



## America's Duel - The War of 1812

### Thematic Unit

#### **Introduction**

To a man of the 19<sup>th</sup> century like Andrew Jackson, a duel was more than a fight to the death. It was a means of retribution. It was a means of defending honor. Some view the War of 1812 as a duel with the British and the 2<sup>nd</sup> war of American independence, while others see it as completely unnecessary. Join The Hermitage, Home of President Andrew Jackson as we examine the War of 1812 through the eyes of men like Andrew Jackson, Francis Scott Key, and President James Madison. Students will learn about the War and why it was such a pivotal moment in American history.

#### **Objectives**

1. Examine historical information from a variety of sources, including museum and library collections, letters, maps, government documents, oral histories, firsthand accounts, and websites.
2. Analyze documentation to uncover the events surrounding the War of 1812.
3. Understand, through dialogue and discussion, the reasons the War of 1812 started, how the war progressed, and how victory affected international perceptions of America

#### **Background**

Following the end of the Revolutionary War, the British never really showed America any respect for their victory. So, when the British went to war with Napoleon and found themselves short of sailors in 1805, they turned to impressment. Their main target was sailors naturalized into U.S. citizenship, which they did not recognize. But, this policy made it hard to identify who was and who wasn't a true American, so the British took whoever they wanted. This, along with trade restrictions introduced in 1807, put America on defensive, pushing them toward a war that would define America as a true nation and military force.

#### **Presentation Outline**

(Note to classroom instructor: this information will be covered within the educational program.)

##### *Introduction –*

1. War of 1812, useless or second War of Independence

##### *Beginnings –*

1. British were sore losers after the American Revolution
2. Roots of conflict in Napoleonic Wars
3. Royal Navy uses impressment by stealing American sailors
4. USS Chesapeake attacked by the HMS Leopard

5. 1807 trade restrictions

#### *The Challenge*

1. War Hawks in congress – Henry Clay and John C. Calhoun
2. Southerners want Florida, Northerners want Canada
3. June 1812 – Declaration of War

#### *Fighting Begins –*

1. Poor preparation on both sides
2. Problems with militias
3. Gen. William Hull fails to take Canada
4. Tecumseh unites the Native American tribes against the US
5. New Madrid Earthquake
6. 1813 - Creeks raid Fort Mims, Jackson retaliates with Horseshoe Bend
7. Sept. 1813 – British bombard Fort McHenry (Francis Scott Key and the Star Spangled Banner)
8. 1814 – Chesapeake campaign, British burn Washington D. C. and the White House

#### *Attention Turns to New Orleans –*

1. Jackson sets up headquarters
2. Major Villere sees British on his plantation, moving toward the city
3. British have too much confidence, not enough supplies
4. 8,000 British against 3,000 Americans
5. Jackson's surprise attack
6. Jan. 8, 1815 – Pakenham's main assault
7. Results of the battle

#### *Treaty of Ghent –*

1. Significance of the Battle of New Orleans

#### **Web Links and Resources**

1. Lithograph of Battle of New Orleans - <http://www.loc.gov/pictures/item/96513344/>
2. Library of Congress guide to War of 1812 (including many primary sources and an online exhibit) - <http://www.loc.gov/rr/program/bib/1812/>

#### **Bibliography and Further Reading**

Borneman, Walter. "1812: The War that Forged a Nation." Harper Collins Publishers, 2004.

Edmunds, David. "Tecumseh and the Quest for Indian Leadership." Pearson, 2006.

Hickey, Donald. "The War of 1812: A Forgotten Conflict." University of Illinois Press, 2012.

## Common Core States Standards for Pre/Post Visit Activities

#### **Somewhere in Time –**

- CCSS.ELA-Literacy.RST.6-8.7 - Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

**Through their Eyes –**

- CCSS.ELA-Literacy.W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-Literacy.SL.4.4 - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- CCSS.ELA-Literacy.W.4.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- CCSS.ELA-Literacy.W.4.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- CCSS.ELA-Literacy.W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

**What's Wrong With this Picture –**

- CCSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

**Poetry in Motion –**

- CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- CCSS.ELA-Literacy.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- CCSS.ELA-Literacy.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- CCSS.ELA-Literacy.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS.ELA-Literacy.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
- CCSS.ELA-Literacy.L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

**Hermitage Dodge**

- CCSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

**Vocabulary Handouts**

- CCSS.ELA-Literacy.L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

**Tennessee State Curriculum Standards for Pre/Post Visit Activities****Somewhere in Time -***Social Studies*

- **4.3.01** Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.
- **4.3.02** Recognize the interaction between human and physical systems around the world.
- **4.5.11** Recognize the significance of the War of 1812
- **4.5.12** Identify the accomplishments of notable Tennessee individuals such as Sam Houston, Andrew Jackson and James Polk.

**Through their Eyes –***English Language Arts -*

- GLE 0401.2.1 Continue to develop oral language skills necessary for communication.
- GLE 0401.2.2 Continue to develop listening skills necessary for communication.
- SPI 0401.2.2 Given a list of interactive behaviors (i.e., taking turns, behaving courteously, not interrupting, listening, remaining on task), identify those that are appropriate (or inappropriate) for group activities.
- GLE 0401.4.1 Conduct research to access and present information.
- GLE 0401.4.2 Collect, organize, and determine the reliability of researched information

*Social Studies -*

- **4.5.11** Recognize the significance of the War of 1812
- **4.5.12** Identify the accomplishments of notable Tennessee individuals such as Sam Houston, Andrew Jackson and James Polk.

