

# Chickasaw

## *Student Curricula*



# Chickasaw

## Contributions to the War of 1812

ELEMENTARY

## **ESSENTIAL QUESTIONS:**

- What were some of the main events that led to the War of 1812?
- What different perspectives did the British, the Americans, the Canadians and the First Americans have about the war?
- What role did Tishominko and George Colbert play during this war?

## **LEARNING GOALS / OBJECTIVES:**

- To recognize the causes and events that led to the War of 1812
- To identify the main participants in the war and their motivations for war
- To explain the role that First Americans played during this period and their motivations for participating in the war

## **BACKGROUND:**

*(Note: Background information is provided for the teacher. If needed, the material may also be copied for students and be used to encourage independent reading and to allow students to interact with the text by highlighting key names, presenting information to peers, etc.)*

Even though the United States had gained its independence from the United Kingdom in the Revolutionary War, Britain had previously maintained forts and influence in the region. These forts supported First American tribes. Some of these tribes were trying to prevent the United States from expanding west and taking lands that belonged to the First Americans.

From the British perspective, the War of 1812 was just a small part of the United Kingdom's larger war with France, which they had been fighting for many years. France was led by Napoleon. The United Kingdom was led by Prince George (later George IV), acting as Prince Regent because George III was ill. (The title "Regent" meant that he was "ruling"). The Prime Minister during most of the War of 1812 was Robert Jenkinson, 2nd Earl of Liverpool.

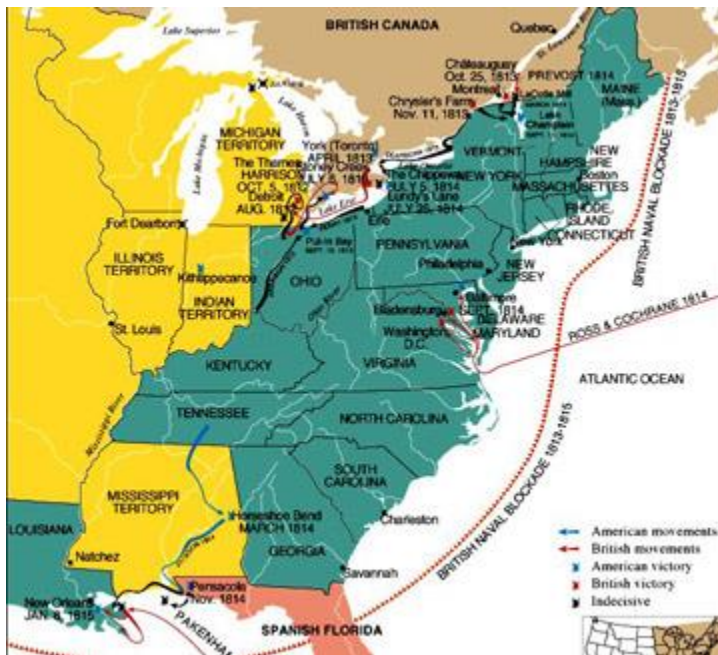
The "United Kingdom" is a shorter form of the proper name for the nation: "The United Kingdom of Great Britain and Ireland." Sometimes we refer to it as "the U.K.," "Great Britain," or "Britain," just as we refer to "The United States of America" as "the U.S.A.," "the U.S." or "America."

During the United Kingdom's war with France, the U.S. was selling supplies to both sides. The British wanted the U.S. to stop helping the French, so the British Navy often captured American ships. Sometimes, the British forced American sailors to join the British Navy. The British claimed that these American sailors were citizens of Britain because they had been born in the U.K. before they immigrated to the United States.

## The War Hawks

“War Hawks” is a name given to a group of men from the southern and western United States who were elected to Congress and were angry at Great Britain for impressing American sailors (“impressing” is the word used for forcing the American sailors to join the British navy). The War Hawks were also angry with Tecumseh (a Shawnee leader and warrior) and the First Americans who resisted giving away their lands. They were eager for the United States to go to war and were partly responsible for persuading the U.S. president to start it.

