

## **THE WAR OF 1812**

### **UNIT OVERVIEW**

The War Of 1812 provides a backdrop for some of the most interesting people and events in the history of Canada. Causes of the war, major events and the impact of the War of 1812 on the development of Canada are examined. As well, captivating personalities such as Tecumseh, Laura Secord and General Isaac Brock are studied. This “three-week” unit is divided into three parts, combining optional lessons and a pictorial history with the main, information-based body of the unit. At long last, here is a teacher-friendly unit written from the Canadian perspective and designed for Canadian students.

### **PART I - THE WAR OF 1812 - JUST THE FACTS**

Part I is a structured, knowledge-based section focussing on important events of The War Of 1812. A base of factual information is integrated into the unit as students write down a series of overhead notes and complete related assignments.

- 1) Causes Of The War - “War Of 1812 Wordsearch”
- 2) The War Begins - “Recruiting Poster”
- 3) Battles Of 1812 - “The Battle Of Queenston Heights”
- 4) Battles Of 1813 - “Of Muskets, Men And Cannon” (Worksheet and Questions)
- 5) Battles Of 1814 - “Where The War Was Fought” (Map Activity)
- 6) The End Of The War - “Writing A Peace Treaty”
- 7) Results Of The War - “History Is Written By The Winners”

### **PART II - OPTIONAL LESSONS**

Optional activities help to build a degree of flexibility into the unit. Optional assignments can be added as separate activities, used to compliment other topics or given as enrichment. Topics include:

- 1) War Of 1812 Crossword
- 2) War Of 1812 Matching Review
- 3) Sample Exam
- 4) Cannon Fodder Timeline
- 5) Laura Secord’s Walk
- 6) Tecumseh’s Speech
- 7) Web Site Evaluation
- 8) Videos
- 9) Bibliography And Selected Literature

### **PART III - THE WAR OF 1812 - A PICTORIAL HISTORY**

A collection of six diagrams and a cover suitable for colouring depict important moments in the history of the force. The diagrams are:

- |  |                           |
|--|---------------------------|
| 1) “Bloodless Victory At Fort Detroit” | 2) “Queenston Heights”    |
| 3) “Laura Secord’s Walk                | 4) “Command Of Lake Erie” |
| 5) “The Death Of Tecumseh”             | 6) “The Treaty Of Ghent”  |



## OF MUSKETS, MEN AND CANNON

Name: \_\_\_\_\_

### British Soldiers (Regulars)

When war broke out, Canada was a British colony and most of the soldiers in uniform that defended Canada came from Britain. These men were known as "regulars" because they were professional soldiers that belonged to the regular British army. Fifteen thousand young men (redcoats) were expected to defend the 2000km of border with the United States.

The "regulars" came mainly from the poorer classes of Ireland, Scotland and England often joining the army to escape poor economic conditions at home. The lure of travel, fame and fortune, as well as the splendid looking scarlet red uniform, attracted young men to enlist. Their leaders, called "officers", were men born of wealth from the English upper class who were able to afford to buy their commission.

The army carried with them some food and ammunition, but much of the food needed for the army was just taken by the soldiers as they moved through an area. The British regulars had been trained to fight by marching shoulder to shoulder into battle carrying their muskets. On command, the front rank would shoot a volley (everyone fires at the same time) and then duck down to reload which took about thirty seconds. While the first rank was reloading their muskets, the second rank would shoot a volley with the process repeating over

and over. Once the enemy soldiers were too close to the ranks, there was no time to reload and fighting was hand to hand. Bayonets (a long, sharp blade that attached to the end of a musket) swords, butts of muskets and fists became the weapons of choice in this kind of fighting.



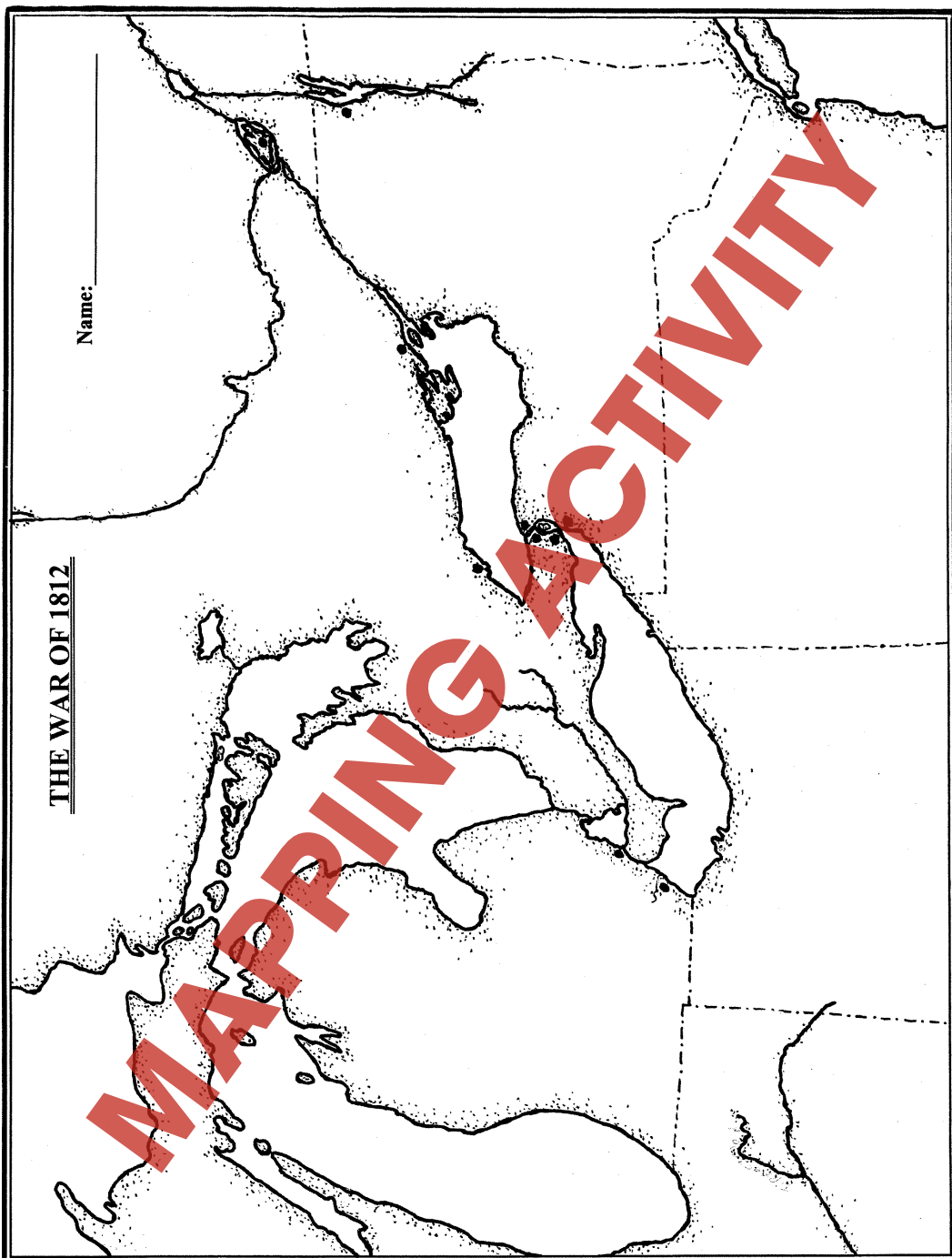
British "Regular" 1812



## OF MUSKETS, MEN AND CANNON

Name: \_\_\_\_\_

- Describe what a "regular" soldier is.  
\_\_\_\_\_  
\_\_\_\_\_
- List three reasons that a young British lad might have had for enlisting into the army.
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- How did British officers get their officer's commission?  
\_\_\_\_\_  
\_\_\_\_\_
- Describe the way in which the British Army would fight a typical battle.  
\_\_\_\_\_  
\_\_\_\_\_
- List three differences between soldiers of the militia and "regulars".
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- Why did many members of the American militia forces refuse to invade Canada?  
\_\_\_\_\_  
\_\_\_\_\_



Name: \_\_\_\_\_

THE WAR OF 1812



## WAR OF 1812 CROSSWORD

Name: \_\_\_\_\_



### Across

- American forces under Perry won a naval battle on this Great Lake.
- A cloth bag full of musket balls shot out of a cannon.
- Battle Of \_\_\_\_\_ Orleans.
- These "heights" was where Brock was killed.
- Part-time, citizen soldiers.
- Legendary Native leader.
- United \_\_\_\_\_ Loyalists.
- Puts a spin on a bullet.
- \_\_\_\_\_ Canada - Quebec.
- The capital of Upper Canada in 1812.

### Down

- The name for Ontario in 1812.
- Being burned in 1814 helped to give this famous building its name.
- To join the army.
- American general outsmarted by Tecumseh and Brock at Detroit. Had his orders lost in the mail.
- A flash in the \_\_\_\_\_.
- Weapon of most infantry soldiers in 1812.
- Professional, full-time soldier.
- Capable British General.



### WAR OF 1812 MATCHING

Name: \_\_\_\_\_

Match each term with the correct definition.

- |   |                      |
|---|----------------------|
| _____ British general                               | a) artillery         |
| _____ Native leader                                 | b) bayonet           |
| _____ Won Battle Of Lake Erie                       | c) grapeshot         |
| _____ Main weapon used by soldiers on both sides    | d) officer           |
| _____ Cannons were called this                      | e) New Orleans       |
| _____ Full-time, "professional" soldiers            | f) Queenston Heights |
| _____ Part-time, "citizen" soldiers                 | g) Beaver Dams       |
| _____ Capital of Upper Canada                       | h) Thames            |
| _____ U.S. capital (burned by British in 1814)      | i) impressment       |
| _____ Battle fought after the war was over          | j) musket            |
| _____ Battle where Brock was killed                 | k) volley            |
| _____ Battle where Tecumseh was killed              | l) Treaty of Ghent   |
| _____ Laura Secord helped to win this battle        | m) militia           |
| _____ A major cause of the war                      | n) regular army      |
| _____ Canada's capital was moved here after the war | o) Tecumseh          |
| _____ A group of soldiers shooting at the same time | p) Perry             |
| _____ This person led the soldiers                  | q) York              |
| _____ Cloth bags of musket balls fired from cannons | r) Brock             |
| _____ a sharp, pointy attachment to a musket        | s) Washington        |
| _____ This treaty ended the war                     | t) Bytown            |

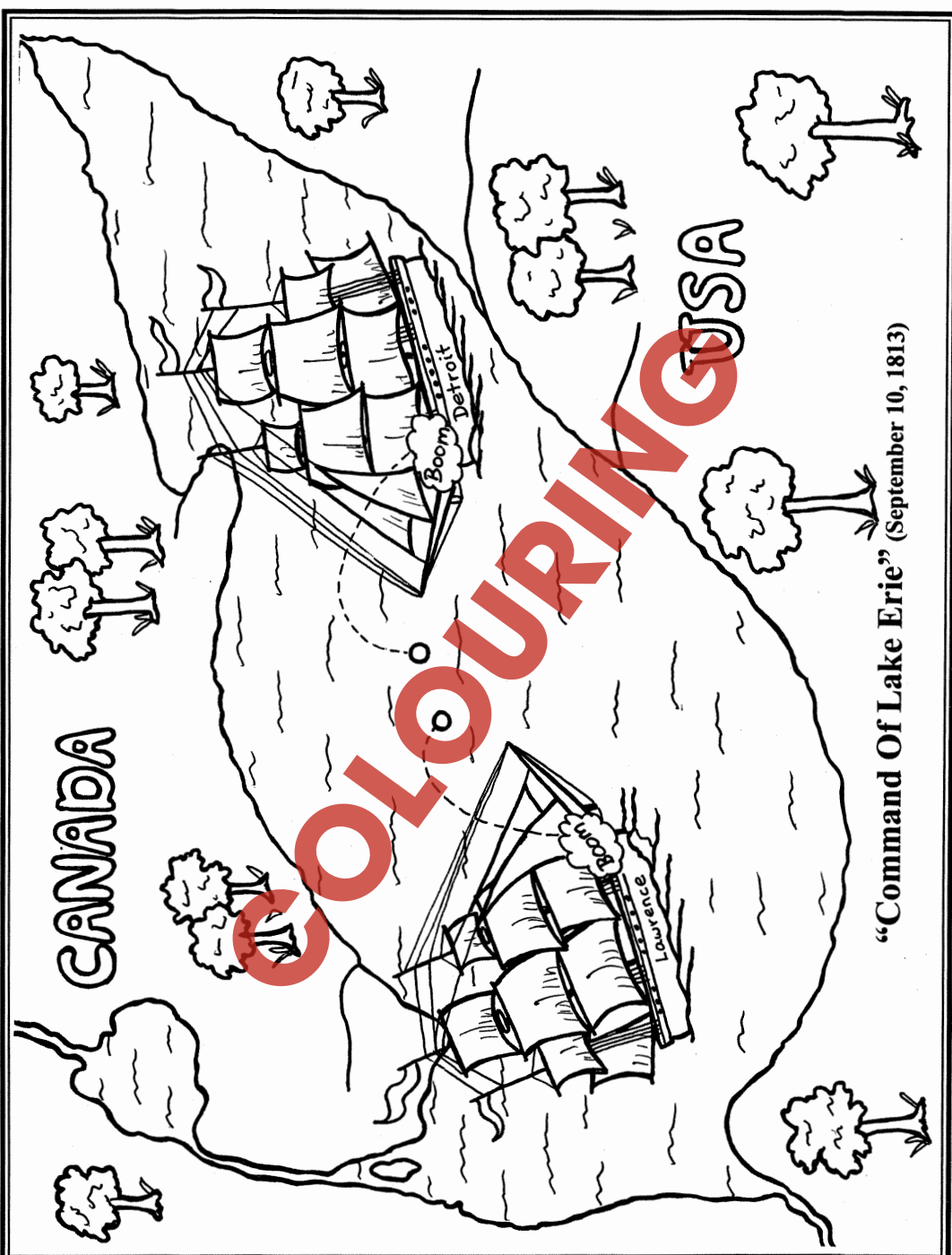
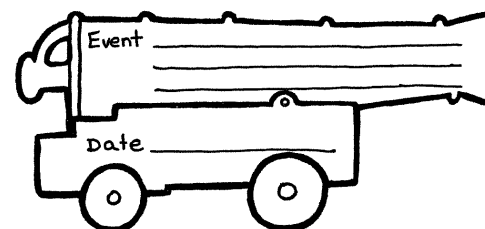