**What's Wrong With this Picture –***English Language Arts*

- GLE 0401.2.1 Continue to develop oral language skills necessary for communication.
- GLE 0401.2.2 Continue to develop listening skills necessary for communication.
- SPI 0401.2.2 Given a list of interactive behaviors (i.e., taking turns, behaving courteously, not interrupting, listening, remaining on task), identify those that are appropriate (or inappropriate) for group activities.
- GLE 0401.7.1 Recognize that media can be a source of information and entertainment.

*Social Studies -*

- **4.5.11** Recognize the significance of the War of 1812
- **4.5.12** Identify the accomplishments of notable Tennessee individuals such as Sam Houston, Andrew Jackson and James Polk.

**Poetry in Motion –***Reading –*

- 4.1.01 Continue to develop oral language and listening skills.
- 4.1.02 Demonstrate knowledge of concepts of print.
- 4.1.03 Expand reading skills through phonemic awareness.
- 4.1.04 Use decoding strategies to read unfamiliar words.
- 4.1.05 Read to develop fluency, expression, accuracy, and confidence.
- 4.1.06 Expand reading vocabulary.

#### *Literature -*

- **GLE 0401.1.1** Demonstrate knowledge of Standard English usage, mechanics, and spelling.
- **GLE 0401.3.1** Write for a variety of purposes and to a variety of audiences.
- **GLE 0401.3.2** Write in a variety of modes and genres (e.g., narration, description, personal expression, imaginative writing, response to literature, response to subject matter content).
- **GLE 0401.5.3** Apply logic skills to classroom situations and to selections read.
- **GLE 0401.6.1** Apply skills and strategies to comprehend informational texts.
- **GLE 0401.8.1** Use active comprehension strategies to derive meaning while reading and check for understanding after reading.
- **GLE 0401.8.2** Experience various literary genres, including fiction/nonfiction, poetry, drama, short stories, folk tales, and myths.

#### *Social Studies -*

- **4.5.11** Recognize the significance of the War of 1812
- **4.5.12** Identify the accomplishments of notable Tennessee individuals such as Sam Houston, Andrew Jackson and James Polk.

#### **Hermitage Dodge -**

##### *Physical Education - Movement Concepts and Principles -*

- 2.1.1 use knowledge of movement concepts and principles to provide feedback to others
- 2.1.2 identify concepts of offensive and defensive strategies in a game-like environment
- 2.1.3 perform a simple movement pattern using skills and concepts in rhythmic activities
- 2.1.4 perform a simple educational gymnastics sequence using skills and concepts

##### *English Language Arts -*

- GLE 0401.2.1 Continue to develop oral language skills necessary for communication.
- GLE 0401.2.2 Continue to develop listening skills necessary for communication.
- SPI 0401.2.2 Given a list of interactive behaviors (i.e., taking turns, behaving courteously, not interrupting, listening, remaining on task), identify those that are appropriate (or inappropriate) for group activities.

##### *Social Studies -*

- **4.5.11** Recognize the significance of the War of 1812
- **4.5.12** Identify the accomplishments of notable Tennessee individuals such as Sam Houston, Andrew Jackson and James Polk.

#### **Vocabulary Handouts**

##### *Reading –*

- 4.1.06 Expand reading vocabulary.

*Social Studies -*

- **4.5.11** Recognize the significance of the War of 1812
- **4.5.12** Identify the accomplishments of notable Tennessee individuals such as Sam Houston, Andrew Jackson and James Polk.

## Pre-Program Activity “Somewhere in Time”

### **Objective**

Students will compare a flag from the war of 1812 with our current flag to figure out the differences and how many states were in the Union during the war. Then, using a map, students will locate places where important events for the war happened, especially by using latitude and longitude coordinates.

### **Materials**

- Copies of 1812 flag
- Copies of blank map handout
- Current American Flag

### **Prep Time**

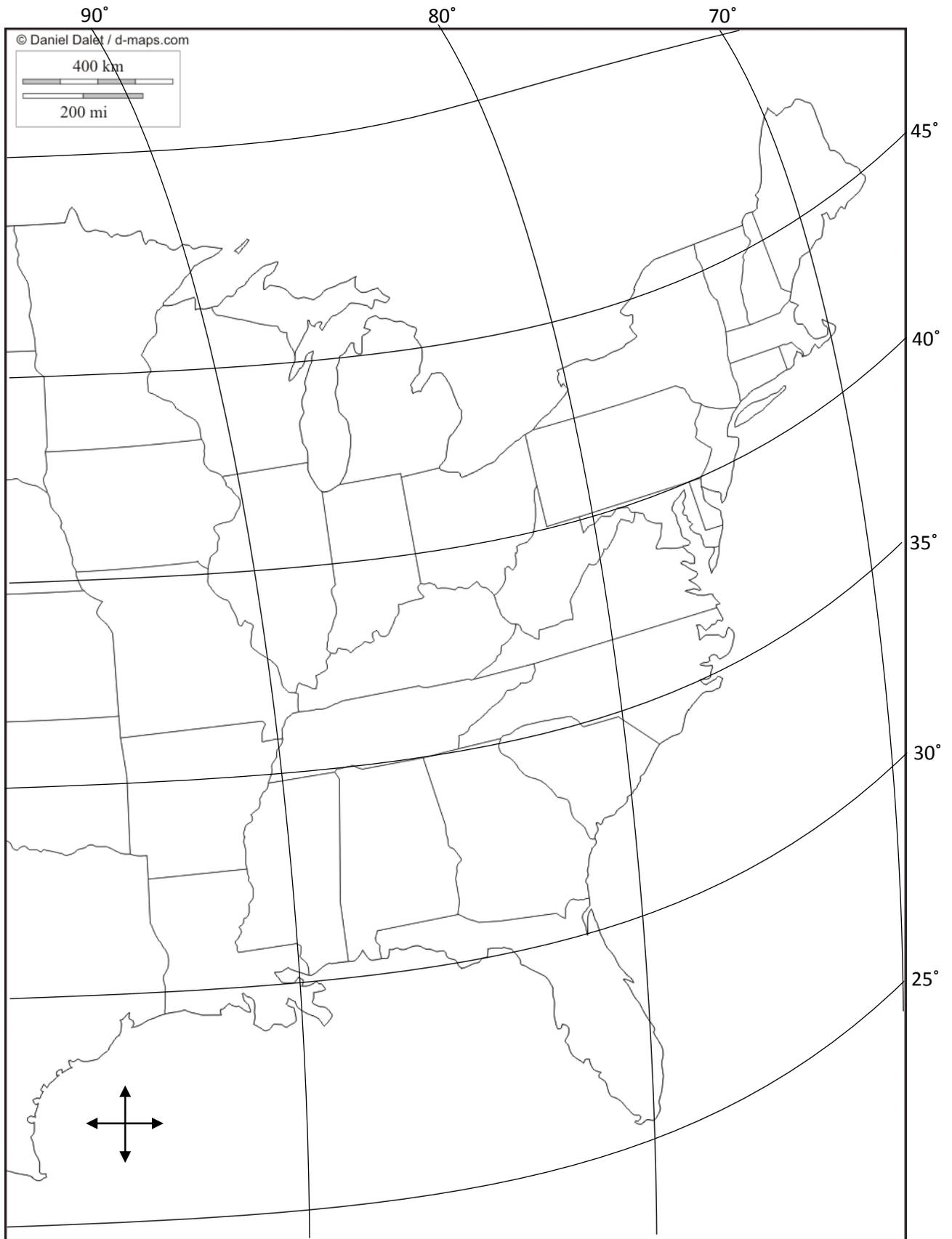
15 minutes to make copies of handouts

### **Instructions**

1. Pass out handouts of the 1812 flag. Ask students to figure out how many states were in the Union. (This is a trick question because there are 15 stars from the flag’s last design change. In total there were actually 18 states, but Congress did not make the number of stars the same as the states until 1818.)
2. Ask them identify anything else different about the flag besides the number of stars. (There are fifteen stripes, one for each state. Of course, they couldn’t keep adding stripes so they settled on thirteen stripes to represent the thirteen colonies, another change made in 1818).
3. Pass out the map handout and ask them to identify any or all of the following:
  - a. States that were in the union at the time of the war: Delaware, Pennsylvania, New Jersey, Georgia, Connecticut, Massachusetts, Maryland, South Carolina, New Hampshire, Virginia, New York, North Carolina, Rhode Island, Vermont, Kentucky, Tennessee, Ohio, and Louisiana.
  - b. Compass points: North, South, East, and West.
  - c. Latitude and Longitude lines
  - d. Find the following places important to the war based on latitude and longitude directions: (Note, some of these numbers are rounded to get the correct map location)
    - i. Detroit, MI – 42° N, 84° W (Gen. Hull failed attempt to take Canada from here)
    - ii. New Orleans, LA – 30° N, 90° W (Battle where Gen. Jackson was victorious)
    - iii. Washington D. C - 38° N, 77° W (Burned by the British)
    - iv. Norfolk, VA – 36.5° N, 76° W (Site of naval battle)
    - v. New Madrid, MO - 36° N, 89° W (epicenter of New Madrid earthquake)
    - vi. Fort McHenry, Baltimore, MD - 39° N, 77° W (Francis Scott Key wrote the Star Spangled Banner, which was about the 15 star flag, here)

### **Assessment**

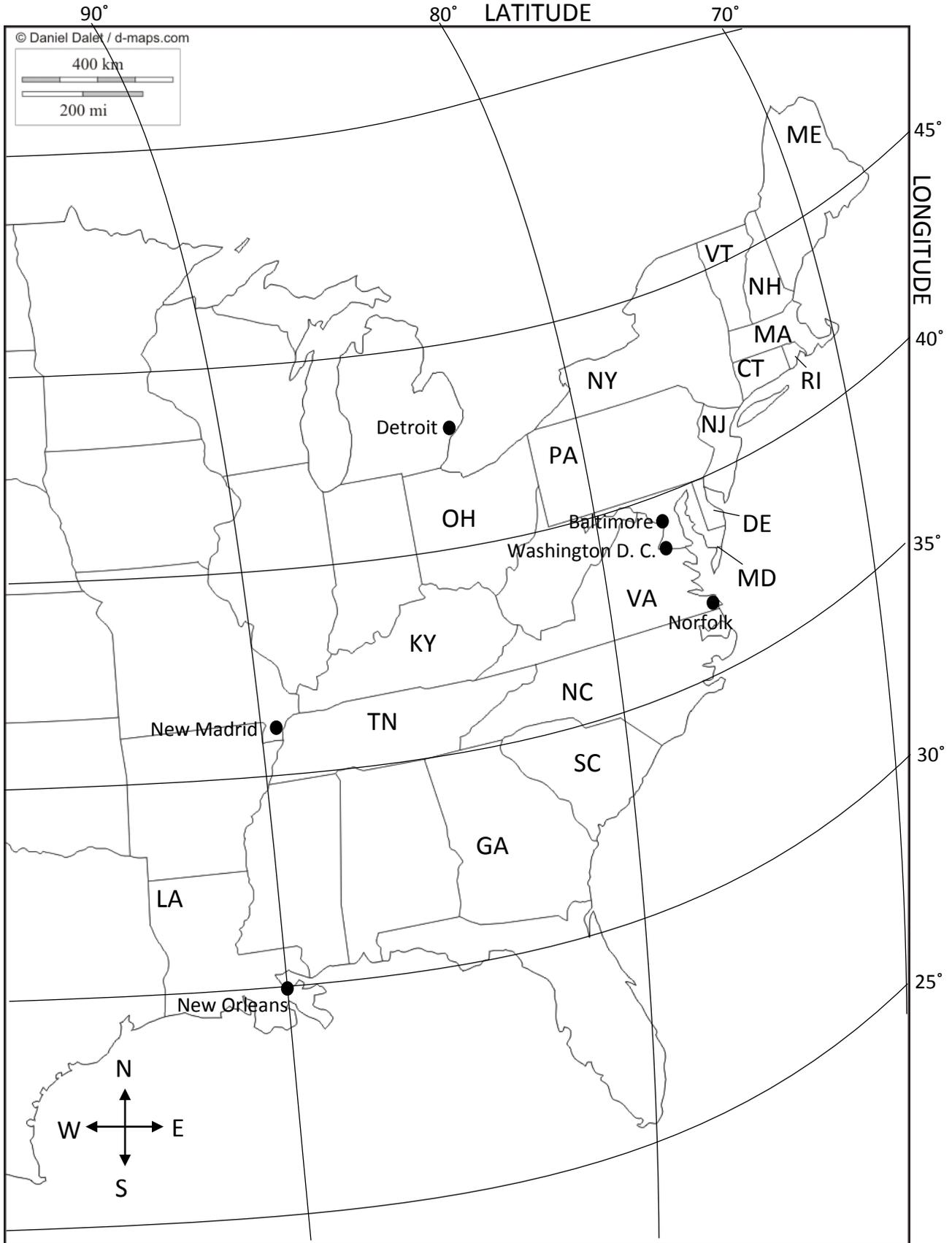
Grade handouts based on student’s accuracy.