On June 18, 1812, U.S. President James Madison declared war on the United Kingdom, and American armies proceeded to attack the British colony of Canada from three different fronts. The United States government thought that some Canadians would support the U.S. attack. They believed that many Canadians would want independence from the U.K., but the Canadians, aided by the British and the First Americans who followed Tecumseh, fought back.



Map of Canada and U.S. Territory circa 1812.

*Image from [firstpeoplesofcanada.com/fp\\_furtrade/fp\\_contact\\_war812\\_afterUS.html](http://firstpeoplesofcanada.com/fp_furtrade/fp_contact_war812_afterUS.html)*

## First Americans in the Northwest: The Tecumseh Confederacy

In the years before the war, many American settlers were moving into tribal lands west of the United States. Although the First Americans asked the American government to stop these settlers, the U.S. government did not do so. Some tribes thought that if the British won the war, the First Americans would be able to keep their lands.

When the war began, some First American tribes fought on the side of the Americans. Others fought on the side of the British. Many of the First Americans who sided with the British were a part of the “Tecumseh Confederacy,” named after their leader, Tecumseh.

While Tecumseh led the First Americans resisting American advances in the Northwest, many members of the Muscogee (Creek) tribes in the South resisted the advance of Europeans on their lands in modern-day Georgia and Alabama. These First Americans fought against the American soldiers under the command of Gen. Andrew Jackson.

Even though Tecumseh was allied with the British, he was frustrated by British retreat and lack of commitment. During the Battle of the Thames (pronounced “Tims”) near Moraviantown, Ontario (Canada), the British abandoned Tecumseh and his warriors, and they fought alone until Tecumseh was killed in battle Oct. 5, 1813. He had said earlier when talking to the British commander, “Our lives are in the hands of the Great Spirit. We are determined to defend our lands, and if it is His will, we wish to leave our bones upon them.”

After Tecumseh’s death, many tribes felt forced to sign treaties with the Americans. Many historians like to imagine what would have happened if Tecumseh had succeeded in unifying all the tribes in the region as he dreamed of doing.

### **First Americans in the South: The Muscogee Wars**

The Red Stick War (Creek War) began in 1813 and is often considered part of the broader War of 1812 period. The Red Stick Muscogee (Creeks) helped the British in their fight against the Americans. The Chickasaw, Choctaw, Cherokee and a group of Muscogee (Creeks) fought on the side of Gen. Andrew Jackson and the American army in their war against the Red Stick Muscogee (Creeks) and the British.

George Colbert was a Chickasaw leader who is known for commanding 350 Chickasaw soldiers who fought alongside Andrew Jackson’s army. Tishominko is another Chickasaw leader who fought with distinction against the Muscogee (Creeks). In 1814, the Muscogee War ended, and the Muscogee (Creeks) were forced to sign the Treaty of Fort Jackson. The treaty forced the Muscogee (Creek) to surrender 40,000 square miles of land to the United States.

### **Battle of Lake Erie**

On Sept. 10, 1813, American and British troops met in Lake Erie in one of the battles that would decide the fate of the lake region. They both had big ships, but the British had powerful cannons that destroyed one of the American ships. The American captain, Oliver Perry, escaped to another ship and continued the attack on the British. Eventually, the British surrendered. Controlling Lake Erie was important for the Americans because they now controlled the supply line of goods through the lake region. After Lake Erie was secured, the Americans attacked Canada again, this time near Montreal. The attacks failed. These battles were important victories in Canadian history.

### **Burning of Washington**

On Aug. 24, 1814, the British marched into Washington, D.C., meaning to destroy it. People ran away in fear. President James Madison tried to stop people from leaving, but many did not listen. The president’s wife, Dolley Madison, was still in Washington at the time. When she found out that the British were coming, she got other people in the White House to help her save many important government documents by hiding them in trunks. One of the things she saved was a

portrait of George Washington. When the British troops arrived at the White House, they piled up furniture and set it on fire. They also burned the United States Capitol.

### **Battle of Baltimore**

The Battle of Baltimore started Sept. 12 and ended Sept. 15 in 1814. American forces repelled sea and land invasions near the busy port city of Baltimore, Maryland, and killed the commander of the invading British forces.

