

**Feinstein School of Education and Human Development**  
Mini Teacher Candidate Work Sample  
**Rubric Scores**

Practicing

Candidate: \_\_\_\_\_

EMPID: 0433193

Program: History Sec. Ed.

Semester: Fall 2010

College Supervisor: \_\_\_\_\_

Date: 12/2010

Cooperating Teacher: \_\_\_\_\_

School/District: \_\_\_\_\_

Provide the candidate's scores on each rubric dimension for each TCWS process. Then, provide the average and total the rubric scores for each TCWS process.

**Rubric Scores for TCWS Processes:**

TCWS Process	Rubric Dimension 1	Rubric Dimension 2	Rubric Dimension 3	Rubric Dimension 4	Rubric Dimension 5	Rubric Dimension 6	Rubric Dimension 7	Rubric Dimension 8	Average Score	Total Score
I. Contextual Factors	Knowledge of District, Community, School and Classroom Factors (RIPTS 1)	Knowledge of Characteristics of Class Members (RIPTS 4)	Knowledge of Students' Skills And Prior Learning (RIPTS 3)	Knowledge of Characteristics of Specific Students and Approaches to Differentiate Learning (RIPTS 4)	Implications for Instructional Planning and Assessment (RIPTS 4)	Organization, readability, spelling, and grammar (RIPTS 8)			<u>5</u> ___/16	___/36
II. Learning Goals and Unit Objectives	Learning Goals (RIPTS 2) <u>5</u>	Alignment with National, State or Local Standards (RIPTS 2) <u>6</u>	Classification of Unit Objectives (RIPTS 5) <u>5</u>	Clarity (RIPTS 8) <u>5</u>	Appropriateness For Students (RIPTS 3) <u>5</u>	Rationale / Purpose (RIPTS 4) <u>5</u>	Organization, readability, spelling, and grammar (RIPTS 8) <u>6</u>		<u>5.14</u> ___/16	<u>36</u> /42
III. Assessment Plan	Visual Organizer Format (RIPTS 9) <u>5</u>	Multiple Forms of Assessment (RIPTS 9) <u>5</u>	Alignment of Unit Objectives and Assessments. (RIPTS 9) <u>5</u>	Justification for Assessment Methods (RIPTS 9) <u>5</u>	Adaptations Based on the Individual Needs of Students (RIPTS 4) <u>5</u>	Rationale (RIPTS 9) <u>6</u>	Scoring Procedures (RIPTS 9) <u>5</u>	Organization, readability, spelling, and grammar (RIPTS 8) <u>5</u>	<u>5.13</u> ___/16	<u>41</u> /48

TCWS Process	Rubric Dimension 1	Rubric Dimension 2	Rubric Dimension 3	Rubric Dimension 4	Rubric Dimension 5	Rubric Dimension 6	Rubric Dimension 7	Rubric Dimension 8	Average Score	Total Score
IV. Design for Instruction	Use of Pre-Assessment Data (RIPTS 8) <u>5</u>	Unit Visual Organizer (RIPTS 2) <u>5</u>	Lesson Plans (RIPTS 2) <u>6</u>	Alignment with Learning Goals and Unit Objectives (RIPTS 2) <u>5</u>	Classroom Climate (RIPTS 6) <u>5</u>	Use of Technology (RIPTS 2) <u>5</u>	Organization, readability, spelling, and grammar (RIPTS 8) <u>6</u>		<u>5.28</u> ___/6	<u>37</u> /42
<del>V. Instructional Decision-Making</del>	<del>Rethinking Your Plans for a Group of Students (RIPTS 3)</del>	<del>Revisions for a Group of Students Based on Analysis of Student Learning (RIPTS 4)</del>	<del>Explanation of the Modifications Made for a Group of Students (re: Learning Goals &amp; Unit Objectives) (RIPTS 4)</del>	<del>Rethinking Your Plans for an Individual Student (RIPTS 3)</del>	<del>Revisions for an Individual Student Based on Analysis of Student Learning (RIPTS 4)</del>	<del>Explanation of the Revisions Made for an Individual Student (re: Learning Goals &amp; Unit Objectives) (RIPTS 4)</del>	<del>Organization, readability, spelling, and grammar (RIPTS 8)</del>		___/6	___/42
<del>VI. Analysis of Student Learning</del>	<del>Alignment with Selected Unit Objectives (RIPTS 9)</del>	<del>Clarity and Accuracy of Presentation of Graphs (RIPTS 9)</del>	<del>Interpretation of Data (RIPTS 9)</del>	<del>Evidence of Impact on Student Learning (RIPTS 9)</del>	<del>Insights on Effective Instruction and Assessment (RIPTS 10)</del>	<del>Self Evaluation and Implications for Future Teaching (RIPTS 10)</del>	<del>Organization, readability, spelling, and grammar (RIPTS 8)</del>		___/6	___/42
<del>VII. Candidate Reflection on Student Teaching Experience</del>	<del>Description of Incidents (RIPTS 10)</del>	<del>Description of effect on Student Teaching experience (RIPTS 10)</del>	<del>Description of self learning (RIPTS 10)</del>	<del>Plans for Professional Development (RIPTS 10)</del>	<del>Organization, readability, spelling, and grammar (RIPTS 8)</del>				___/6	___/30

Requirements for "passing" the TCWS: a) Candidate's average score for each process must be equal or greater to 3 out of 6; b) Candidate does not receive any scores of "1" on any rubric dimension; c) Candidate is allowed no more than one revision for each process.

\_\_\_/282

*Mini*

Indicate your final evaluation for the candidate's TCWS:

Fail

Pass: Acceptable

Pass: Target

(Total score of 0-140 points or the candidate received a score of "1" on at least one rubric dimension or more than one revision of a TCWS process)

(Total score of 141-234 points; no scores of "1" on any rubric dimensions; no more than one revision per process)

(Total score of 235-282 points; no scores of "1" on any rubric dimensions; no more than one revision per process)

# TEACHER CANDIDATE MINI-WORK SAMPLE

of

**Text: America: History of Our Nation**

Davidson, James, Stoff, Michael and Grant Wiggins. New York: Pearson, 2010.

**Unit III: Chapter 10 Sections 1 and 2**

## THE WAR OF 1812



*and its lasting effects*

Instructor: [REDACTED]

Class: US History Grade 8

SED 411

December 2010

## Learning Goals and Objectives

### Part I: Learning Goals

- Students will understand the impact of self-determination on domestic and foreign policies of nations.

### Part II: Unit Objectives

Students will be able to:	Related Content Standards	Domain/Level/ Other
<p><b><u>Objective 1:</u></b></p> <p>Identify, evaluate, and document causes leading to War of 1812 between Britain and America including perspectives of Britain, America, and the Native Americans on war</p>	<p><b><u>NCSS: I: Culture:</u></b> Students shall investigate Native American values, and traditions with respect to Indian perspective on westward expansion;</p> <p><b><u>NCSS VI: Power, Authority, &amp; Governance:</u></b> Students shall analyze and evaluate conditions, actions, and motivations that contribute to conflict among nations by studying causes and effects leading to War of 1812.</p> <p><b><u>RI HP1 (9-12)-2(a):</u></b> Students shall interpret history as a series of connected events with cause-effect relationships through the study of causes and effects of War of 1812.</p> <p><b><u>RI G&amp;C 5 (9-12)-1 (b):</u></b> Students shall demonstrate an understanding of the many ways people are interconnected by organizing information to show relationships between and among various individuals, systems, and structures by studying impact of American expansionism on Native Americans, American settlers.</p> <p><b><u>RI GLE: R-8-7</u></b></p> <p><b>Demonstrate initial understanding of texts by:</b></p> <p><b><u>R-8-7.1</u></b> Obtaining information on cause and effect of War of 1812 from text features (e.g., maps) ;</p> <p><b><u>R-8-7.2</u></b> Using information about the causes and effects of the War of 1812 from the text to answer questions, to state the main/central ideas, or to provide supporting details to complete activities, guided notes, quizzes, essays.</p>	<p><b><u>Bloom's Level:</u></b> Students shall use knowledge, comprehension, application, analysis and synthesis while learning causes and effects of War of 1812.</p> <p><b><u>Webb's DOK2:</u></b> Students shall describe and explain points of view of parties to war regarding self-determination.</p>

