

# A MILITARY TALE

*The War of 1812*

Teacher's Guide



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## New York State Learning Standards

### Subjects & Grade Levels

The activities in this teaching guide are designed to use with students in grades 3 through 5 and cover topics in Social Studies, and Language Arts.

### ELA Standard 1

Students will read, write, listen, and use oral skills for information and to demonstrate understanding.

#### Key Idea I:

Listening and reading to acquire information and understanding involves collecting data, facts, and formulating ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written and electronic sources.

#### Performance indicators:

Students will interpret and analyze information from media presentations; distinguish between relevant and irrelevant information and between fact and opinion; and relate, new information to prior knowledge and experience.

### Standard 1 U.S. History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York State during the War of 1812.

#### Key Idea 2:

Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

#### Performance indicators:

Students will investigate key turning points in New York State and United States history and explain why these events or developments are significant.

### Standard 3 Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live: local, national, and global - including the distribution of people, places and environments over the Earth's surface.

#### Key Idea 1:

Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

#### Performance indicators:

Students will investigate why people and places are located where they are and what patterns can be perceived in these locations.

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## Background Information for Educators

### Vocabulary:

Natural Resources

Port

Embargo

Desertion

Smuggle

Brig

Ballast

Militia

Bounty

Victory



Photo: Mike Baird

### Reasons for the War of 1812:

1. Trade restrictions brought on by Britain's ongoing war with France;
2. American Opposition to British support of Native American tribes against American expansion (Canada);
3. Outrage over insults to national honor after humiliation on the high seas (impressment of American sailors to serve on British warships); and,
4. Possible desire of America to annex Canada.

### Results:

1. After 3 years of fighting, the two sides agreed to mutual peace and neither side was declared a winner .
2. Reinforcement that the United States was a viable nation and could stand on its own (govern itself).
3. Canada had a heightened sense of national feeling and solidarity.
4. Ushered in the "Era of Good Feelings" where there was a peaceful relationship between the United States and Great Britain.

### Sources:

[www.funtrivia.com/en/History/Warof1812\\_12030.html](http://www.funtrivia.com/en/History/Warof1812_12030.html)

[www.en.wikipedia.org/wiki/War-of-1812](http://www.en.wikipedia.org/wiki/War-of-1812)

[www.dlumberyard.com/oneida-history.html](http://www.dlumberyard.com/oneida-history.html)

\*The Marine's letters in the film are the producer's interpretation of what she thought might have been written in letters and are not a primary source. However, letters are based on factual accounts.

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### Questions for Discussion

In 1814, Lt. Col. Franklin Warton said, “The eyes of all have for a long time turned to Sackets Harbor as a place of preparation for mighty deeds.” Why might he have made this statement? (part 1)

Who was the president that declared war on June 18, 1812? (part 1)

What were the causes of the War of 1812? (part 1)

How did the geography of Sackets Harbor relate to its significance during the war? (part 1)

What hardships were encountered by the soldiers in 1812? (part 3)

Why were supplies such as whiskey and vinegar important? (part 4)

In 1812, 300 Marines (half of the Marine Corps) were stationed in Sackets Harbor. What impact would this have had on the community? (part 5)

What adjustments were made by the military as a result of the climate? (part 7)

In the spring of 1813, the orders were given that in the event of enemy attack on Sackets Harbor, the ship under construction and all naval supplies were to be burned. Why was this order issued? (part 8)

After the second battle of Sackets Harbor in 1813, why did both sides claim victory? (part 9)

What was the long-term impact of the War of 1812? (part 10)

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### Learning Extensions

1. Students make generalizations about all wars while viewing each part of the DVD, and developing a list similar to the following:

#### How the War of 1812 Was Like Other Wars

##### All Armies Need to...

Part 1: choose strategic locations

Part 2: hire and keep professional soldiers

Part 3: get clothing for soldiers

Part 4: feed soldiers

Part 5: get weapons and ammunition

Part 6: find volunteers

Part 7: adapt to the climate of battlefield

Part 8: keep supplies out of hands of enemies

##### During Every War, ...

Part 9: there is confusion; someone claims victory

Part 10: armies take over communities, then leave them to adjust to peace

2. Students observe details in the DVD to contrast the War of 1812 with wars of today, using a T-Chart.

#### How Wars Have Changed Over Time

War of 1812		War Today
Paid Army, Navy, Marines; unpaid militia; all men	Soldiers	Paid Army, Navy Marines, Air Force; men and women
To impress and frighten enemy	Uniforms	Utilitarian and camouflaged
Etc.	Food Shelter Transportation Communication	Etc.

3. Students write paragraphs comparing and/or contrasting the way war is conducted in 1812 in our time.



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