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Primary Sources: War of 1812

This sample includes the following:

Teacher's Guide Cover (1 page)

Teacher's Guide Table of Contents (2 pages)

How to Use This Product (2 pages)

Lesson Plan (4 pages)

Primary Source Document (1 page)

To Create a World ⁱⁿ which
Children love to Learn!

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TWELFTH CONGRESS OF THE UNITED STATES;

At the First Session,

gun and held at ... territory of Colum
on Monday the fourth day of November, one thousand
eight hundred and eleven.

— PRIMARY SOURCES —

War of 1812

AN ACT declaring the nullity of the British conquest of Spanish
and Portugal territory in North America and the United States

if enacted by the Senate and House of Representatives of the United States in Congress assembled, That ...
of the said ...
of the said ...
of the said ...



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How to Use This Product

With its authentically re-created primary source documents, captivating photographs, and concise, easy-to-follow lessons, the *Primary Sources* series allows teachers and students to expand their study of history beyond the textbook and classroom. The resources included in this series assist busy teachers in presenting innovative primary source lessons that meet both McREL content standards and the recently revised standards for the National Council for the Social Studies (NCSS 2010).

The contents of this kit provide teachers with all they need to accomplish the lessons without additional research or planning. Teachers have the photographs and documents at their fingertips. Activities are varied, interesting, challenging, and engaging.

By participating in the lessons provided in this kit, students will:

- articulate their observations.
- analyze what they see.
- improve their vocabularies.
- build literacy skills.
- strengthen critical-thinking skills.
- be prompted by visual clues.
- compare their assumptions against those of others.
- expand their appreciation for other time periods.

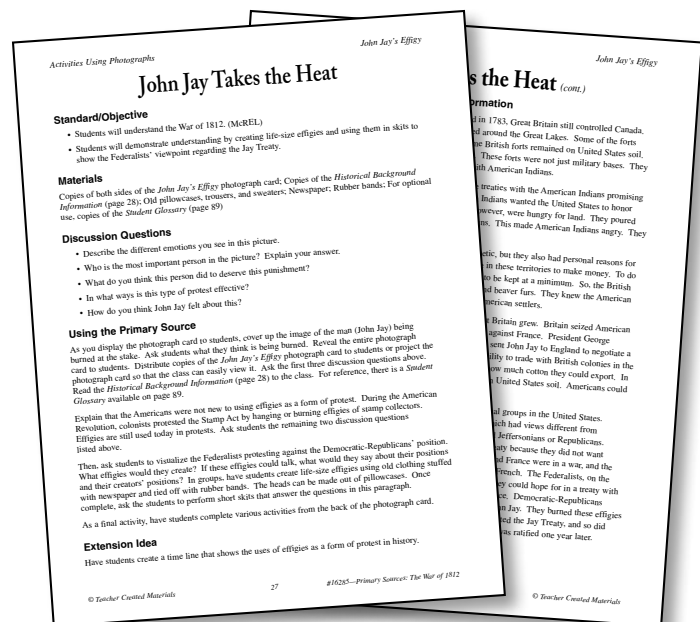
By presenting the lessons in this book, teachers will:

- improve students' test scores and test-taking skills.
- meet curriculum standards.
- create a learning environment that extends beyond the classroom.
- encourage students to take an active role in learning.
- develop critical-thinking skills in students.

Teacher's Guide

The Teacher's Guide includes the following:

- 8 photograph card lessons
- 8 primary source lessons
- standards and objectives
- materials lists
- discussion questions
- extension and challenge activities
- historical background information
- reproducible student activity sheets
- 12 document-based assessments
- document-based question task
- student glossary
- suggested literature and websites



How to Capture an Enemy

Standard/Objective

- Students will understand the War of 1812. (McREL)
- Students will demonstrate understanding by using a map to plan troop movements to capture an enemy.