	<p><b>RIPTS Standard 2:</b> Teachers have a deep content knowledge base and design instruction that addresses the core concepts of the content area on War of 1812.</p> <p>NB: all standards of RIPTS used throughout unit plan.</p>	
<p><b>Objective 2:</b></p> <p>Identify, evaluate, and document the economic, political, and international effects of the War of 1812</p>	<p><b>NCSS IX: Global Connections:</b> Students shall study global connections and interdependence through the study of the financial impact of the War on America, recognition by European nations that America a viable, independent nation.</p> <p><b>RI HP1 (9-12)-2(a):</b> Students shall interpret history as a series of connected events with cause-effect relationships through the study of causes and effects of War of 1812.</p> <p><b>RI G&amp;C 5 (9-12)-1 (b):</b> Students demonstrate an understanding of the many ways people are interconnected by studying impact of war on domestic and foreign policy of America.</p> <p><b>RI GLE R-8-7.2</b> Using information about the causes and effects of the War of 1812 from the text to answer questions, to state the main/central ideas, or to provide supporting details to complete activities, guided notes, quizzes, essays.</p> <p><b>RIPTS Standard 2:</b> Teachers have a deep content knowledge base and design instruction that addresses the core concepts of the content area of War of 1812.</p>	<p><b>Bloom’s Level:</b> Same as above.</p> <p><b>Webb’s DOK2:</b> Students shall describe and explain issues and problems related to War Hawks and imperialism; absence of national bank; significance of Treaty of Ghent with respect to US nationalism and self-determinism.</p>
<p><b>Objective 3:</b></p> <p>Explain and document provisions of the Monroe Doctrine and its impact significance on European and American foreign policy</p>	<p><b>NCSS IX: Global Connections:</b> Students shall study global connections/interdependence through study of American foreign policy limiting European involvement in Americas through Monroe Doctrine.</p> <p><b>RI G &amp; C 4(9-12) 1 (e):</b> Students demonstrate understanding of political systems and political processes by analyzing multiple perspectives on historical issue through study of Monroe Doctrine; study of concepts of imperialism, self-determinism, nationalism of America, Britain, and other nations and how this impacted future actions of these nations. <b>RI GLE R-8-4.2</b> Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text to answer questions.</p> <p><b>RIPTS Standard 5:</b> Teachers create instructional opportunities for critical thinking by posing questions to encourage students to view, analyze, interpret ideas about Monroe Doctrine and effects on European Nations and America.</p>	<p><b>Bloom’s Levels:</b> Same as above.</p> <p><b>Webb’s DOK 4:</b> Students shall examine and explain alternative perspectives of the meaning and impact of the provisions of the Monroe Doctrine. <b>DOK 2:</b> Students shall describe and explain the impact of US isolationism as a result of the Monroe Doctrine and impact of doctrine on European nations.</p>

<p><b><u>Objective 4:</u></b></p> <p>Explain and record what America gained with Rush-Bagot Agreement and Adams-Onis Treaty: identify changes to America's national boundaries.</p>	<p><b><u>NCSS III: People, Places, &amp; Environments:</u></b>  Students shall study people, places, and environments through the examination of maps of pre and post war 1812. <b><u>NCSS IX: Global Connections:</u></b> Students shall study global connections and interdependence to analyze the relationships and tensions between national sovereignty and global interests through the study of boundary changes of the US as a result of the Rush-Bagot Agreement and the Adams-Onis Treaty.</p> <p><b><u>RI G &amp; C 5(9-12)-3(a):</u></b> Students demonstrate an understanding of how choices made impact an interconnected world by predicting possible outcomes of not adopting the Rush-Bagot Agreement and the Adams-Onis Treaty.</p> <p><b><u>RI GLE R-8-15.3</u></b> Gathering, organizing, analyzing, and interpreting the information from text.</p> <p><b><u>RIPTS Standard 5:</u></b> Teachers create instructional opportunities for critical thinking by posing questions that encourage students to view, predict, analyze, and interpret the many effects of Rush-Bagot Agreement and Adams-Onis Treaty had on the American nation.</p>	<p><b><u>Bloom's Levels:</u></b>  Same as above.</p> <p><b><u>Webb's DOK 1:</u></b>  compare maps pre and post war of 1812 and identify new boundaries.</p>
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<p><b><u>Objective 5:</u></b></p> <p>Explain how American and French Revolutions influenced movement for South American Independence and right to self-determination.</p>	<p><b><u>NCSS IX: Global Connections:</u></b> Students shall study global connections and interdependence to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among nations by observing and analyzing how the American and French Revolutions provided an example of political action for the South American colonies seeking self-determination and independence from Spain and Portugal.</p> <p><b><u>RI G &amp; C 5 (9-12)-3(b):</u></b> Students demonstrate an understanding of how choices we made impact and are impacted by, an interconnected world by identifying and summarizing the unintended consequences of a conflict or event, namely the impact of the American and French Revolutions on South American colonies desiring independence and self-determination from Spain and Portugal.</p> <p><b><u>RIPTS Standard 5:</u></b> Teachers create instructional opportunities for critical thinking by posing questions that encourage students to view, predict, analyze, and interpret the many effects of the American and French Revolutions on quest of South American states for independence and self-determination.</p>	<p><b><u>Bloom's Levels:</u></b> Same as above.</p> <p><b><u>Webb's DOK 3:</u></b> Analyze similarities and differences in issues /problems between Colonial America and Britain; between South American colonies and Portugal/Spain.</p>
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### Part III. Rationale

It is important for students to understand that international conflict has roots in nationalism, imperialism, militarism, and a nation's quest for self-determination, roots which are seen in every global conflict throughout history. Consequently, students will be able to observe international conflict past, present, and future in a more critical way, be able to compare and discern circumstances leading to conflict, and predict sequences of actions and motivations leading to conflict after this instruction.

The materials reviewed in this unit touch upon the failure of America to maintain neutrality during the war between France and Britain; the fact that America was poorly prepared for war; that Britain's actions were a contributing factor to America declaring war against Britain, that the war increased sectional disunity in America; that post war there was an increase in American nationalism and isolation reflected in efforts of America to expand and secure the country's borders and in attempts to insulate the Western Hemisphere from imperialistic Europe through enactment of the Monroe doctrine; that an invasion of Canada led to Canadian nationalism; that the American and French revolutions influenced South American colonies to seek self-determinism and independence from the Mother countries of Spain and Portugal. Students will be able to connect the past with the present as they will be instructed on the fact that the Monroe Doctrine is seen again as it was modified and extended later by Presidents Polk and Theodore

Roosevelt. Students will learn that the Monroe Doctrine continues to shape American foreign policy today.

These students will be able to access and apply key concepts and facts in completing examinations including multiple choice, fill in, true/false, matching, or essay format. The objectives of this unit require students to challenge their critical thinking, reading, and writing skills. A variety of learning strategies and formats are used to address the learning styles and interest of the students to keep them motivated. The instructional materials presented are developmentally appropriate and are based on a prior unit that students have mastered. The unit objectives meet the learning goals as determined through a variety of assessments taken throughout the unit.

## **ASSESSMENTS**

### **Rationale:**

Assessments are necessary to determine whether or not students are learning what they should be learning and can retain, recall, and properly, efficiently, and effectively apply what they have learned to meet the objectives and goals of the unit. In order to do this, assessments must also evaluate in different ways executive function skills of the student including student's planning, organization, time management, working memory, and metacognition skills. These skills help a student achieve the objectives of the unit plan.

