

Domain 5



Vocabulary Word Icons used in these slides are from: <https://thenounproject.com/>

These slides were adapted from work by Joshua Blackburn, Tristan Kirkland, and Stephanie Walley

Table of Contents

Link to Lesson Slides	Youtube Video Links
<u>Lesson 1 America in 1812, Part I</u>	<u>Lesson 1 America in 1812, Part I</u>
<u>Lesson 2 America in 1812, Part II</u>	<u>Lesson 2 America in 1812, Part II</u>
<u>Lesson 3 Mr. and Mrs. Madison</u>	<u>Lesson 3 Mr. and Mrs. Madison</u>
<u>Lesson 4 Another War Already?</u>	<u>Lesson 4 Another War Already?</u>
<u>Lesson 5 The Attack on Washington, D.C.</u>	<u>Lesson 5 The Attack on Washington, D.C.</u>
<u>Lesson 6 Broad Stripes and Bright Stars</u>	<u>Lesson 6 Broad Stripes and Bright Stars</u>
<u>Lesson 7 The Battle After the</u>	<u>Lesson 7 The Battle After the</u>

Background Information

- What were the thirteen original colonies? Where were they located?
- What was the Boston Tea Party?
- Who were minutemen and the redcoats?
- What was “the shot heard ‘round the world”?
- Why did the colonists decide to declare independence from Britain?
- What official document was written to declare independence?
- What name was chosen for the new, independent nation?



Paul Revere warning of British attack



Revolutionary War



Constitution



Declaration of
Independence

1770

1780

1790

1800

1810

1820





IN CONGRESS, JULY 4, 1776.
The unanimous Declaration of the thirteen united States of America.

[illegible][illegible][illegible]

Show Knowledge Builder From Amplify Website

Revolutionary War



Video

Lesson 1



America in 1812: Part 1

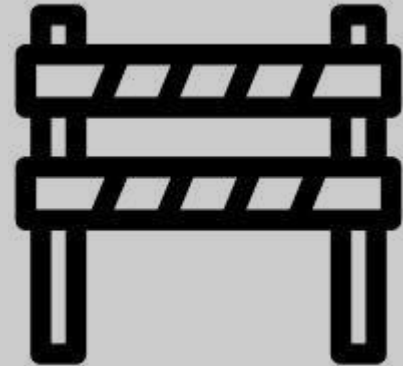
[Lesson Video](#)

Lesson Objectives

- Explain that America fought Great Britain for independence
- Explain that the Founding Fathers wrote the Constitution
- Explain that Thomas Jefferson purchased the Louisiana Territory from the French
- 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

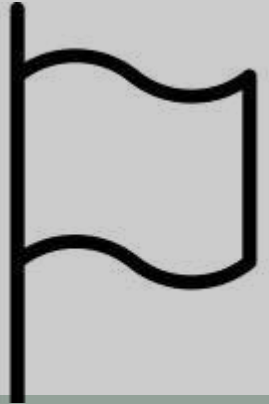
Vocabulary Words

- **blockaded** - to stop people from coming into or going out of a country



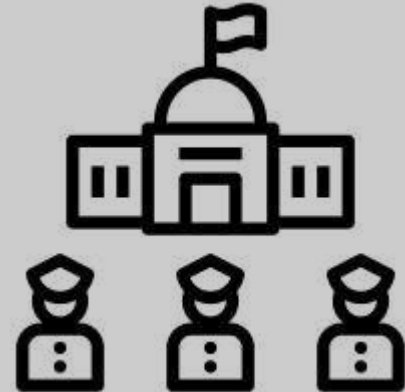
Vocabulary Words

- **represent** – to act or speak officially for someone



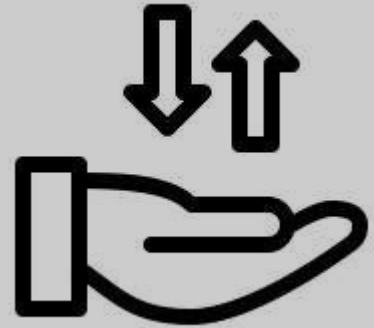
Vocabulary Words

- **seize** - to use official power to take something



Vocabulary Words

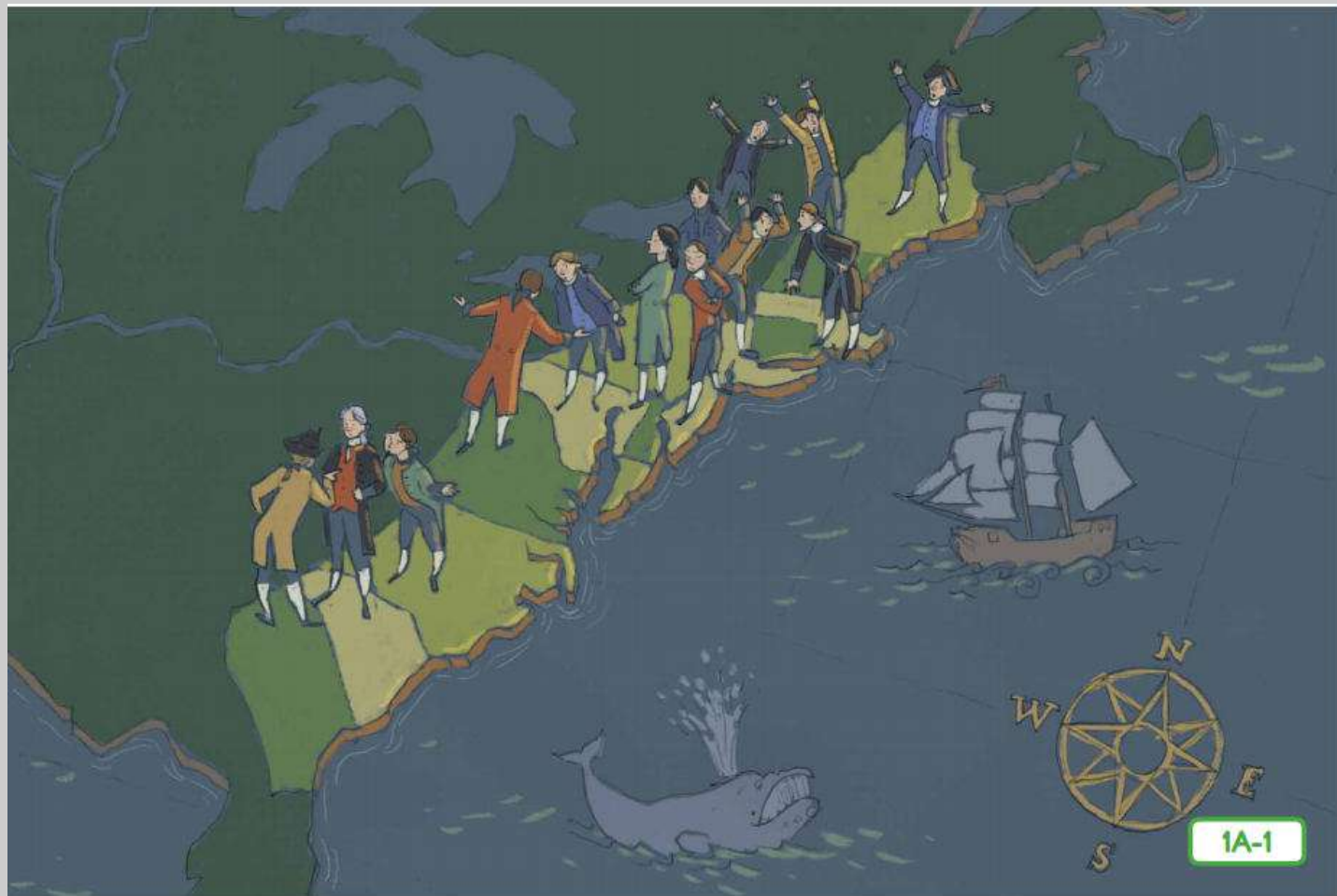
- **trade** - the act of buying, selling, or exchanging goods or services

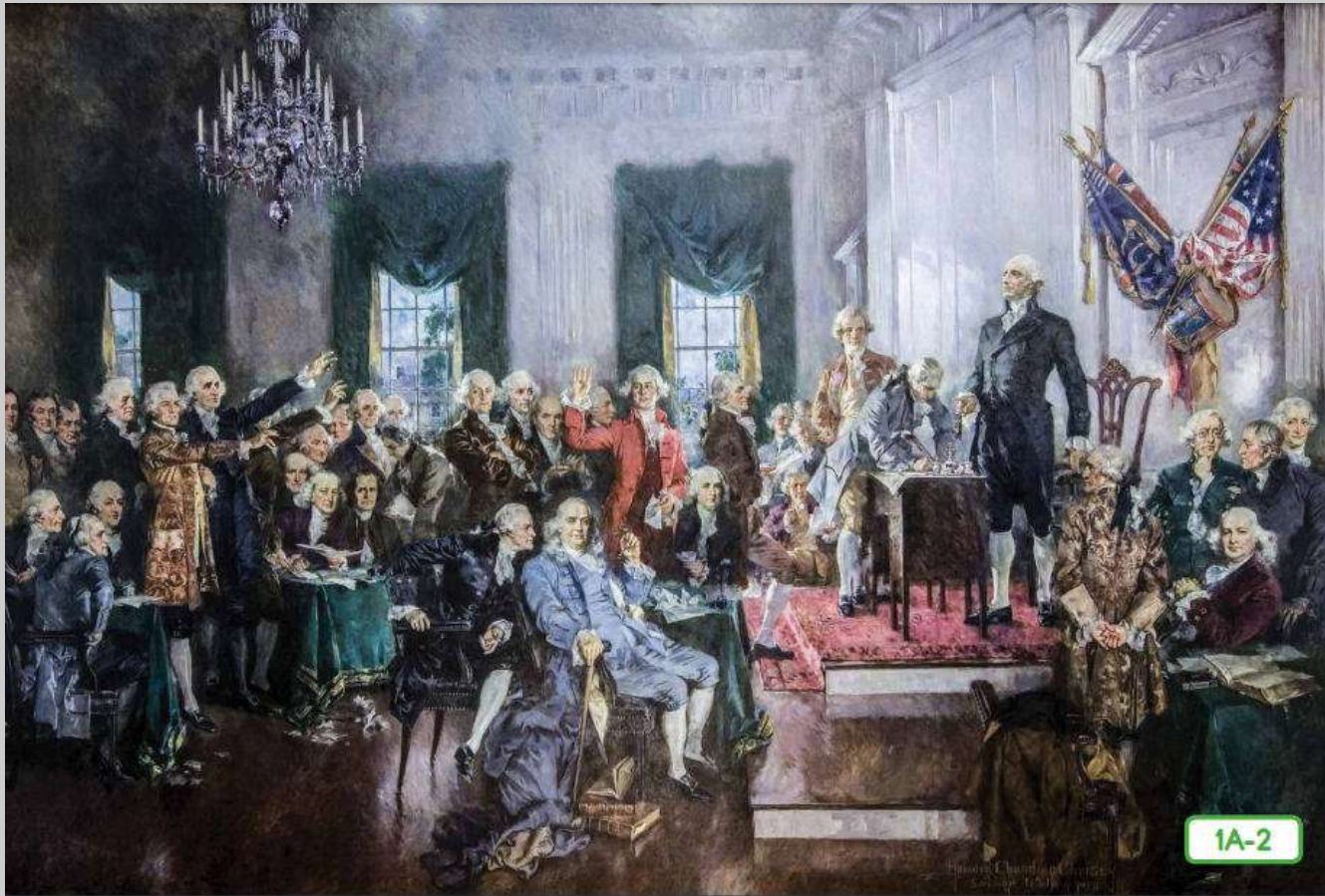


Lesson 1

America in 1812, Part 1

Video





1A-2

We the People of,
insure domestic Tranquility, provide for the common defence,
and our Posterity, do ordain and establish this Constitution.

Article I.

Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

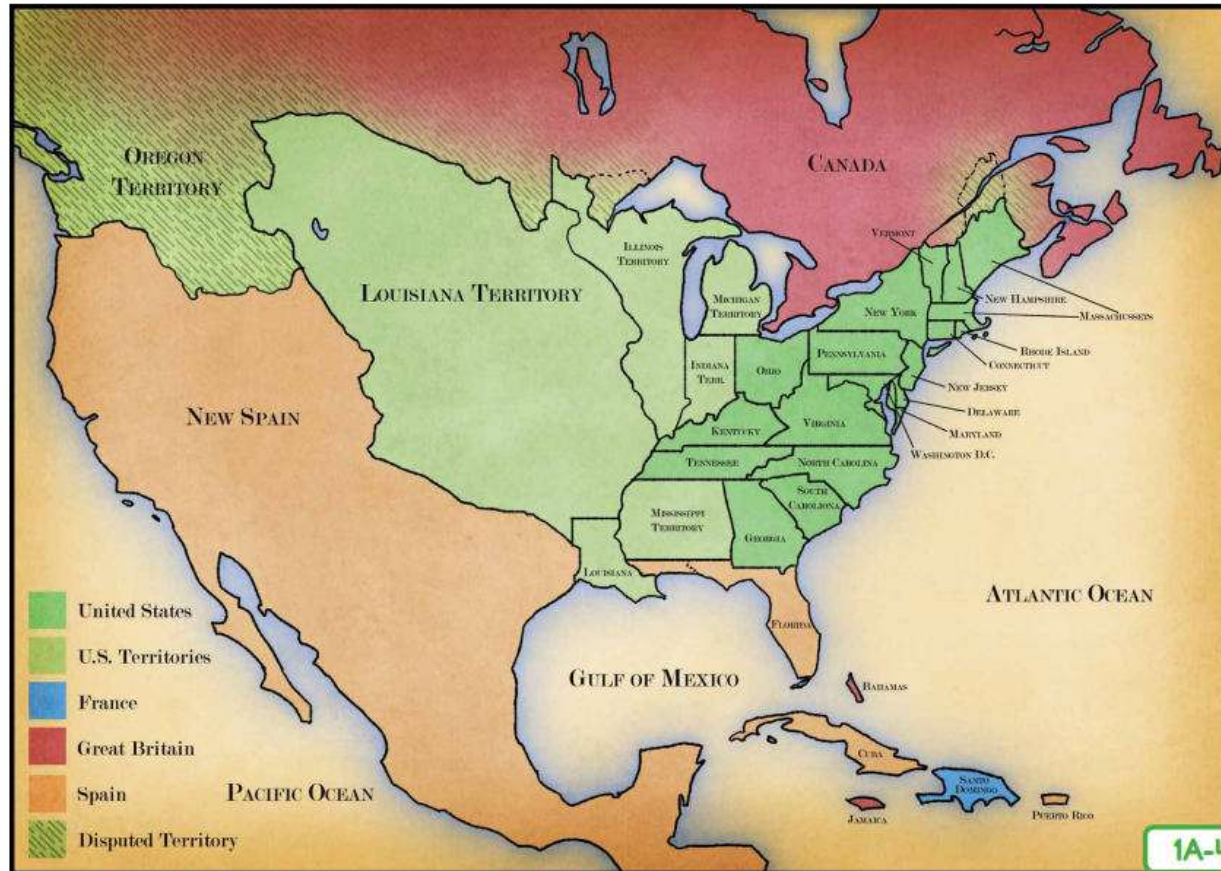
Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, in each State shall have Representatives requisite for three times as many as the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