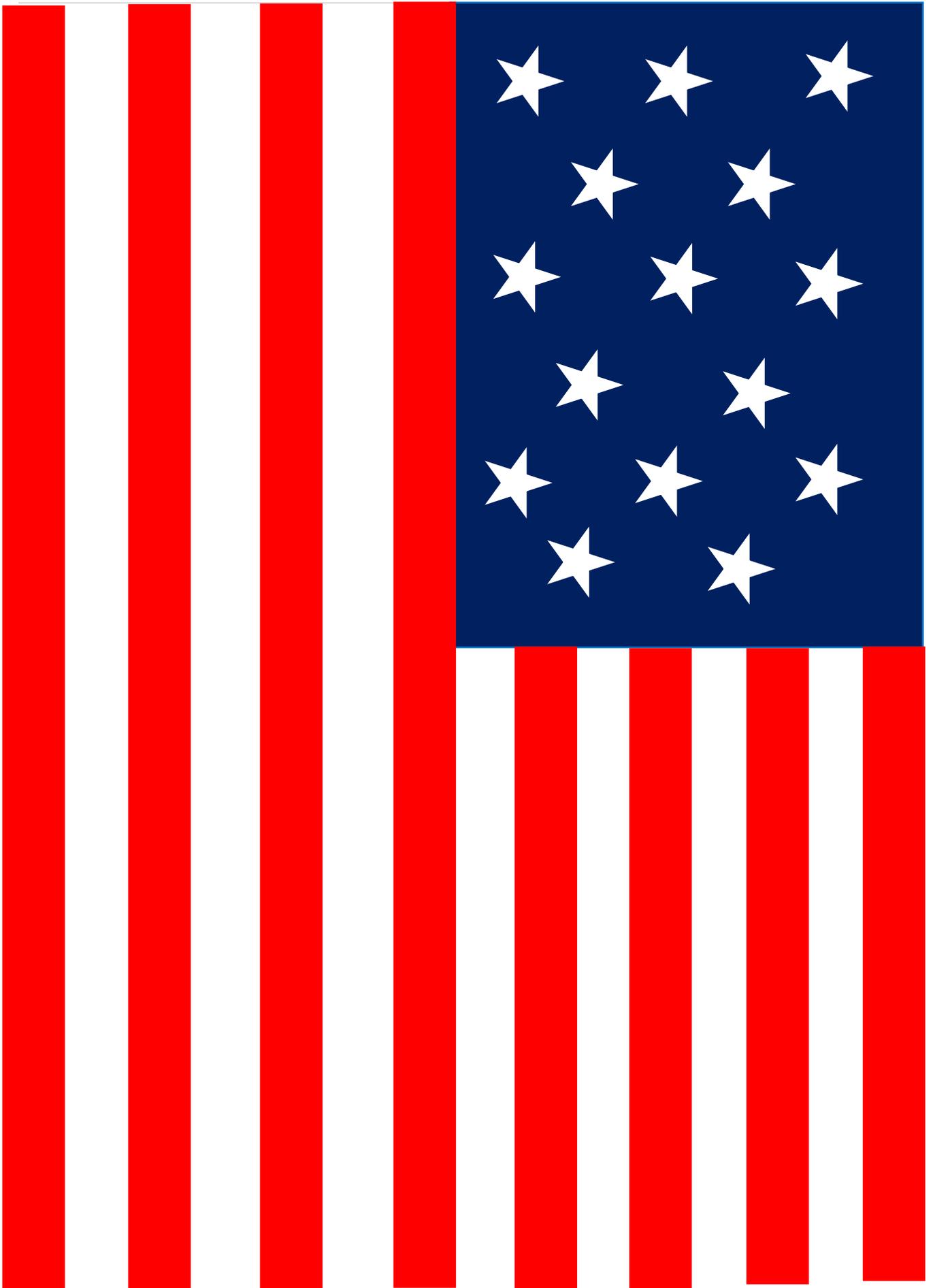


Name:



ANSWER KEY





## Pre-Program Activity “Through Their Eyes”

### Objective

Students will research an important person from the War of 1812 and give a simple report to their classmates to help them understand the person.

### Materials

- Computers
- Handout

### Prep Time

15 minutes to make copies of handouts

### Instructions

1. Assign individual students (or groups) a historical person to research. (To make things interesting, cut the names out of the bottom of this sheet and have students draw a name from a bowl or hat).
2. Give them each a handout of questions to answer. (Hint: If students are having a hard time finding information, have them search for \_\_\_\_ and the war of 1812, particularly if they have Napoleon, the Rev., and Lafitte.)
3. Once they have completed their research and answered the questions, have each student or group present their findings to their classmates (if there are no groups, have each student could pretend they are the person they researched).

### Assessment

Grade the answers they provide on the handout and their presentations.

**General Andrew Jackson**

**Major Gabriel Villere**

**Reverend William Dubourg**

**President James Madison**

**Jean Lafitte**

**Henry Clay**

**Napoleon Bonaparte**

**John C. Calhoun**

**General William Hull**

**Dolly Madison**

**General Pakenham**

**Tecumseh**

**Francis Scott Key**

Name(s): \_\_\_\_\_

Who are you researching? \_\_\_\_\_

What was his/her occupation? \_\_\_\_\_

Which side of the war were they on? \_\_\_\_\_

What did they do during the War of 1812 that was important?

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Name(s): \_\_\_\_\_

Who are you researching? \_\_\_\_\_

What was his/her occupation? \_\_\_\_\_

Which side of the war were they on? \_\_\_\_\_

What did they do during the War of 1812 that was important?

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## Pre-Program Activity “What’s Wrong with this Picture?”

### **Objective**

Students will examine a couple paintings made following the battle of New Orleans for inaccuracies added by artistic license.

### **Materials**

- Projector or Copies of lithograph (see web links and resources).

### **Prep Time**

20 minutes to make copies of picture or set up projector with image for class to see

### **Instructions**

1. Give students background of the picture.
  - a. This is a lithograph made to show what happened during the battle of New Orleans. It was made around 1890 by the Kurz & Allison company
2. Open up a discussion of the lithograph, what the students think is happening in it, and what might be incorrect (since the creators were obviously not at the battle). See the list below:
  - a. Things to point out – cotton bale on bottom left (they were used to help stabilize cannons on the muddy battlefield); the British are marching in units as they attack, a common battle strategy at the time; General Jackson on his white horse (Sam Patch) pointing his sword toward the British; General Pakenham falling from his horse near the center of the lithograph
  - b. Ladders, what ladders? – A regiment of Irish soldiers was supposed bring ladders to the front, but Gen. Pakenham did not check to make sure they were in front (the ladders never made it up to the front to help the troops).
  - c. Ships, what ships? – while the British did use some boats to ferry across the river, none of the large ships in the picture could have made it through the mouth of the Mississippi river, since it was just 14 feet deep.
  - d. Missing soldiers – Jackson’s army included free blacks, slaves, Frenchmen, Choctaw Indians, and pirates. All that is depicted in the lithograph are Tennessee and Kentucky volunteers (frontiersmen in hunting uniforms) who were skilled long riflemen. There is also a missing British regiment of Highlanders (they would have worn different uniforms than British regulars, but this regiment was not discussed during the trip).
3. Conclude the discussion with the reasons students think these omissions occurred

### **Assessment**

Participation in discussion.

## Post Program Activity “Poetry in Motion”

### **Objective**

Students will work together individually or in small groups to examine how music can be used to tell a story dramatically. Students will be asked to produce their own poem based on what they have learned about the War of 1812

### **Materials**

- Copies of The Star Spangled Banner
- Copies of The Battle of New Orleans
- Dictionary (enough for students to share if necessary)
- If desired find copies of both songs students can listen to

### **Prep Time**

15 min. to make all copies needed for class

### **Instructions**

1. Break students up into small groups of two or three. Give half the groups copies of one song, the other half copies of the other song. (If time is short, use one song).
2. Ask the students to read the songs together in their groups and write down answers to the questions on the handouts.
3. Once the groups have answered their questions, have the entire class discuss both songs (with those who studied one or the other leading discussion for the song).

### **Assessment**

Students will write a poem just like Francis Scott Key or Jimmy Driftwood about the battle of New Orleans or the War of 1812.

What is in the poem that you think really happened?

What is in the poem that you think might be an exaggeration?

What emotions does the poem make you feel?

### **Star Spangled Banner – Francis Scott Key**

Oh, say, can you see, by the dawn's early light,  
What so proudly we hail'd at the twilight's last gleaming?  
Whose broad stripes and bright stars, thro' the perilous fight,  
O'er the ramparts we watch'd, were so gallantly streaming?  
And the rockets' red glare, the bombs bursting in air,  
Gave proof thro' the night that our flag was still there.  
O say, does that star-spangled banner yet wave  
O'er the land of the free and the home of the brave?

On the shore dimly seen thro' the mists of the deep,  
Where the foe's haughty host in dread silence reposes,  
What is that which the breeze, o'er the towering steep,  
As it fitfully blows, half conceals, half discloses?  
Now it catches the gleam of the morning's first beam,  
In full glory reflected, now shines on the stream:

'Tis the star-spangled banner: O, long may it wave  
O'er the land of the free and the home of the brave!

And where is that band who so vauntingly swore  
That the havoc of war and the battle's confusion  
A home and a country should leave us no more?  
Their blood has wash'd out their foul footsteps' pollution.  
No refuge could save the hireling and slave  
From the terror of flight or the gloom of the grave:  
And the star-spangled banner in triumph doth wave  
O'er the land of the free and the home of the brave.

O, thus be it ever when freemen shall stand,  
Between their lov'd homes and the war's desolation;  
Blest with vict'ry and peace, may the heav'n-rescued land  
Praise the Pow'r that hath made and preserv'd us a nation!  
Then conquer we must, when our cause is just,  
And this be our motto: "In God is our trust"  
And the star-spangled banner in triumph shall wave  
O'er the land of the free and the home of the brave!

What is in the poem that you think really happened?

What is in the poem that you think might be an exaggeration?

What emotions does the poem make you feel?

### **Battle of New Orleans – written by Jimmy Driftwood, sung by Johnny Horton**

In 1814 we took a little trip  
Along with Colonel Jackson down the mighty Mississip.  
We took a little bacon and we took a little beans  
And we caught the bloody British in the town of New Orleans.

[Refrain:]

We fired our guns and the British kept a'comin.  
There wasn't nigh as many as there was a while ago.

We fired once more and they began to runnin' on  
Down the Mississippi to the Gulf of Mexico.

We looked down the river and we see'd the British come.  
And there must have been a hundred of'em beatin' on the drum.  
They stepped so high and they made the bugles ring.

We stood by our cotton bales and didn't say a thing.

[Refrain]

Old Hickory said we could take 'em by surprise  
If we didn't fire our muskets 'til we looked 'em in the eye  
We held our fire 'til we see'd their faces well.  
Then we opened up with squirrel guns and really gave 'em ... well

[Refrain]

Yeah, they ran through the briars and they ran through the brambles  
And they ran through the bushes where a rabbit couldn't go.  
They ran so fast that the hounds couldn't catch 'em  
Down the Mississippi to the Gulf of Mexico.

We fired our cannon 'til the barrel melted down.  
So we grabbed an alligator and we fought another round.  
We filled his head with cannon balls, and powdered his behind  
And when we touched the powder off, the gator lost his mind.

[Refrain]

Yeah, they ran through the briars and they ran through the brambles  
And they ran through the bushes where a rabbit couldn't go.  
They ran so fast that the hounds couldn't catch 'em  
Down the Mississippi to the Gulf of Mexico.

## Post Program Activity “Hermitage Dodge”

### **Objective**

Students will participate in this common game with a twist, to gain a better understanding, through experience, of common battle tactics of the time

### **Materials**

- Dodge balls
- 3 of any of the following - Tables (flipped on their side), display boards, or other material to use as entrenchments to shield ‘Americans’

### **Prep Time**

20 min. to gather supplies and set up gym or field

### **Instructions**

1. Half the court or field should be free of obstructions, the other half should have a line of entrenchments, which students can hide behind.

2. Divide students into four groups. Three groups should be 'British,' the fourth will be 'American.' (The real battle of New Orleans had 8,000 British against 3,000 Americans).
  - a. Of the British troops, select one student to be Gen. Pakenham, and two to be 'messengers.'
  - b. Of the American troops, select two students per entrenchment, who will stay behind them and act as Tennessee long riflemen, throwing balls from the safety of the entrenchment (this is particularly important if you are using tables flipped on their sides, to ensure students do not run into the table legs).
3. Arm each side with an even amount of balls.
4. British will go to the edge of the empty side of the court and will arrange themselves in two or three rows with Gen. Pakenham several feet in front of the others all by himself (messengers are the only ones allowed to roam the battlefield to collect ammunition for their comrades). They will march toward the American position in this formation.
5. Tennessee riflemen should be positioned behind respective entrenchments, while the rest of their troops are allowed to roam behind the entrenchments, ducking for cover if need be. (This is important if using tables on their sides, to ensure students don't run into/trip over table legs).
6. If students get hit, they must leave the court. If they are British, the ranks should then fill the hole of their missing comrade and keep marching forward.
7. Allow the class to play two or three rounds. Each round, have groups rotate to a different side/position so they all get to experience both sides of the field .
8. Take students back to the classroom for a brief discussion of the game. Have them write a short essay on which side they think had a better battle plan, and why.

### **Assessment**

Essay

## Post Program Activity, "Vocabulary Handouts"

### **Objective**

Students will work complete one of the following vocabulary handouts to assess how well they remember the material

### **Materials**

- Copies of handout(s)

### **Prep Time**

15 min. to make all copies needed for class

### **Instructions**

Give students one of the handouts below and have them complete it.

### **Assessment**

See how many of the vocabulary words they can place/match/find correctly.

Ally – Someone on your side

Amiens – Treaty British signed with Napoleon Bonaparte

Blockade – Military tactic to keep enemy from getting supplies

Bombard – To attack hard (especially with firepower)

Desertion – Leaving the army without permission

Duel – To challenge someone/demand retribution for a wrong

Ghent – Treaty that ended the War of 1812

Impressment - British did this to American sailors to get more fighters

Loyalist- Person who obeyed the British during the American Revolution

Naturalize - To make a citizen

Rampart - Elevated wall built to defend a fort

War Hawks - Political supporters of war in 1812

Andrew Jackson – Hero of Battle of New Orleans

Canada – British owned territory in North America at the time

Dolly Madison – Saved portrait of George Washington from burning White House

Fort McHenry – Where the Star Spangled Banner was written

Francis Scott Key – Writer of the Star Spangled Banner

James Madison – President at the time

Jean Lafitte – Pirate who helped Andrew Jackson

New Madrid – Earthquake

New Orleans – Last battle of war took place here

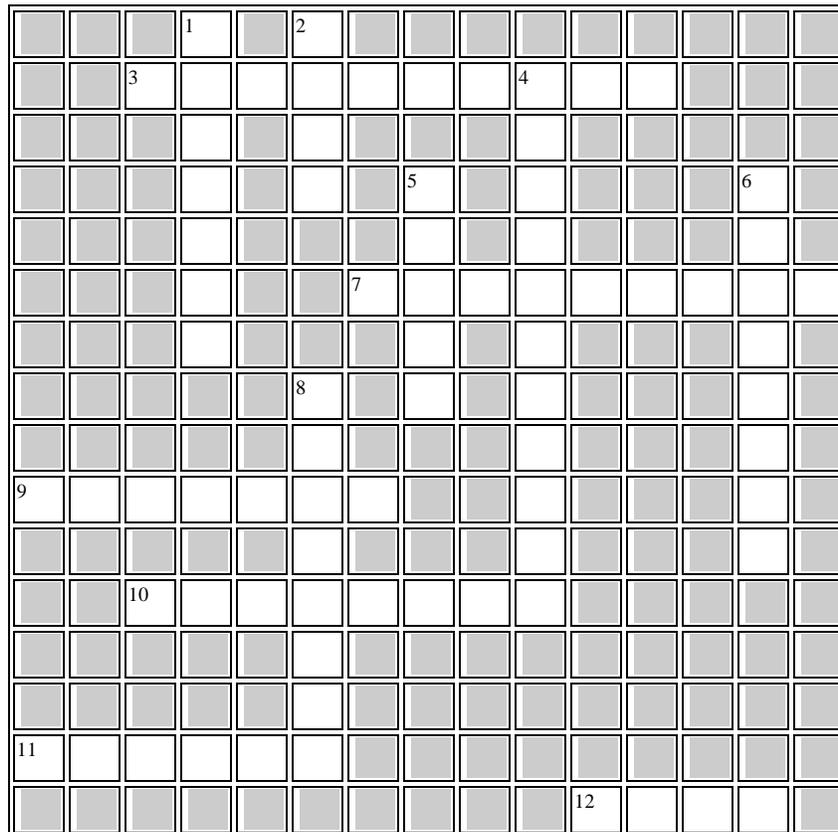
Tecumseh – Native American prophet

Washington D. C. – City burned to the ground by the British

## The War of 1812 Vocabulary

Use the words in the word bank to solve the puzzle.

Word Bank: Ally, Amiens, Blockade, Bombard, Desertion, Duel, Ghent, Impressment, Loyalist, Naturalize, Rampart, and War Hawks



### Across

3. To make a citizen
7. Leaving the army without permission
9. To attack hard (especially with firepower)
10. Person who obeyed the British during the American Revolution
11. Treaty British signed with Napoleon Bonaparte
12. Someone on your side

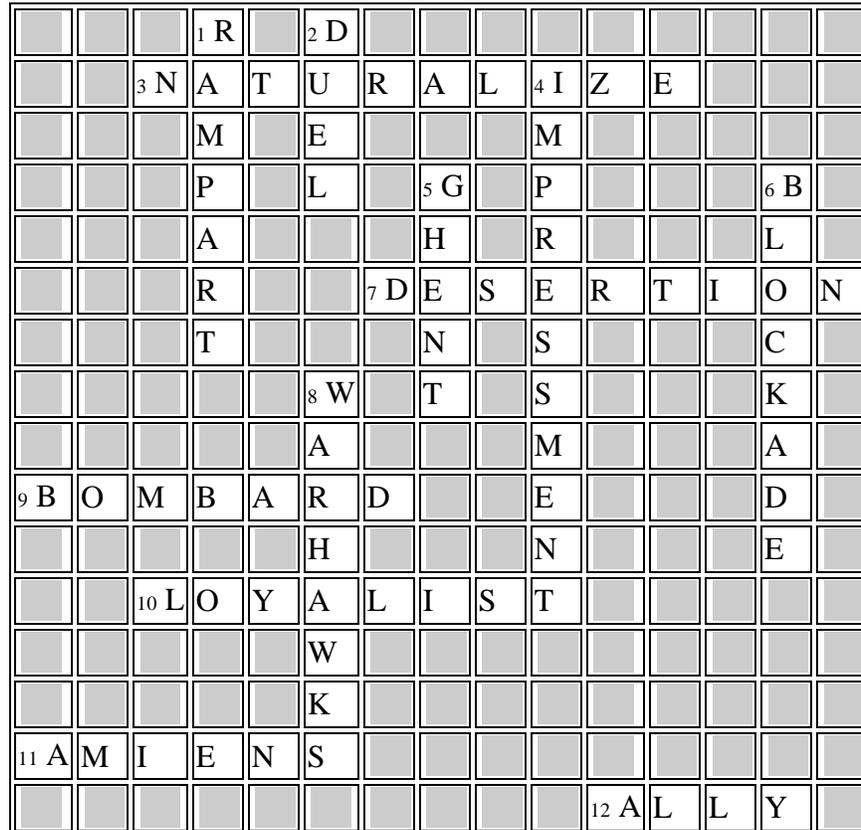
### Down

1. Elevated wall built to defend a fort
2. To challenge someone/demand retribution for a wrong
4. British did this to American sailors to get more fighters
5. Treaty that ended the War of 1812
6. Military tactic to keep enemy from getting supplies
8. Political supporters of war in 1812

## ANSWER KEY FOR THE WAR OF 1812 VOCABULARY

Use the words in the word bank to solve the puzzle.

Word Bank: Ally, Amiens, Blockade, Bombard, Desertion, Duel, Ghent, Impressment, Loyalist, Naturalize, Rampart, and War Hawks



### Across

- To make a citizen
- Leaving the army without permission
- To attack hard (especially with firepower)
- Person who obeyed the British during the American Revolution
- Treaty British signed with Napoleon Bonaparte
- Someone on your side

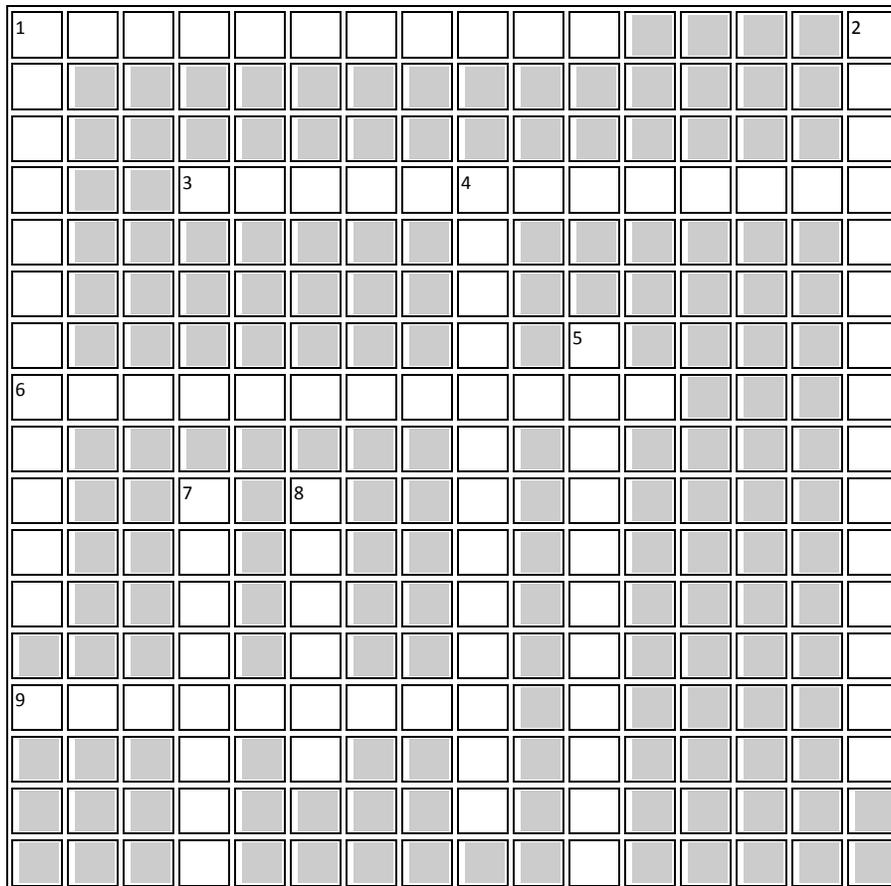
### Down

- Elevated wall built to defend a fort
- To challenge someone/demand retribution for a wrong
- British did this to American sailors to get more fighters
- Treaty that ended the War of 1812
- Military tactic to keep enemy from getting supplies
- Political supporters of war in 1812 (2 Words)

## People and Places in the War of 1812

Use the words in the word bank to solve the puzzle.

Word Bank: Francis Scott Key, Andrew Jackson, James Madison, Dolly Madison, New Madrid, New Orleans, Washington D. C., Canada, Jean Lafitte, Tecumseh, and Fort McHenry



### Across

1. Pirate who helped Andrew Jackson
3. Hero of Battle of New Orleans
6. Saved portrait of George Washington from burning White House
9. Earthquake

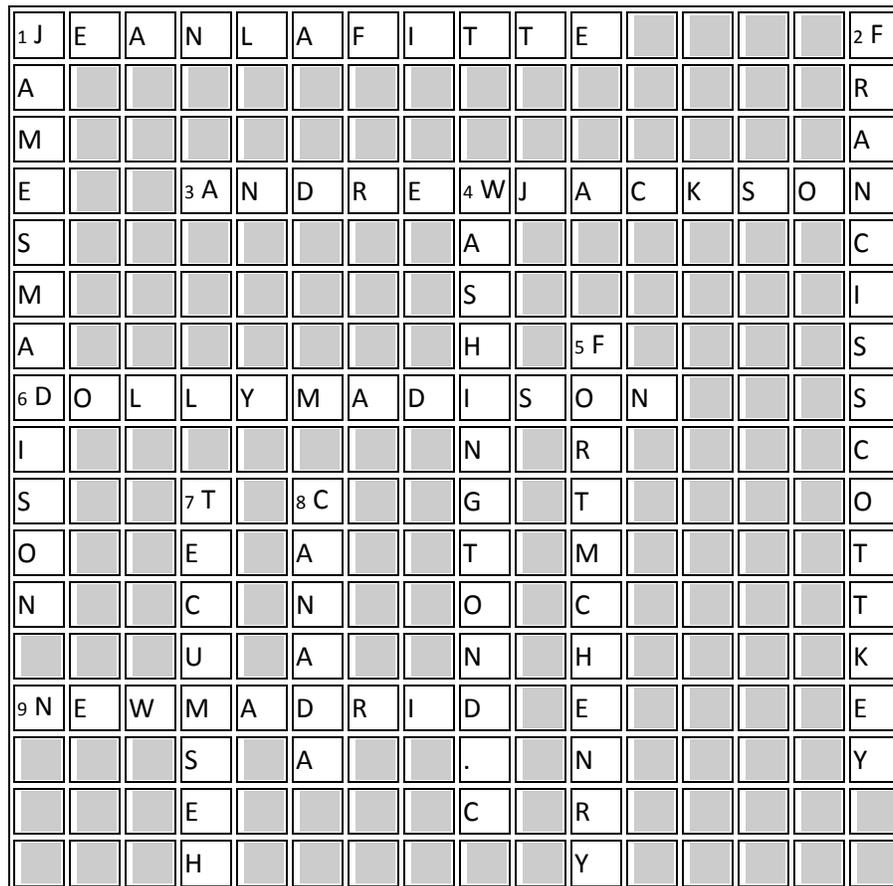
### Down

1. President at the time
2. Writer of the Star Spangled Banner
4. City burned to the ground by the British
5. Where the Star Spangled Banner was written
7. Native American prophet
8. British owned territory in North America at the time

## ANSWER KEY FOR PEOPLE AND PLACES IN THE WAR OF 1812

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