This plan uses a variety of assessment formats including guided notes, exams, essays, analysis of cartoons, and maps which allow for executive function and learning assessments. If assessments indicate a student lacks skills or comprehension of materials, the teacher can modify the materials presented through additional review, or adding additional sources, or providing guided practice, or other strategy/intervention. All of the assessments work with material present in class discussion, lecture, PPT, text reading and therefore reinforce with each activity key concept and facts and allow for measurable evaluation of student performance.



## Part I: Visual Organizer

Assessments	Objectives Addressed	Rationale for Assessment	Adaptations
<p><b><u>#1 Pre-Assessment:</u></b> Multiple choice pre-test</p>	#1,2	Will gauge student's comprehension of objectives	Assessment short, requires no writing; accommodates all learners
<p><b><u>#2 Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>PPTs with guided notes</li> <li>short answer essays</li> <li>analysis of political cartoons with essay</li> <li>study guide</li> </ul>	<p>#1 - 5</p> <p>#1 - 5</p> <p>#3</p> <p>#1 - 5</p>	<p>Proper completion of guided notes will assess student accuracy in note-taking skills</p> <p>Shall assess if students can recall, identify, critically evaluate in writing key concepts regarding War of 1812, Monroe Doctrine, South American colonies quest for self-determination</p> <p>Draws on higher-level thinking skills to interpret elements of political cartoon and to understand the cartoonist's point of view; shall determine if student can interpret cartoon and support conclusions with evidence gleaned from cartoon, text reading, class discussion, and guided notes.</p> <p>Study guide will be reviewed orally in class to determine student's ability to recall and apply facts and key concepts of unit and ability of student to communicate clearly</p>	<p>Tier 1 class wide intervention</p> <p>Extra time given to ADHD and dyslexic students with IEP or 504 plan</p> <p>Study guide can be "chunked" for ADHD students</p>
<p><b><u>#3 Post Assessments:</u></b></p> <ul style="list-style-type: none"> <li>quizzes</li> </ul>	#1-5 for all	Quizzes and unit test easily assess student ability to recall, comprehend, and apply key concepts and facts of Unit.	A variety of formats used in Unit test to meet a variety of learners.

<ul style="list-style-type: none"> <li>• short answer essays</li> <li>• Unit test</li> </ul>		<p>Short answer essays allow student to critically evaluate, organize, and interpret material to demonstrate understanding of topic of essay.</p>	<p>Extra time for all assessments for students requiring same under IEP or 504 plan</p> <p>Word bank will be provided for fill in section for students requiring that adaptation.</p>
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**Part II: Narrative**

Assessments are drafted and implemented by the instructor to determine whether or not established goals and objectives for the unit have been met by the students, how much students have learned and how well they have learned the material presented. Assessments focus on improvement in learning so they necessarily drive the instruction. The data recorded from assessments will determine the need for any modifications of materials or learning strategies. Assessments also provide much important feedback to students on their progress so students can understand their strengths and weaknesses. Students cannot be expected to improve nor can teachers effectively and efficiently teach the students without this information. The assessments used in this paper are of varied formats and implement varied learning strategies providing an adequate means to judge student learning.

The pre-assessment is an opportunity to determine or activate prior background knowledge as the prior unit dealt with American nationalism. westward expansion, Lewis and Clark Expedition, Louisiana Purchase, cultural and physical conflict with Native American Indians, among other topics. The pre-assessment quiz, which is based on material taken from the prior unit section and the two new sections to be covered in the three focus lesson plans, can activate prior knowledge and determine what the students know or can infer about the War of 1812. If the students cannot answer questions on new material, then all material will be covered by the teacher as planned.

Formative assessments are direct assessments that are used to direct teaching to

improve student learning. In this plan they include guided notes that have fill in the blanks for students to complete while observing the PPTs, short answer essays, and analysis of political cartoons with essay. Each assessment measures, in a different way, how much and how well students have learned presented materials. If students are having difficulty with the material, seen through incomplete guided notes, weak essay analysis and response (example: failure to state main argument, to provide specific details to support argument, and is unorganized), or poor quiz grades, the teacher will review the materials again with the students, offering additional material, guided practice, or whatever strategy is necessary, until she determines the students are comfortable with the material and adequately prepared to proceed with further instruction. If one or small group of students is experiencing difficulty, the teacher may implement a tier 2 response to intervention to assist those students.

The students of this eighth grade class have poor note-taking skills. Guided notes slowly teach them what are key concepts and ideas and how to record this information efficiently and correctly. Properly completed notes demonstrate improved accuracy and efficiency of note-taking skills and have been seen to improve student retention of content in this class. Essay assessments of this unit are used to promote critical thinking skills and to help students to develop their abilities to write effectively and read analytically. Oral Q&A, although not specifically itemized as an assessment herein, is a constant in teaching and is important to use throughout the unit and during PPT presentation to assess whether students are paying attention, comprehending and recalling key facts, and whether students can communicate clearly in class. A study guide will be distributed to students to be reviewed in class to gauge student ability to recall facts and concepts, explain them, and communicate clearly while doing so. One of the short answer essays will be reviewed with the class with the teacher modeling how to pick apart the essay; then she will ask students for the answer (thesis), two topic sentences with the supporting evidence, and a conclusion summarizing the evidence. Obviously class discussion will take place. She will work with the students to write an essay on the board. This will give them the answer to one essay on the test if they can reconstruct it, but in the process review how to answer a short essay. The guide will be taken home to review together with the text, guided notes, and other assessments to prepare for the Unit test. The students will be told that the test is based on the study guide. This will help direct their efforts in studying the important facts, rather than extraneous information. Use of a study guide is an effective strategy as students have to use their text and look up answers to the study guide if they are unsure of the answers upon their review. The guide provides a list of concepts and the format within which they will be used and it enables the student to test his ability to not only recognize important information, but also his ability to retrieve information. It also can be organized into manageable "chunks", which assists those students with ADHD allowing for a comprehensive review plan. Knowing what is on the test and what format is going to be used alleviates some anxiety for the student.

Summative or Post-Assessments are also forms of direct assessment but provide graded evidence of whether or not the student has learned the requisite amount of information to proceed to the next topic or unit. In this unit plan, quizzes and short answer essays are perfect for the students as they vary in format to meet different learner needs and more than adequately measure knowledge retained, recalled, and recorded by the students. The quizzes

are multiple choice and true/false format. The Unit test provides multiple choices, fill ins, true/false, matching, and short answer essays; and the unit test includes most of the questions of the pre-assessment in one form or another to measure improvement in student comprehension.

The anticipated scoring criteria for quizzes are self-explanatory. Scores will be based on number of correct answers out of the total number of questions. Essays are graded according to a rubric based on five points for each criterion for a total of 25 points. To meet district standards, the student must reach a score of 4 or 5 for each criterion. For those students having difficulty reaching standard, the teacher will decide whether additional time will be spent addressing the material or whether she will implement a response to intervention class wide or for that student or small group of students needing assistance (example: use of a graphic organizer). Criteria will cover such things as neat writing, good spelling and grammar (not more than "X" errors), organization, development of thesis, intro paragraph with body paragraphs and topic sentences offering supportive details, and a well summarized conclusion. Note these are suggestions and not the actual rubric criteria. Please note that copies of assessments have been attached to each individual lesson plan.

## DESIGN FOR INSTRUCTION

### Rationale:

The pre-assessment quiz covers a sampling of important material contained in the unit which addresses unit objectives. Format is multiple choice. Students will be advised that his test will not be graded and is a way for the teacher to determine what they know, if anything, about the War of 1812. Based on the materials covered the week before, the students are already familiar with Indian-American conflict, Louisiana Purchase, rising American-British conflict, American policy of neutrality, Lewis and Clark Expedition, and westward expansion. Pre-Assessment includes some questions from this material. If the assessment indicates students are weak in this area, the teacher will do a quick review of the problem areas and then proceed into the new material. There is no such thing as too much review with these students. The teacher expects that pre-assessment of new material will result in some students answering questions correctly as they have good prediction and inference skills. However, unless all of the students demonstrate knowledge in a particular area, the teacher intends to proceed with review of new materials as planned.

UNIT III CHAPTER 10 sections 1, 2

Period Time: 55 minutes

Pre-assessment: 11/12 Friday	11/15 Monday	11/16 Tuesday	11/17 Wednesday	11/18 Thursday	11/19 Friday
Period 1	Lesson Plan #1: class discussion, PPT, guided notes re: cause/effects War of 1812; essay	Review Lesson Plan #1; Quiz; start Lesson Plan #2 – puzzle assignment and class discussion	No classes	Review Lesson Plan #2; PPT and guided notes; Lesson Plan #3; quiz	Review Lesson Plan #3; complete essays
Period 2	same	same	same	same	same
Period 4	same	same	same	same	same
Unit objectives for: 11/15: #1,2 11/16 – 11/22: # 1-5					

UNIT TEST: NOVEMBER 22, 2010 MONDAY

The following pre-assessment quiz will be given on November 12, 2010 giving the teacher time to review the lesson plan scheduled for Monday.

Also note that it was important to use at least a 12 font on the quiz and to have a space between the questions to make the visual field less cluttered, which helps our ADHD and dyslexic students. It is also important to keep the choices in a horizontal format. It does make for more pages.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## WAR OF 1812

Directions: Please circle the correct answers below.

1. Thomas Jefferson's vision for the future of America included all of the following except:
  - a. a nation without slavery
  - b. the view that the white farmer represented the ideal citizen
  - c. a republic that looked down on the rigid class structure of Europe
  - d. a citizenry that placed public good over private gain
  
2. Prior to the Louisiana Purchase, Jefferson
  - a. withdrew all American troops from the Mississippi Valley
  - b. sent Lewis and Clark on an expedition through upper Louisiana
  - c. tried to slow the migration of American farmers into Louisiana Territory
  - d. worked to remove the Native Americans from the northwest
  
3. All of the following statements about the Louisiana Purchase are true EXCEPT
  - a. it was opposed by many Federalists
  - b. it revealed Jefferson's aggressive style in supporting national interests
  - c. it doubled the size of the US
  - d. it contained a great deal of unproductive farm land
  
4. At the start of the War of 1812, the Americans
  - a. outwitted their opponents easily
  - b. needed the help of the Native Americans
  - c. had a navy larger than Britain
  - d. none of the above
  
5. The Star Spangled Banner was written during which war:
  - a. American Revolution
  - b. WWI
  - c. War of 1812
  - d. was not written during a war

6. The Monroe Doctrine was
  - a. a law approved by congress
  - b. was not an international law
  - c. allowed European colonization to continue in the Americas
  - d. was written together with Britain
  
7. Supporters of the War of 1812 were mainly from which regions:
  - a. north and east
  - b. west and east
  - c. south and west
  - d. south
  
8. Which was not a factor that pushed America into war with Britain?
  - a. Napoleon
  - b. British impressments of American sailors
  - c. British support of American Natives against Americans
  - d. British did not turn over British forts to America
  
9. Who was President in 1812:
  - a. Thomas Jefferson
  - b. James Madison
  - c. John Quincy Adams
  - d. John Monroe
  
10. Which event happened last:
  - a. President Jefferson purchased Louisiana Territory
  - b. James Madison elected President
  - c. The end of the War of 1812
  - d. America's declaration of war against Britain
  
11. Which countries fought in the war of 1812:
  - a. France, Britain
  - b. Britain, America
  - c. Spain, Britain, America
  - d. France, Britain, America



12. Isolationism is

- a. a policy of not gaining any new territories
- b. a policy of staying out of other peoples' business
- c. pride in one's country
- d. build up of military forces

13. South American colonies wanted right of self determination and decided to:

- a. elect new leaders
- b. negotiate with King Ferdinand of Spain
- c. revolt and seek independence
- d. observe America and learn something

14. Which statement is NOT true:

- a. All Americans supported the war
- b. The War Hawks supported the war
- c. President Madison supported the war
- d. Not all Americans supported the war.

PRE ASSESSMENT ANSWER KEY    Date Given: November 12, 2010

1. a

2. b

3. d

4. d

5. c

6. b

7. c

8. a

9. b

10. c

11. b

12. b

13. c

14. a

November 15-16, 2010

Cooperating School/Teacher: Roger Williams Middle School

SED 411

**LESSON PLAN: War of 1812**



**Unit Goal: Students will understand the impact of self-determination on the domestic and foreign policies of nations.**

Lesson Goals	Students will be able to identify, summarize, evaluate, and write down the causes for and effects of the War of 1812; Students will be able to compare/contrast and explain in writing the perspectives of Britain, Americans, and the Native American Indians regarding the conflict arising between them over westward expansion and self-determination.
Learning Objectives	Students will be able to explain and document the varied causes and effects of the War of 1812. Students will be able to explain, evaluate, and document economic, social, and/or political impact of the War of 1812 on United States, Britain, Canada, and Native Americans.
Instructional Materials and Resources	Power Point (PPT), computer, document camera, guided notes, assessment activity sheets
Standards (RIPTS, RI GSE/GLE and NCSS)	<b><u>NCSS: I: Culture:</u></b> Students shall investigate Native American beliefs, knowledge, values, and traditions with respect to Indian perspective on westward expansion; <b><u>NCSS VI: Power, Authority, &amp; Governance:</u></b> Students shall analyze and evaluate conditions,

	<p>actions, and motivations that contribute to conflict among nations by studying causes and effects leading to War of 1812.</p> <p><b><u>RI HP1 (9-12)-2(a)</u></b>: Students shall interpret history as a series of connected events with cause-effect relationships through the study of causes and effects of War of 1812.</p> <p><b><u>RI G&amp;C 5 (9-12)-1 (b)</u></b>: Students shall demonstrate an understanding of the many ways people are interconnected by organizing information to show relationships between and among various individuals, systems, and structures by studying impact of American expansionism on Native Americans, American settlers.</p> <p><b><u>RI GLE: R-8-7</u></b>      Demonstrate initial understanding of texts by:  <b><u>R-8-7.1</u></b> Obtaining information on cause and effect of War of 1812 from text features (e.g., maps) ;  <b><u>R-8-7.2</u></b> Using information about the causes and effects of the War of 1812 from the text to answer questions, to state the main/central ideas, or to provide supporting details to complete activities, guided notes, quizzes, essays.</p> <p><b><u>RIPTS Standard 2</u></b>: Teachers have a deep content knowledge base and design instruction that addresses the core concepts of the content area on War of 1812.      NB: all standards of RIPTS used.</p>
Anticipatory Set	Pre-Assessment quiz given week before so teacher could start new section immediately fully appraised of student knowledge of topic, or lack thereof.
Activities and Tasks	Distribution of guided notes to be completed by students during power point presentation and lecture additions. PPT presented and reviewed slowly to allow for students to fill in guided notes and to allow for lecture/student questions. Following PPT, the teacher will review guided notes with students and collect notes for review to insure proper note-taking. Post-assessment quiz will be handed out. Upon completion, the teacher will collect, grade, and hand back during next class. Teacher will next distribute activity sheet entitled Perspectives which ask the students to write a short essay not longer than two paragraphs evaluate and describe in writing the perspectives of Britain, America, and Native American on the rising conflict leading to the war of 1812. This assessment will be collected,

	graded, and returned during next class. If the students do not finish the activity during class, it will be taken home as homework, due the next class.
Closure	Teacher will summarize points reviewed during PPT. Ask if students have any questions and respond. Students will be given the next text reading assignment.
Assessment/Application	Post-assessment activity: Quiz on material presented and short answer essay. This assessment will be collected, graded, and returned during next class and will determine if students comprehend materials presented. If the students do not finish the activity during class, it will be taken home as homework, due the next class.
Learner Factors	ADHD and dyslexic learners: reading activities are short, additional time and alternate testing site allowed if necessary

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## THE WAR OF 1812

### Guided Notes Chapter 10, Section 1

#### I. Causes Leading to War

There were five primary reasons for the US to declare war against Britain. First: British \_\_\_\_\_ of US cargo ships, which negatively impacted American commerce. Second: British \_\_\_\_\_ of American sailors, which violated the American concept of liberty. Third: British armed \_\_\_\_\_ in the \_\_\_\_\_ with the intent to have them fight American settlers. Fourth: British never turned over to the US \_\_\_\_\_.