Before the British attacked Baltimore, American Maj. George Armistead asked, “to have a flag so large that the British will have no difficulty in seeing it from a distance.” Mary Young Pickersgill, a popular flag maker in Baltimore, was asked to make the huge flag. Mary and her team worked long and hard for months making this gigantic flag. When they finished, it was 30 feet high and 42 feet long. The flag was flying over Fort McHenry when the Americans resisted the British attack. It inspired Francis Scott Key to write “The Star-Spangled Banner.”

### **Treaty of Ghent**

The War of 1812 ended in a stalemate, with neither side gaining ground. The treaty that brought an official end to the War on Dec. 24, 1814, was named the Treaty of Ghent, after the city in Belgium where it was signed.

### **Battle of New Orleans**

In 1814, communication was very slow, and information could take weeks to be received. Because of this, the military leaders who started the Battle of New Orleans in January 1815 did not know that the Treaty of Ghent had ended the war several weeks before.

Two hundred Chickasaw soldiers fought alongside the Americans commanded by Gen. Andrew Jackson in the Battle of New Orleans. The Chickasaws had strategic alliances with the United States going back decades, prior to Jackson. Their participation was tied to protecting their own sovereignty (their right to govern themselves) and their tribal lands.

Both Tishominko and George Colbert fought in this battle. Other Chickasaw leaders included A-no-tub-bee, Natuk-Killubbee, Sealy Thomas, among others (See Figure 1). Chickasaw leader Levi Colbert also took part and was later presented by Gen. Andrew Jackson with an American flag flown during the battle.

Although the Chickasaw, Choctaw and Cherokee fought for the United States against the Muscogee (Creek) and the British, they were also pressured to surrender their lands after the war. This began a dark time for the Chickasaw and other Southeastern tribes known as “Removal,” commonly referred to as the “Trail of Tears.”

(For more information on sovereignty, please refer to the Tribal Sovereignty lesson plan. For more information on Chickasaw Removal, please refer to the reference materials, all available on Chickasaw.net.)

## Works Cited

“Battle of 1812.” *National Park Service*, U.S. Department of the Interior,  
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“Battle of Lake Erie.” *Britannica*, Encyclopedia Britannica,  
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“James Madison: War of 1812.” *Miller Center*, University of Virginia,  
<https://millercenter.org/president/madison/foreign-affairs>.

“Napoleonic Wars.” *Britannica*, Encyclopedia Britannica,  
<https://www.britannica.com/event/Napoleonic-Wars>.

“Tecumseh.” *Britannica*, Encyclopedia Britannica,  
<https://www.britannica.com/biography/Tecumseh-Shawnee-chief>.

## **MATERIALS/RESOURCES:**

- Reference material from the Chickasaw Nation
- Map of the United States in 1812
- Stamp template
- Web links: [Chickasaw.net](http://Chickasaw.net) and [Chickasaw.TV](http://Chickasaw.TV)
- Flipgrid instructions to create an educator account (free resource)  
<https://youtu.be/YjsDFmH5RGI>
- Set of vocabulary words flashcards
- List of household items for STEM activities
- Set of 8 x 10 maps and pictures that may be laminated
- Enlistment cards of Chickasaw soldiers (Figure 1)
- “The Colberts and the Chickasaw Nation,” by Guy B. Braden
- Videos  
<https://www.chickasaw.tv/episodes/our-history-is-world-history-season-3-episode-4-george-colbert-war-of-1812>  
<https://www.chickasaw.tv/videos/levi-colbert-hall-of-fame>
- Websites:  
<https://www.history.com/topics/war-of-1812/war-of-1812>  
<https://www.nps.gov/articles/series.htm?id=F562FCB2-A536-21DF-D886348089DD11E1>

<https://indiancountrytoday.com/archive/the-war-of-1812-could-have-been-the-war-of-indian-independence>

<https://www.warmuseum.ca/war-of-1812/explore-history/the-native-american-war/>

**Vocabulary:**

Restrictions

Impressing

Strikes

Confederacy

Trade

“With Distinction”

Allied

Seize

Regent

Treaty

“War Hawk”

Perspective

Repulse

Portrait

Stalemate

## LESSON PLAN

### **ENGAGE:**

**Activity: “What Do You Think You Know?”** (Lesson may be taught over two class periods.)

- Before sharing the background knowledge or any of the videos, ask students to complete the Anticipatory Guide (See Appendix A).
- After completing all the lesson plan activities, students may revisit the guide and discuss their newly acquired knowledge. They may then generate new true or false statements that can be used to quiz their classmates.

### **EXPLORE:**

#### **Activity 2: “Imagine” (Art and Social Studies)**

Share the background information provided with students. The teacher may read it to them or may make copies of the text for the students to read.

Ask the students to draw three or four pictures to illustrate important events described in the background material.

Before the students begin drawing the pictures, ask them to consider which events are most important and be ready to explain why.

After the students have drawn the pictures, ask them whose perspective is featured in their works of art. Is it the perspective of the Americans? The British? The Canadians? The First American tribes? Which First American tribes?

Then challenge the students to draw other pictures that represent the perspective of another group.

After the students have drawn, shared and discussed their drawings, show them some works of art depicting the events of the war and have students discuss the similarities and differences between their own pieces and the historical art pieces. Whose perspective is represented by these works of art?

Images teacher may wish to use: (See attached images)

- “The Burning of the White House” by Tom Freeman
- “The Battle of New Orleans” by Edward Percy Moran
- “The Portrait of George Washington” by Gilbert Stuart (saved from burning by Dolley Madison)

- An engraving by Ralf Rawdon (Col. Johnson’s mounted men charging a party of British artillerists and First Americans, at the battle fought near Moravian town, Oct. 2, 1813)
- “Dolley Madison Directing the Rescue of George Washington’s Portrait” by William Woodward
- A period lithograph of the bombardment of Fort McHenry in Baltimore (author unknown)
- “Tecumseh meets Harrison” by John Reuben Chapin and William Ridgway
- “The Battle of Lake Erie” by William Henry Powell

### **Activity 3: “Fire!” (STEM and Social Studies)**

During the War of 1812, the British set fire to the White House. The teacher should share the following prompt with students:

- If you were a firefighter in 1812 and did not have a modern fire truck, how would you put out the fire in the White House?
- Look at a map of Washington, D.C. Where would you get the water to put out the fire? How would you move it to the White House? How would you get the water onto the burning building?
- Provide instructions for your team of firefighters. What materials would you need? You may need to do research to find out how a fire hose or a water pump works.
- Design a fire extinguisher. Draw a picture and explain how it works.

#### **Additional hands-on activity:**

Using household materials (paper towel rolls, plastic tubes, straws, string, etc.), students work in collaborative groups to create a contraption that can carry water for at least 3 feet and that can be used to put out a fire.

### **EXPLAIN:**

#### **Activity 4: “All The World’s a Stage” (Creative Writing)**

Students will have the opportunity to create Reader’s Theater scripts. They may choose to write about:

- A) the burning of the White House
- B) the night “The Star-Spangled Banner” was written
- C) the Battle of the Thames
- D) a Chickasaw council meeting\*

Or students may provide a narrative about themselves as if they were characters inside a well-known historical painting depicting an event during the War of 1812.

\*A Chickasaw council meeting was a gathering of Chickasaw leaders, warriors and respected elders (both male and female), who met to discuss and make decisions affecting their people. These decisions were guided by consensus, cultural values and the well-being of the tribe.

### **Choice A**

Students may choose to write the dialogue between:

- Dolley Madison and the other people living in the White House during the burning of the White House.
- The firefighters trying to put out the fire.
- The British soldiers who set fire to the White House.

### **Choice B**

Students can imagine Francis Scott Key viewing the devastation while writing “The Star-Spangled Banner.” They may use their imaginations to describe a dialogue between him and the people around him that led him to write what is now the United States’ national anthem. They may also imagine what the British thought as they fired the cannons on the fort. How did both sides justify their actions?

### **Choice C**

Students can imagine how Tecumseh’s warriors felt when they saw the British abandoning the battlefield at the Battle of the Thames.

- How did the retreating British feel? How did all of these groups feel when Tecumseh insisted on fighting anyway?
- How did the Americans feel when they saw Tecumseh and his men attack?
- How did both sides feel when they learned that Tecumseh had died in battle?
- What might they have said to each other?
- What might they have disagreed about?
- How might they have expressed their feelings?
- How might their feelings have changed over the course of their conversations?

### **Choice D**

Student can imagine a discussion between different Chickasaw leaders about whether the Chickasaw should fight on the side of the British, on the side of the Americans or remain neutral.

Some arguments for fighting on the side of the British:

- The British live in a country far away and might not try to take lands from the First Americans.
- The British have one of the most powerful armies in the world, and it might be hard to defeat them.
- Andrew Jackson cares more about Americans than he does First Americans.

Some arguments for fighting on the side of the Americans:

- The British live in a country far away and might not be able to help the First Americans for a long period of time.
- The Americans were able to beat the British in the Revolutionary War and will be able to beat them again, especially since the British are more worried about their war with France in Europe.

What other arguments can you think of?

If you feel the arguments for both sides are equally strong, imagine why someone might prefer Chickasaws to remain neutral.

### **Choice E**

Students can imagine themselves inside one of the paintings shared earlier by the teacher and write a narrative about what various characters are doing, thinking and feeling: a) long before the moment depicted in the painting, b) shortly before the moment depicted in the painting, c) during the moment depicted in the painting, d) shortly after the moment depicted in the painting, and e) many years after the moment depicted in the painting. Students will pay special attention to some of the minor characters in the paintings.

### **Activity 5: “Record Keeping”**

Assign students to small groups and have them examine the enlistment cards of the Chickasaw warriors who fought in the War of 1812. Students then select a group member to share their group’s thoughts with the other groups.

Possible discussion questions:

1. What are the advantages of keeping records of who fought in a war?
2. What information is shown on each card?
3. What other information would you like to know about these people?
4. If you were in charge of designing a similar record, what other information would you like to include in it?
5. What information would you like people to know about you 200 years from now?
6. What unique information or characteristics do you gather or learn from the enlistment cards?
7. Why do you think these cards are important to the Chickasaw people?

## **ELABORATE:**

### **Activity 6: “Breaking News”**

Students will work in small groups to create a five-minute Flipgrid video imagining how the news of the war would be reported from several different perspectives: the Chickasaws, the British, the U.S., Tecumseh and the Canadians.

Students will work in their collaborative groups to plan a script of the video representing the view of one of the war participants. Students may use the background information provided by the teacher and may also do more research on their own, using the websites and video links provided in the lesson.

#### **Possible Video Scenarios:**

1. Interview an eyewitness.
2. Record a dialogue between two reporters representing two different points of view.
3. Provide a live broadcast from the scene.

#### **Rubric for Evaluation of Video:**

1. Students have a written script in preparation for the video.
2. Students represent different perspectives accurately.
3. Students share accurate content.
4. Students include pictures or images to support their content.
5. Students speak with expression, use good diction and are able to engage the audience.
6. Students incorporated three to five vocabulary words in scripts, video or writing.

## **EVALUATE:**

### **Activity 7: “Put Your Stamp On It”**

In this activity, students are be given the opportunity to create a commemorative stamp that represents the significance of the War of 1812, using a simple text and a clear image (see attached template).

#### **Rubric for Evaluation:**

1. **Text:** The text is present and shows accurate knowledge of the topic.
2. **Images:** The images represent the historical events, people or ideas of the topic.

#### **Additional Summative Assessment Questions:**

1. What are some of the main causes of the War of 1812?
2. Who are some of the leaders and participants of the War of 1812?
3. What was the role of First Americans in the War of 1812, including the Chickasaws?
4. What was the role of Dolley Madison during the burning of the White House?
5. What events inspired Francis Scott Key to write "The Star-Spangled Banner?"

**Additional activities:**

- After listening to or reading “The Star-Spangled Banner,” ask students to write a song or poem about another event from the War of 1812.
- Play the song "The Battle of New Orleans" by Johnny Horton and have the students read the lyrics.
- Then, ask students to write a poem or song describing one of these events (or another event from the War of 1812) from two different perspectives. What emotions will be conveyed by people who had different perspectives on the event? Students may later post their poems or songs around the room in an 1812 Art Gallery, along with their drawings. They may then visit the classroom gallery and give various awards for their favorite poems, songs and drawings. Which made them proud? Sad? Angry? Which had the most interesting details? Which was the most vivid? Which was the most original? Which was the most thought-provoking? Which showed the greatest attention to detail?
- Ask the students to nominate three historical figures for an “Academy Award” for outstanding performance during the War of 1812.
- Ask the students to nominate one historical figure for a “Razzie” for worst performance during the War of 1812.
- Imagine that Tecumseh asked someone to create a flag to represent the “Tecumseh Confederacy.” What images or symbols would go on that flag? Design a draft of the flag.

**ALIGNMENT TO OKLAHOMA ACADEMIC  
STANDARDS FOR SOCIAL STUDIES**

**GRADE 3 CONTENT STANDARDS**

**3.1.4**

Describe relationships between people and events of the past, including those commemorated on national, state and community holidays.

**SOCIAL STUDIES PRACTICES**

**3.A.2-3.5**

Generate possible reasons for an event or development in the past.

Figure 1

*Colbert, George*

**Maj. Blue's Detachment  
Chickasaw Indians.  
(War of 1812.)**

*Captain* | *Captain*

CARD NUMBERS.

1	<i>24078178</i>	20
2		21
3		22
4		23
5		24
6		25
7		26
8		27
9		28
10		29
11		30
12		31
13		32
14		33
15		34
16		35
17		36
18		37
19		38

Number of personal papers herein \_\_\_\_\_

Book Mark: \_\_\_\_\_

See also \_\_\_\_\_

*C* Major Blue's Detachment,  
Chickasaw Indians.

*George Colbers*

Appears with the rank of *Capt* on a

**Muster Roll**

of a Detachment of Chickasaws under command  
of Major Uriah Blue,  
(War of 1812.)

for *Nov 3, 1814 to Feb 28, 1815*

Roll dated *Mobile*  
*Feb 28*, 1815

Date of appointment or enlistment, } *Nov 3, 1814*

To what time engaged or enlisted, } *Feb 28, 1815*

Present or absent, *Present*

Remarks : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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*Allen*

Tish a mingo

Maj. Blue's Detachment  
Chickasaw Indians.

(War of 1812?)

Sergeant | Sergeant

CARD NUMBERS.

1	218441	20
2		21
3		22
4		23
5		24
6		25
7		26
8		27
9		28
10		29
11		30
12		31
13		32
14		33
15		34
16		35
17		36
18		37
19		38

Number of personal papers herein \_\_\_\_\_

Book Mark: \_\_\_\_\_

See also \_\_\_\_\_

J

Major Blue's Detachment,  
Chickasaw Indians.

*Tish a Mingo*

Appears with the rank of *4 Sergt* on a

**Muster Roll**

of a Detachment of Chickasaws under command  
of Major Uriah Blue,

(WAR OF 1812.)

for *Nov 3 1814 to Feb 28*, 1815.

Roll dated *Mobile*  
*Feb 28*, 1815.

Date of appointment or enlistment, *Nov 3*, 1814.

To what time engaged or enlisted, *Feb 28*, 1815.

Present or absent, *Present*

Remarks:

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*Koren*

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**Maj. Blue's Detachment  
Chickasaw Indians.  
(War of 1812.)**

Private | Private

CARD NUMBERS.

1	39-028178	20	
2		21	
3		22	
4		23	
5		24	
6		25	
7		26	
8		27	
9		28	
10		29	
11		30	
12		31	
13		32	
14		33	
15		34	
16		35	
17		36	
18		37	
19		38	

Number of personal papers herein \_\_\_\_\_

Book Mark: \_\_\_\_\_

See also \_\_\_\_\_



Natuk Killubbee

Maj. Blue's Detachment  
Chickasaw Indians.  
(War of 1812.)

Sergeant | Sergeant

CARD NUMBERS.

1	39, 28, 42	20
2		21
3		22
4		23
5		24
6		25
7		26
8		27
9		28
10		29
11		30
12		31
13		32
14		33
15		34
16		35
17		36
18		37
19		38

Number of personal papers hereyn.....

Book Mark: .....

See also .....

*N* Major Blue's Detachment,  
Chickasaw Indians.

