

1812History.com:

Religion and the War of 1812

History: Grade 7 – British North America

Overview:

Students will create a newspaper article evaluating how religion was a factor in the involvement of people in the militia in the War of 1812. To that end, they are required to examine several documents relating to religion and the War of 1812, make inferences as to how important a factor it was, and create a defensible conclusion in the format of a newspaper article. They are also required to include a map of the Niagara area which highlights the areas settled by certain religious groups as well as the locations of military forts.

Purpose:

For students to gain a better understanding of the political and social climate during the War of 1812 in Upper Canada, specifically focussing on the different areas in Niagara and the religious beliefs of the people who lived in those areas. Also, for students to gain a better understanding of the tension that resulted from these religious differences.

Strand: Grade 7 History – British North America

Online Exhibit:

1812 History: <http://www.1812history.com> – a website that is designed to make the surviving records and artefacts from the 1812 period available online.

Author:

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1812 History Lesson Plan: Religion and the War of 1812

Expectations:

1. Explain key characteristics of life in English Canada from a variety of perspectives.
2. Use a variety of primary and secondary sources to locate relevant information.
3. Analyse, synthesize, and evaluate historical information.
4. Construct and use a wide variety of charts, diagrams, and maps to organize and interpret information.
5. Communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, and charts.
6. Use appropriate vocabulary to describe their inquiries and observations.
7. Illustrate the historical development of their local community (Niagara) using a variety of formats.

Description:

Students will begin as a large group where they will complete the map of the Niagara area with the assistance of the teacher. Then they will proceed to the computer lab to examine the documents that have been selected for this activity. The teacher may wish to have students work alone or in pairs for the duration. Students will examine the images and documents and make inferences as to the role of religion in the War of 1812 in their graphic organizers for the remainder of the period. Students will then create a defensible conclusion regarding the role of religion in the format of a newspaper article.

Getting Organized:

Prior Knowledge Required:

Students should be familiar with the causes of the War of 1812, and the major events and key personalities involved in the War.

Students should be familiar with identifying primary and secondary source documents.

Students should be familiar with the proper format of a newspaper article.

Students should be familiar with the proper format of an historical map.

Required Time:

2 – 50 minute periods

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Planning Notes:

This lesson's content comes from the website 1812history.com, which contains all of the primary documents used in the activity. It is recommended that this lesson takes place in the computer lab, to give students access to this website. In the teacher resource package, there is a list of the suggested resources (which is also on the student handout).

Materials Required for the Teacher:

- ❖ Teacher notes
- ❖ Overhead of the map of Niagara (in the resource package)
- ❖ Student handouts (in the activity package)
- ❖ Pencil crayons (to colour the map)
- ❖ Dictionary
- ❖ Computers

Accommodations and Modifications:

The teacher should always check if any students have an Individual Education Plan (IEP) and follow the proper accommodations/modifications instructions as needed for the student(s).

Assessment and Evaluation Description:

A rubric has been included for the teacher to note students' ability to read, interpret, and analyze the primary source documents. This will be accomplished primarily using the students' completed chart which includes sufficient evidence, inferences and conclusions, but also using their newspaper article which communicates their inferences and conclusions based on the evidence. The teacher should also be walking around the classroom to check on students' progress and to answer any clarifying questions. The teacher may also wish to take notes to report about student learning skills based on their work during this activity.

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Teaching and Learning Strategies:

1. Students begin as a whole group. The teacher should copy the map (included in the teacher resource package) onto an overhead to guide students through this section of the activity. Title the map: Townships with Large Quaker Populations. Have students colour the following areas to denote their Quaker and Mennonite populations: Bertie Township, Humberston Township, Pelham Township, and Clinton Township. Then, using a different colour, have students mark the following forts on the map as well: Fort Erie and Fort George. Make sure students follow the guidelines for completing an historical map.
2. Now that the maps are complete, set the challenge for the students: Looking at several artefacts from the 1812 period, determine to what degree was religion a factor in the War of 1812. Students will create a newspaper article expressing their inferences and conclusions which includes their map for this assignment.
3. Students should use the 1812history.com website and the list of recommended resources to complete their graphic organizer. They should first record any evidence of the relevance of religion, then jot down any inferences they can draw. Students will use these inferences in their newspaper article.
4. Students should complete the bottom section of their graphic organizer, to determine to what degree religion was a factor in the War of 1812. Remind students that their conclusion must be supported by evidence.
5. Finally, students will write a newspaper article outlining their opinion regarding religion and the War of 1812. They must include the map which you created as a whole class at the outset of the activity. This article must also include their own inferences and evidence which support their defensible conclusion.

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Resources Used and Consulted:

1. 1812History.com – Online Resource
<http://www.1812history.com>
2. Map of Southern Ontario Including Counties and Townships
<http://granniesgenealogygarden.com/Granny1/ontmap.html>
3. MacMaster, Richard. "Friends in the Niagara Penninsula, 1786 – 1802."
The Quaker Archives and Library of Canada, 2004.
<http://archives-library.quaker.ca/en/friendsintheniagara.html>
4. Denos, Mike and Roland Case. Teaching about Historical Thinking. Ed. by P. Seixas and P. Clark. The Critical Thinking Consortium: Vancouver, 2006.
5. Marriage Certificate between Peter Neff and Marie Durin, March 31, 1800. Online image supplied by: Port Colborne Historical and Marine Museum.
6. The Book of Common Prayer and Administration of the Sacraments, and other Rites and Ceremonies, of the Church, 1810. Online image supplied by: Niagara Falls History Museum.
7. Moyer Family Bible, 1776. Online image supplied by: Jordan Historical Museum.
8. Sir Isaac Brock, "New Militia Act." Statutes of Upper Canada, 1812. York, Upper Canada: John Cameron, 1812. Online image supplied by: Special Collections and Archives, Brock University Library.
9. Graybeil, John. Mennonite Exemption Certificate, August 31, 1812. Online image supplied by: Port Colborne Historical and Marine Museum.

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Marking Rubric:

| Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| The student demonstrates the ability to make notes which contain sufficient evidence regarding religion and the War. | Notes contain insufficient evidence, or are completed with limited effectiveness. | Notes contain evidence and are completed with some effectiveness. | Notes contain sufficient evidence and are completed with considerable effectiveness. | Notes contain sufficient evidence and are completed with a high degree of effectiveness. |
| The student demonstrates the ability to read, interpret, and analyze primary source documents in their notes. | A limited examination of the primary documents to create notes. | A somewhat effective examination of the primary documents to create notes. | An effective examination of the primary documents to create notes. | A highly effective examination of the primary documents to create notes. |
| The student draws defensible conclusions based on logical inferences. | Conclusions are drawn with limited effectiveness. | Conclusions are drawn with some effectiveness. | Conclusions are drawn with considerable effectiveness. | Conclusions are drawn with a high degree of effectiveness. |
| The student effectively communicates their evidence, inferences, and conclusions through their newspaper article. | Evidence, inferences, and conclusions are communicated with limited effectiveness. | Evidence, inferences, and conclusions are communicated with some effectiveness. | Evidence, inferences, and conclusions are communicated with considerable effectiveness. | Evidence, inferences, and conclusions are communicated with a high degree of effectiveness. |

Comments:

Printable Masters:

1812 History Lesson Plan: Religion and the War of 1812

Title: _____

Name: _____



Map source: Library and Archives Canada, 1849, NMC 3008.

