

# Poetry and Song of the War of 1812: Lesson 3 (Performance Task)

by Jennifer Janzen

**Suggested grade level:** Intermediate/Senior

**Suggested time:** 2 to 3 class periods

## Brief Description of the Task

In this lesson students will **create their own poetry/song for the War of 1812 and write an expository essay** based on what they have learned through the previous two lessons.

## Historical Thinking Concepts

- Historical Significance
- Historical Perspective-Taking
- Use of Primary Source Evidence

## Learning Goals

Students will participate in a performance task that will allow them to:

- Create their own poetry/song to capture an historical event
- Demonstrate their understanding of the historical thinking concepts **Historical Significance** and **Historical Perspective-Taking**

## Materials

Two copies of Worksheet 1 for each student.

## Prior Knowledge

It would be an asset for students to be aware of:

- the major dates and battles of the War of 1812
- the different groups of peoples that participated in the War of 1812 (British, Canadian, Canadian, First Nation, American)

## Assessment

- Worksheets and individual & group work contributions
- Assignment: "Constructing a Narrative Poem": Another Historical Perspective

### Detailed Lesson Plan

**Focus Question: How can poetry and song help us to understand the significant events, individuals and perspectives of history?**

1. To begin, repeat the "Focus Question" and ask students what they have learned about the War of 1812 from the poems/songs that they have studied. Make a list of events, people and ideas on the board.

Ask:

- **Do these three poems/songs cover all of the significant events from the War of 1812?**
- **What other events, people or ideas might be commemorated by poetry and song?** (Add their suggestions to the list already on the board.)
- **How do you know these events, people or ideas are significant?** (Review the Historical Significance criteria if needed. See [www.historicalthinking.ca/concept/historical-significance](http://www.historicalthinking.ca/concept/historical-significance))

2. Divide students into groups and hand out **Worksheet 1: Historical Significance, War of 1812** to each member. Provide each group with one of the following topics to research for **Historical Significance** and have them research the topic and fill-in the sheet as a group. Two websites for research include:

<http://galafilm.com/1812/e/intro/index.html> (Scroll over bottom icons to find topics)

<http://www.eighteentwelve.ca/> (Click on "Topics")

#### Event

#### Person/s

Battle of Tippecanoe

George Prevost

Battle of Lake Erie

William Hull

Battle of York

Dolly Madison

Capture of Fort George

John Norton

Treaty of Ghent

The Voltigeurs

3. Once the groups have completed Worksheet 1, they can present their findings to the class. Ask:

- **Do you believe that your topic is Historically Significant?**
- **Would any of these events or people be worthy of a poem?**
- **What else would you need to do to establish their Historical Significance or understand their perspective?**

4. Tell the students that the final part of learning about historical poetry will involve creating their own poem and writing an expository essay about an individual, event, or aspect of the War of 1812. The purpose of the assignment is to choose a topic that has **Historical Significance** to the War of 1812 and create a poem about this topic from a particular **Historical Perspective**. The expository essay will be the background explanation for their choice of topic.

5. Hand out **War of 1812 Poetry Project, Topics List, Research Sheet** and another copy of **Worksheet 1h: Historical Significance** to each student. Provide students with an opportunity to begin researching the Internet and/or public library for sites and books for a topic that interests them. Students should start collecting sources and fill-in the research sheet. When they have chosen a topic, they should complete Worksheet 6 in order to demonstrate that their choice is **Historically Significant**.

6. Students should conduct an in-depth reading of their sources, and should underline words and phrases that help to identify significant details and the historical perspective of their topic. In addition to words and phrases, students should also be collecting explanatory or insightful quotes from their sources that will be a necessary part of their expository essay. (For more information on expository essays see: <http://owl.english.purdue.edu/owl/resource/685/02/>).

7. Once the poems and essays are completed, students can present their poetry to the class or in small groups and display their work.

8. To conclude the lesson and look again at **Historical Perspective** have the students complete the assignment, "**Constructing a Narrative Poem: Another Historical Perspective**". (For more information about poetry styles and vocabulary see: <http://www.types-of-poetry.org.uk/>)

**Worksheet #1**

**Historical Significance: War of 1812**

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

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

<b>Primary or secondary source</b> (page numbers, if relevant):
<b>Event or person</b> (or people) <b>that is historically significant in this source:</b>
<b>Brief description:</b>

<b>Significance Criteria</b> In what ways is this event or person historically significant?	Does it apply? (Y/N)	In what way does this event or person meet the criteria?
<b>Resulting in Change</b>		
<b>Profundity:</b> How were people affected by the event or person?		
<b>Quantity:</b> How many people’s lives were affected?		
<b>Durability:</b> How long lasting were the changes?		
<b>Revealing</b> How does this event or person help us to understand the past?		
<b>Resonant or Relevant</b> How does this event or person shed light on issues or problems that concern us?		

<b>Of what larger story or argument might this event or person be a part?</b>
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<b>How might the historical significance of this event or person change over time?</b>
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