Materials

copies of the facsimile *The Battle of the Horse Shoe Map*; copies of the historical background information (page 60); copies of the *Planning an Attack* activity sheet (page 61); for optional use, copies of *The Battle of the Horse Shoe Map* (page 62); for optional use, copies of the student glossary (page 89)

Discussion Questions

- What kinds of geographic features do you see on this map?
- Who is surrounded on this map? How do you know?
- What would you have done if you had been the American Indians?
- How might the American Indians have kept this from happening?

Using the Primary Source

Begin the lesson by distributing copies of the *Planning an Attack* activity sheet (page 61). Have students decide if they will be a U. S. general or a leader for the Red Sticks. Then have them plan an attack on their enemy. Students should draw their positions on this map and show how their men will move to capture their enemy. Have students put these papers aside for a few minutes.

Display the facsimile *The Battle of the Horse Shoe Map* and ask the discussion questions above. You may wish to provide students with copies of *The Battle of the Horse Shoe Map* (page 62), as well. Distribute copies of the historical background information (page 60) and have students read it independently. For reference, there is a student glossary (page 89).

As a final activity, have students share their planned attacks with the class. How well would their plans have worked? What problems can they identify? Encourage students to share their ideas.

Extension Idea

Challenge students to find out more about the Creek Indians. What were their customs? When did the split begin between the Red Sticks and White Sticks? Are there any still living today? Have students present their ideas in a podcast.

How to Capture an Enemy *(cont.)*

Historical Background Information

The first battle of 1814 pitted the Americans against the Creeks. The Creeks' territory was located in Alabama and Georgia. The Red Sticks were one of the groups in the Creek confederacy. They did not like American settlers taking away their land, and they were willing to fight to defend it. The White Sticks were another group of Creeks. They lived and farmed like the white settlers. They wanted to live in peace with the white settlers instead of fighting with them.

In the summer of 1813, the Red Sticks attacked an American post called Fort Mims. About 250 Americans died in the attack. Some of these were women and children. News of the massacre scared many American settlers around the country. A few states sent their militiamen to punish the Creeks. Major General Andrew Jackson commanded the troops from Tennessee. His troops attacked the Creeks at several locations before winter.

By 1814, about 4,000 Americans were gathered to fight under Jackson. The White Sticks fought with him against hostile American Indian tribes. They learned that a group of Red Sticks had made camp at Horseshoe Bend in Alabama. Horseshoe Bend was on a peninsula (puh-NIN-suh-luh). The Tallapoosa (tal-uh-POOH-suh) River surrounded it. The Red Sticks left their canoes on the riverbank. They wanted to be ready in case they had to make a quick escape. The White Sticks fighting with Jackson stole the Red Sticks' canoes. Jackson sent some of his troops to the rear of the camp. The rest of his troops stayed at the front of the camp.

On March 27, Jackson gave the order to attack. The Red Sticks knew they were surrounded. And, they quickly learned they could not escape in their canoes. Many Red Sticks fought to their deaths. In all, 800 Red Sticks died, including women and children. Only a handful of Red Sticks survived.

This battle ended the Creek War. Even though the White Sticks had helped the Americans win, Jackson forced them to sign a peace treaty with the United States. About half of the White Sticks' land, or about 20 million acres, was taken away. The remaining Red Sticks had no claim to land. They fled to Florida where Spain controlled the land.



