

LONG MAY IT WAVE:



Fort MCHenry and the War of 1812

A National Curriculum for Grades 4 through 8



Developed by the Friends of Fort MCHenry in collaboration with Fort MCHenry National Monument & Historic Shrine and the Star-Spangled Banner National Historic Trail

Funding provided by the National Park Service, Chesapeake Bay Gateways and Watertrails Network

LESSON TITLE: Political Cartoons from the War of 1812

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DATE: May 22, 2011

COURSE/GRADE: Social Studies, Grade 8

TIME NEEDED: One 45-minute class period

LESSON OVERVIEW:

Students will work as a class and in small groups to analyze political cartoons from the War of 1812 to learn some of the war's consequences and its impact on Americans' national identity.

OUTCOMES: At the end of this lesson, students will be able to:

- analyze political cartoons
- articulate one of the causes of the War of 1812
- articulate one way in which the War of 1812 promoted a national identity

OBJECTIVES:

Focus Question for the Lesson: How did political cartoons during the War of 1812 help Americans forge a national identity?

Historical Thinking Skill Targeted:

Historical Analysis and Interpretation:

Identify the author or source of this historical document or narrative.

Historical Research Capabilities:

Interrogate historical data

Maryland State Curriculum Content Objectives:

5.C.2.: Analyze the emerging foreign policy of the United States

Maryland State Curriculum Skills and Processes Objectives:

6.D.1.c: Locate and gather data and information from appropriate non-print sources, such as music, artifacts, charts, maps, graphs, photographs, video clips, illustrations, paintings, political cartoons, multimedia, interviews, and oral histories

Common Core Standards for Literacy in History/Social Studies (Grades 6-8):

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions

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MATERIALS:

- overhead/smart board and projector
- copies of Motivation (one for board if not handing out)
- copies of primary sources
- copies of note taking worksheet for presentation to class
- copies of exit ticket

PRIMARY SOURCES:

Charles, William. "Columbia teaching John Bull his new lesson [1813]." Print. Online posting. Library of Congress, Prints and Photographs Division. Accessed June 18, 2011. <<http://hdl.loc.gov/loc.pnp/ppmsca.10756>>

Charles, William. "A scene on the frontiers as practiced by the "humane" British and their "worthy" allies [1812]." Print. Online posting. Library of Congress, Prints and Photographs Division. Accessed June 18, 2011. <<http://hdl.loc.gov/loc.pnp/ppmsca.31111>>

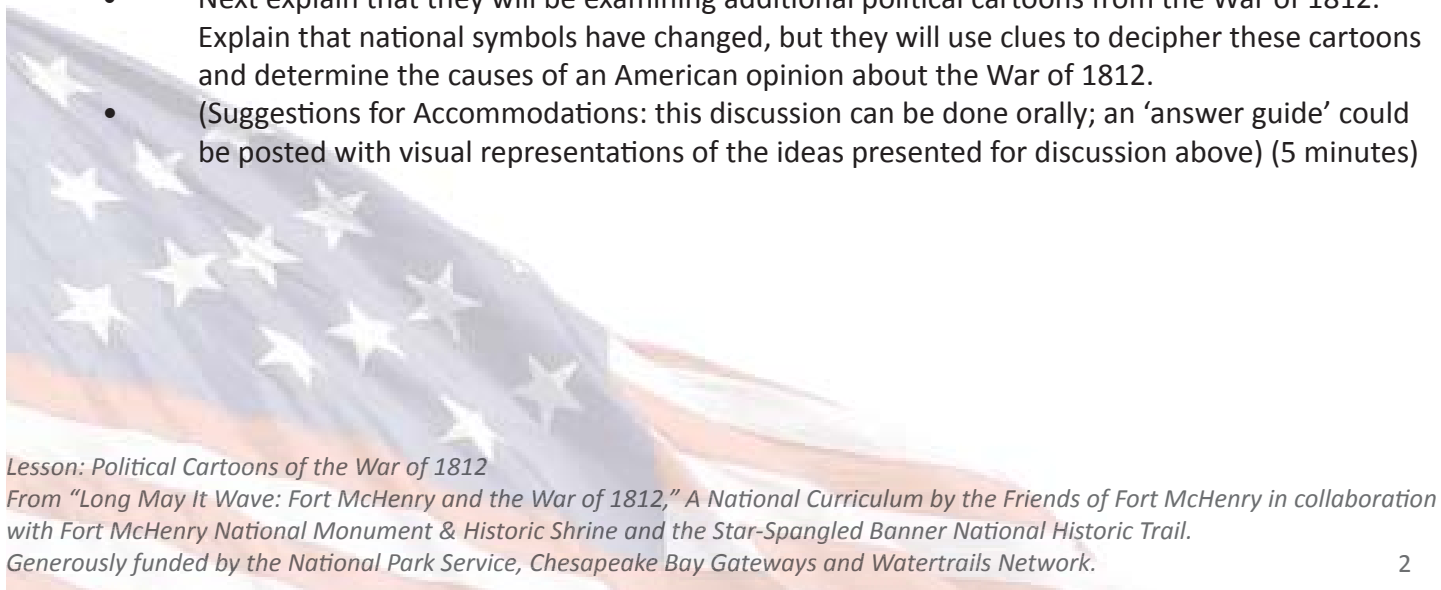
"Peace of Ghent 1814 and Triumph of America [1820]." Print. Online posting. Library of Congress, Prints and Photographs Division. Accessed June 18, 2011. <<http://www.loc.gov/pictures/item/2003670665/>>

Charles, William. "A boxing match, or another bloody nose for John Bull [1813]." Print. Online posting. Library of Congress, Prints and Photographs Division. Accessed June 18, 2011. <<http://hdl.loc.gov/loc.pnp/ppmsca.10754>>

Teacher Preparation: Students should be familiar with the basic history of the War of 1812. Students should also be familiar with analyzing primary sources such as political cartoons.

1) Motivation:

- Either start the class with a recent cartoon involving Uncle Sam, or have them discuss the variety of symbols for the United States, including Uncle Sam.
- Ask: What purposes do national symbols serve? (Emphasize that they provide a sense of national identity. They help unite people and instill a sense of patriotism.)
- Then ask students to consider how other countries are represented in political cartoons. This cartoon or this cover from The Economist cartoonist Kevin Kallagher are helpful examples; www.cagle.com is also a useful resource.
- Next explain that they will be examining additional political cartoons from the War of 1812. Explain that national symbols have changed, but they will use clues to decipher these cartoons and determine the causes of an American opinion about the War of 1812.
- (Suggestions for Accommodations: this discussion can be done orally; an 'answer guide' could be posted with visual representations of the ideas presented for discussion above) (5 minutes)



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2) Guided Practice

- Explain to students that the primary sources they will be working with today are political cartoons and that you will analyze one together to practice.
- Hand out copies of “Columbia teaching John Bull his new lesson” and the graphic organizer.
- Read and analyze the source as a class, demonstrating how to take notes on the graphic organizer and allowing time for students to ask questions. Be sure to review Columbia and John Bull as symbols of the United States and Great Britain and the essential issues in the cartoon (trade and seaman’s rights).

3) Independent Practice

- Divide students into four groups, and hand out a cartoon to each group and release students to begin work.
- Students will work to read and analyze the cartoon they have been given using the focus question and the note taking graphic organizer.
- (Suggestions for Accommodations: students can work singly, in pairs, or in other groups as needed; students can be given simplified, redacted or other primary sources; the entire activity can be done as a whole class to support struggling readers)

4) Assessment

- Each group will briefly present what they have learned from their particular political cartoon. (This can be done orally as well)

5) Closure

- Discuss very briefly with students both the causes of the war and the consequences of the war for the formation of an American national identity.
- Discuss with students the writing of the Star-Spangled Banner as another example of the war’s role in promoting national pride and a national identity.
- Have students answer the exit ticket and collect it.
- Refer back to the focus questions as well as the objective.

SUGGESTIONS FOR ACCOMMODATIONS:

For students with IEPs and 504s

- Students can work singly, in pairs or in groups as best suits the needs of the class. Simplified or redacted primary sources could be used.
- The entire lesson could be done as a whole group activity.
- The lesson could be changed to a stations activity in which the teacher pre-records excerpts from speeches and makes prints of political cartoons and woodcuts from the era and sets up stations around the room for students to visit in small groups or with a partner allowing them to explore in a more multi-sensory manner.

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LESSON EXTENSIONS:

- Have students complete the Collecting Stars activity on the National Museum of American History's interactive Star-Spangled Banner.
- Ask students to write a short essay, no more than one page, evaluating which cause of the War of 1812 they find the most important and why.
- Contact the Maryland Historical Society for a New Nation in-class field trip to further explore the development of a national identity in the early republic



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War of 1812: Political Cartoons

Name:

Focus Questions: How did political cartoons during the War of 1812 help Americans forge a national identity?

Directions: Analyze the political cartoons using the 5Ws and the H.

Cartoon Title	Who: are the characters in this cartoon?	What: does this cartoon depict?	When: is this cartoon set?	Where: is it describing/set in a specific place/event?	Why: was this cartoon created or what opinion is it expressing?	How: did this cartoon promote a national identity for Americans?
COLUMBIA TEACHING JOHN BULL HIS NEW LESSON						

**Political Cartoons War of 1812
Exit Ticket**

Name:

Answer either of the following:

What was one cause of the War of 1812?

What was one way that the War of 1812 promoted national pride and a national identity?

Political Cartoons: War of 1812 Rubric

5: The response on the exit ticket and in the analysis of the primary sources shows extensive thought and development. Classroom participation in discussion was extensive.

4: The response on the exit ticket and analysis of primary sources shows some thought and development of ideas. Classroom participation in the discussion was limited.

3: The exit ticket and primary source analysis are poorly answered, showing little effort and using no examples *or* there is little to no participation in the class discussions. Information used may be wrong or have nothing to do with the questions asked.

2: The exit ticket and primary source analysis are poorly answered, showing little effort and using no examples *and* there is little to no participation in the class discussions. Information used may be wrong or have nothing to do with the questions asked.

1: Work was not finished and shows little effort. No participation in class discussion.

0: Work was not completed/not turned in.



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