Fifth: The \_\_\_\_\_ of Congress pushed the President to go to war against Britain. Three well known war hawks were \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

#### II. America Declares War

The four parties of the war included the United States, \_\_\_\_\_, \_\_\_\_\_, and the \_\_\_\_\_.

The congressional vote to declare war was the \_\_\_\_\_.

#### III. Not everyone agreed with the war

\_\_\_\_\_ states were not overly concerned with \_\_\_\_\_ of American sailors as merchants were still making a profit.

The West and southwest states needed \_\_\_\_\_ because they were landlocked.

New England farmers sent supplies and food to the \_\_\_\_\_ in Canada. New England governors prohibited state militia from serving \_\_\_\_\_.

#### **IV. US had problems fighting this war**

The US had difficulties right with this war. It did not have any \_\_\_\_\_ because the federal Bank was not given a charter and no longer existed to give out loans. There was a lack of \_\_\_\_\_ and \_\_\_\_\_ soldiers to fight. The Americans only had \_\_\_\_\_ ships compared to \_\_\_\_\_ British ships.

#### **V. Events During War**

The US wanted to stop Native American bases from \_\_\_\_\_, so the US decided to attack. The US thought that the \_\_\_\_\_ would want their freedom from Britain. That was not the case and the US eventually had to give up.

#### **VI. British Burn Washington, 1814**

The British attack \_\_\_\_\_ out of revenge for the US burning down the Parliament building of \_\_\_\_\_, the capital of Canada. Both the \_\_\_\_\_ and the \_\_\_\_\_ were burned. The President's wife, \_\_\_\_\_ did not leave the White House until she collected various \_\_\_\_\_, personal prized \_\_\_\_\_, and most importantly, a painting of \_\_\_\_\_, which hangs in the White House today. The

artist who painted this well known piece was \_\_\_\_\_, a Rhode Islander.

## **VII. Attack on Baltimore and Fort McHenry**

\_\_\_\_\_ was an important port city where commerce thrived. Major General Smith convinced ship owners to \_\_\_\_\_ to prevent the British war ships from \_\_\_\_\_. However, this did not prevent British ships from \_\_\_\_\_. At the end \_\_\_\_\_ hours of fighting, the \_\_\_\_\_ was seen waving above the fort. American \_\_\_\_\_ was so moved, that he wrote a poem known as the \_\_\_\_\_ that eventually became the national anthem of the United States of America.

## **VIII. More fighting took place**

The US was involved in several skirmishes along the gulf coast. The final American "victory" was in \_\_\_\_\_ in 1815 where \_\_\_\_\_ defeated the British. However, this battle of 1815, took place after the signing of the \_\_\_\_\_ in 1814.

## **IX. Treaty of Ghent**

Britain and United States agreed to an \_\_\_\_\_, also known as a truce. Britain formally recognized the United States as a \_\_\_\_\_, which was an important legacy of this war. Both sides agreed to \_\_\_\_\_ and to restore \_\_\_\_\_. The treaty failed to mention any of the \_\_\_\_\_ for which America entered the war. But, American gained a sense of \_\_\_\_\_ and \_\_\_\_\_.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## PERSPECTIVES ON THE WAR OF 1812

**Assignment:** Think about the life experience of the British, the Americans, and Native Americans with respect to the WAR OF 1812: westward expansion, violence against settlers and native Americans alike, colonization, domination, nationalism, imperialism, self-determination. Write one to two paragraphs for each perspective, answering the questions listed. Use your best writing skills, spelling, organization, and argument. Use a separate piece of paper to write your answers.

### 1. **English Perspective:**

Why was it important to hold on to American land in the northwest?

Why did Britain give weapons to the Indians?

### 2. **Native American Perspective:**

Who or what was your threat? Why did some of you choose to fight for the British and others not? If the British won, what did you expect from them?

### 3. **American settlers:**

Why do you want to move west? What do you think about the Native American Indian who lived on this land longer than you?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## QUIZ on the War of 1812

Please circle T for true or F for false for the following statements.

1. The War Hawk is a Native American symbol. T F
2. Rhode Island voted 2 to 1 against the war. T F
3. The British Canadians wanted freedom from Britain. T F
4. Leonardo Da Vinci was the artist who painted the famous picture of George Washington. T F
5. The Treaty of Ghent punished Britain for impressing American sailors. T F

Fill in the blanks to the following questions.

6. In the Treaty of Ghent, Britain formally recognized the US as an \_\_\_\_\_.
7. In 1815, Jackson defeated the British in the Battle of \_\_\_\_\_.
8. \_\_\_\_\_ saved important state documents and prized national possessions from the White House.
9. The British gave \_\_\_\_\_ to Native American Indians in the northwest, a contributing cause leading to the war.
10. Jackson, Clay, and Calhoun were the leading \_\_\_\_\_ in congress, supporting war against Britain.
11. The congressional vote to declare the war of 1812 was the \_\_\_\_\_ in American history.
12. \_\_\_\_\_ wrote the Star Spangled Banner, later to become America's national anthem.

## Quiz on War of 1812

### Answer Key

1. F
2. T
3. F
4. F
5. F
6. independent nation
7. New Orleans
8. Dolly Madison
9. guns
10. War Hawks
11. closest
12. Francis Scott Key

November 16-17, 2010

Cooperating School/Teacher: Roger Williams Middle School

SED 411

**LESSON PLAN: Chapter 10 Sec. 2**

**Issues: Rush-Bagot Agreement, Monroe Doctrine,  
Central and South American independence,  
Florida, Canada**



**Unit Goal: Students will understand the impact of self-determination on the domestic and foreign policies of nations.**

**James Monroe**

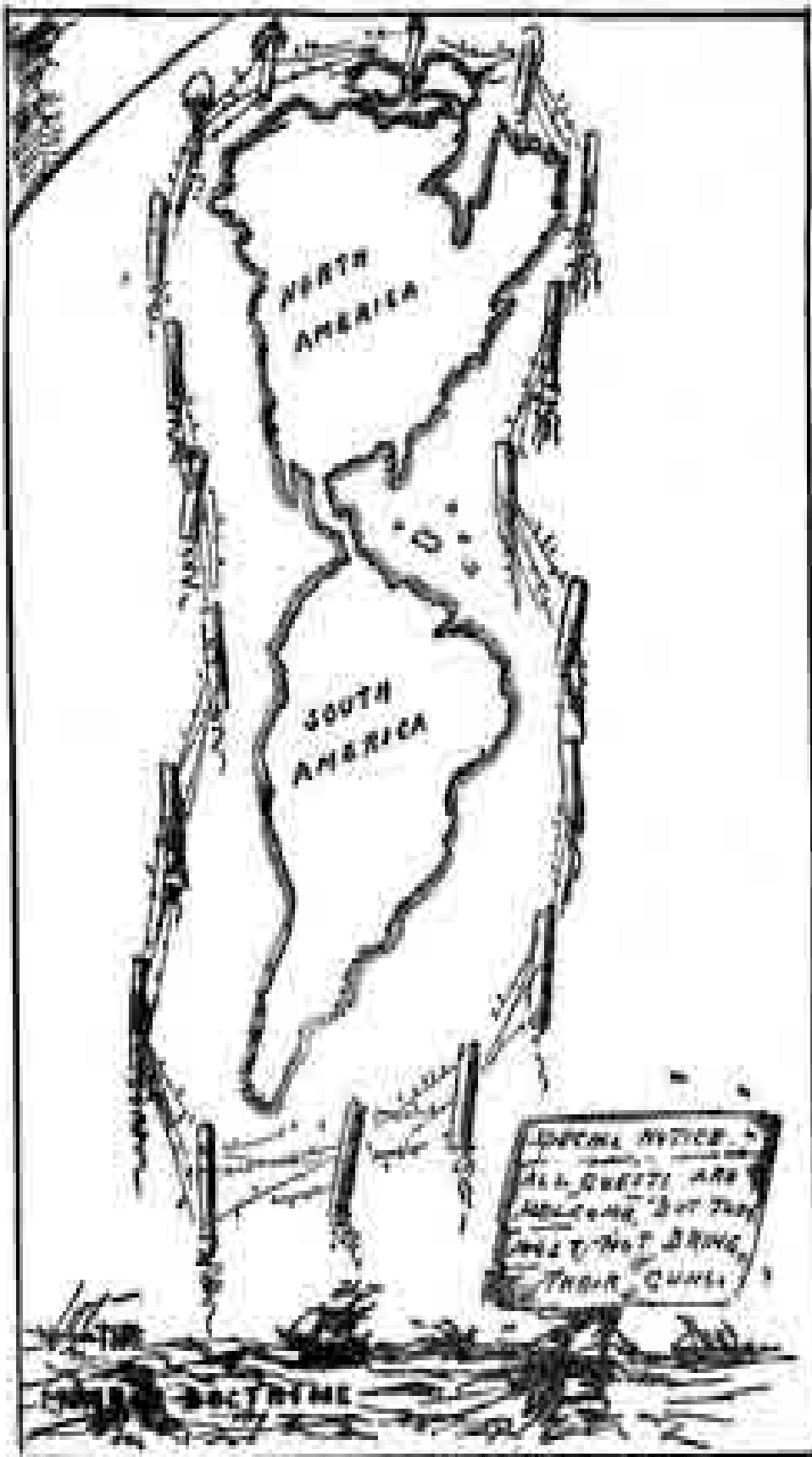
Lesson Goals	Students will be able to recall, identify, research text, rearrange and organize puzzle pieces on a variety of key concepts of the text reading including Monroe Doctrine, Rush-Bagot Agreement, Adams-Onis Treaty, independence of Mexico , Central and South American colonies, Simon Bolivar, and Father Hidalgo.
Learning Objectives	Students will be able to critically read text and analyze individual components of puzzle pieces and organize into groups that identify key main concepts or persons; engage in class discussion.

Instructional Materials and Resources	Handouts, maps, textbooks
Standards (RIPTS and RI GLE/GSE and NCSS)	<p><b><u>NCSS IX: Global Connections:</u></b> Students shall study global connections and interdependence through the study of the financial impact of the War on America, recognition by European nations that America a viable, independent nation, impact of an American foreign policy limiting European involvement in Americas through Monroe Doctrine.</p> <p><b><u>RI HP1 (9-12)-2(a):</u></b> Students shall interpret history as a series of connected events with cause-effect relationships through the study of causes and effects of War of 1812.</p> <p><b><u>RI G&amp;C 5 (9-12)-1 (b):</u></b> Students demonstrate an understanding of the many ways people are interconnected by studying impact of war on domestic and foreign policy of America.</p> <p><b><u>RI GLE R-8-7.2</u></b> Using text readings to identify the main/central ideas to complete the puzzle activity. Use of text, guided notes, maps.</p> <p><b><u>RIPTS Standard 5:</u></b> Teachers create instruction to encourage critical thinking skills, problem solving, and literacy skills through a puzzle activity.</p>
Anticipatory Set	No time today. Review posted agenda and text reading assignment due for next class.
Activities and Tasks	<p>A brief review of the prior lesson plan will be accomplished through oral questions and answers. Four sheets of pictures, text, maps, and cartoons will be distributed to the students. They will be told to carefully cut out the pictures, text, maps, and cartoons as they are puzzle pieces. Next, the students will be advised to use their texts, if necessary, to help them put together three pieces of the puzzle to form a key concept, fact, or person. During this time period, the teacher will walk around the students to assist if necessary and to see who has properly put together the pieces. When all of the students are done, the teacher will review the order of the puzzle pieces, and conduct</p>

	<p>further discussion on each topic with particular attention to the Monroe Doctrine, the Rush-Bagot Agreement, Adams-Onis Treaty, Central and South American Independence movements. The teacher will next show two short YouTube videos: Monroe Doctrine Rap (a rap version of the provisions and impact of the Monroe Doctrine) and a straight forward Monroe Doctrine video. See:  <a href="http://www.youtube.com/watch?v=ZfsOdjxBt5M&amp;feature=related">http://www.youtube.com/watch?v=ZfsOdjxBt5M&amp;feature=related</a>   <a href="http://www.youtube.com/watch?v=r3cHUQ_zBuw&amp;feature=related">http://www.youtube.com/watch?v=r3cHUQ_zBuw&amp;feature=related</a></p>
Closure	<p>Two political cartoons and essay regarding the cartoons will be distributed for completion by students. The directions will be reviewed by the teacher with the class. If the students run out of time, it will be homework and collected the next class for grading; or just collected for grading in class if students complete assignment in class.</p>
Assessment/Application	<p>The puzzle piece activity assesses students' ability to review, compare, contrast, recall, apply, and order the information of the text, PPT, guided notes, and prior knowledge to identify key concepts and persons. The essay and analysis of two political cartoons will show whether the students understand the motives behind America's declaration of the Monroe doctrine and predict the international impact and implications such a declaration would have on other nations.</p>
Learner Factors	<p>Students can work at their own paces on the activity. Learner factors are not an issue for this activity.</p>

The following two cartoons will be distributed to the students for their analysis and they will be advised to complete the essay that follows. The students are very familiar with cartoon analysis sheets, but time prevents using one today. They will be told to take notes on their cartoon directly prior to starting the essay.





THE MONROE DOCTRINE



NAME: \_\_\_\_\_ Date: \_\_\_\_\_

After reviewing the two political cartoons, please mark down any comments you have on the cartoon regarding the subject matter, perspective of author, your opinion of the meaning of the cartoons. Review and answer the essay provided in 2 -3 paragraphs, using the attached essay rubric.

ESSAY:

HOW DID THE OTHER NATIONS OF THE WESTERN HEMISPHERE VIEW THE MONROE DOCTRINE AND AMERICA?

# Essay Rubric - 8<sup>th</sup> grade US HISTORY

## 4 Points:

- clearly states an opinion regarding the cartoons.
- gives at least 3 reasons to support the opinion.
- gives specific details to support each of the reasons.
- clearly communicates its intended purpose.
- contains only a few minor mechanical errors.

## 3 Points:

- states an opinion regarding the cartoons.
- gives at least 3 reasons to support the opinion.
- gives some details as support.
- communicates its intended purpose.
- contains minor mechanical errors that are not distracting to the reader.

## 2 Points:

- states an opinion regarding the cartoons.
- gives at least 2 reasons to support the opinion.
- may or may not include specific details.
- attempts to communicate its intended purpose but may be difficult to understand.
- may contain critical mechanical errors which are distracting to the reader.

## 1 Point:

- may or may not state an opinion regarding the cartoons.
- may not include reasons to support the opinion.
- does not include specific details.
- is difficult to understand.
- contains many critical errors which are distracting to the reader.