### CANNON FODDER TIMELINE

Group Name: \_\_\_\_\_

**Instructions:** Your job is to prepare a large-sized timeline showing the events and dates of the War Of 1812.

- Step 1** Choose a name for your group.
- Step 2** Cut a large sized-piece of construction paper into long strips 2cm wide.
- Step 3** Tape or glue the strips together so they form a line three meters long.
- Step 4** Label one end of the line Jan. 1812. At one meter, label Jan. 1813. At two meters, label Jan. 1814. At three meters, label Jan 1815.
- Step 5** Tape the timeline to a wall, bulletin board or along the top of a chalk board where there is enough room.
- Step 6** Label the cannons with the Events and Dates. (page attached) Print the event on the barrel with the date on the wheel underneath in bold, dark letters. A black marker works well.
- Step 7** Shade the cannons lightly using pencil crayons. Creativity and originality are encouraged.
- Step 8** Cut out the cannons
- Step 9** Tape the cannons on the timeline at the correct place.



### WAR OF 1812 EXAM

Name: \_\_\_\_\_

#### I. Match

- |  |                      |
|--|----------------------|
| _____ Great Native leader  | a) Bladensburg       |
| _____ Famous British general   | b) Queenston Heights |
| _____ A Major cause of the war   | c) York              |
| _____ Cannons were called this.  | d) Brock             |
| _____ Main weapon used in the war of 1812                                | e) New Orleans       |
| _____ Capital of Upper Canada - burned in 1813                           | f) Bytown            |
| _____ Battle that led to the burning of Washington                       | g) Chateaugay        |
| _____ Battle stopping U.S. invasion of Lower Canada                      | h) artillery         |
| _____ Battle where Tecumseh was killed                                   | i) musket            |
| _____ The battle that saved Upper Canada from American invasion in 1812. | j) Tecumseh          |
|  | k) Hull              |
|  | l) Thames            |
|  | m) impressment       |

#### II Fill in the blanks.

- 1) Cloth bags full of musket balls that were fired from cannons. \_\_\_\_\_
- 2) When a group of soldiers shoots all at the same time it is called this. \_\_\_\_\_
- 3) This person helped to win the Battle Of Beaver Dams. \_\_\_\_\_
- 4) This treaty ended the war. \_\_\_\_\_
- 5) This American commander won the Battle Of Lake Erie. \_\_\_\_\_
- 6) British regular soldiers were known as \_\_\_\_\_. \_\_\_\_\_
- 7) A twenty-four-pounder was a type of \_\_\_\_\_. \_\_\_\_\_
- 8) Pointy attachment to a musket. \_\_\_\_\_
- 9) Part-time, citizen soldiers. \_\_\_\_\_
- 10) This battle was fought after the war was over. \_\_\_\_\_