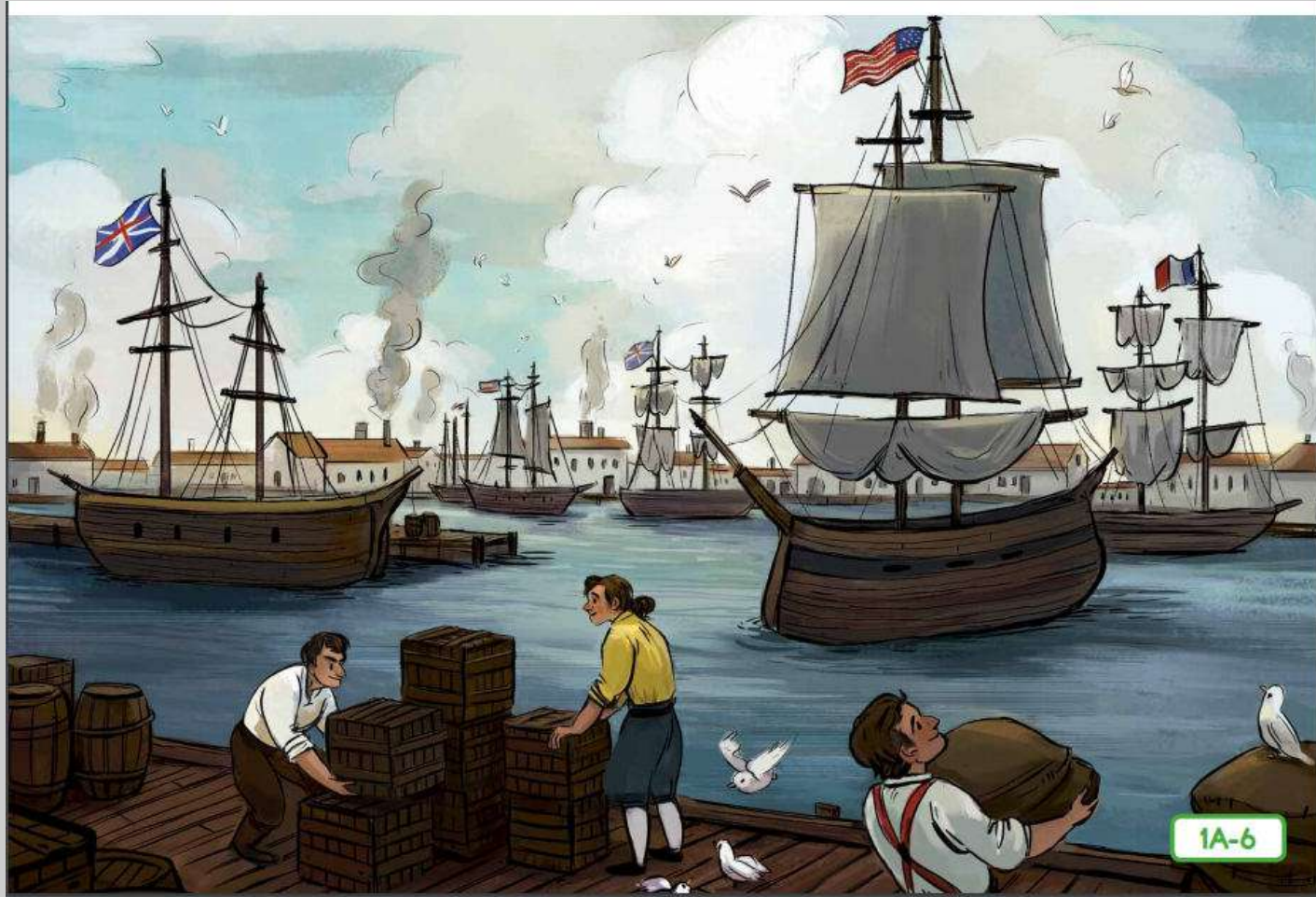
Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to the Number of free Persons, including those bound to Service for a Term of Years, and not bound, three fifths of all other Persons. The actual Enumeration shall be made within three Years after the first Meeting of the Congress, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty thousand, but each State shall have at least one Representative, and Georgia three.

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1A-3

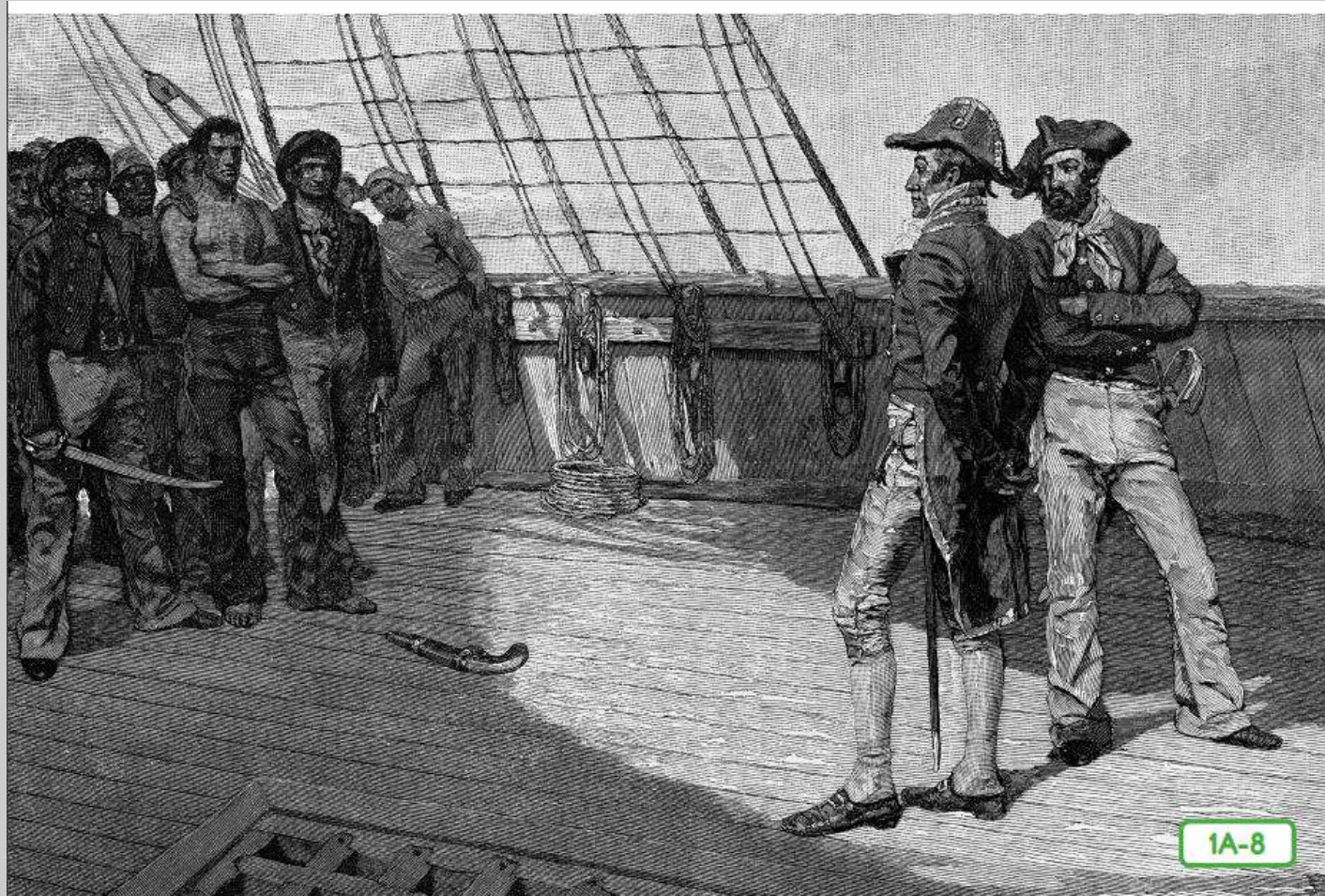




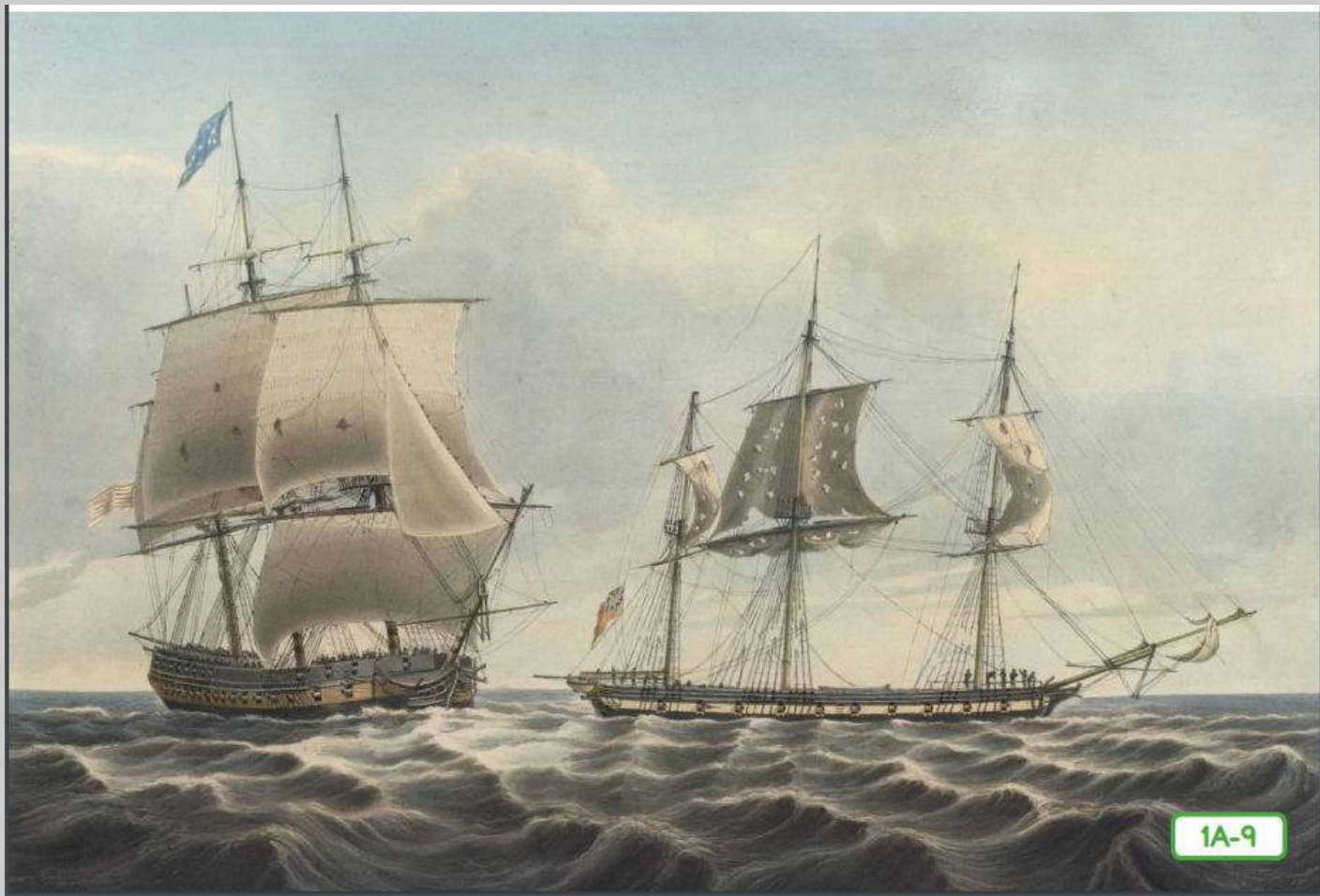


1A-6





1A-8



Comprehension Questions

What's the name of the document that became the **framework** for the American government?

Comprehension Questions

Who were the Founding Fathers?

Comprehension Questions

Why is James Madison called “the Father of the Constitution”?

Comprehension Questions

What was the name of the area of land the United States purchased from France?

Comprehension Questions

What was the name of the **series** of wars between Great Britain and France?

Comprehension Questions

What is **impressment**?

Why were the British capturing, or impressing, sailors on other countries' ships?

Comprehension Questions

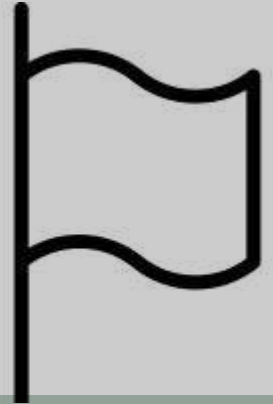
What things did the British do during its war with France that angered the United States?

Think-Pair-Share

Why do you think the British and the French did not want the United States to choose sides?

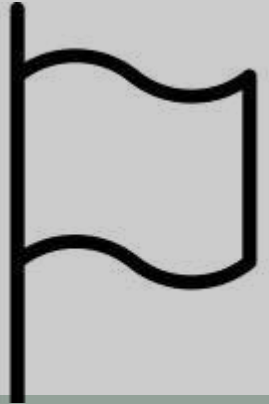
Word Work – Represent

“Americans wanted to be able to elect individuals to **represent** the people and act with their best interests in mind.”