## 0 Points:

Off task or no attempt

November 18,19 2010

Cooperating School/Teacher: Roger Williams Middle School

SED 411

**LESSON PLAN: Chapter 10 Sec. 2 EXTENDED**

**Issues: Rush-Bagot Agreement, Monroe Doctrine,  
Central and South American independence,  
Florida, Canada**



**Unit goal: Students will understand impact of self-**

**determination on domestic and foreign policies of nations.**

**James Monroe**

Lesson Goals	Students will be able to explain, summarize, and document in writing the Monroe Doctrine, Rush-Bagot Agreement, Adams-Onis Treaty, and significance of the fight for independence of Mexico, Central and South American states; the importance of Simon Bolivar and Father Hidalgo with respect to the Latin American independence movement; students will be able to comprehend and summarize the definitions of isolationism, expansionism, imperialism, nationalism, and self-determinism and how these concepts impact motivations and actions of nations and its peoples..
Learning Objectives	Students will be able analyze and summarize the main topics presented in the PPT and puzzle activity, including but not limited to the Monroe Doctrine, Rush-Bagot

	<p>Agreement, Adams-Onis Treaty, significance of the fight for independence of Mexico, Central and South American states; the importance of Simon Bolivar and Father Hidalgo with respect to the Latin American independence movement; students will be able to comprehend and summarize the definitions of isolationism, expansionism, imperialism, self-determinism, and nationalism meeting lesson and unit goals. Students will be able to competently complete guided notes.</p>
<p>Instructional Materials and Resources</p>	<p>Computer ,PPT, document camera, dry erase board, handouts, maps, readings</p>
<p>Standards (RIPTS and RI GLE/GSE and NCSS)</p>	<p><b><u>NCSS III: People, Places, &amp; Environments:</u></b> Students shall study people, places, and environments through the examination of maps of pre and post war 1812. <b><u>NCSS IX: Global Connections:</u></b> Students shall study global connections and interdependence to analyze the relationships and tensions between national sovereignty and global interests through the study of boundary changes of the US as a result of the Rush-Bagot Agreement and the Adams-Onis Treaty; and by observing and analyzing how the American and French Revolutions provided an example of political action for the Central and South American colonies seeking self-determination and independence from Spain and Portugal.</p> <p><b><u>RI G &amp; C 5 (9-12)-3(b):</u></b> Students demonstrate an understanding of how choices we made impact and are impacted by, an interconnected world by identifying and summarizing the unintended consequences of a conflict or event, namely the impact of the American and French Revolutions on Central/South American colonies desiring independence and self-</p>

	<p>determination from Spain and Portugal.</p> <p><b><u>RI GLE R-8-15.3</u></b> Gathering, organizing, analyzing, and interpreting the information from text and application to activity.</p> <p><b><u>RIPTS Standard 5:</u></b> Teachers create instructional opportunities for critical thinking by posing questions that encourage students to view, predict, analyze, and interpret the many effects of Rush-Bagot Agreement and Adams-Onis Treaty had on the American nation, Canada; and the American and French revolutions on the Central and South American colonies.</p>
<p>Anticipatory Set</p>	<p>Other than reviewing Agenda reading assignment for homework, and reminding students of food drive, no further motivational set. No time.</p>
<p>Activities and Tasks</p>	<p>The teacher reviews main concepts of prior class, Lesson Plan #2. Lesson Plan #3 is started. The teacher hands out guided notes for completion during PPT and presents PPT addressing the concepts set forth in section 2 of Chapter 10. A further discussion will ensue to expand on material presented in the PPT; document camera will be used to observe maps of Latin America showing the states seeking independence from colonial rule. A quiz will be distributed to and completed by the students. The students will be asked to exchange quizzes to correct them in class. The teacher will collect the quizzes as an assessment. Excerpts from the Monroe Doctrine together with four questions will be distributed to students for completion. The students will have the option of choosing to answer three essays of their choice in another act of self-determination. Once the essays are done, the teacher will collect and assess, to provide feedback on the next day, which is the 19<sup>th</sup>. November 19<sup>th</sup> will be a review day prior to the Unit test on November 22.</p>

	<p><b>November 19:</b> Study guide will be distributed to students and reviewed with students, the activity being called a “Walk Down Memory Lane”. Study guide mirrors the unit exam providing for a variety of formats including: multiple choice, fill ins, matching, true/false, and essays. The teacher will engage all students in answering the questions; student notes will be out and added to by students; teacher will write concepts and answers on dry erase board when she believes it helpful to students. Teacher will model answering one of the short answer essays on the board.</p>
<p>Closure</p>	<p>Teacher will review the main points of the treaties and agreements referenced above and how they define America’s policies of nationalism, self- determinism, isolationism, and imperialism.</p>
<p>Assessment/Application</p>	<p>The quiz identifies problem areas of students. Monroe Doctrine questions will assess comprehension by students of all aspects of the doctrine and impact on US foreign policy. Gives opportunity to students to critically evaluate primary source which has been the topic of several class discussions in past several weeks.</p> <p><b>See November 19<sup>th</sup> activity: Study Guide will be reviewed with students, copy attached. Unit Test will be given on November 22. A copy of that examination is attached. The review of study guide is a fairly informal assessment to gauge student comprehension of the material covered in the whole unit. The unit test will be the final assessment for the Unit and will determine whether the students met the Unit goals and objectives. A word bank will be offered for students below grade level in the fill in part of the Unit exam.</b></p>

Learner Factors

Additional time and alternate testing site will be provided for those students needing it. Many of the students are Hispanic. Teacher took time to discuss Latin American culture and language and how where you came from would determine language you speak and culture you embrace. Teacher was comparing Portugal and Spain as they were the two mother countries of the Central and South American colonies that sought independence. This connected history to student lives.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Dealing with Other Nations: A Nationalist Foreign Policy

### Chapter 10, section 2

#### GUIDED NOTES

1. American post-war nationalism sought to:
  - a. \_\_\_\_\_ the country's borders
  - b. \_\_\_\_\_ western hemisphere from European conflict.
2. \_\_\_\_\_ controlled more territory in the Americas than any other European country. But this country could not control \_\_\_\_\_ because it was too far away and there were not enough soldiers.
3. In 1817, America sent \_\_\_\_\_ to Florida to catch \_\_\_\_\_. He destroys \_\_\_\_\_ and seizes two \_\_\_\_\_. Spain decides to cede \_\_\_\_\_ to the US in the \_\_\_\_\_ Treaty in 1819.
4. The Adams-Onis Treaty (1819) gives :
  - a. \_\_\_\_\_ and \_\_\_\_\_ to US
  - b. sets boundary between \_\_\_\_\_ and \_\_\_\_\_.
  - c. Spain surrendered to America the \_\_\_\_\_.
5. The \_\_\_\_\_ and \_\_\_\_\_ Revolutions influenced Latin American countries to seek independence. Mexico's great revolutionary leader was \_\_\_\_\_. South America's great



"liberator" was \_\_\_\_\_. George Washington's family gave this man a medal calling him the \_\_\_\_\_.

6. In December of 1823, James Madison spoke to Congress and announced his foreign policy called the \_\_\_\_\_. Basic provisions of this policy included:
- a. no new \_\_\_\_\_ in the \_\_\_\_\_ hemisphere or interference with \_\_\_\_\_.
  - b. a violation of this principle would be considered \_\_\_\_\_ to our \_\_\_\_\_ and \_\_\_\_\_.
  - c. US agreed not to interfere with \_\_\_\_\_ affairs or existing European colonies.
7. The \_\_\_\_\_ Treaty of 1817 resulted in the almost total disarmament of the \_\_\_\_\_. It demilitarized the \_\_\_\_\_ between US and Canada. The \_\_\_\_\_ established the boundary between US and Canada.

# WAR OF 1812 STUDY GUIDE

## Part 1: Matching

Know these terms:

War Hawks

Lake Erie

Rush-Bagot Agreement

Simon Bolivar

General Andrew Jackson

USS Constitution

The Liberator

Federalists

Adams-Onis Treaty

Impressment

Battle of New Orleans

John C. Calhoun

## Part 2: Multiple Choice      Know these topics:

the British blockade

invasion of Canada

1806 Non-importation Act

"Indian problem"

American nationalism and pride

Fort McHenry

Why did some Indians in northwest

1807 Embargo Act

side with the British in the war?

Canadian front

Did anyone win the war?