## WAR OF 1812 WORDSEARCH

Name: \_\_\_\_\_

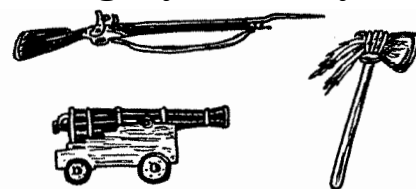
C	H	R	Y	S	L	E	R	S	F	A	R	M	G	S
U	N	I	T	E	D	S	T	A	T	E	S	R	M	M
G	B	P	C	H	A	T	E	A	U	G	U	A	Y	U
P	Z	C	L	N	I	A	T	I	R	B	D	W	S	S
P	W	A	R	R	I	O	R	L	S	R	Y	A	E	K
L	U	N	D	Y	S	L	A	N	E	R	L	S	C	E
A	U	A	Y	O	R	K	E	V	E	U	A	H	O	T
T	M	D	V	L	T	D	A	L	J	G	K	I	R	H
T	I	A	S	N	A	E	L	R	O	W	E	N	D	A
S	L	K	X	L	B	I	C	C	B	B	E	G	I	M
B	I	Z	B	B	T	L	L	U	H	V	R	T	Q	E
U	T	I	O	R	T	E	D	W	M	P	I	O	D	S
R	I	C	A	N	I	K	C	A	M	S	E	N	C	Y
G	A	E	U	V	M	R	A	L	U	G	E	R	E	K
Y	R	R	E	P	L	R	R	Q	T	N	E	H	G	R

### War Of 1812 Words

Britain	Canada	United States	Brock
Tecumseh	Perry	Hull	Secord
Washington	York	Militia	Regular
Warrior	Artillery	Musket	Ghent

### War Of 1812 Battles

Lake Erie	Thames	Plattsburg	New Orleans
Lundy's Lane	Bladensburg	Beaver Dams	
Detroit	Chateauguay	Chryslers Farm	



## #1 - CAUSES OF THE WAR

### Objectives and Activities

This lesson is designed to introduce students to the unit and provide students with a brief overview of some of the causes of the war. Students copy notes from an overhead projector on the heading, "Causes Of The War", and complete a wordsearch activity.

### Teaching Strategies

Begin the unit by presenting students with the following scenario:

In the 1800's, Canada was involved in a war with the United States. Canada was invaded by the United States Army and ended up losing the war. Today, Canada is one of the "states" in the United States Of America.

Ask students to imagine how life would be different. What would our politics be like? Would we have different heroes? Would we watch the same television programs as today? Would we play the same sports as we do today? Students brainstorm a list, which is written on the blackboard, of all the things that might be different if Canada did not exist as a country.

Commence with the pages of student notes which are designed to be copied onto overhead transparencies. Students copy the notes into their binders or notebooks. This gives them formational material necessary to complete assignments and for studying purposes.

Express that many of the citizens of Upper Canada were not hostile to the Americans mainly as they had recently arrived from the United States.

After the notes have been completed, hand out copies of the wordsearch assignment entitled "War Of 1812 Wordsearch". (The educational value of the assignment is somewhat suspect. Introduce students to some of the vocabulary they will experience and it provides a "beat" activity with which to kick off the unit.)

### Solution

C	H	R	Y	S	L	E	R	S	F	A	R	M	G	S
U	N	I	T	E	D	S	T	A	T	E	S	R	M	M
G	B	P	C	H	A	T	E	A	U	G	U	A	Y	U
P	Z	C	L	N	I	A	T	I	R	B	D	W	S	S
P	W	A	R	R	I	O	R	L	S	R	Y	A	E	K
L	U	N	D	Y	S	L	A	N	E	R	L	S	C	E
A	U	A	Y	O	R	K	E	V	E	U	A	H	O	T
T	M	D	V	L	T	D	A	L	J	G	K	I	R	H
T	I	A	S	N	A	E	L	R	O	W	E	N	D	A
S	L	K	X	L	B	I	C	C	B	B	E	G	I	M
B	I	Z	B	B	T	L	L	U	H	V	R	T	Q	E
U	T	I	O	R	T	E	D	W	M	P	I	O	D	S
R	I	C	A	N	I	K	C	A	M	S	E	N	C	Y
G	A	E	U	V	M	R	A	L	U	G	E	R	E	K
Y	R	R	E	P	L	R	R	Q	T	N	E	H	G	R