*Natuk Killubbee*

Appears with the rank of *4 Sergt* on a  
**Muster Roll**

of a Detachment of Chickasaws under command  
of Major Uriah Blue,  
(War of 1812.)

for *Nov 3 1814 to Feb 28*, 1815.

Roll dated *Mobile*  
*Feb 28*, 1815.

Date of appointment or enlistment, } *Nov. 3*, 1814.

To what time engaged or enlisted, } *Feb 28*, 1815.

Present or absent, *Present*

Remarks:  
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*Loren*

Sealy Thomas

Maj. Blue's Detachment  
Chickasaw Indians.  
(War of 1812.)

1 Sergeant | 1 Sergeant

CARD NUMBERS.

1	24025138	20
2		21
3		22
4		23
5		24
6		25
7		26
8		27
9		28
10		29
11		30
12		31
13		32
14		33
15		34
16		35
17		36
18		37
19		38

Number of personal papers herein.....

Book Mark: .....

See also .....

S

Major Blue's Detachment,  
Chickasaw Indians.

Thomas Sealy

Appears with the rank of *Private* on a

**Muster Roll**

of a Detachment of Chickasaws under command  
of Major Uriah Blue,

(War of 1812.)

for *Nov 3 1814 to Feb 28*, 1815

Roll dated *Mobile*

*Feb 28*, 1815

Date of appointment or enlistment, *Nov 3*, 1814

To what time engaged or enlisted, *Feb 28*, 1815

Present or absent, *Present*

Remarks :

(569c)

*X. New*

Copyist.



## Appendix 1

### Anticipatory Guide

Please mark True or False for the following statements.

Statement	True	False
1. The United States has never tried to invade Canada.		
2. First American tribes who fought against the Americans in their wars with England were forced to leave their homelands, but the First Americans who fought on the side of the Americans got to keep their homelands.		
3. After the War of Independence (Revolutionary War), when the United States became independent of Britain, it never fought against Britain again.		
4. England attacked the White House and set it on fire in 1814.		
5. George Colbert was an important Chickasaw leader who helped the Americans fight the British.		
6. Tecumseh was an important Shawnee leader who tried to unite First American tribes into a new nation, west of the United States.		
7. "The Star-Spangled Banner" was written during the Civil War.		
8. In 1812, most Canadians wanted their country to be independent from the United Kingdom, just as the United States was.		

**Answer Key:**

<b>Statement</b>	<b>True</b>	<b>False</b>
1. The United States has never tried to invade Canada.		<b>X</b>
2. First American tribes who fought against the Americans in their wars with England were forced to leave their homelands, but the First Americans who fought on the side of the Americans got to keep their homelands.		<b>X</b>
3. After the War of Independence (Revolutionary War), when the United States became independent of Britain, it never fought against Britain again.		<b>X</b>
4. England attacked the White House and set it on fire in 1814.	<b>X</b>	
5. George Colbert was an important Chickasaw leader who helped the Americans fight the British.	<b>X</b>	
6. Tecumseh was an important Shawnee leader who tried to unite First American tribes into a new nation, west of the United States.	<b>X</b>	
7. “The Star-Spangled Banner” was written during the Civil War.		<b>X</b>
8. In 1812, most Canadians wanted their country to be independent from the United Kingdom, just as the United States was.		<b>X</b>

## Appendix 2

### Images



“The Burning of the White House” by Tom Freeman.



“The Battle of New Orleans” by Edward Percy Moran.



“The Portrait of George Washington” by Gilbert Stuart.



