

1812History.com:

Impact of the War of 1812 on Niagara

History: Grade 7 – British North America

Overview:

Students will examine various primary source documents relating to the conclusion of the War of 1812 from the Niagara area along one of three themes: war claims, medical discharge, or land grant applications. Students will make notes relating to their set of documents, and then they will create a journal entry using the RAFTS format and the information gleaned from those documents from the perspective of someone from the 1812 time period.

Purpose:

For students to gain a better understanding of the political and social climate following the War of 1812 in Upper Canada, specifically focussing on the impact of the war on the Niagara area. Students will also have the opportunity to examine the characteristics of life in English Canada from a variety of perspectives, such as their economic and social lives.

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.

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1812 History Lesson Plan: Impact of the War of 1812 on Niagara

Expectations:

1. Explain key characteristics of life in English Canada from a variety of perspectives (e.g., family life, economic and social life, and the growth and development of early institutions).
2. Describe the impact of the War of 1812 on the development of Canada (focussing on the Niagara area).
3. Use a variety of primary and secondary sources to locate relevant information.
4. Analyse, synthesize, and evaluate historical information.
5. Construct and use a wide variety of charts and diagrams to organize and interpret information.
6. Communicate the results of inquiries for specific purposes and audiences.
7. Use appropriate vocabulary to describe their inquiries and observations.

Description:

Students will begin by discussing the characteristics of a journal entry with a partner, then as a class. They will then proceed to the computer lab, where they will choose from the three (3) themes (war claims, medical discharge, or land grant applications) and review the appropriate documents using the 1812history.com website. Students will take detailed notes about their topic using the graphic organizer that has been provided. Once they have completed their graphic organizer, they will create a journal entry using the RAFTS from the perspective of someone from the 1812 time period along their chosen theme.

Getting Organized:

Prior Knowledge Required:

Students should be familiar with the origins of English settlement in British North America after the fall of New France (as an outcome of the American Revolution).

Students should be familiar with the causes and events of the War of 1812.

Students should be familiar with identifying key information in primary source documents.

Students should be familiar with the proper format for a journal entry.

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 the first part of 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 suggested documents for each theme that the students may choose from. After the students' graphic organizers have been completed, the computer lab is no longer required (unless you request that the students type their journal entry).

Materials Required for the Teacher:

- ❖ Teacher notes
- ❖ Student handouts (activity package)
- ❖ Teacher resource package with transcript
- ❖ Dictionary
- ❖ Computers
- ❖ Sample journal entry (not included)

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 assess students' ability to read, interpret, and analyze the primary and secondary source documents required to complete their journal entry. This will be accomplished primarily using their research notes, but also using their completed journal entry that has been written in the RAFTS format. Students will also be assessed on their ability to include sufficient information from the documents and a conclusion about the impact of the War in Niagara in their journal entry. 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 by working with their partner to determine the criteria of a good journal entry. You may wish to provide your students with a sample for them to examine. After a brief discussion with their partner, have students share as a large group and note the criteria for students. They should copy this information into the appropriate place in their handout package.
2. Students should choose which of the three (3) themes they would like to create a journal entry about. The three (3) choices are: war claims, medical discharge, and land grant applications. There is a list of recommended primary and secondary documents for each theme in the teacher resource package and on the student handout. You may choose to allow them time to examine some of the documents before they make their choice.
3. Using their graphic organizers, students should record the key information from their primary source documents. They will use this information when they write their journal entries, so their notes should be detailed. Remind students that they should be looking for information which allows them to draw a conclusion about the impact of the to include in their journal entry as well.
4. Once students have completed their graphic organizers, they may begin to write their journal entries using the RAFTS format. In the student package, the students are cued to pick an appropriate name and occupation for their character before writing. They should make sure that they are using sufficient information from their documents, and use appropriate language for the time. Also, they should draw a conclusion about the impact of the War in their journal entry as well. Remind students to look back at the criteria that they determined was essential for a good journal entry.
5. Collect the graphic organizer and journal entries from each student for assessment. The teacher may wish to showcase the students' work in some way.

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Resources Used and Consulted:

