

**Don R. Roberts Elementary Lesson Plan**  
**Social Studies – War of 1812**

**Teacher Name:** Steven Helmick    **Grade:** 5th    **Days:** 1 – 3

**Lesson Title:** My Story: A Personal Narrative of My Battle Experience (USS Constitution v. HMS Guerriere)

Lesson Focus (Essential Question / Big Idea):

**Social Studies – War of 1812**

*Essential Question: How does perspective impact history?*

*Guiding Question: How did the Battle between USS Constitution and HMS Guerriere forge American identity on the seas?*

**Standard(s):**

**Social Studies**

**Social Studies SLE(s):**

H. 6.5.18 Describe the causes of the War of 1812 and analyze the effects it had on the nation

**Common Core Standards**

**Reading:**

CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**Writing:**

CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- ✓ CCSS.ELA-Literacy.W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- ✓ CCSS.ELA-Literacy.W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- ✓ CCSS.ELA-Literacy.W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- ✓ CCSS.ELA-Literacy.W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- ✓ CCSS.ELA-Literacy.W.5.3e Provide a conclusion that follows from the narrated experiences or events.

**Materials:** [www.asailorslifeforme.org](http://www.asailorslifeforme.org), PowerPoint with images created by Steven Helmick, paper, pencil, copies of paintings (optional)

<u>Segments of the Workshop</u> <u>Model:</u>	<u>Explicit Implementation:</u>
<p><u>Opening- 5-10 Minutes</u>  <b>Vocabulary</b>  <u>Social Studies</u>            neutral            impressing            broadside            topsides            blockade</p>	<p><u>Social Studies</u></p> <ol style="list-style-type: none"> <li>1. TTW introduce the essential and guiding questions to the students.</li> <li>2. TLW discuss what they know about the War of 1812 and will share any thoughts or ideas about essential and guiding questions with their groups.</li> <li>3. TTW introduce new vocabulary terms.</li> </ol>
<p><u>Work Time-20-30 Minutes</u></p> <ul style="list-style-type: none"> <li>- Flexible Groups/ Guided Instr.</li> <li>- Conferences</li> <li>- Discussion groups</li> <li>- Author Studies</li> <li>- Ind. Reading / Partner Reading</li> </ul>	<p><u>Social Studies</u></p> <ol style="list-style-type: none"> <li>1. TTW have students split into groups to conduct "Constitution vs Guerriere: A Classroom Skit" from <a href="http://www.asailorslifeforme.org">www.asailorslifeforme.org</a></li> <li>2. TTW have students view PowerPoint with the four paintings on the battle between the USS Constitution and HMS Guerriere.</li> <li>3. During the PowerPoint, TLW take notes on art analysis sheet for each of the four paintings. (If desired, the teacher can model analysis for the first painting. (TEACHER CHOICE ON EITHER INDEPENDENT WORK, PARTNER WORK, OR COOPERATIVE GROUP WORK)</li> </ol>

<ul style="list-style-type: none"> <li>- Guided Silent Reading</li> <li>- Think, Pair, Share</li> <li>- Peer to Peer Activities</li> <li>- Revision Workshops</li> <li>- Writing Process</li> </ul> <p><i>(See Rituals and Routines Booklet for time-management)</i></p>	<ol style="list-style-type: none"> <li>4. After analysis is completed, student will take characters from classroom skit and choose one character to base their narrative on.</li> <li>5. Each student will be responsible for completing a narrative of their experience of the Battle between USS Constitution and HMS Guerriere. (Multiple perspectives can be taken.)</li> </ol> <p><i>To deepen comprehension of those on board, the teacher can have whole group or independent study on the crews that would be aboard these frigates by going to: <a href="http://www.asailorslifeforme.org/meet_crew.php">http://www.asailorslifeforme.org/meet_crew.php</a></i></p>
<p><b>Explicit Differentiation for ESL and /or Exceptional Learners-</b></p> <ul style="list-style-type: none"> <li>- ESL</li> <li>- GT</li> <li>- IEP</li> </ul>	<p>Groups will be set up to accommodate each explicit differentiation need.</p> <p><u>ESL</u> – Visual and audio is present through much of the lesson. Students will have opportunities to work in groups and depending on level they can create outline for paper with extended time to complete writing prompt.</p> <p><u>GT</u> – Students will be encouraged to create a PREZI presentation with images, primary sources, and their narrative in the presentation. <a href="http://www.prezi.com">www.prezi.com</a></p>
<p><b>Closing-10-20 Minutes</b> (Meeting, reflecting, clearing up misconceptions, clarifying, journaling, sharing)</p>	<p>To close the lesson, the teacher will have each group share one exciting discovery that they students made while studying the paintings and performing the skits.</p> <p><u>Exit Ticket</u> – Hand in paper that lists perspective/character that student will be writing narrative.</p>
<p><b>Assessment Strategies ( formal, informal )</b> – Teacher Observation, questioning, Anecdotal Notes , Exit Tickets</p> <ol style="list-style-type: none"> <li>1. Participation in skit on Battle between USS Constitution and HMS Guerriere</li> <li>2. Art Analysis Worksheets for all four paintings</li> <li>3. Narrative Writing Prompt on USS Constitution vs HMS Guerriere</li> </ol>	

