.2.3.3 LA.B.1.3.1</p>

**Key Vocabulary:**

Use all of the names, words, and information on the **timeline summary** as vocabulary and put on the classroom word wall. This will help all of the students remember the main information. As the students gather more information, add more words to the classroom word wall.

websites to gather information needed. With in each group, some of the students will work on sounds, others on pictures, and others on the written presentation for their powerpoint presentations. (Sounds added to the powerpoints are optional).

The students will gather information form these sites:



Use [SmithsonianImages.com](http://www.si.edu/) to:

- Search or browse through selected images from Smithsonian collections.
- Download free screen resolution images.
- Create portfolios favorite Smithsonian objects.

<http://www.si.edu/> (a website for the Smithsonian institute)

**Assessment:**

The students will be assessed using extended response questions document based questions (DBQ). All of the students will be using their notes.

Benchmarks:

- SS.A.1.3.2
- SS.A.1.3.3
- SS.B.1.3.2
- SS.B.1.3.6
- SS.C.2.3.7

- LA.B.2.3.3
- LA.B.1.3.1

ESOL Strategies: Seat ESOL students close to the front of the room, have students verbalize the steps involved in completing the chart. Repeat the directions for the objectives. Have the students work in collaborative pairs to help each other answer question and find information for the graphic organizer. Model lesson activities. Pronounce the vocabulary words and any other difficult words. Help locate areas on a map. Give extra time to finish lessons and assessments. Use universal design strategies that will help all of the students to include the special needs students.

### FCAT BOX

Read  
Think  
Explain

A large rectangular box with a black border, containing 12 horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the box. On the left side of the box, there is a small black square containing the text 'Read', 'Think', and 'Explain' stacked vertically.