Florida belongs to US

## Part 3: Fill in the blanks      Topics to know:

Monroe Doctrine

Tecumseh

US unprepared for war

Washington burns

US national identity

Convention of 1818

Simon Bolivar

Miguel Hidalgo

central and south American self determination

#### **Part 4: Short Answer Essay**

**You will choose three to answer for the test.**

- What was the effect of the war on the Native American Indians?
- What was the effect of American expansionism on the Native American Indians?
- Describe two reasons why America declared war on Britain.
- Why did America want to keep Spain and Portugal out of the Americas?
- Why did Central and South American colonies seek independence from their mother countries?
- What effect can a war have on a country?
- Was the war of 1812 "worth it" for America?
- What is irony? Why does the term ironic apply to the Battle of New Orleans?
- Describe the circumstances leading to the Adams-Onis Treaty and describe two results of the Treaty.

#### **Part 5: Name that Cause.**

**Be able to define and explain how each of the following contributed to the war of 1812 and the declaration of the Monroe Doctrine, the Rush-Bagot Agreement, and the Adams-Onis Treaty.**

- nationalism
- imperialism
- isolationism expansionism
- self-determination

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## UNIT EXAM

### War of 1812 and A Nationalist American Policy

Circle the correct answer for each question.

1. Prior to the War of 1812, the United States wanted to
  - a. side with France against Britain
  - b. sides with Britain against France
  - c. stay of out of the conflict between Britain and France
  - d. go to war with both Britain and France
  
2. The people most opposed to the War of 1812 were:
  - a. mid-Atlantic farmers
  - b. New England merchants
  - c. western frontiersman
  - d. southern plantation owners
  
3. Which of the following BEST describes how the War of 1812 affected the Federalists?
  - a. it increased their power
  - b. it somewhat strengthened their power
  - c. it destroyed their power at the national level
  - d. it somewhat weakened their power in the south
  
4. This man built a strong confederacy among Native Americans in Ohio, Indiana, and Michigan
  - a. William Henry Harrison
  - b. Andrew Jackson
  - c. Tecumseh
  - d. Henry Clay

5. One result of the Battle of New Orleans was
  - a. it spurred the Americans to victory in the Battle of the Thames
  - b. Francis Scott Key wrote the Star Spangled Banner
  - c. Tecumseh was killed and the Indian confederation fell apart
  - d. Andrew Jackson became a national hero and later a President
  
6. The War Hawks wanted all of the following EXCEPT
  - a. to side with Native Americans against the British
  - b. an excuse to conquer Canada
  - c. revenge on Britain for attacking American ships
  - d. to stop Britain from arming Indians in northwest
  
7. The War of 1812 was a result of all of the following EXCEPT
  - a. a growing sense of nationalism among the War Hawks
  - b. a desire for revenge against Britain for attacking American ships
  - c. the belief of the War Hawks that Britain was arming Native Americans to fight against white settlers
  - d. the desire of New Englanders for war with Britain
  
8. Aside from stopping the fighting, the Treaty of Ghent established
  - a. the end of impressments of American sailors by the British
  - b. borders between Canada and the US
  - c. a guarantee of British respect for American neutrality
  - d. nothing important
  
9. One of the most famous American warships in the War of 1812 was:
  - a. USS Washington
  - b. USS Constitution
  - c. The Leopard
  - d. USS Chesapeake
  
10. Simon Bolivar was

- a. a Mexican priest who led the people of Mexico to independence
  - b. the captain of the USS Constitution also known as Old Ironsides
  - c. the South American liberator of the people
  - d. no one important
11. The war of 1812 lasted for
- a. 1 year
  - b. 2 years
  - c. 3 years
  - d. 4 years
12. The War Hawks put pressure on the President to:
- a. seize Canada
  - b. sign a treaty of Britain
  - c. side with France during the war
  - d. remove the Indians from the northwest
13. Many Native American Indians
- a. wanted to sell their land to the Americans
  - b. were forced to leave their homes and live on reservations
  - c. supported westward expansion as they could get jobs from the white man
  - d. could speak English, attended schools, and had their own constitution
14. After the Monroe Doctrine, America realized
- a. they were the most powerful nation in the world
  - b. other European nations were afraid of America and its power
  - c. America needed Britain's help to support the Monroe Doctrine
  - d. it wanted to gain more colonies
15. America had a difficult time fighting the war because

- a. the President did not support the war
- b. the country did not have a lot of money to fight the war
- c. Miguel Hidalgo was stirring up public opinion against the war
- d. slaves supported the British

16. The Adams-Onis Treaty was written by:
- a. John Adams
  - b. John Monroe
  - c. John Quincy Adams
  - d. Andrew Jackson

Please circle true or false to the following statements.

17. Britain is considered the winner in the war of 1812. T F
18. British forces burned down Washington because American forces burned down the British capital in Canada, York. T F
19. Once the Treaty of Ghent was signed, all of the fighting stopped immediately. T F
20. Frances Scott Key wrote a poem about the bombing of Fort McHenry in Baltimore. T F

Please Fill in the blank:

21. \_\_\_\_\_ was the US President at the time of the War of 1812.
22. The War of 1812 was caused, in part, by the fact that Napoleon sold the \_\_\_\_\_ territory to the US.
23. The group of American politicians who wanted to take over Canada, a colony of Britain was called the \_\_\_\_\_.

24. America, under the leadership of \_\_\_\_\_ won the Battle of New Orleans.
25. \_\_\_\_\_ was the senator from South Carolina and a leader of the War Hawks.
26. \_\_\_\_\_ was intended to prevent European nations from intervening in the affairs of Latin American countries.
27. \_\_\_\_\_ is a theory of divine mission that many used to support imperialism or westward expansion.
28. The border disputed with this country of \_\_\_\_\_ and America was settled in the Convention of 1818.
29. \_\_\_\_\_ was the leader of the South American Independence movement.
30. In the Treaty of Ghent, Britain formally recognized America as an \_\_\_\_\_.
31. America believed it won the war and gained a sense of \_\_\_\_\_.
32. The American policy of \_\_\_\_\_ meant it would seek all possible avoidance of foreign entanglements.

**You will choose three essays to answer for the test.**

- What was the effect of the war on the Native American Indians?
- Describe two reasons why America declared war on Britain.
- Why did America want to keep Spain and Portugal out of the Americas?
- Why did Central and South American colonies seek independence from their mother countries?
- Was the war of 1812 "worth it" for America?
- What is irony? Why does the term ironic apply to the Battle of New Orleans?
- Describe the circumstances leading to the Adams-Onís Treaty and describe two results of the Treaty.



ANSWER KEY TO UNIT TEST:

1. c
2. b
3. c
4. c
5. d
6. a
7. d
8. d
9. b
10. c
11. F
12. T
13. F
14. T
15. c
16. a
17. b
18. c
19. b
20. c
21. James Madison
22. Louisiana
23. War Hawks
24. Jackson
25. John C. Calhoun
26. Monroe Doctrine
27. Manifest Destiny
28. Canada
29. Simon Bolivar
30. independent nation
31. nationalism
32. isolationism

**Narrative:**

This unit helps students meet critical learning goals and unit objectives because students must read and critically evaluate the text, complete guided notes which reinforce the text material, analyze primary and secondary sources, cartoons, and rap videos, engage in essay evaluation and response, and the quizzes and ultimate final examination – all of which embrace every level of Bloom’s taxonomy in a variety of formats and is connected to unit goals and objectives and learner needs. These lesson plans do not provide for just regurgitation of facts. Every learning strategy embraces the learning goals. Students can analyze, evaluate, document materials as well as write about historical events that have impact in their own lives. The classroom environment screams for participation. I want to introduce current affairs that are connected to the past. These students are ready to be mobilized to learn and ask questions about history whether politically correct or not, whether on task or not. Provocation of thought is the mantra in this class. Technology is the way to the heart of these students. I want to see students research articles and newsworthy items to tantalize the class. I have to build in time per week for this masterpiece waiting to happen. I intend to use video, movies, teleconferencing, Skype – whatever I can to introduce students to facts that are relevant today, to historians relevant to today, to people who are relevant today, to issues that are relevant today and were relevant years ago.