



**The Chickasaw Nation**  
**Secondary Student Curriculum**

**Unit 2: Lesson 1**

***The War of 1812***

## **Table of Contents**

<b>Lesson 1 .....</b>	<b>3</b>
Unit Overview .....	4
Lesson Plan .....	5
Reference Material .....	8
Discussion Questions .....	11
Reference List .....	12

# Lesson 1

## The War of 1812

# The Chickasaw Nation

## Secondary Student Curriculum

### Unit 2: Lesson 1

#### *The War of 1812*

#### Unit Overview

Chokma (Hello),

Thank you for your interest in the Chickasaw Nation Student Curriculum. We are pleased to offer this curriculum that explores our deep history, culture and traditions. Started in 2010 with the development of the Chickasaw Cultural Center, the curricula are designed to inform and educate individuals about the dynamic history of our Chickasaw leaders, monumental events and culture. Chickasaw historians, researchers, archaeologists and other educators, as well as tribal elders, have worked tirelessly to develop this curriculum to share our story.

We are excited to offer Unit 2. Each lesson focuses on a specific event and/or individual throughout the Chickasaw Nation's history and is complete with its own lesson plan, reading material, discussion questions, student activity and reference list for convenience. All provided materials have been reviewed and approved by the Chickasaw Nation Department of Culture & Humanities and the Chickasaw Nation Department of Communications & Community Development. To further assist, we have worked with Oklahoma educators to outline the Oklahoma Academic Standards\* each lesson addresses.

The Chickasaw Nation would like to thank you for your commitment and support. If you have any questions, please contact Mr. Joe Thomas, special assistant to the secretary of the Department of Culture & Humanities, at (580) 436-7258 or [joe.thomas@chickasaw.net](mailto:joe.thomas@chickasaw.net).

*\*The following Oklahoma Academic Standards, as outlined in the Oklahoma State Department of Education's 2012 Social Studies guide, are to be used only as a basic guide. Other standards may be applicable that could be based on a teacher's own interpretation of the lesson material or ability/need to make a conceptual connection:*

#### Grade 9-12

- ✓ **Currently, there are no content standards available for this curriculum for secondary students. However, the teacher may utilize the curriculum under the OKLAHOMA HISTORY AND GOVERNMENT: *The Foundation, Formation, and Transformation of Oklahoma* Process and Literary Skills.**

# The Chickasaw Nation

## Secondary Student Curriculum

### Unit 2: Lesson 1

#### *The War of 1812*

### Lesson Plan

#### BENCHMARKS

*The following Oklahoma Academic Standards listed for each lesson are to be used only as a basic guide. Other standards may be applicable that could be based on a teacher's own interpretation of the lesson material or ability/need to make a conceptual connection.*

- ✓ **Currently, there are no content standards available for this curriculum for secondary students. However, the teacher may utilize the curriculum under the OKLAHOMA HISTORY AND GOVERNMENT: *The Foundation, Formation, and Transformation of Oklahoma* Process and Literary Skills.**

#### SET (5 min.)

*Note: The following is a suggested script for you, the teacher, to reference while discussing this lesson plan. Based on a number of factors, such as your students' ages or maturity levels, you may choose to deviate from the script as you see fit.*

“When you think about famous wars, which ones do you think about? Why do you think those wars stand out in your minds? [*Pause for responses.*] Good! Now we all know that America had a Revolutionary War, but did you know that there was a second Revolutionary War? That was the nickname given to the War of 1812.

“As they struggled for their independence from Britain, Americans needed help from Native Americans, and Chickasaw warriors answered the call! They fought alongside Americans in many wars and battles throughout history, but today we will examine the War of 1812 and how the Chickasaws assisted Americans with the victory in the final battle.”

#### OBJECTIVES

1. The student will analyze the reading by answering discussion questions.
2. The student will defend his/her answers by answering follow-up questions.
3. The student will write a paragraph outlined in the activity section below.

# The Chickasaw Nation

## Secondary Student Curriculum

### Unit 2: Lesson 1

#### *The War of 1812*

#### READING PROCEDURE (20 min.)

1. The teacher will hand out the included text to students, and read the first paragraph aloud. The students will then read the rest of the text aloud.
2. The teacher will lead the students in a discussion of some or all of the included questions, asking the students follow-ups as appropriate. The students will answer the questions, and are encouraged to pose questions of their own.

*If the student is uncomfortable with reading aloud, the teacher may wish to consider reading the entire passage themselves to model good reading habits. For students who already display great comfort with oral reading, the teacher may wish to have the students read the entire passage. Teachers should feel free to stop the reading and pose knowledge questions about the text—e.g., asking students to define words or explain more. Similarly, the discussion questions may be answered in discussion, as intended, or the teacher may use them to make a free-response worksheet for the students.*

#### MATERIALS

1. Reading text (provided)
2. Discussion questions (provided)

#### EVALUATION

The teacher will grade students based on some combination of the following: their oral reading, their participation in discussion and any comments they make that the teacher considers being particularly insightful. These grades may be evaluative or for completion, at the teacher's discretion.

#### ACTIVITY PROCEDURE (20 min.)

1. The teacher will introduce the activity to the students: "Imagine that you are a Chickasaw living during the War of 1812. What thoughts might be going through your mind during that time? How do you think Chickasaws felt about the Europeans versus the Americans? Whose side would you fight on? Write a paragraph responding to these questions. Feel free to elaborate on your thoughts and opinions."

# The Chickasaw Nation

## Secondary Student Curriculum

### Unit 2: Lesson 1

#### *The War of 1812*

2. The teacher will supervise the students as they complete a paragraph in response to the prompt. *[Responses may include topics such as emotions of the people during that time like fear and anger, the student's choice of "side," and what made them choose that "side."]*

#### MATERIALS

1. Pen/Pencil
2. Paper

#### EVALUATION

The teacher may grade the students' paragraphs based on the following: their accuracy, their participation, their completeness and any comments they make that the teacher considers being particularly insightful. These grades may be evaluative or for completion, at the teacher's discretion.

#### CLOSURE (5 min.)

"So, what have we learned today? What was important about the War of 1812? How did the Chickasaws help the Americans win the war? Why are Chickasaws known as brave warriors? *[Allow some time for responses.]* That's right. The War of 1812 was important because the British armies were defeated once again. Chickasaws helped Americans win the war by fighting beside them in battles like the Battle of New Orleans. They are known for their brave warriors because they have fought in defense of their homes since ancient times."

# The Chickasaw Nation

## Secondary Student Curriculum

### Unit 2: Lesson 1

#### *The War of 1812*

### Reference Material

After the Revolutionary War Americans believed they were free of British control. However, the British continued to exert pressure in several ways. They were still living in the forts they had held in the territories west of the Appalachian Mountains. (England was supposed to have left after the Revolutionary War.) British sailors captured American ships and took American sailors as prisoners. They made these prisoners work for British sea captains on British ships. Also, the British who still lived in those western territories had become friends with the Native Americans who lived there. They were fighting against the Americans and helping the Native Americans protect their lands. President James Madison was being pressured to go to war with England again to settle these issues once and for all, but the President was hesitant to go to war. Many of the Americans who were for a war were so young, they didn't remember the last war and its devastating effects. Did President Madison want to be responsible for that possible outcome?

In 1812, the President finally gave in and declared war against Great Britain.



**Figure 1: The White House on fire during the War of 1812.**

Although it is called the War of 1812, it lasted from 1812 to 1814. When the British soldiers arrived in Washington, D.C., there were no soldiers or leaders to be found. They had either fled or were in other cities planning military strikes. The British had been ordered to burn the city down and set fire to important buildings like the White House, the Library of Congress and the

Treasury. Thankfully, President Madison's wife, Dolley, was able to take a few important documents, some paintings, some silverware, and red drapes with her as she fled the White House or everything would have been lost in the fire.



# The Chickasaw Nation

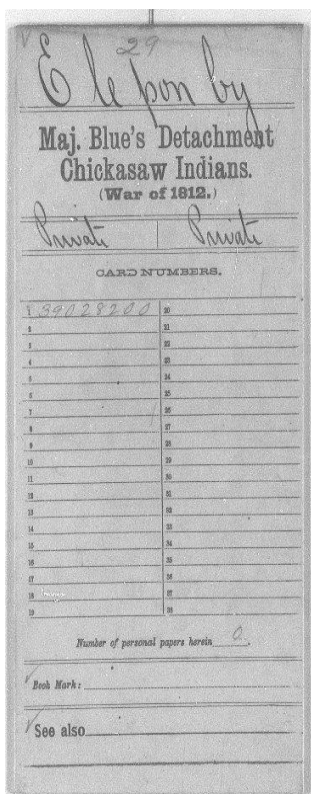
## Secondary Student Curriculum

### Unit 2: Lesson 1

#### *The War of 1812*

The last official battle of the War of 1812 was fought at Fort McHenry in Baltimore. Americans were working side by side to build trenches and stockpile their weapons, and even rockets! Major George Armistead commanded that fort. Early in the war, Major Armistead went to a woman named Mary Pickersgill who was a well-known flag maker, and ordered an American flag “so large the British will have no difficulty seeing it at a distance.” She and her 13-year-old daughter sewed a huge flag, 42 feet by 30 feet, with 15 stripes and 15 stars. Major Armistead raised it over the fort. The battle raged on all night with bombs and rockets going off in the night sky. In fact, it continued for 25 hours until all fell silent, and it began to rain. No one knew what had happened until they saw the giant American flag still flying over the fort. The Americans had won! This battle inspired Francis Scott Key to write the Star Spangled Banner.

In November of 1814, a group of 200 Chickasaw men joined the Americans to fight against the British army and met at the Battle of New Orleans. Tishominko, George Colbert and other Chickasaw warriors served honorably in these battles. We know the



names of all of these men because their military service cards are on file at the National Archives in Washington, D.C. (See Figure 2). Andrew Jackson presented one of the Chickasaw leaders, Levi Colbert, with an American flag that was flown at that battle. You can see that same flag displayed at the Chickasaw Cultural Center in Sulphur, Oklahoma.

The Battle of New Orleans actually occurred after the War of 1812 had ended. In 1814, communication was very slow, and there were no telephones or email so information could take weeks to receive. Because of this, the leaders didn't know the Peace Treaty had been signed a few days earlier, so the Battle of New Orleans commenced. The Americans lost 13 men at New Orleans, and about 60 were wounded. More than 2,000 British soldiers were killed, wounded, or missing. The Chickasaws fought under General Andrew Jackson who had an extensive history with Native Americans, which you will learn

**Figure 2: Military Service Card for the War of 1812**

# The Chickasaw Nation

## Secondary Student Curriculum

### Unit 2: Lesson 1

#### *The War of 1812*

about later.

The Creek War was fought during the War of 1812. Most Upper Creeks, called “Red Sticks” because of their bright red war clubs, wanted to resist European intrusion. Most Lower Creeks, who were more accustomed to Europeans, were inclined toward peace. During the War of 1812, the warring Creek Indians were supported by Spain and England. They fought against the Americans led by General Andrew Jackson and the allied Choctaw, Chickasaw, Cherokee and "friendly" Creek. One of the Chickasaws own warriors, Tishominko, fought with distinction against the Creeks in the Red Stick War portion of the War of 1812. In 1814, the Creek War ended when the Creeks were forced to sign the Treaty of Fort Jackson, ceding some 40,000 square miles of land to the United States. Although the Choctaw, Chickasaw and Cherokee fought for the United States against the Creek, they too, were soon pressured to surrender their lands during the dark time the Chickasaw people refer to as the Removal.



Figure 3: US Flag from the Battle of New Orleans belonging to Colbert

# The Chickasaw Nation

## Secondary Student Curriculum

### Unit 2: Lesson 1

#### *The War of 1812*

#### Discussion Questions

1. Why was President Madison hesitant to go to war with Britain again?
2. What was the role of the Chickasaw warrior in the War of 1812?
3. What did Andrew Jackson give Levi Colbert after the Battle of New Orleans?
4. Who were some of the Chickasaw warriors that were in the War of 1812, and where can you find a complete list of warriors?
5. What other war was being fought during the War of 1812?

The Chickasaw Nation  
Secondary Student Curriculum  
Unit 2: Lesson 1  
*The War of 1812*

**Reference List**

**For more information, see the following sources:**

Green, Richard. "Levi Colbert Flag" Medal Reveal Alliances, Bravery from the past."  
*The Chickasaw Times*, September 1, 2010.

Hakim, Joy. "The Revolutionary War Part II, or The War of 1812." In *A History of US*.  
Concise ed. Vol. B. New York: Oxford UP, 2001.

"War of 1812." History.com. <http://www.history.com/>.