Name _____

Date _____

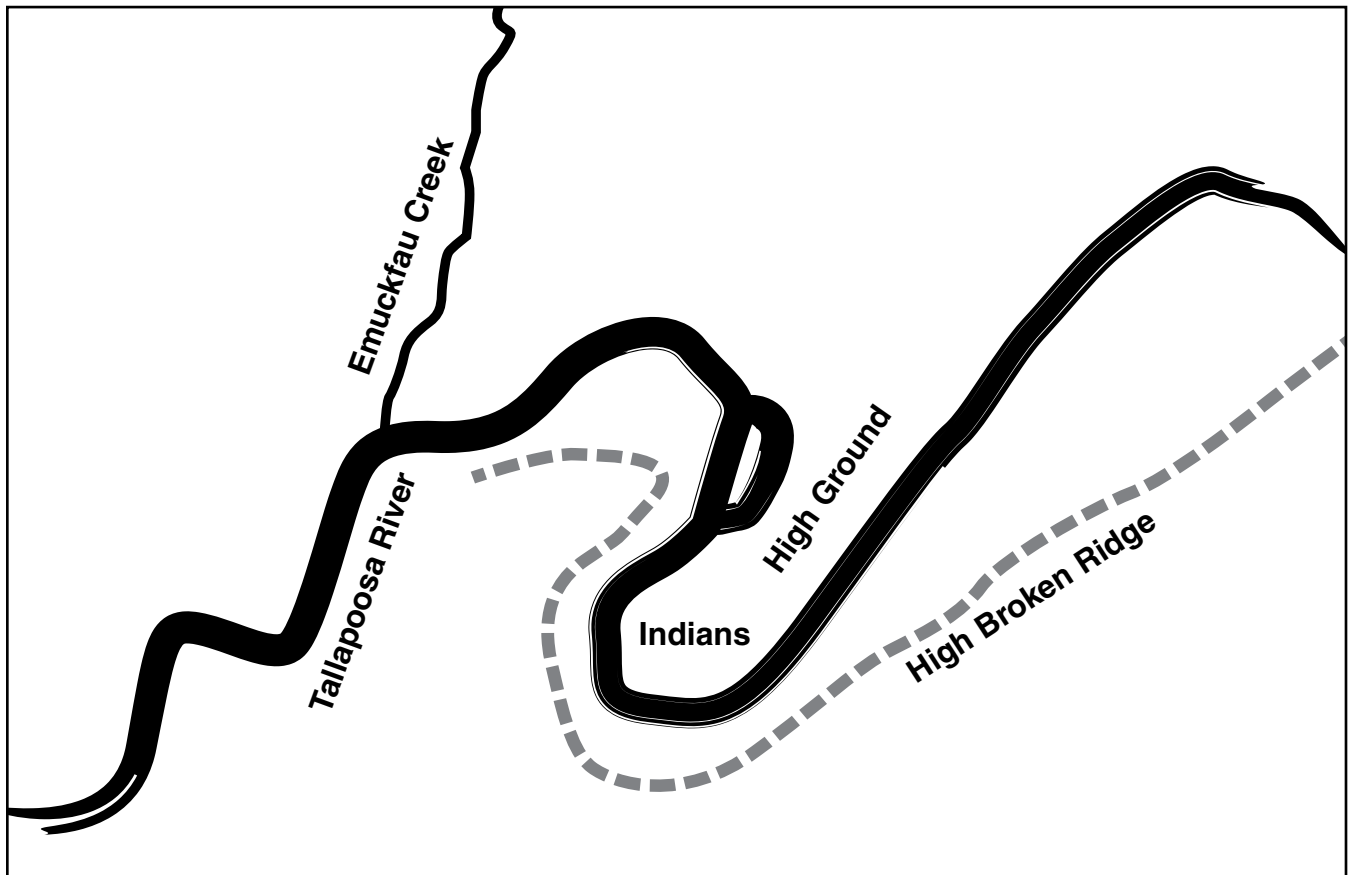
Planning an Attack

Historical Background Information

A group of Red Sticks had made camp at Horseshoe Bend in Alabama. On March 27, 1814, General Jackson gave the command to fight. The Red Sticks fought to their deaths. In all, 800 Red Sticks died, including women and children.

Activity

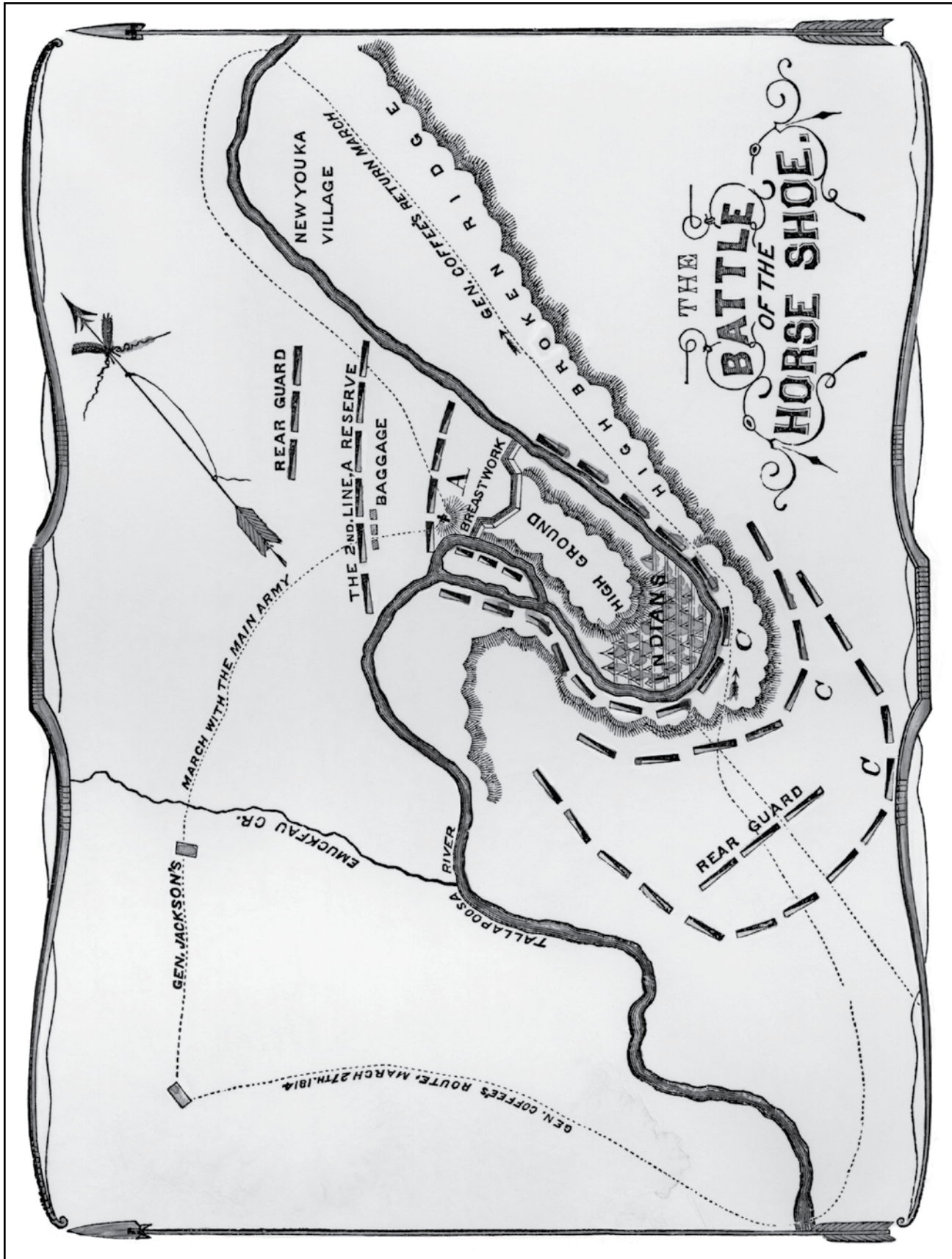
Directions: Imagine you are either a general with the U.S. Army or a leader of the Red Sticks. Use the map below to plan an attack on your enemy. Show where you will place your men and where you will have them move to capture the enemy. Use the geographical features to your advantage. On a separate sheet of paper, write instructions telling how your attack will take place. Include reasons for the location and movements of your men.