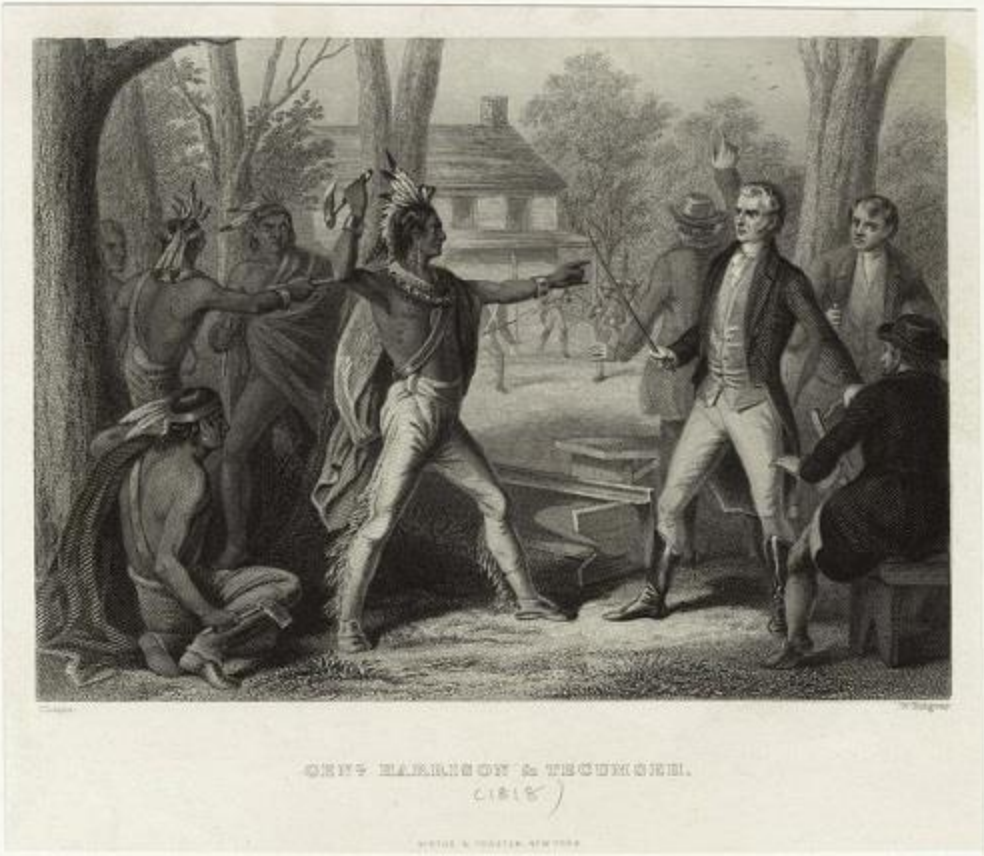
An engraving by Ralf Rawdon (Col. Johnson's mounted men charging a party of British artillerists and First Americans, at the battle fought near Moravian town, Oct. 2, 1813).



“Dolley Madison Directing the Rescue of George Washington’s Portrait” by William Woodward.



A period lithograph of the bombardment of Fort McHenry in Baltimore (author unknown).



“Tecumseh meets Harrison” by John Reuben Chapin and William Ridgway.

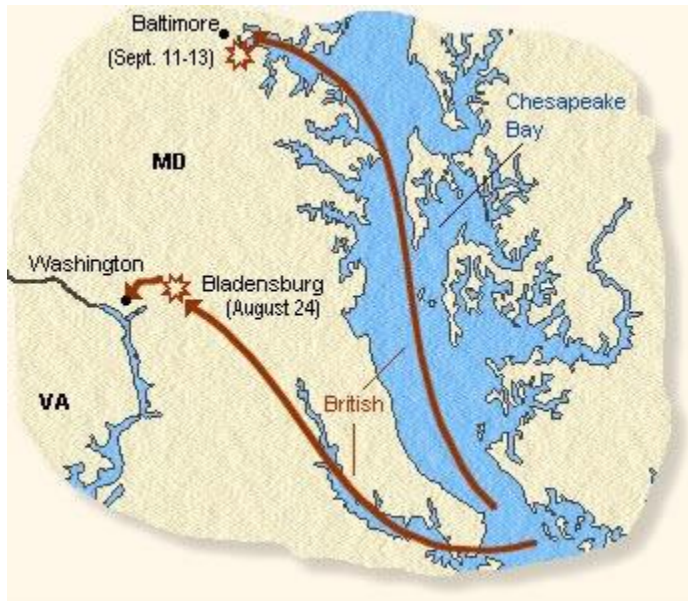


"The Battle of Lake Erie" by William Henry Powell.

## Appendix 3

### Maps

Map of Washington, D.C., during the attack in 1814.



Map of the lands Tecumseh wanted as part of the Confederacy of Indian Nations.



Anglo American War 1812 locations map.



Appendix 4

Template of stamp