**Key Words and Concepts** With student input, make a list on the board of the pluses and minuses of each option for responding to someone else's dispute. Now describe the position of the United States vis-à-vis England and France in the opening decade of the 19th century. **Napoleon's** army was marching across Europe, conquering everything in its path. England was the last holdout. Although Napoleon was clearly the **aggressor**, America felt a loyalty to France because of her support in our war of independence from England. Ask students to examine the neutral position. What happens when you try to remain friendly with two people who are fighting with each other? With trade **suspended** between the warring countries, neutral America had a **commercial** advantage: her merchants could supply both sides. By 1805, England and France were trying to **blockade** one another by **intercepting** American merchant ships bound for the enemy. Not only were the warring countries **diverting** cargo, they were **impressing**, or kidnapping, American sailors. French and English press gangs boarded American merchant ships and seized crew members to fill the shortage of seamen needed to fight their battles with each other. England pressed thousands of U.S. sailors into service until America reached the boiling point. Congress declared war on England June 18, 1812, in the name of free trade and sailors' rights.

The War of 1812 was not a popular war. Much of America was focused on the country's westward expansion. Besides, the British were far superior in naval power, and our crews lacked experience, especially when compared to the English seamen who had been fighting the French for 20 years. We had to suffer boasts like the following delivered to an American commodore at the outbreak of war: "Captain James Dacres, commander of His Britannic Majesty's frigate *Guerriere* ... will be very happy to meet ... any ... American frigate ... for the purpose of having a few minutes **tête-à-tête**."

Two months after war was declared, under this cloud of national division and a sense of inferiority, *Constitution* sailed into her most famous battle.

On August 19, 1812, in heavy seas 300 miles east of Halifax, Nova Scotia, *Constitution* had that "tête-à-tête" with Dacres and *Guerriere*, one of the most **reviled** ships of the Royal Navy for her seizure of so many American sailors and for her role in the blockade of New York. Commanded by Captain **Isaac Hull**, who had served under Commodore Preble in the Barbary Wars, *Constitution* approached *Guerriere*, holding her fire until she was along side. Then *Constitution's* crew let loose a furious **broadside**. At the height of battle, a sailor saw shot bounce off *Constitution's* **topsides** and cried, "Huzzah! Her sides are made of iron!" Thus her famous nickname was born. To give students a sense of the aftermath of the battle, read aloud the dramatic and poetic eyewitness account of the sinking of *Guerriere* on the activities pages. *Constitution* sailed home to riotous victory celebrations in her honor. Just before the war ended, *Constitution* slipped through the blockade off Boston and set out in pursuit of British warships in what turned out to be her last battle. On February 20, 1815, she found her British **quarry** off the island of Madeira. Under the command of Captain Charles Stewart, *Constitution* defeated the British warships *Cyane* (SY-AN) and *Levant* in a sunset battle by maneuvering them apart and defeating them individually. But like the more famous **Battle of New Orleans**, which had recently taken place, Stewart's victory was a bit of an historical accident. The **Treaty of Ghent**, which ended the War of 1812, was **ratified** by Congress three days before *Constitution's* stunning victory.

## Glossary

- **neutral**: not for or against
- **impressing**: forcing into service
- **broadside**: the whole discharge of all guns on one side of a ship
- **topsides**: the sides of a vessel above the waterline