

Unit Wrap-Up: Continuity and Change and the War of 1812

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Suggested grade level: Intermediate/Senior

Suggested time: 1 class period

Brief Description of the Task

Students will identify how continuity and change have been demonstrated through the various interpretations of War of 1812 over the last 200 years.

Historical Thinking Concepts

- Continuity and Change
- Use of Primary Source Evidence

Learning Goals

Students will be able to:

1. Participate in an activity that allows them to understand the concept of **continuity and change of historical thinking**.
2. Identify the various topics/themes of the War of 1812 that remained the same and changed over the last two hundred years.

Materials

Each student will need a copy of the Continuity and Change Organizer, Appendix 1.

Prior Knowledge

It would be an asset for students to:

- be familiar with the military actions by both the sides in the war
- understand the negative relations that existed between Britain and the newly independent United States
- be familiar with the interpretations of the war over the last 200 years

Assessment

As this is an assessment of the entire unit the following checklist might assist the teacher and student in assessing student comprehension.

- Are the topics/themes cited from primary and secondary sources?
- Are the topics/themes historically significant?
- Does the student explain how their choice is an example of continuity over the last 200 years?
- Does the student explain how their choice is an example of change over the last 200 years?
- Does the student reference events and personalities in their list?

Detailed Lesson Plan

Focus Question: How have the interpretations of the War of 1812 remained the same and have changed over the last 200 years?

Part 1

1. This task will be introduced by the following context: “In this unit you have explored the causes, events, personalities, and results of the War of 1812. You have examined how the war has been interpreted over the last 200 years. Now is your chance to demonstrate what you have learned.”

You will complete a chart and list the various interpretations of the war over the last 200 years and identify what interpretations have remained the same and what has changed. You will provide your own reasons for why you think these topics/themes/interpretations have remained the same and why some have changed.” Students will be asked to list what celebrations for the War of 1812 they have seen/heard about/read about. The students could go to the government website and identify the events and focus of current celebrations. (<http://1812.gc.ca/eng/1305654894724>).

2. The students will review the various interpretations from the years following the war to the present. They will employ the continuity and change organizer, **Appendix 1**.

3. Teachers can wrap-up the activity by discussing the following with students:

- Why is it important that historians examine how events change and remain the same?
- What aspects of the War of 1812 do students believe will always remain the same no matter whenever it is commemorated?

Teaching Tip: You may want to reinforce the fact that even though history occurs over time it also maintains some stability. Students should not see history as a series of events that occur in isolation and do not relate to themes or topics over time.

Appendix 1

Continuity and Change

Name: _____ Date: _____

Topic: _____

In the first column list the various ways that the war was interpreted in 1812 (or around the time of the war). In the second column list the various ways that the war is interpreted in 2012 (or around that time period). In the last column indicate the interpretations have changed and remained the same over these 200 years.

1812 Events	1912 Interpretations	2012 Interpretations	What has changed? What has remained the same?

To what degree was there continuity and to what degree was there change over the last 200 years?