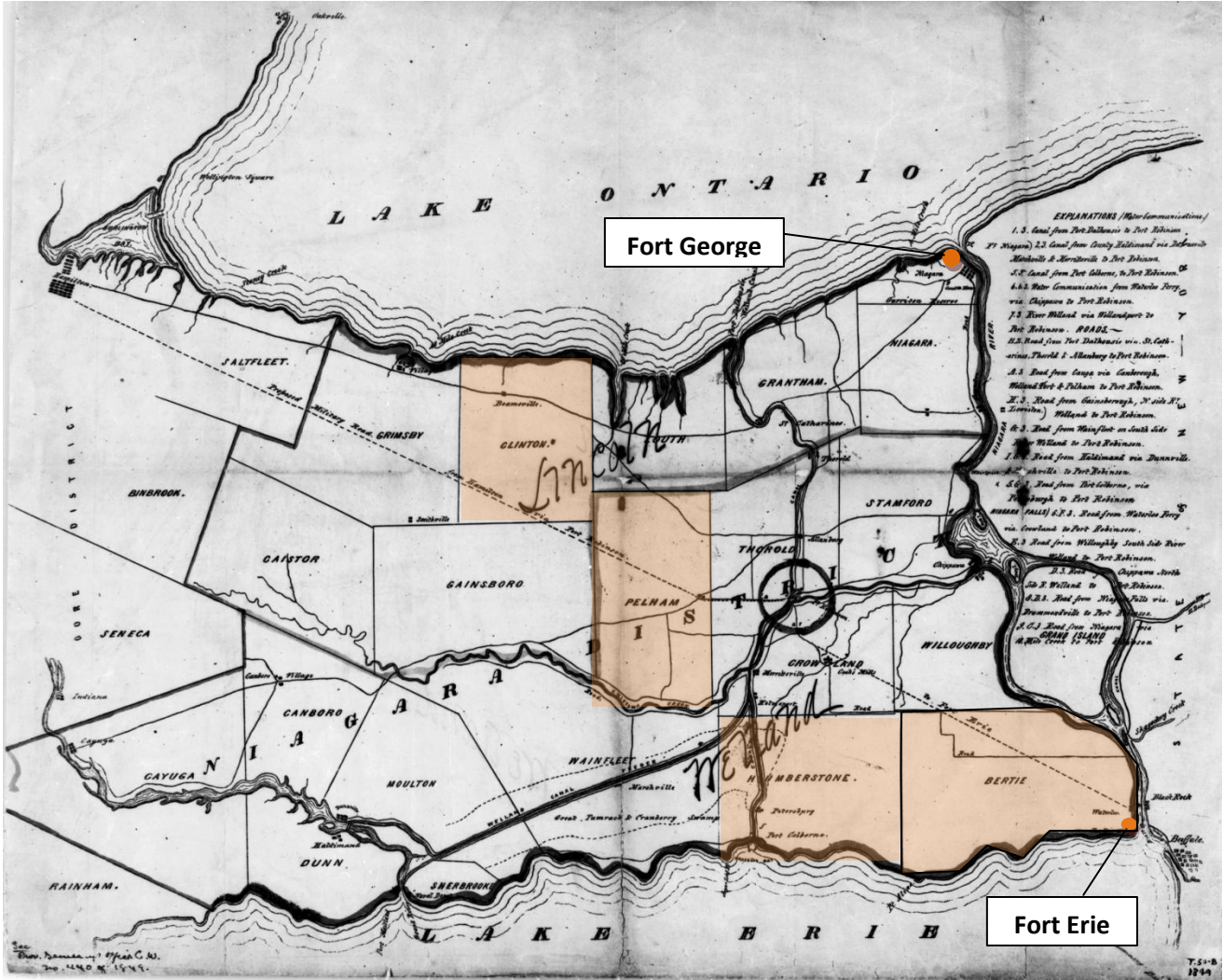
Legend

1812 History Lesson Plan: Religion and the War of 1812

TEACHER'S MAP

FORTS MARKED AND LABELLED

TOWNSHIPS TO BE COLOURED ARE: BERTIE, HUMBERSTON, PELHAM, AND CLINTON



Religion and the War of 1812

Name: _____

Due Date: _____

Your challenge is to write a newspaper article in which you determine to what degree religion was a factor in the War of 1812.

The following resources are recommended for this activity:

- The Statutes of His Majesty's Province of Upper Canada in North America
- Marriage Certificate between Peter Neff and Marie Durin
- The Book of Common Prayer and Administration of the Sacraments and other Rites and Ceremonies of the Church
- Moyer Family Bible
- Mennonite Exemption Certificate of John Graybiel

| Source | Evidence | Inferences |
|--------|----------|------------|
| | | |
| | | |

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| Source | Evidence | Inferences |
|--------|----------|------------|
| | | |
| | | |
| | | |

Religion and the War of 1812: Newspaper Article

Name: _____

Once you have gathered evidence and made inferences about that evidence as it relates to religion and the War of 1812 you must determine to *what degree* is religion a factor.

I believe that . . .

| <input type="checkbox"/> ...religion had hardly any influence on the War of 1812. | <input type="checkbox"/> ...religion had a little bit of influence on the War of 1812. | <input type="checkbox"/> ...religion had some influence on the War of 1812. | <input type="checkbox"/> ...religion had a great deal of influence on the War of 1812. |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| I believe this because... | | | |
| Others may disagree with me because... | | | |

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| | | |
| | | |

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| | | |
| | | |
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|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------|

I believe this because...

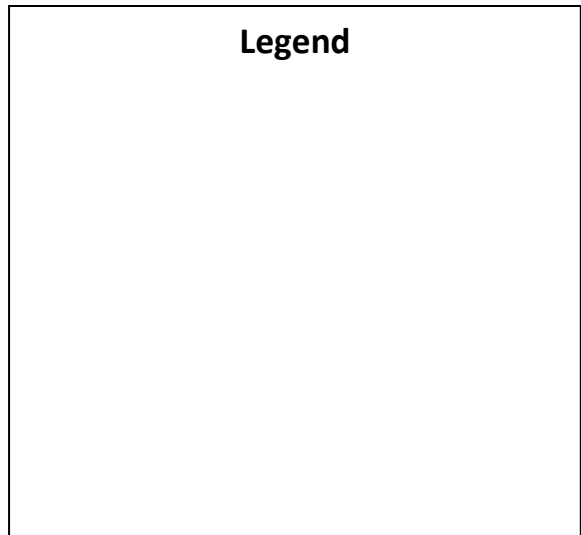
Others may disagree with me because...

Title: _____

Name: _____



Map source: Library and Archives Canada, 1849, NMC 3008.



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FORTS MARKED AND LABELLED

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Comments: