

# **Teaching Resource Kit: War of 1812**

Grade 7: 1800–1850: Conflict and Challenges



Tecumseh [Shawnee Indian Chief, ally of British in War of 1812], 1896 Hamilton Plantagenet MacCarthy Government of Ontario Art Collection, 619883

### Introduction

Designed to fit into teachers' practice, this resource kit provides links, activity suggestions, primary source handouts and worksheets to assist you and your students in applying, inquiring, and understanding Canada between 1800 and 1850.

### Topic

The War of 1812

#### Source

War of 1812 online exhibit - Click here to view the War of 1812 online exhibit.

Use the Archives of Ontario's online exhibit on the War of 1812:

- As a learning resource for yourself
- As a site to direct your students for inquiry projects
- As a place to find and use primary sources related to the curriculum



### Themes that can be addressed in the online exhibit

- Use of Primary Sources
- Causes of the War of 1812
- Major battles
- Important individuals (ie. Tecumseh, Laura Secord, General Issac Brock)
- The Treaty of Ghent
- Displacements resulting from damage to property

### **Curriculum Links**

#### Strand B. Canada, 1800–1850: Conflict and challenges

Overall Expectations	Historical Thinking Concepts	Specific Expectations
<b>B1. Application:</b> Changes and Challenges	Continuity and Change; Historical Perspective	B1.1, B1.2, B1.3
<b>B2. Inquiry:</b> Perspectives in British North Americans	Historical Perspective; Historical Significance	B2.1, B2.2, B2.3, B2.4, B2.5, B2.6
<b>B3. Understanding</b> <b>Historical Context:</b> Events and Their Consequence	Historical Significance; Cause and Consequence	B3.1, B3.2, B3.3, B3.4, B3.5



# **Assignment & Activity Ideas**

### Inquiring into the War of 1812

- The historical inquiry process involves five steps:
  - → Formulating a question
  - → Gathering and organizing information or evidence
  - → Interpreting and analysing information or evidence
  - → Evaluating information or evidence and drawing conclusions
  - → Communicating findings
- The curriculum highlights that these steps do not have to be completed sequentially nor together. You may wish to explore specific steps based on your students' readiness and prior knowledge or your own resources and time. <u>See pages 22-24 in the 2013 revised Ontario Social Studies and History curriculum</u> for more details by clicking here.
- Using one of the primary source handouts found within this kit, introduce your students to the topic of the War of 1812. Ask students to ask questions of the source and use these questions as jumping off points for exploring these historical issues in more depth.
- <u>Click here to access the War of 1812 online exhibit</u> to use as a source to point your students for their own inquiry project. Here, they can view primary sources and secondary information to gather and organize historical information to interpret, evaluate, and communicate for different end products.

### **One Source, Many Questions**

- Using one of the primary source handouts found in this teaching kit, ask students to identify the 5Ws (what, where, when, why, and who?) profiling the source. The *Identifying My Primary Source* worksheet can help in this task.
- Ask students to zoom in on one of the aspects of the primary source they found strange, familiar, or interesting and identify them to the class. Write these things on the board and group them according to theme.
- Use one or more of these themes as an introduction to an inquiry-based assignment. Have students work in collaborative groups, individually, or as a class as a short or long term project researching the historical context of the primary source.



## Handouts & Worksheets

Introduction to Primary Sources	5
Identifying My Primary Source	6
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### **Introduction to Primary Sources**



Major-General Sir Isaac Brock, KB [President and Administrator of Upper Canada, 1811-12], c. 1883 George Theodore Berthon Government of Ontario Art Collection, 694158

A **primary source** is a document or object from the past created by people who lived during that time. Primary sources provide a view into an event or experience that only people living during that time could have experienced.

Archives collect and preserve primary sources so that students can learn history from the experiences of people who were there. In an archive, primary sources are called records. In a museum, primary sources are called artifacts.

Primary Sources	Secondary Sources
Original material from the past	Material people today write about the past
Example: Letters Diaries Photographs Paintings and other art work Graphs	Example: Textbooks Reference books Websites such as Wikipedia Current news articles Documentaries and films
Maps	

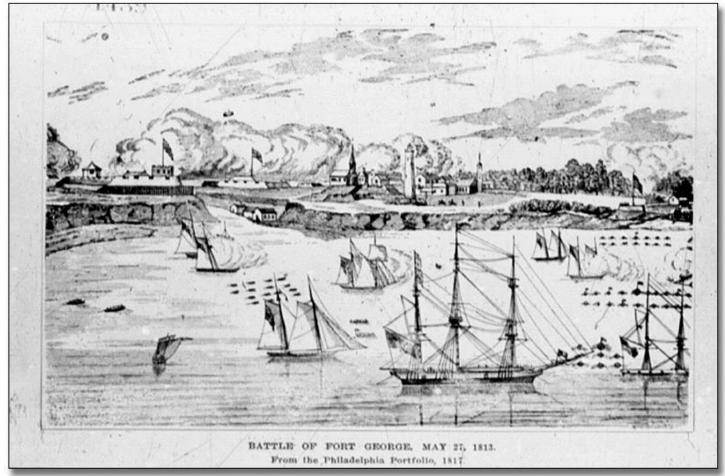
#### What are some other examples of primary and secondary sources? Can sources be both primary and secondary?