1. 1812History.com – Online Resource
<http://www.1812history.com>
2. Bowman, Mike, Mike Clare, Tim Dingwall, Garfield Gini-Newman, Jan Haskings-Winner, Anita Kyriakou, Charles Leskun, Linda Mowatt, Rick Olma, Larry O'Malley, Ian Pettigrew, and Jennifer Watt. Exemplars in Historical Thinking: 20th Century Canada. Ed. by G. Gini-Newman and C. Misfeldt. The Critical Thinking Consortium: Vancouver, 2008.
3. Nelles, Robert. "War claims," June 14, 1813. Online image supplied by: Grimsby Museum.
4. Campbell, Elizabeth. "War Loss Claim," December, 1813. Online image supplied by: Niagara Historical Society and Museum.
5. Dunn, John Henry. "Receipt of Payment for War Loss Claims of John D. Servos," May 25, 1833. Online image supplied by: Niagara Historical Society and Museum.
6. Powell, Grant. "Medical Affidavit for Daniel McDougall," August 5, 1816. Online image supplied by: Niagara Historical Society and Museum.
7. Reed, James. "Affidavit Concerning Daniel McDougall's Military Wounds," August 24, 1821. Online image supplied by: Niagara Historical Society and Museum.
8. Medical Discharge Certificate for Isaac Smith, November 4, 1812. Online image supplied by: Grimsby Museum.
9. Coffin, Colonel N. "Militia General Orders," January 21, 1820. Online image supplied by: Niagara Historical Society and Museum.
10. Small, John. "Notice Regarding Land Grants for Militia," January 19, 1820. Online image supplied by: Niagara Historical Society and Museum.

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Marking Rubric:

Criteria	Level 1	Level 2	Level 3	Level 4
The student demonstrates the ability to analyze, synthesize, and evaluate the data from the resources regarding their chosen theme.	A limited examination of the primary and secondary documents to create notes regarding their theme.	A somewhat effective examination of the primary and secondary documents to create notes regarding their theme.	An effective examination of the primary and secondary documents to create notes regarding their theme.	A highly effective examination of the primary and secondary documents to create notes regarding their theme.
The student includes relevant and sufficient information from the documents in their journal entry.	A limited amount of relevant information has been included in the journal entry.	Some relevant information has been included in the journal entry.	A good amount of relevant information has been included in the journal entry.	A great deal of relevant information has been included in the journal entry.
The student draws a conclusion about the impact of the War on Niagara in their journal entry.	A conclusion regarding the impact of the War has been drawn, but with limited effectiveness.	A somewhat effective conclusion regarding the impact of the War has been drawn.	A sound conclusion regarding the impact of the War has been drawn.	A thorough and well-thought conclusion regarding the impact of the War has been drawn.
The student expresses their role using appropriate voice when creating their journal entry.	Use of appropriate voice when creating the journal entry is accomplished with limited effectiveness.	Somewhat effective use of appropriate voice when creating the journal entry.	Effective use of appropriate voice when creating the journal entry.	Highly effective use of appropriate voice when creating the journal entry.
The student uses appropriate historical vocabulary when in role to create their journal entry.	Appropriate historical vocabulary is used with limited effectiveness.	Appropriate historical vocabulary is used with some effectiveness.	Appropriate historical vocabulary is used with considerable effectiveness.	Appropriate historical vocabulary is used with a high degree of effectiveness.

Comments:

Printable Masters:

Impact of the War on Niagara

Name: _____

Due Date: _____

Your challenge is to make a journal entry as someone in the Niagara area at the end of the War of 1812.

The criteria for a good journal entry are:

- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____

Your choices for the theme of your journal entry are:

1. War Claims
2. Medical Discharge
3. Land Grant Applications

Suggested documents for War Claims:

- Robert Nelles – War claims – June 14, 1813
- Elizabeth Campbell – War loss claims – December 1813

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- John Henry Dunn – Receipt of payment for war loss claims of John D. Servos - May 25, 1833

Suggested documents for Medical Discharge:

- Grant Powell – Medical affidavit for Daniel McDougall - August 5, 1816
- James Reed - Affidavit Concerning Daniel McDougall's Military Wounds - August 24, 1821
- Medical Discharge Certificate for Isaac Smith - November 4, 1812

Suggested documents for Land Grant Applications:

- Colonel N. Coffin - Militia General Orders - January 21, 1820
- John Small - Notice Regarding Land Grants for Militia - January 19, 1820

Remember to include information which helps you to draw a conclusion about the Impact of the War on Niagara

Remember the RAFTS format for your Journal entry:

Role: soldier, land-holder, housewife, etc.

Audience: yourself, your family

Format: journal

Topic: the impact of the War of 1812 on Niagara

Strong Verb: complain, compare, predict, recommend, question, etc.

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Impact of the War on Niagara: Journal Assignment

My Name: _____

My Character's Name: _____

My Character's Occupation: _____

Theme I chose: _____

Information from the documents which support my role:

Impact of the War on Niagara

Name: _____

Due Date: _____

Your challenge is to make a journal entry as someone in the Niagara area at the end of the War of 1812.

The criteria for a good journal entry are:

- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____

Your choices for the theme of your journal entry are:

4. War Claims
5. Medical Discharge
6. Land Grant Applications

Suggested documents for War Claims:

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Impact of the War on Niagara: Journal Assignment

My Name: _____

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Information from the documents which support my role:

Impact of the War on Niagara

Name: _____

Criteria	Level 1	Level 2	Level 3	Level 4
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Comments: