



The Chickasaw Nation
Elementary Student Curriculum

Unit 2: Lesson 1

The War of 1812

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Lesson 1

The War of 1812

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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.

**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 8

- ✓ **UNITED STATES HISTORY** *Creating the United States: The Foundation, Formation, and Transformation of the American Nation, 1754-1877, Content Standard 4, Item 1G:* The War of 1812 which confirmed American independence and fueled a spirit of nationalism.
- ✓ **UNITED STATES HISTORY** *Creating the United States: The Foundation, Formation, and Transformation of the American Nation, 1754-1877, Content Standard 4, Item 2C:* Summarize the significance and impact of the Jacksonian Era including the impact of government policies, non-adherence to treaties, and territorial expansion on Native American lands including the resistance and removal of the Five Tribes.
- ✓ **UNITED STATES HISTORY** *Creating the United States: The Foundation, Formation, and Transformation of the American Nation, 1754-1877, Content Standard 4, Item 6C:* Examine the concept of Manifest Destiny as a motivation

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and justification for westward expansion, including the impact upon Native American culture and tribal lands.

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Lesson Plan

BENCHMARKS

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.

- ✓ **UNITED STATES HISTORY** *Creating the United States: The Foundation, Formation, and Transformation of the American Nation, 1754-1877* Content Standard 4, Items 1G, 2C and 6C.

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.

“Do you remember learning about wars in history class? Let's see how many wars you can name. [*Pause for response, and allow students to recall wars such as World War I and the American Revolution.*] Good! Many wars have been fought and written about in history, and one of those wars was the War of 1812. We read about wars and watch movies about wars, but thankfully, none of you have ever been in a war. There are many brave people who defend our country during wartime, including Native Americans, and we can honor them by learning why they fought in the wars of their time.

“Imagine you are living during the 1800s. Your parents have just told you that the British won't leave America and are taking American sailors prisoner. How would that make you feel? Would you be scared? Worried? [*Pause for response. Multiple acceptable answers.*] That's right! You might feel all sorts of ways, and you probably would want someone to protect you against the British.

“Today, we will be talking about the War of 1812 and the Creek War of 1813-14, which was a part of the War of 1812, and why they began. We will talk about some big battles that took place during the wars and how the wars ended. You will find out how the Chickasaws helped the Americans win the War of 1812.”

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OBJECTIVES

1. The students will practice reading out loud.
2. The students will interact with the reading by answering discussion questions.
3. The students will complete the word search puzzle.

READING PROCEDURES (20 min.)

1. The teacher will read the first paragraph of text to the students, and then ask the first discussion question. The students will answer.
2. The students will continue the reading, with the teacher stopping them at appropriate points to ask the remaining questions.

If the students are uncomfortable with oral reading, the teacher may wish to consider reading the entire passage 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 particularly insightful. These grades may be evaluative or for completion, at the teacher's discretion.

ACTIVITY PROCEDURE (20 min.)

The teacher will introduce the activity to the students: "Now that you know about the War of 1812 and the Creek War and how the Chickasaws helped the Americans, here's a fun word search puzzle for you to do."

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MATERIALS

1. Word search puzzle (provided)

EVALUATION

The teacher will grade the word search puzzle for completion.

CLOSURE (5 min.)

“So, what have we learned today? How long was the War of 1812? When did the Chickasaws come to help? Who did they fight against? [*Pause for brief answers to questions.*] Good! The War of 1812 began in 1812 but didn’t end until 1814. The Chickasaws came to help in 1814 and helped defeat the British at the Battle of New Orleans and the Creeks in the Creek War. The Chickasaws have helped Americans fight in many wars and battles, but that’s a subject for next time!”

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Reference Material

After the Revolutionary War, Americans thought they were free of British control. However, the British just wouldn't leave the Americans alone. They were still living in the forts they had held in the territories west of the Appalachian Mountains, even though they were supposed to have left after the Revolutionary War. They also 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. These were just a few of the reasons pressuring President James Madison to go to war with England.

In 1812, the President finally declared war against Great Britain. Although it is called the War of 1812, it lasted from 1812 to 1814. When the British soldiers arrived in



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

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 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! This battle went on all night with bombs and rockets going

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off in the night sky, until it began to rain and all fell silent. No one knew what had happened until they saw a giant American flag still flying over the fort. The Americans had won!

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.

A group of 200 Chickasaw men joined the Americans to fight against the British army and met at the Battle of New Orleans. During this battle, the Chickasaws fought under General Andrew Jackson, whom you will learn more about in later lessons. He and Native Americans have an extensive history. Two of the Chickasaw warriors who served in this battle and war were Tishominko and George Colbert. We know the names of these men because their military service cards are on file at the National Archives in Washington, D.C. (see figure 2). These men were a part of Major Uriah Blue's Detachment of Chickasaw Indians. Andrew Jackson presented one of the Chickasaw leaders, Levi Colbert, with an American flag that was flown at that battle. You can see the flag at the Chickasaw Cultural Center in Sulphur, Oklahoma.

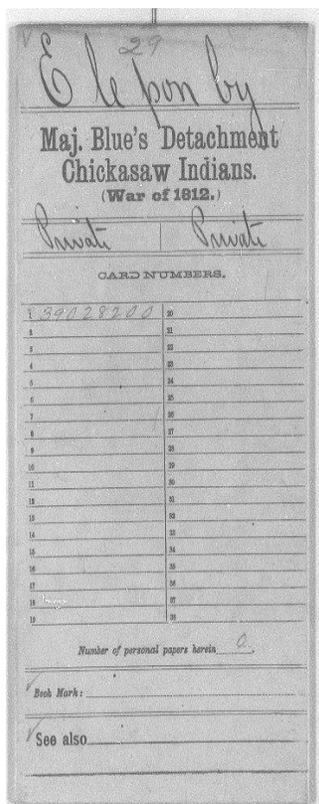


Figure 2: Military Service Card from the War of 1812.

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 encroachment by Europeans. 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 who were led by General Andrew Jackson and the allied Choctaw, Chickasaw, Cherokee and "friendly" Creek. The Chickasaw leader, George Colbert,

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commanded 350 Chickasaw auxiliary troops and then joined the U.S. Army for the remainder of the war. 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, surrendering 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: The flag given to Colbert by Andrew Jackson.

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Student Activity

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D I W W S K C I T S D E R E Y Y K C D N
 G K L R N B P Z R Q Z U T M K Z H D O N
 U L C X C Y O F E W F O V M W E X H E X
 S L E Z Z Y X C O S W A S A K C I H C W
 E O R G F U Q W J A M E S M A D I S O N
 A Z S P N O A N O D P O I Y F U B C A B
 Q N S N A E L R O W E N F O E L T T A B
 E T Y K W B A M P D T G P S I V I Q K M
 R Z R B H X C F K K F C C Q T V Y O N V
 Z A I G I O Y O T D G T M B E P I B V Q
 H I P L T N F J L U M G M A X C X Q G O
 S C X P E V H P U B V Q M C Y R C A O K
 I P X R H I N J Z Q E E N P H E W C K N
 T W H U O X L R U R R R B E J E N F C I
 I H A Q U W A R R I O R T W F K N U M M
 R M M Z S Q L S C J E Q L K G W G R P O
 B W K J E B W A G G D G X F L A G G Y H
 L I F X W U N N L F H O G P C R G U P S
 O H G A G S F E T D C Y S G D W C N F I
 H I E G E X Y W U P U H Q K K A C G K T

JAMES MADISON

WHITE HOUSE

FLAG

RED STICKS

CHICKASAWS

BATTLE OF NEW ORLEANS

FT MCHENRY

COLBERT

BRITISH

TISHOMINKO

WARRIOR

CREEK WAR

NATIVE AMERICANS

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Discussion Questions

1. What are some reasons that Americans wanted President Madison to go to war with Great Britain again?
2. During the War of 1812, what important buildings in Washington, D.C., were burned?
3. In which battle did the Chickasaws fight? What was unusual about this battle?
4. Where can the names of all Chickasaw warriors who fought in the War of 1812 be found?
5. Name two of the Chickasaw warriors who fought in the War of 1812 or the Creek War.

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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." *A History of US*. Concise ed. Vol. B. New York: Oxford UP, 2001.

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