## Identifying My Primary Source

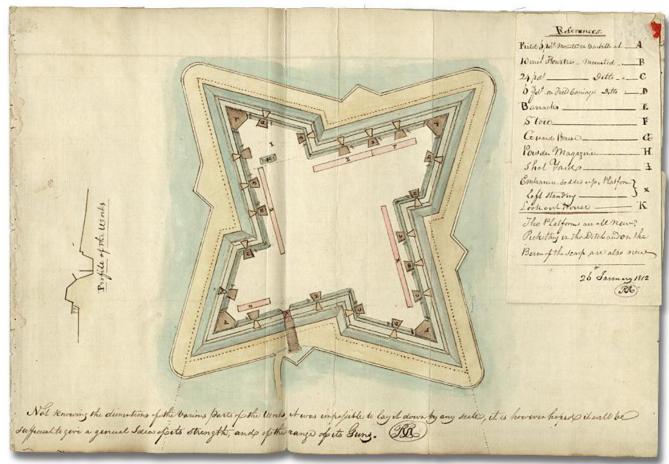
Name of primary source:							
What type of primary source is it?							
What is happening in this primary source?							
Who created it?							
Why was it created?							
When was it created?							
Where was it created?							
What when you look at this source, is there anything strange about it?							
When you look at this source, is there anything familiar about it?							
What do you want to know about this primary source?							
What do you want to know about the people in the primary source?							
What is the most interesting thing about this primary source?							

## The Battle of Fort George (1817)



The Battle of Fort George from the Philadelphia Portfolio, 1817 Archives of Ontario Photographic Collection, Reference Code: S 1439 Archives of Ontario Lithograph

## Plan of Fort Detroit (1812)



Plan of Fort Detroit, January 26, 1812 Artist unknown Miscellaneous collection, Reference Code: F 775, box MU 2102, Archives of Ontario

## Pension Poster (1817)

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Pension poster – Orphans, 1817 Robert Nelles family fonds Reference Code: F 542, box MU 2192 Archives of Ontario



## Letter from Cathe Lyons to Mrs. Thomas Ridout (1814)

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Letter from Cathe Lyons (Chippewa) to Mrs. Thomas Ridout, October 16, 1814 Thomas Ridout family fonds Reference Code; F 43, box MU 2391 Archives of Ontario

Read an extract from this letter:

"We are all alarmed here, the Americans are the other side of the Chippawa Creek, I am in my old quarters. ... Appearances are very much against us here, if the fleet does not come, there is not a man to defend this place should the enemy attempt to cross at the same time they make an attack above, which is not unlikely & is expected every moment. Perhaps as soon as you receive this you may hear of dreadful battle, for dreadful it must be if our army stands it out. I cannot get even a place to put my things in near the Forts every one is so full, if the enemy is successful, I shall loose everything.... "

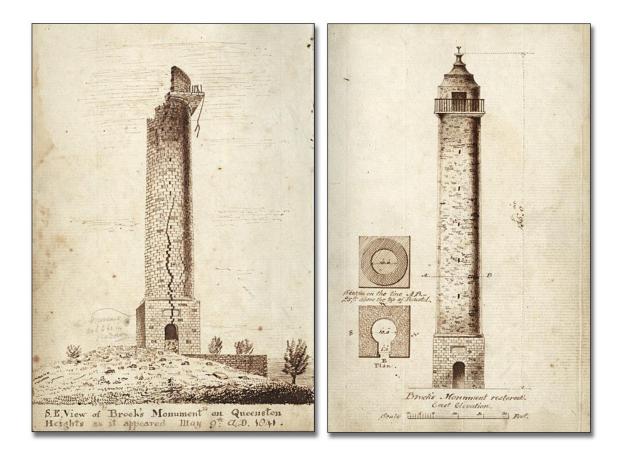
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Treason Poster, 1821 Newcastle District Clerk of the Peace Broadsheet Reference Code: RG 22-3782 Archives of Ontario



## **Brock's Monument (1841)**



At left: Southeast view of Brock's Monument on Queenstown Heights as it appeared on May 9<sup>th</sup>, 1841 Thomas Glegg fonds Reference Code: F 596 Archives of Ontario

> At right: Brock's Monument restored, East elevation, 1841 Thomas Glegg fonds Reference Code: F 596 Archives of Ontario