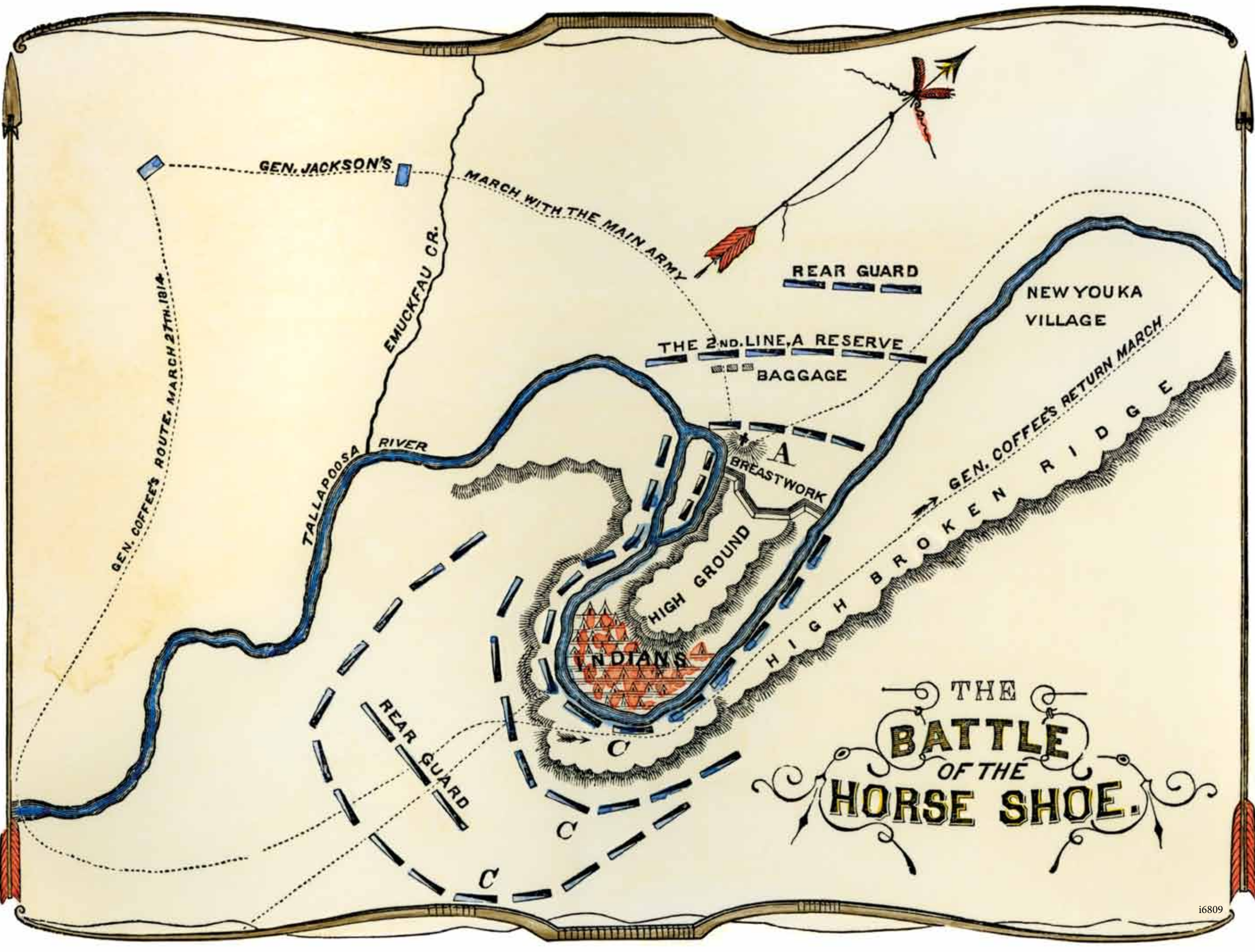
Challenge

Find out more about what instigated the Red Stick attack at Fort Sims.

The Battle of the Horse Shoe Map



Source: North Wind Picture Archives



GEN. JACKSON'S

MARCH WITH THE MAIN ARMY

REAR GUARD

THE 2ND. LINE, A RESERVE

BAGGAGE

NEW YOUKA VILLAGE

GEN. COFFEE'S RETURN MARCH

TALLAPOOSA RIVER

EMUCKFAU CR.

BREASTWORK

HIGH GROUND

HIGH BROKEN RIDGE

INDIANS

REAR GUARD

THE BATTLE OF THE HORSE SHOE.