Word Work - Represent

- **represent** - to act or speak officially for someone



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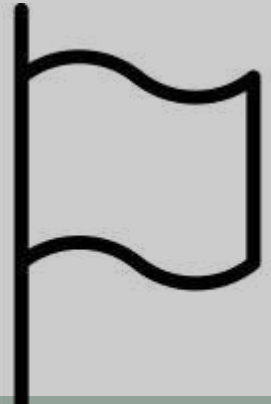
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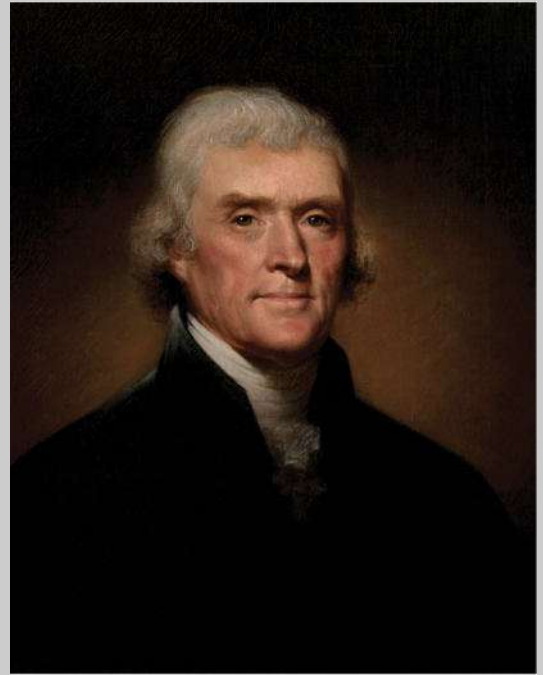
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Word Work - Represent

Can you think of someone who works to represent others?



Portraits



Self- Portrait

NAME: _____ 1.1 Activity Page
DATE: _____

Directions: Use this paper for your self-portrait and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

Picture →

Name →

Write 2 sentences about yourself →

Knowledge 5 The War of 1812 155

Persuade

Persuade means to get someone to do something you want them to do.

Coca-Cola

#openhappiness

**happiness.
coca-cola.**



scan this to watch the new Coca-Cola ad
to download QR code scanner
SMS QR to 51030

log on to: www.facebook.com/cocacola

© 2010 Coca-Cola Company

less **guilty.**
more **pleasure.**

100 **calories**



fried chips

fat.....6.6g
carbs.....10g
protein....1.3g
fiber.....1.3g



kettle style chips

fat.....6g
carbs.....10.6g
protein....0.9g
fiber.....1.3g



popchips

fat.....3g
carbs.....15g
protein....1g
fiber.....1g



crunch the numbers. popchips are never fried (unhealthy) and never baked (undelicious). we take a little heat, add some pressure and pop! you've got a delicious snack with just 100 calories, 3g of fat and 17+ chips per single serve bag, so share some popped love. and don't let your friends eat fried.

popchips.com



**CAPRI SUN IS A CHOICE
YOU CAN RESPECT.
TOMATO BASEBALL.
NOPE.**

With 25% less sugar*
in every pouch
Respect what's in it

*than leading regular juice drinks
©2011, Kraft Foods



Kool-Aid Jammers

Fun on the run.

Take- Home

NAME: _____

DATE: _____

1.2

Take-Home

Dear Family Member,

During the next several days, your child will be hearing stories about the War of 1812. S/he 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*. S/he 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 child is learning about the War of 1812.

1. James Madison

Talk with your child 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 child what role James Madison had in the War of 1812.

2. Dolley Madison

Your child 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 child 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. S/he will also learn about the *Constitution*'s nickname, "Old Ironsides," and how it got that name. Take this opportunity to talk to your child 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.

Lesson 2



America in 1812: Part 2

[Lesson Video](#)

Lesson Objectives

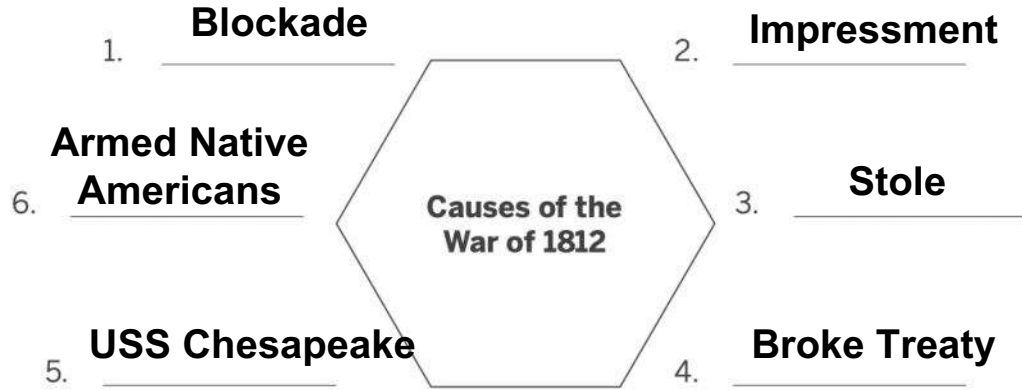
- Explain that due to a shortage of sailors, Britain began to impress, or capture, American sailors
- Explain that some members of the U.S. government began to call for war
- Identify that the British controlled land in the northern Great Lakes region, the northwestern territories and Canada
- Explain that James Madison was the president during the War of 1812

NAME: _____

DATE: _____

2.1

Activity Page



Vocabulary Words

- **abandon** - to stop doing something; to give up entirely



Vocabulary Words

- **committee** - a group of people who come together to complete a task or make decisions



Vocabulary Words

- **patience** - the ability to wait for a long time without being upset



Vocabulary Words

- **suspicious** - having or showing a feeling that something is wrong or that someone is behaving wrongly



Vocabulary Words

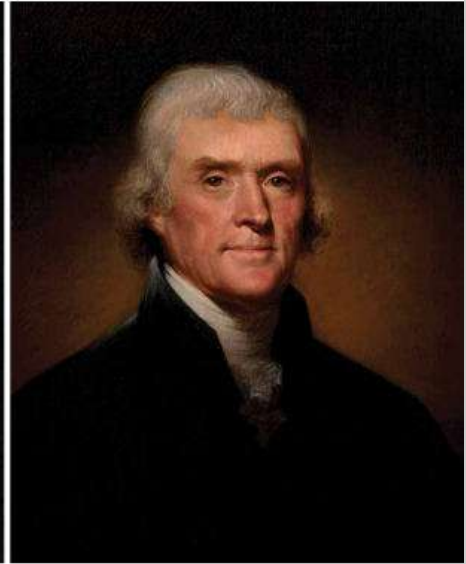
- **treaty** - an agreement between countries



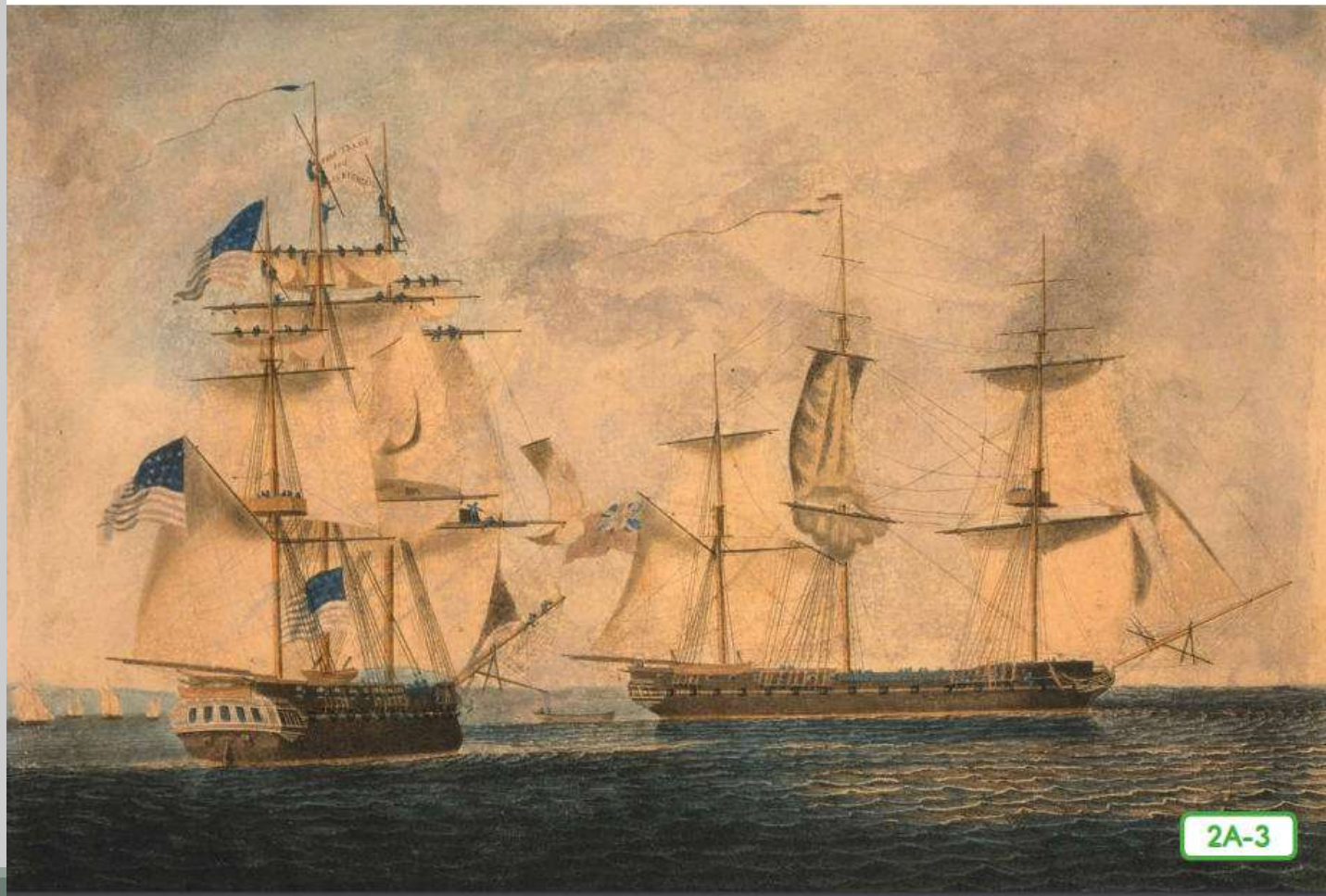
Lesson 2

America in 1812, Part II

Video



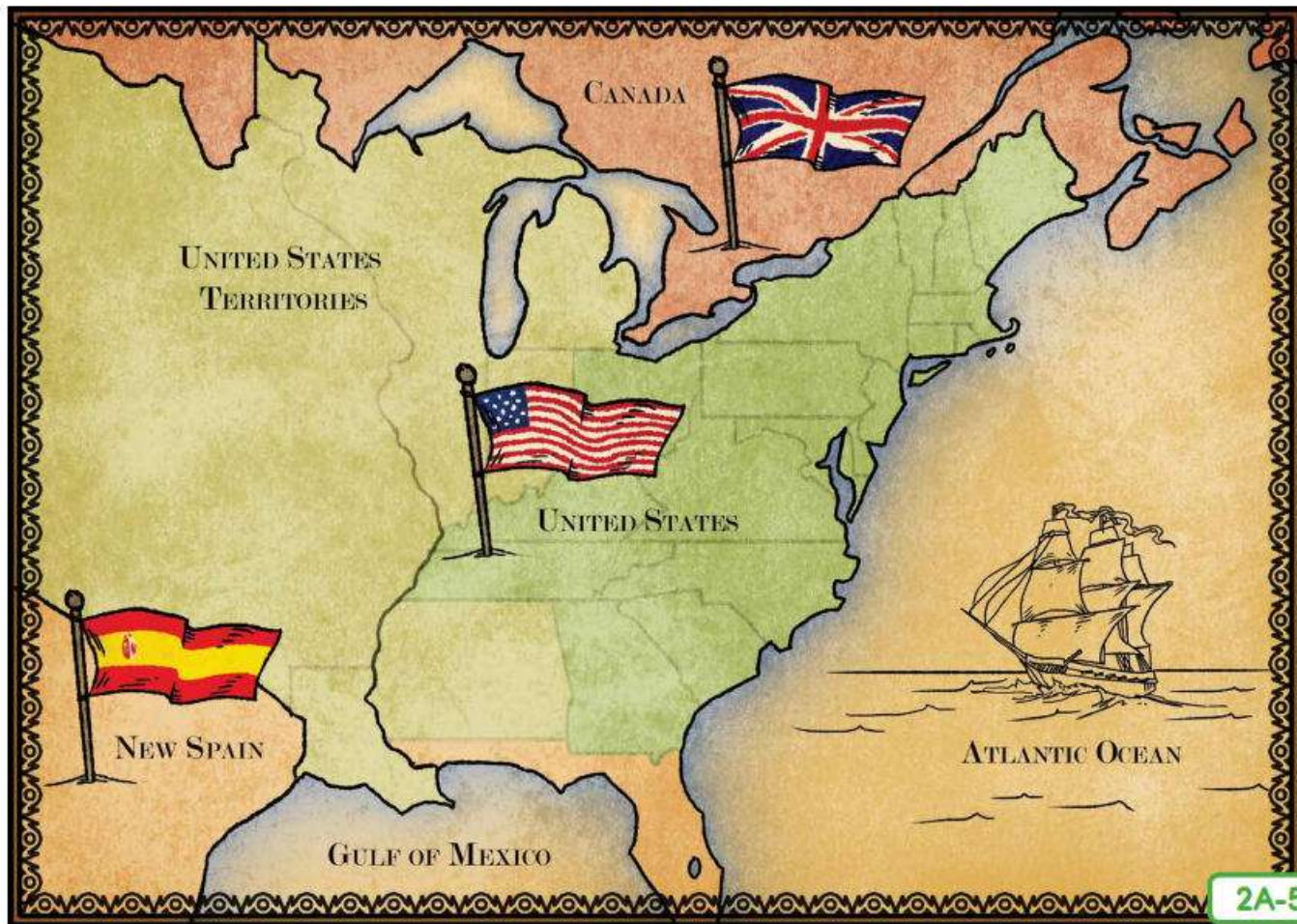




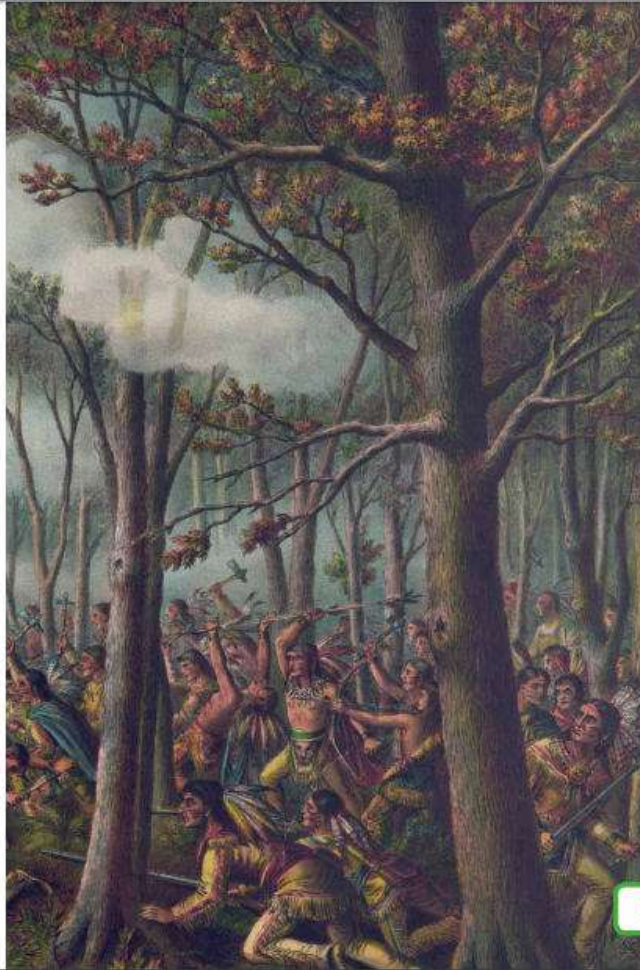
2A-3



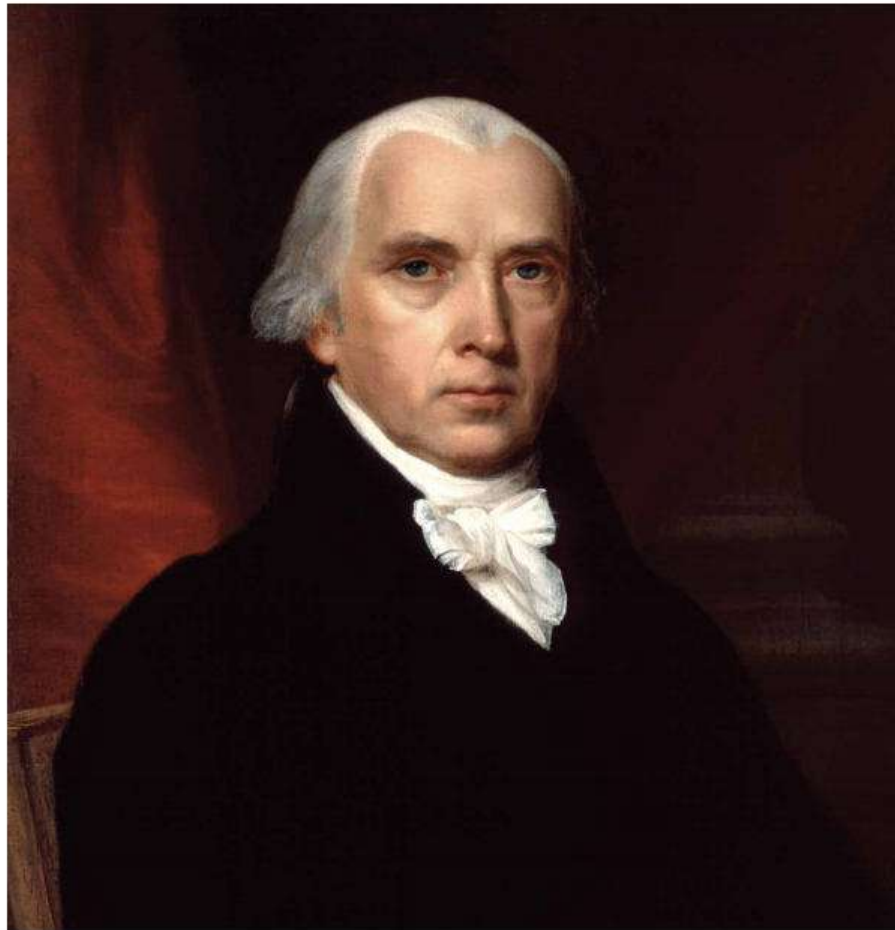
2A-4







2A-7



2A-8



Paul Revere warning of British attack



Revolutionary War



Constitution



The Battle of
Tippecanoe



Declaration of
Independence



Comprehension Questions

Why do you think the United States wanted to have a good relationship with Britain and France?

Comprehension Questions

What term was used to describe the people in the U.S. government who wanted to go to war with Great Britain?

Comprehension Questions

What events led the War Hawks to want to go to war with Great Britain in the early 1800s?

Comprehension Questions

Why do you think Native Americans did not want settlers on their land?

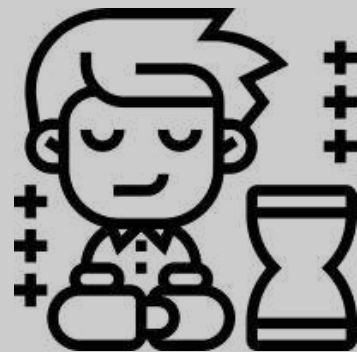
Think-Pair-Share

Why would the British want to arm Native Americans?

How would that benefit the British?

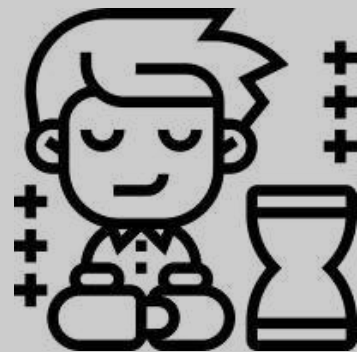
Word Work – Patience

“President Jefferson was losing **patience** with the British.”



Word Work – Patience

- **patience** – the ability to wait for a long time without being upset



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patience



"wait quietly"

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patient

"wait quietly"

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Word Work – Patience

Can you think of a time when you had to show **patience**?

Word Work - Patience

Are these people showing patience? Yes or No?

- The students were counting the days until winter break, but still working hard in school.
- Steffan finished a puzzle for his little brother because he felt his brother was taking too long to get the last piece in place.
- Baxter waited for his grandfather to walk across the street, even though it was taking him a long time.
- Jennifer kept asking her mother how much longer it would take at the grocery store.
- Geoffrey brought a book to read while he waited at the dentist for his appointment.

James Madison

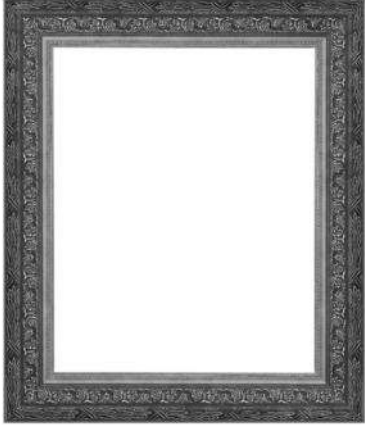


NAME: _____

DATE: _____

2.2 Activity Page

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



James Madison

Knowledge 5

Knowledge 5 The War of 1812

161

James Madison

Direct Drawing

Check for Understanding

War Hawks or Merchants

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

NAME: _____

DATE: _____

2.3

Activity Page

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

War Hawks

Merchants

Knowledge 5

Persuade

to get someone to think or do something
you want them to do

Lesson 3



Mr. and Mrs. Madison

[Lesson Video](#)

Lesson Objectives

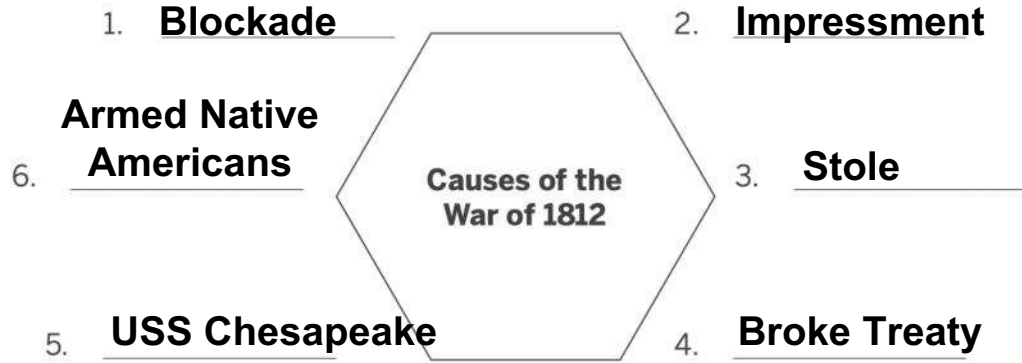
- Explain that James Madison was the president during the War of 1812
- Identify James Madison, a Founding Father, as the main author of the Constitution
- Identify Dolley Payne Todd as James Madison's wife
- Identify James Madison as the fourth President of the United States

NAME: _____

DATE: _____

2.1

Activity Page



Vocabulary Words

- **citizen** - a legal resident of a country with the rights of that country



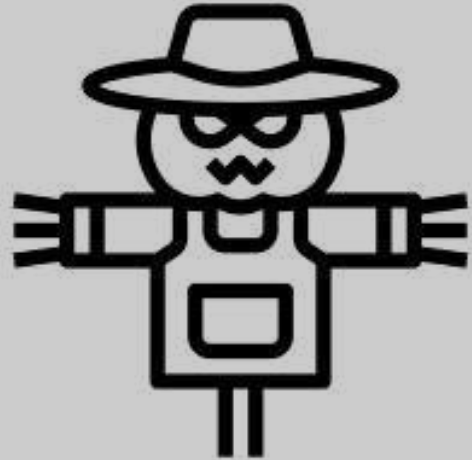
Vocabulary Words

- **govern** - to rule over or be responsible for the best interests of a nation



Vocabulary Words

- **looming** - an event that you may not like but seems likely to happen



Vocabulary Words

- **magnificent** - very great, beautiful, or impressive



Vocabulary Words

- **topics** - the key subject of a discussion, paper, or project



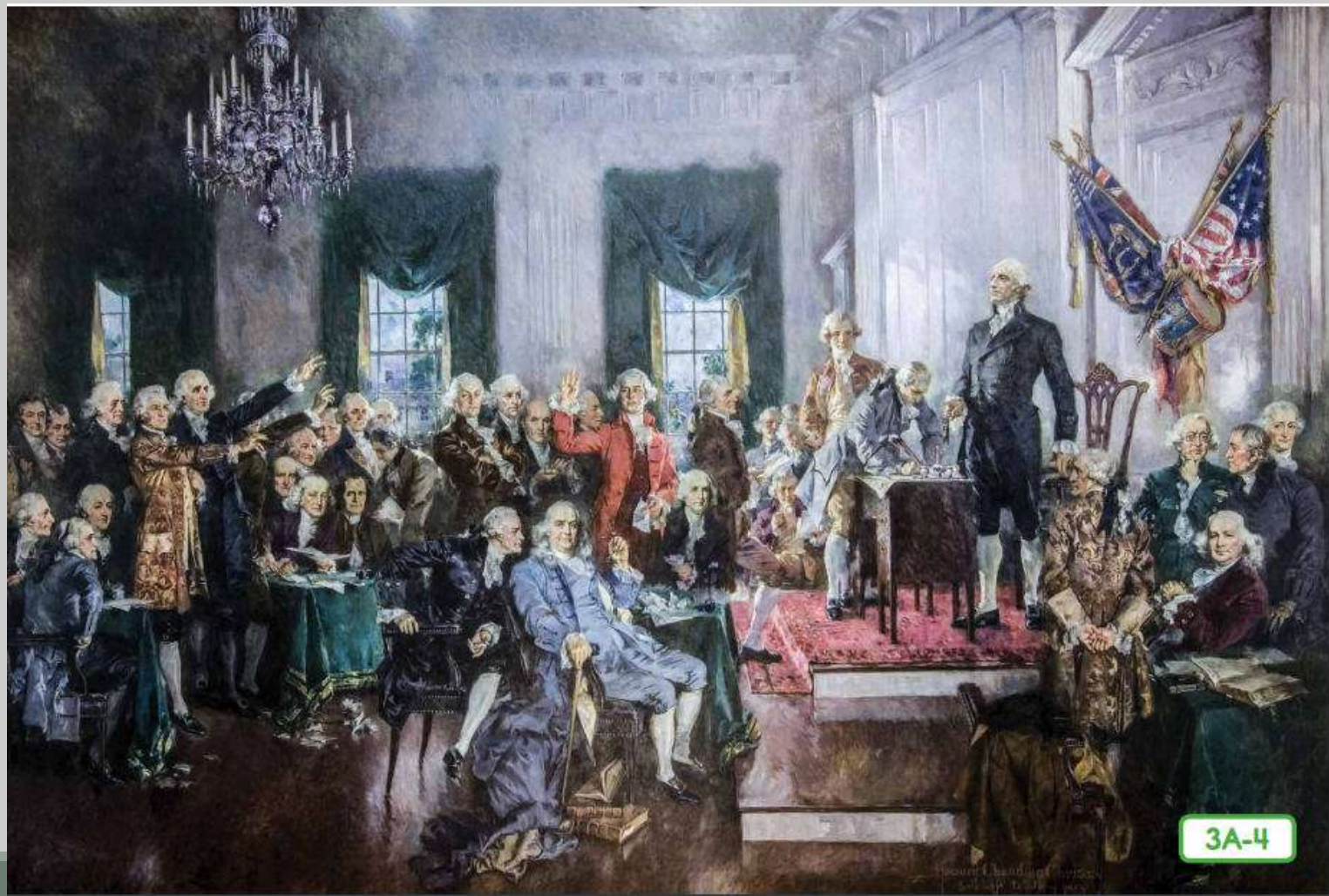
Lesson 3

Mr. and Mrs. Madison Video





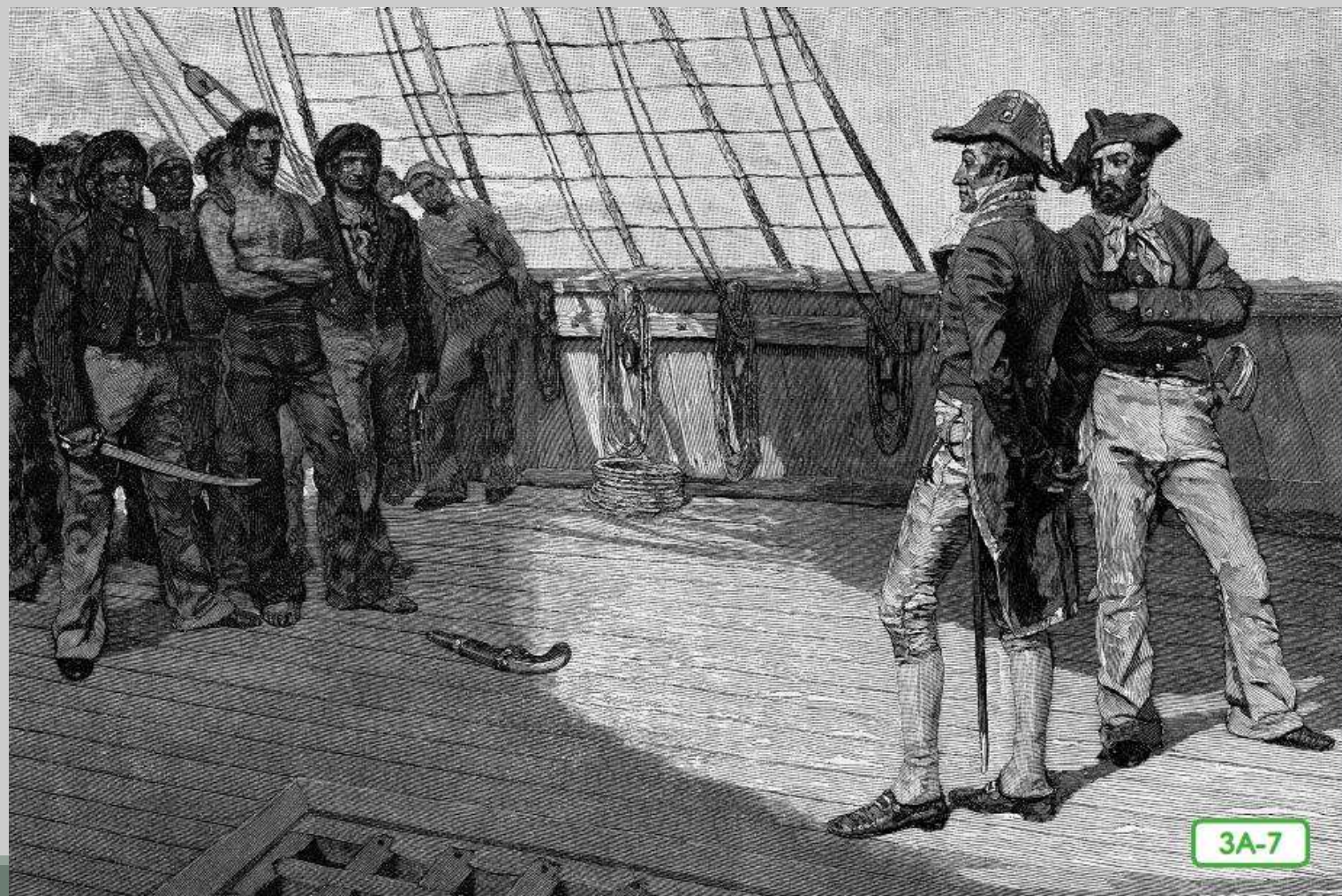




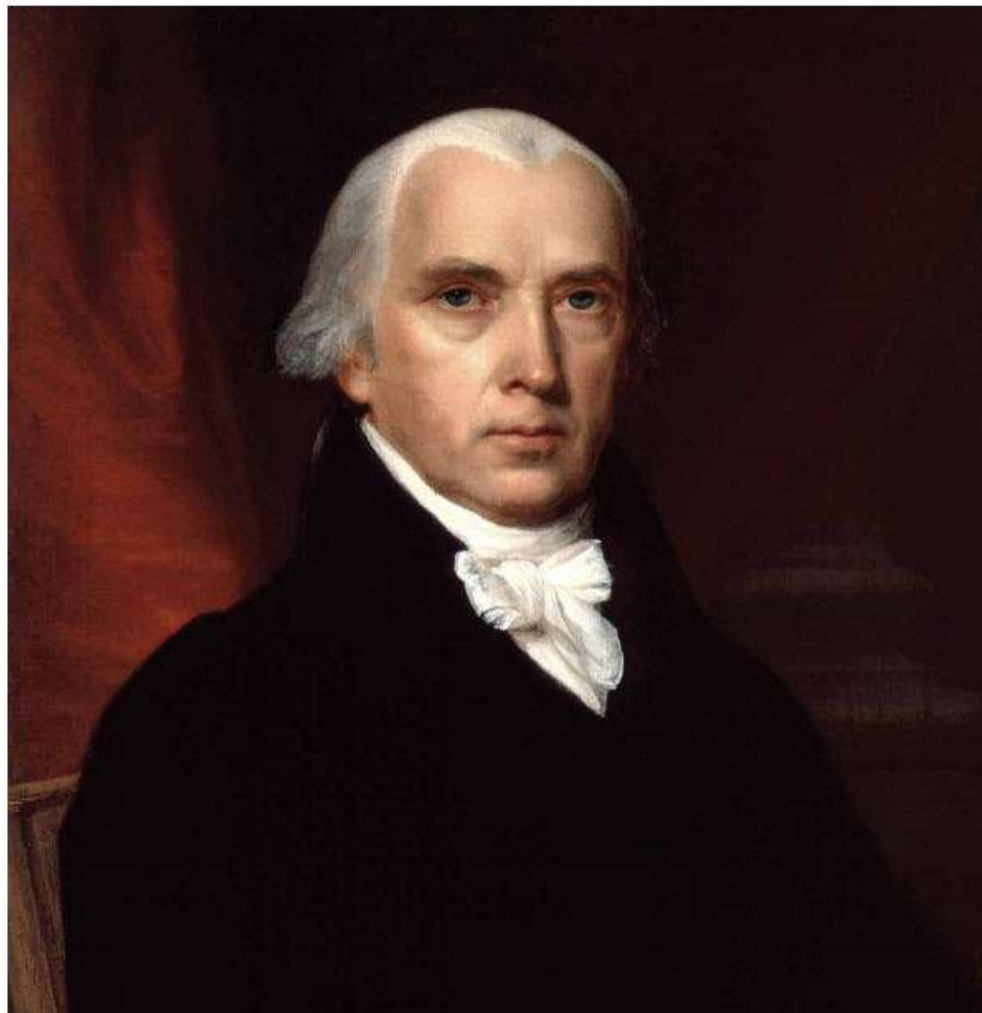




3A-6



3A-7



3A-8



3A-9

Comprehension Questions

What job did James Madison hold in 1812?

Comprehension Questions

What events in his life prior to becoming the fourth president prepared James Madison to be president in 1812?

Comprehension Questions

What role did Dolley Madison play in the United States in 1812?

Comprehension Questions

How did Dolley Madison's early life and personality prepare her to be the First Lady of the United States?

Think-Pair-Share

Why do you think James Madison was not eager to go to war?

Word Work – Magnificent

Dolley Madison had **magnificent** parties.



Word Work – Magnificent

- **magnificent** – very great, beautiful, or impressive



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Word Work – Magnificent

Can you think of something that is
magnificent?

Word Work – Magnificent

Are these examples of something that could be described as **magnificent**? Yes or No?

- 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 stomach ache.

Suffix

is something that is added to the end of a word to give it a new meaning

-ful = full of something

-less = without or not having something

Cheerful

“Dolley. . .was known to be very cheerful and outgoing.”

Cheer -ful

Cheer means joy or happiness
-ful means full of

Cheerless

My mother decided to paint the dark and cheerless room a brighter color.

Cheer -less

Cheer means joy or happiness
-ful means without

Breathless

Breath -less
-less means without

NAME: _____

DATE: _____

2.3

Activity Page

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

War Hawks**Merchants**

Knowledge 5

NAME: _____

DATE: _____

3.1

Activity Page

Persuasive Speech

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

Open / Introduction	
Opinion / Position	
Because	
Also	
Close / Conclusion	

Knowledge 5



Lesson 4

Another War Already

[Lesson Video](#)

Lesson Objectives

- Explain that in 1812 the United States had a small army and small navy
- Explain that President Madison persuaded farmers to become soldiers
- Explain that the USS Constitution became known as “Old Ironsides” because British cannonballs could not damage it

NAME: _____

DATE: _____

4.1

Activity Page

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.

James Madison

Dolley Madison

Knowledge 5

Vocabulary Words

- **assumption** - things that are believed to be true or probably true, but have not been proven



Vocabulary Words

- **economy** - the process by which goods and services are bought and sold



Vocabulary Words

- **launch** - the act of beginning a major activity



Vocabulary Words

- **surrender** - to agree to stop fighting because you know that you will not win



Vocabulary Words

- **vulnerable** - the possibility of being exposed to dangers



Lesson 4

Another War Already? Video



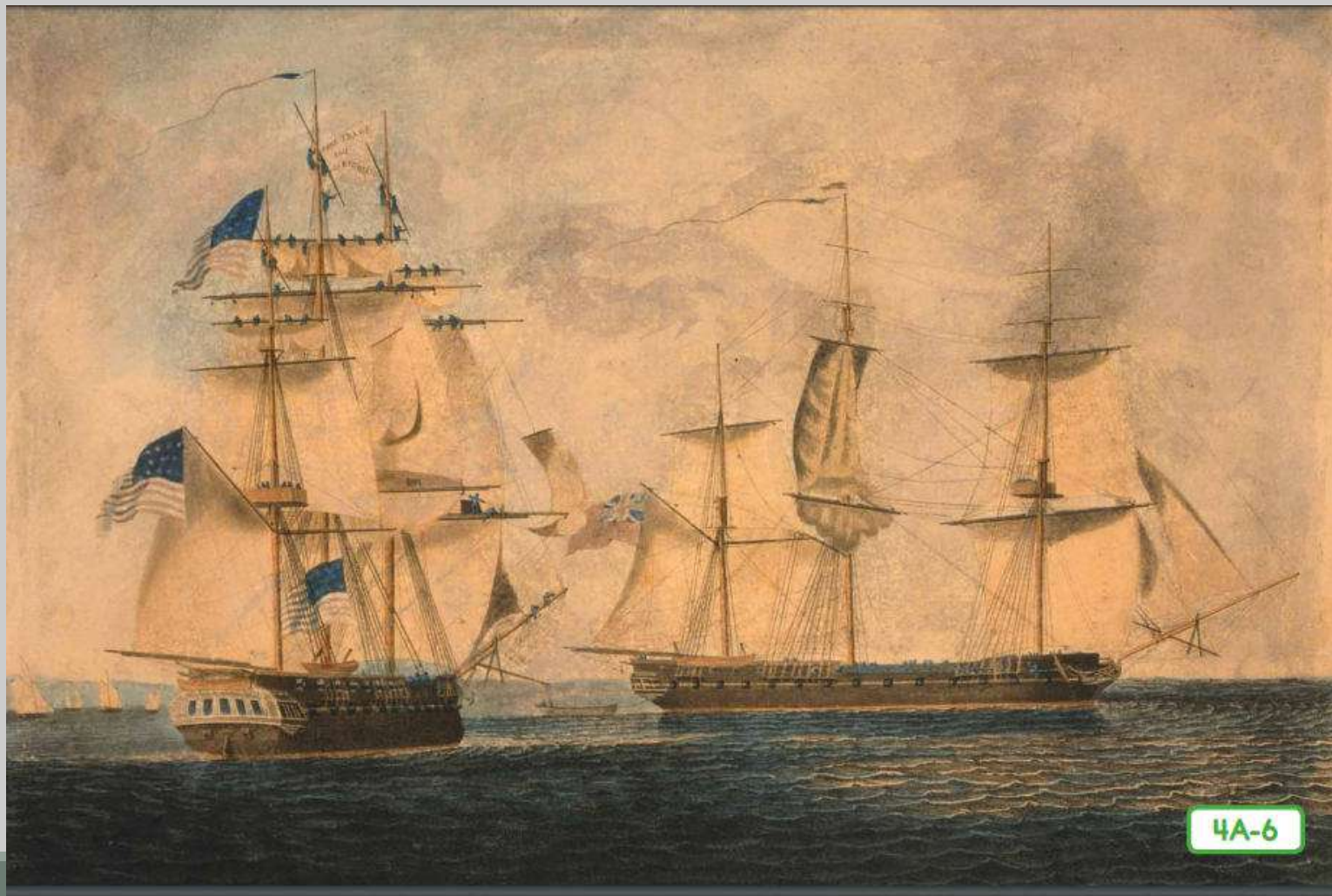








4A-5



4A-6



4A-7



4A-8



4A-9

Comprehension Questions

What role did Great Britain's war with France have on the war with the United States?

Which country was Britain already fighting against?

Comprehension Questions

What effect did the end of the Napoleonic Wars have on the War of 1812?

Comprehension Questions

Describe the three-part plan of attack the British had.

Comprehension Questions

Why did the British want to prevent the United States from getting supplies?

Comprehension Questions

Why was the USS Constitution called “Old Ironsides”?

Word Work – Economy

“The British were determined to ruin the Americans’ trading **economy.**”



Word Work – Economy

- **economy** – the process by which goods and services are bought and sold





economy

*"system of buying,
selling, and
trading"*

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Word Work – Economy

Can you think of something that is part of our economy? A **good** or a **service**?

Goods and Services BrainPopJr.

<https://jr.brainpop.com/socialstudies/economics/goodsandservices/>

NAME: _____

DATE: _____

3.1

Activity Page

Persuasive Speech

Open / Introduction	
Opinion / Position	
Because	
Also	
Close / Conclusion	

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

Knowledge 5

Present a Persuasive Speech

Lesson 5

The Attack on Washington, D.C.

[Lesson Video](#)



Lesson Objectives

- Explain how the President's House was a house built especially for the president and his family; today it is called the White House
- Explain that in 1814 the British attacked the capital, Washington, D.C.
- Explain that Dolley Madison had to escape from the President's House
- Explain that Dolley Madison saved important papers, letters, and a portrait of George Washington
- Explain that the British army set fire to the President's House

Vocabulary Words

- **canvas** - a special piece of material on which artists paint



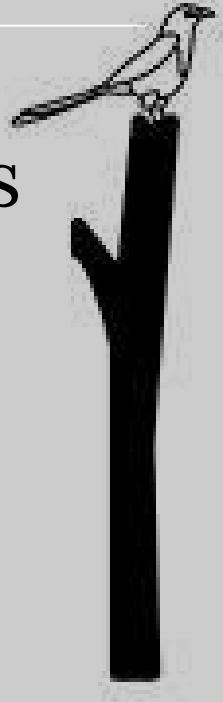
Vocabulary Words

- **delicate** - easily broken or damaged



Vocabulary Words

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



Vocabulary Words

- **quench** - to put something out; or to lessen or reduce it



Lesson 5

The Attack on Washington D.C. **Video**









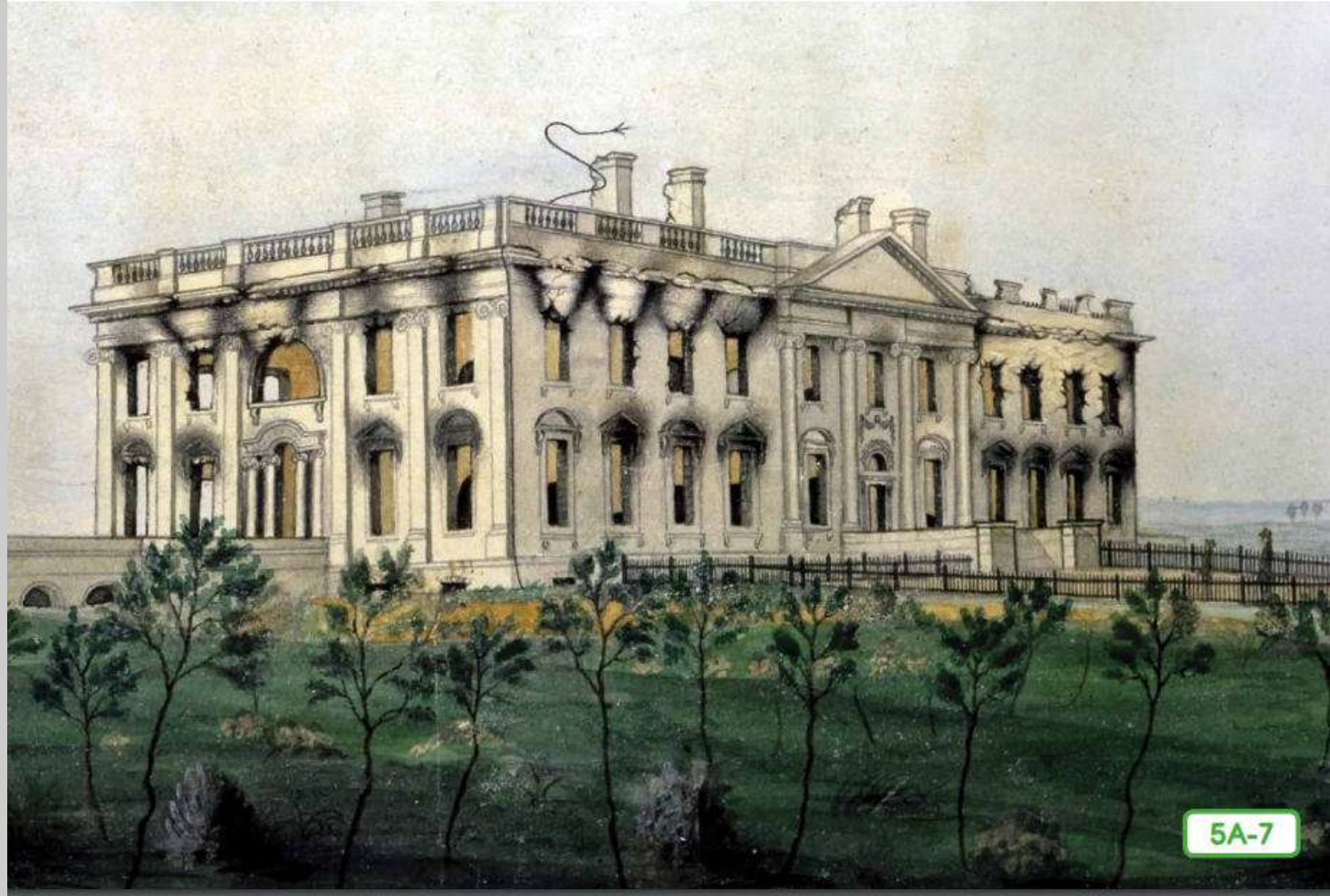
5A-4



5A-5



5A-6



Paul Revere warning of British attack



Revolutionary War



Constitution



The Battle of
Tippecanoe



British attack on
Washington

1770

Declaration of
Independence

1780

1790

1800

1810

1820

Comprehension Questions

Why did the British want to attack
Washington, D.C.?

Comprehension Questions

What did James Madison do when he heard that the British were coming?

Comprehension Questions

What did the British do when they reached the capital?

Why did they burn the president's house?

Comprehension Questions

What items did Dolley Madison save?

Why do you think she saved those items
and not her personal items?

Comprehension Questions

How do you think James and Dolley Madison felt when they returned to the President's House?

Think-Pair-Share

What is something important to you or your family that you would want to save from harm, in an event like this?

Word Work – Quench

“The rain did help to **quench** the flames at the President’s House.”



Word Work – Quench

- **quench** – to put something out; or to lessen or reduce it



un

quench



*"put out,
lessen"*

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ing

Word Work - Quench

They spoke of the rain helping **quench** the flames at the President's House. Have you ever heard the word **quench** used in a different way?



Word Work - Quench

Could this **quench** your thirst?

1. a drink of water
2. a glass of orange juice
3. a hamburger
4. a glass of milk
5. a banana
6. a cup of lemonade
7. a popsicle
8. peanut butter
9. spaghetti
10. an ice cube



NAME: _____

DATE: _____

5.1

Activity Page

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.

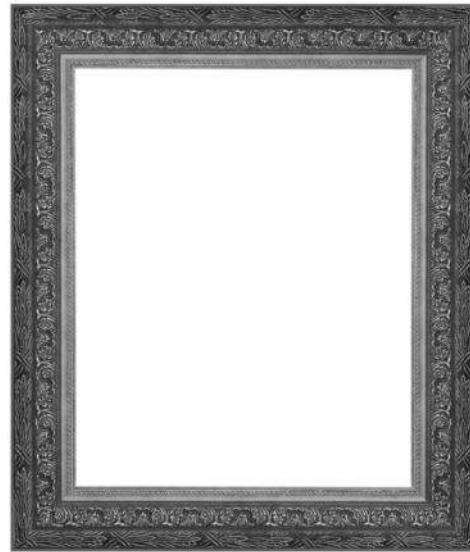
Directions: Follow your teacher's instructions.



NAME: _____

DATE: _____

5.2 Activity Page



Dolly Madison

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

Take-Home

NAME: _____

DATE: _____

5.3

Take-Home

Dear Family Member,

I hope your child has enjoyed learning about the War of 1812. Over the next several days, s/he 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. S/he will also learn that the Battle of New Orleans was actually fought after the war had ended. S/he 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 child is learning about the War of 1812.

1. The President's House

Today your child 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 child 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. S/he 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 child 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 child. Discuss with your child 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 child who wrote "The Star-Spangled Banner."

Knowledge 5

Lesson 6



Broad Stripes and Bright Stars
Video

Lesson Objectives

- Describe how the British attacked 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 that the British failed to capture Baltimore and Fort McHenry
- Explain how Francis Scott Key watched the Battle of Fort McHenry and wrote a poem that later became the national anthem
- Demonstrate familiarity with the song, “The Star-Spangled Banner”



Vocabulary Words

- **confident** - believing you can do something



Vocabulary Words

- **fort** - a strong building used to protect soldiers



Vocabulary Words

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



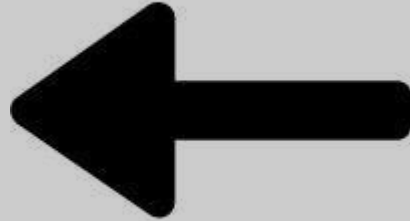
Vocabulary Words

- **port** - a place on the coast that has a harbor in which ships can dock



Vocabulary Words

- **withdrew** - moved away or backed off from a place



Lesson 6

Broad Stripes and Bright Stars **Video**



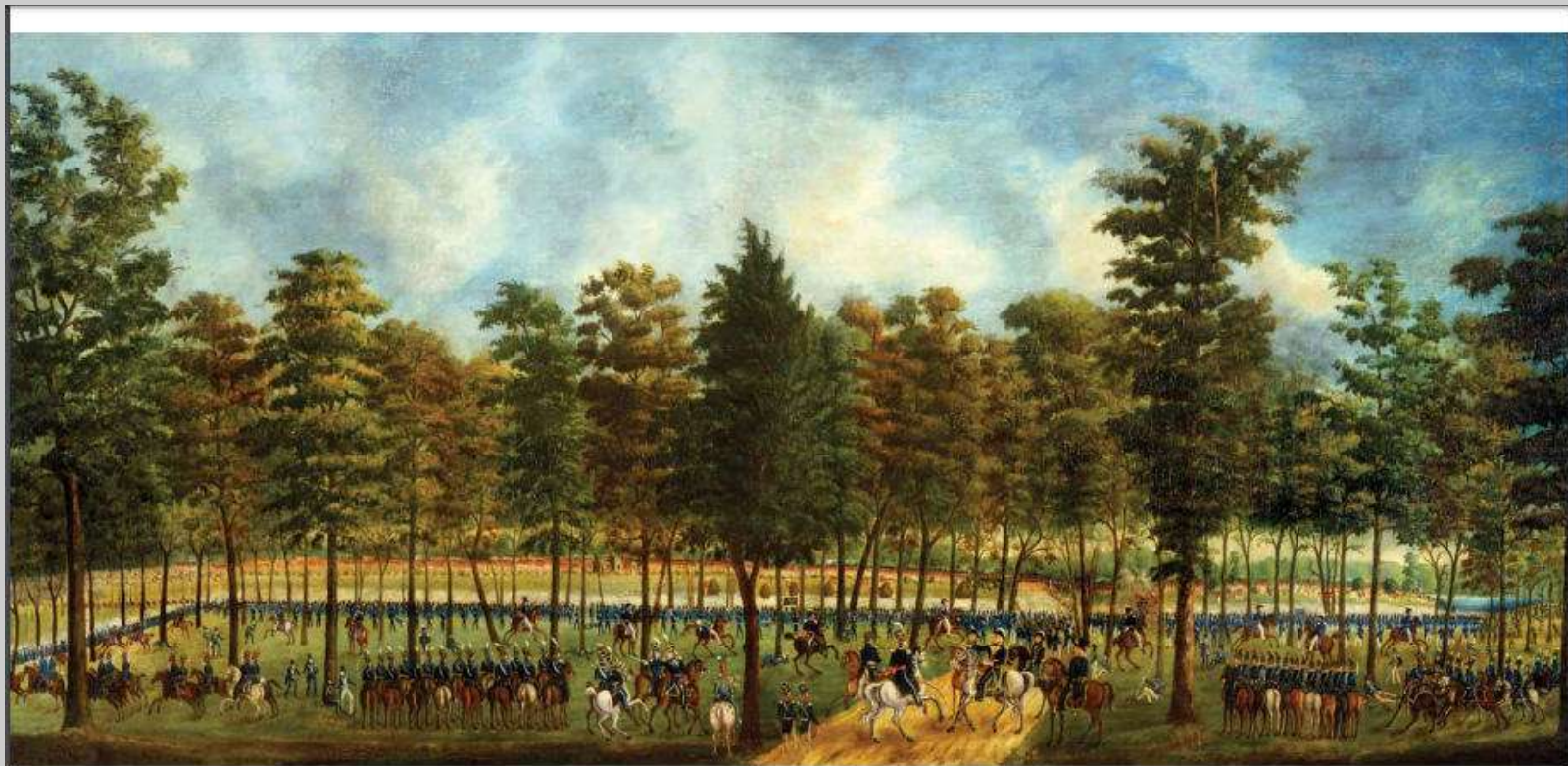




6A-3



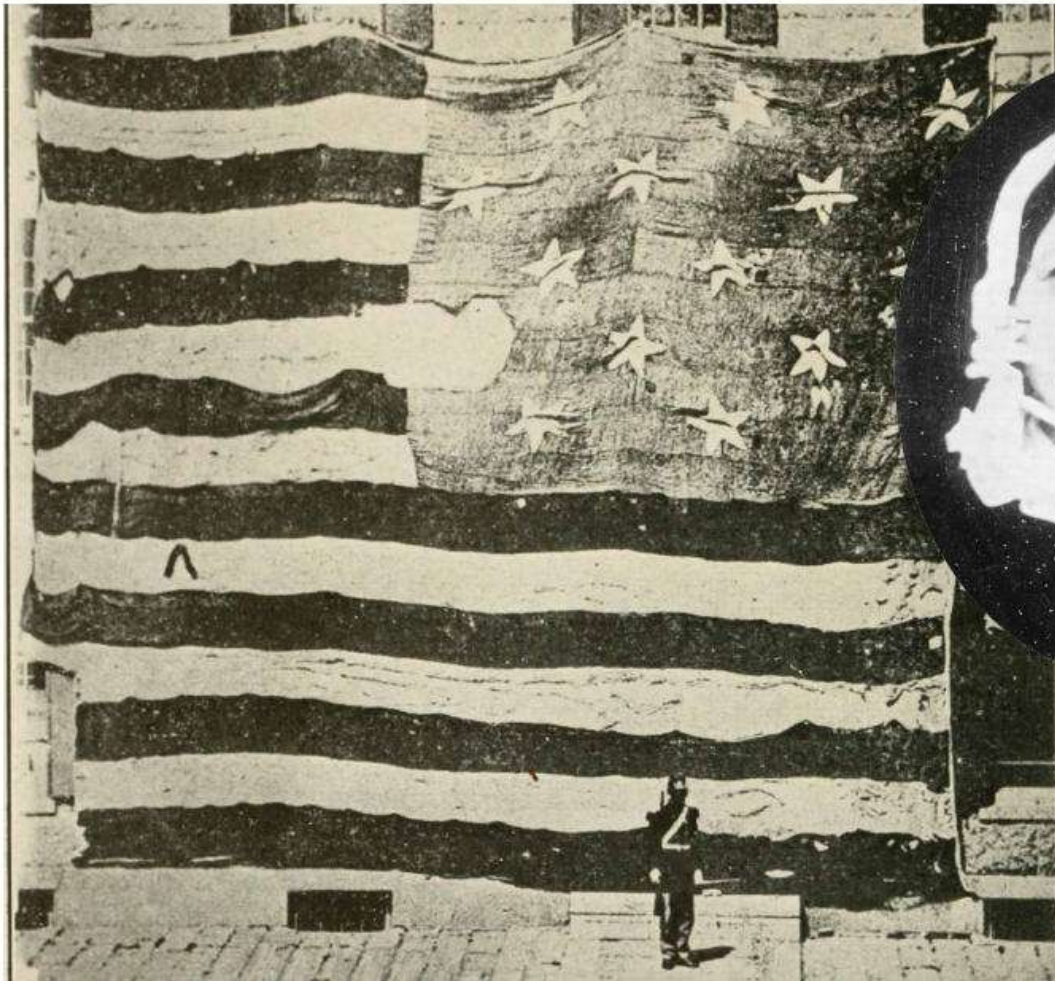
6A-4



6A-5



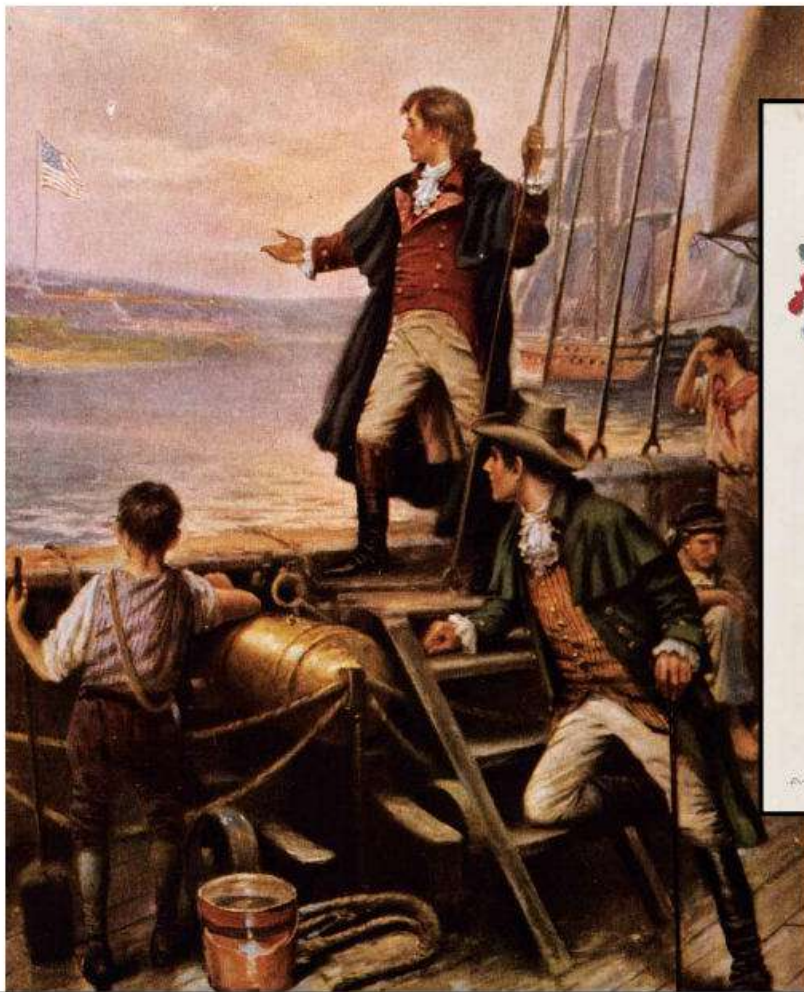
6A-6



6A-7



6A-8







6A-11

Star Spangled Banner Song

Paul Revere warning of British attack



Revolutionary War



Constitution



The Battle of
Tippecanoe



Battle of Baltimore



British attack on
Washington

1770

Declaration of
Independence

1780

1790

1800

1810

1820

Comprehension Questions

Why did the British want to capture the city of Baltimore?

Comprehension Questions

Why was it important that Baltimore was a deepwater port?

Comprehension Questions

What did the people of Baltimore and the army do to prepare for the British invasion of the city?

Comprehension Questions

Why did the commander of Fort McHenry want such a large flag?

What was Mary Pickergill's role in the flag flying over Fort McHenry?

Comprehension Questions

What was the outcome of the Battle of Baltimore?

Think- Pair- Share

Do you know all the words to the Star-Spangled Banner? Try to remember them and tell them to your neighbor?

Have you ever heard it sang at a sporting event?

Whitney Houston singing the national anthem at the Super Bowl

https://www.youtube.com/watch?v=N_ICmBvYMRs

Word Work - Inspired

“The events at Fort McHenry **inspired** Francis Scott Key to write a poem that later became our national anthem.”



Word Work - Inspired

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



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or do"*

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Word Work - Inspired

Can you think of someone, in history or from today, or someone you know, who has inspired you?

“_____has inspired me to_____”



Word Work – Inspired

Does this describe someone who was **inspired**?

1. After going to the piano recital, Joshua wanted to learn to play the piano.
2. After listening to the President's speech, my uncle wanted to be a politician.
3. My older brother cleaned his room because my mother asked him to.
4. My grandmother went to college at night to earn a degree. Now my sister wants to go to college too.
5. The author wrote a book about a topic he did not enjoy.
6. After learning about Neil Armstrong, my cousin wanted to be an astronaut.

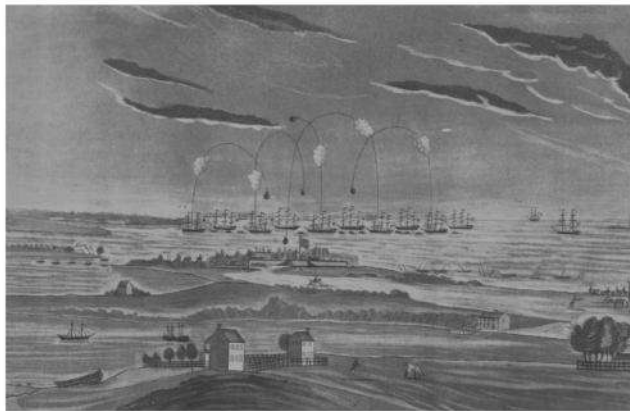
NAME: _____

DATE: _____

6.1

Activity Page

What Happened When?



1. _____ The British navy began firing rockets at Fort McHenry.

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.

Knowledge 5

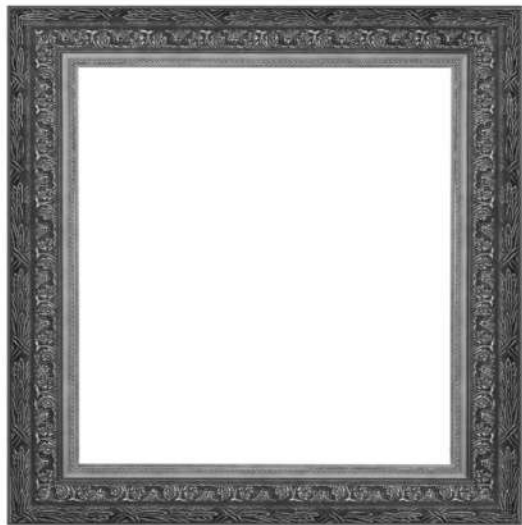
NAME: _____

DATE: _____

6.2

Activity Page

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



Francis Scott Key

Knowledge 5



Lesson 7

The Battle After the War Video



Lesson Objectives

- Explain that General Andrew Jackson's army was made up of militiamen, soldiers, farmers, Native American, African Americans, and pirates
- Explain that the Battle of New Orleans actually took place two weeks after the War of 1812.

Check for Understanding

Attack on Washington or Battle of Baltimore:

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

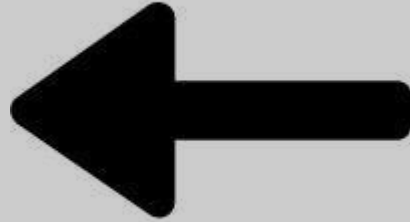
Vocabulary Words

- **astonished** - feeling surprise or amazement



Vocabulary Words

- **retreated** - moved backward to avoid danger



Vocabulary Words

- **strategically** - carefully planned to meet a specific goal



Vocabulary Words

- **truce** - an agreement to stop fighting or arguing



Lesson 7

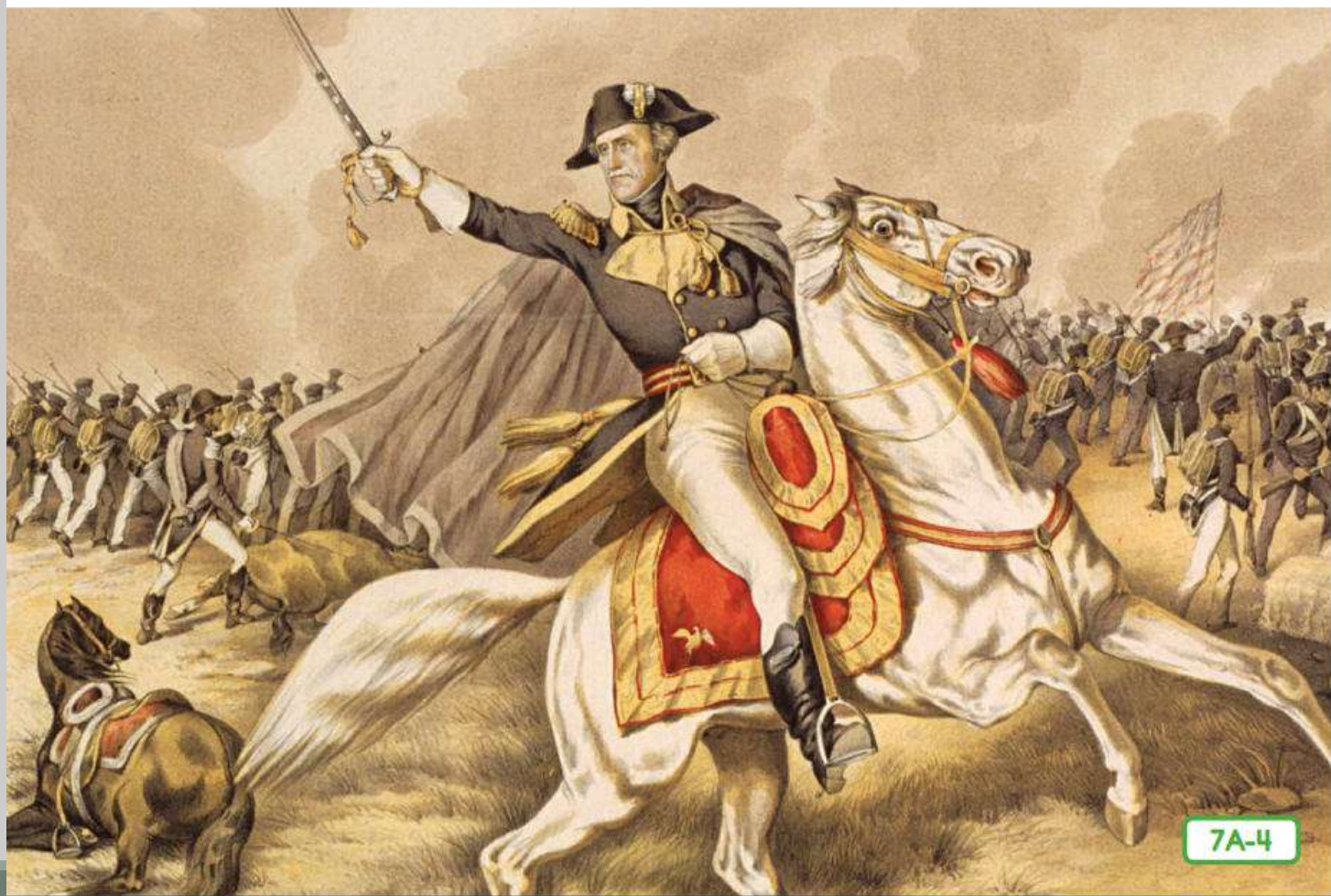
The Battle After the War Video







7A-3





7A-5



7A-6



7A-7



7A-8



7A-9

Paul Revere warning of British attack



Revolutionary War



Constitution



The Battle of
Tippecanoe

Battle of Baltimore



British attack on
Washington



Battle of New Orleans

1770

Declaration of
Independence

1780

1790

1800

1810

1820

Comprehension Questions

Why did the British want to gain control of the Mississippi River?

Comprehension Questions

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?

Comprehension Questions

Was the Battle of New Orleans the only battle fought after the war ended?

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?

Word Work – Astonished

“The Americans won against such a large army?’ asked J.P., **astonished.**”



Word Work – Astonished

- **astonished** – feeling surprise or amazement



astonish

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Word Work – Astonished

Have you ever felt **astonished**
about something?

Maybe it was something you did or
someone you know, a celebrity, or
athlete?



Word Work – Astonished

Would this be hard to believe, and **astonish** you?

1. I saw an elephant sitting on a bench in the park.
2. It was dark during the daytime and sunny at night.
3. It was snowing when I woke up one morning.
4. I saw three cats and a dog flying over the school.
5. We saw a blue whale in the river.

The Battle of New Orleans

Song

Sayings and Phrases

***Where There's a Will,
There's a Way***

Determined to find a way
to make something work

Lesson 8

Peace and Pirates Video



Lesson Objectives

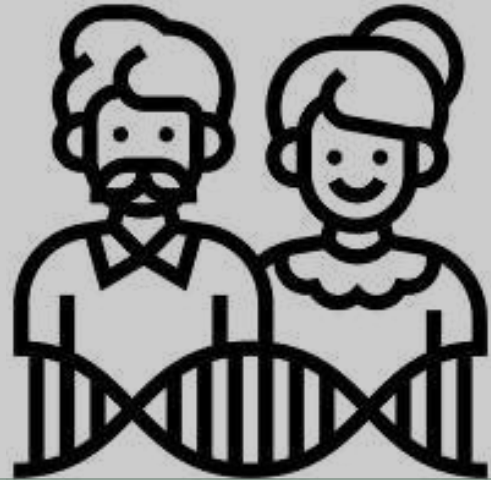
- Explain that the Battle of New Orleans actually took place two weeks after the War of 1812 was over
- Describe how the War of 1812 was considered a second war for independence

Check for Understanding: Andrew Jackson

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

Vocabulary Words

- **ancestors** - a person in someone's family from the past



Vocabulary Words

- **dejected** - very sad



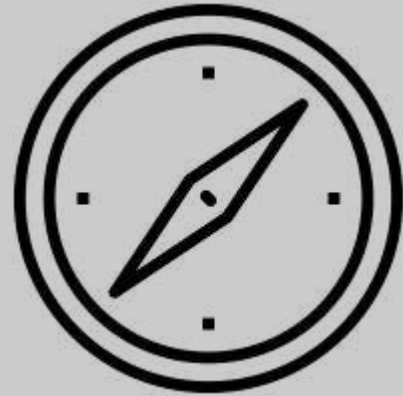
Vocabulary Words

- **jubilant** – very happy



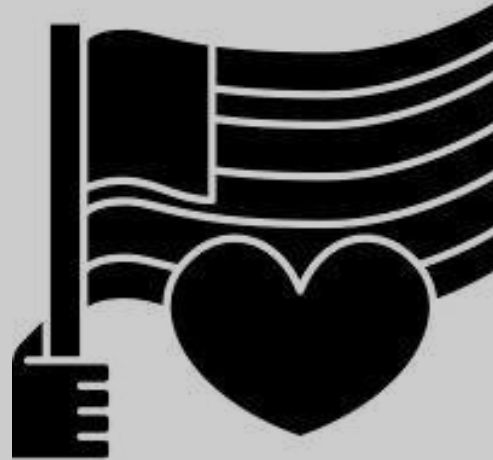
Vocabulary Words

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



Vocabulary Words

- **patriots** - people who love and support their country

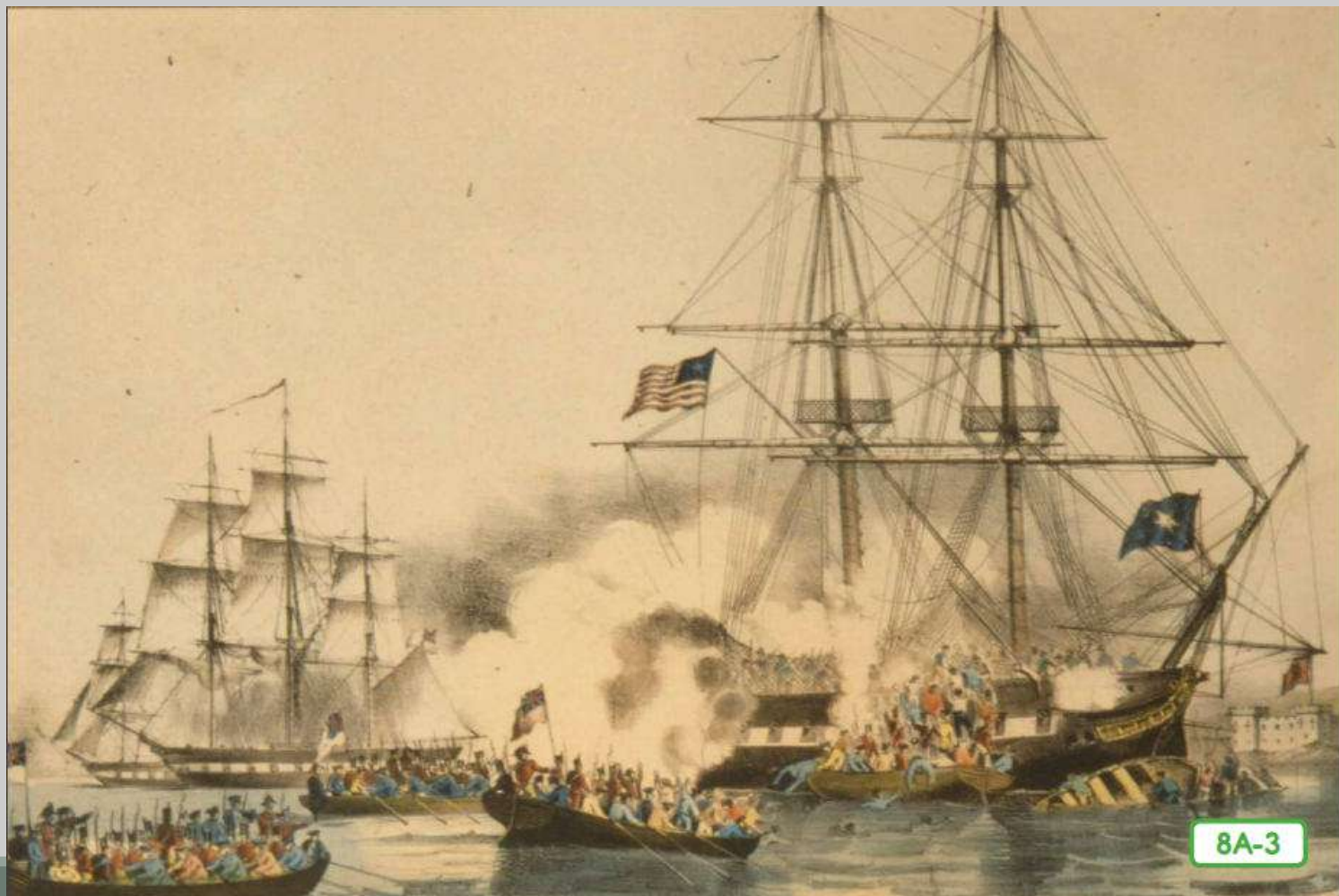


Lesson 8

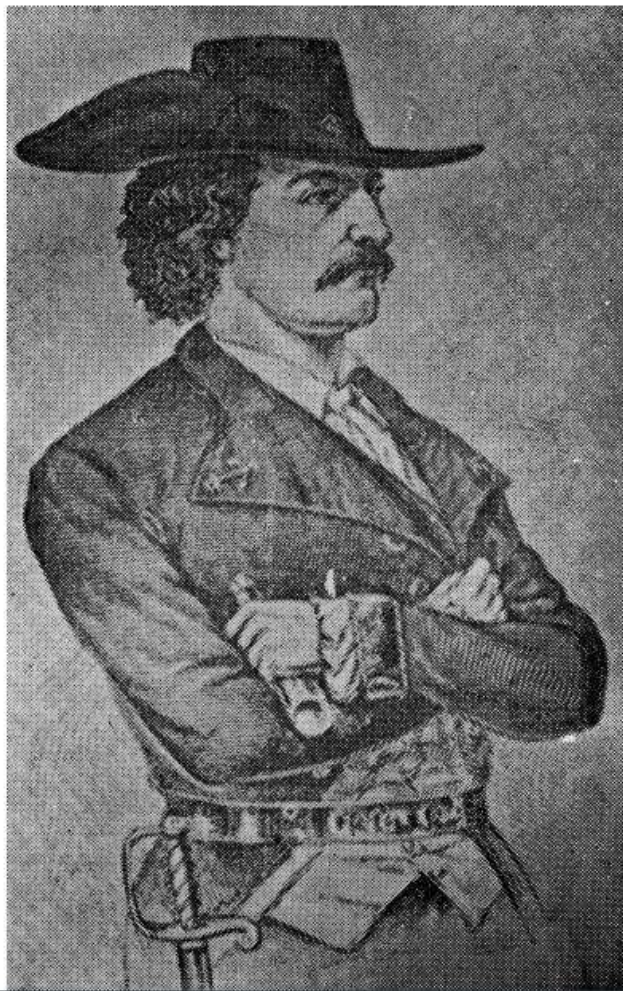
Peace and Pirates Video







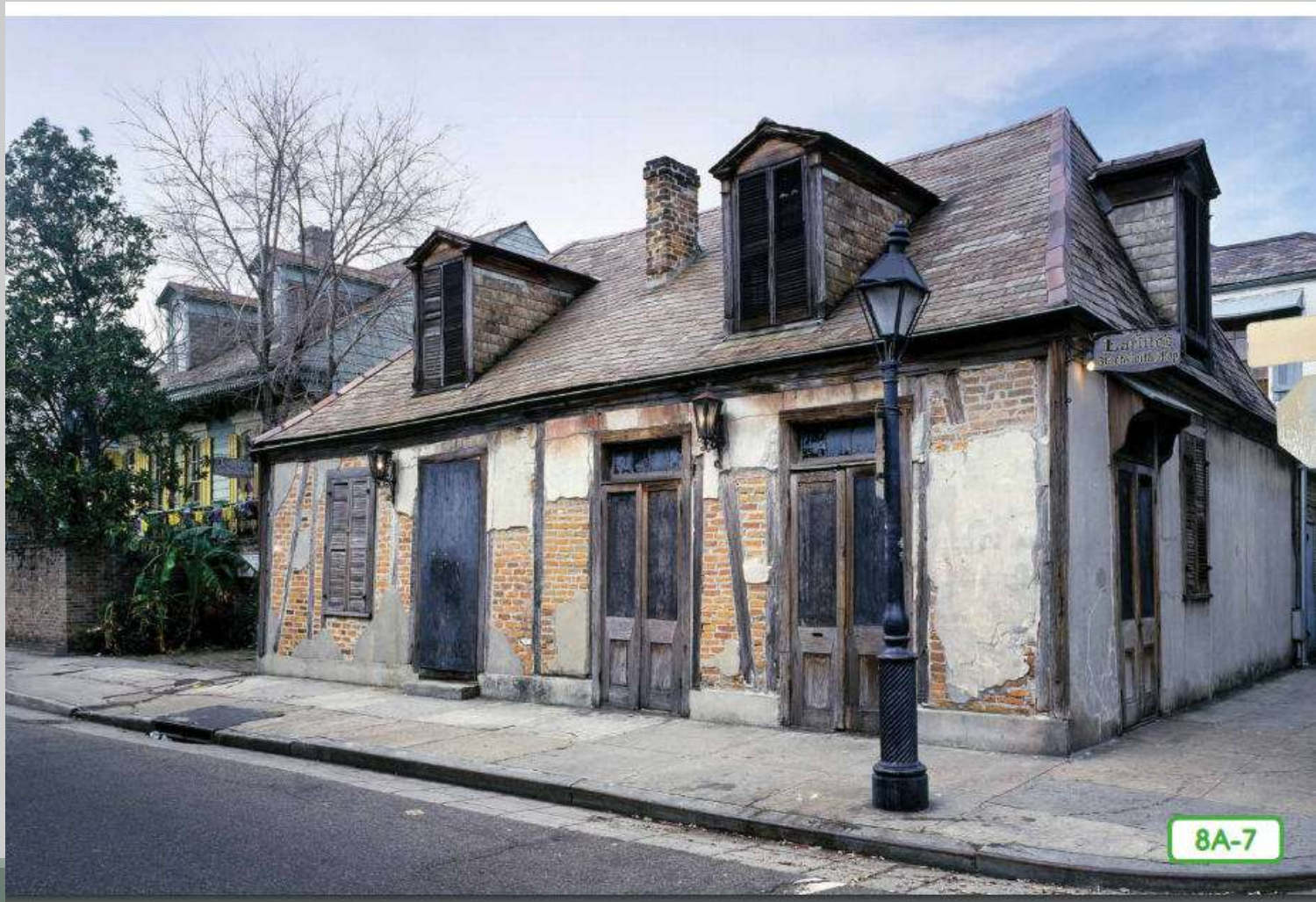
8A-3





8A-5





8A-7

COME ONE! COME ALL!
TO JEAN LAFITTE'S

BAZAAR

SATURDAY

FOR YOUR DELIGHT
CLOTHING GEMS AND KNICK-KNACKS
FROM THE SEVEN SEAS





8A-9

Comprehension Questions

Why was it difficult for the United States to get supplies during the War of 1812?

Comprehension Questions

How are pirates and privateers the same?

How are they different?

Comprehension Questions

What knowledge did Jean and Pierre have that the British did not?

How did this knowledge help them?

Comprehension Questions

What did General Jackson offer if Jean and Pierre agreed to help him to defeat the British?

Comprehension Questions

Why do you think Adele wasn't sure that they should tell anyone about their pirate ancestors?

Would you want to tell if your ancestors were pirates?

Think- Pair- Share

Do you think that Andrew Jackson would have won the Battle of New Orleans without the assistance of Jean and Pierre Lafitte?

Do you think it was right to pardon them?

Word Work – Dejected & Jubilant

- **dejected** – very sad



deject

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Word Work – Dejected & Jubilant

On the Amplify Website, Knowledge 5 In
the Vocabulary Toolkit, Show the
Synonyms and Antonyms Slideshow

Word Work – Dejected & Jubilant

- **jubilant** – very happy



jubil

"joy"

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Word Work – Dejected & Jubilant

“The Americans felt **dejected** when the British burned Washington, D.C.”



Word Work – Dejected & Jubilant

Dejected = sad or depressed **Jubilant** = happy or joyful

This means these words are **antonyms**. Which of these feelings would the people in these sentences feel?

1. After searching the neighborhood for hours, the children still could not find their dog.
2. On the last day of school, the kids were excited for summer break.
3. The children's lost dog came home all by itself.
4. The baseball team won the championship in extra innings.
5. The opposing baseball team lost the championship after extra innings.

NAME: _____

DATE: _____

8.1

Activity Page

Who?	
What?	
Where?	
When?	
Why?	

Directions: Listen to your teacher's instructions.

Knowledge 5

Domain Review & Assessment

- **Riddles by Stephanie Walley:**
https://docs.google.com/presentation/d/1c5QzN-Lq3h3oQJ8Fo1eZlSYt8n_BHVfPKQH41Q3V0h4/edit?usp=sharing
- **Thirteen Colonies BrainPopJr.**
 - <https://jr.brainpop.com/socialstudies/americanhistory/thirteencolonies/>
- **U.S. Symbols BrainPopJr.**
 - <https://jr.brainpop.com/socialstudies/citizenship/ussymbols/>
- **Star-Spangled Banner / Francis Scott Key Video**
 - <https://www.youtube.com/watch?v=YaxGNQE5ZLA>
- **Domain Review Kahoot**
 - <https://create.kahoot.it/share/war-of-1812-review/6ea098a1-e8d4-40a6-b19f-eb83ac6219d6>