

History of the War of 1812 – Battle of Plattsburgh, September 11, 1814

(Referenced to National Education Standards)

Objectives: Students will be able to cite the basic facts relating to the land and water battles at Plattsburgh, New York on September 11, 1814 and be able to place the location and events into the chronological framework of the War of 1812.

Time: 3 to 5 class periods, depending on extension activities.

Skills: Reading, chronological thinking, map-making.

Content Areas: Language Arts – Vocabulary, Language Arts- Reading, Social Studies – Geography, Social Studies - United States history.

Materials:

- Poster board
- Colored markers/crayons
- Pencils
- Copies of reading materials

Standards:

NCHS History Standards

K-4 Historical Thinking Standards

1A: Identify the temporal structure of an historical narrative or story.

1F: Create timelines.

5A: Identify problems and dilemmas confronting people in historical stories, myths, legends, and fables, and in the history of their school, community, state, nation, and the world.

5B: Analyze the interests, values, and points of view of those involved in the dilemma or problem situation .

K-4 Historical Content Standards

4D: The student understands events that celebrate and exemplify fundamental values and principles of American democracy.

4E: The student understands national symbols through which American values and principles are expressed.

5-12 Historical Thinking Standards

1A: Identify the temporal structure of an historical narrative or story.

1B: Interpret data presented in time lines and create time lines.

5-12 History Content Standards

Era 4: Expansion and Reform (1801-1861)

1A: The student understands the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.

IRA/NCTE Language Arts Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace, and for personal fulfillment. Among these texts are fiction and nonfiction, classic, and contemporary works.

Introduction:

Many textbooks for grades 3 through 8 do not include information relating to the battles at Plattsburgh and their importance in the ending of the War of 1812. Please see the Battles at Plattsburgh narrative about the War of 1812 and the Plattsburgh battles' place in American history. Reviewing the companion Battles at Plattsburgh vocabulary with your students is recommended prior to reading the narrative in class.

Discussion Questions:

1. Washington was a small city in 1814. It was not an important port and there were no United States soldiers stationed there. What might have motivated the British to attack and burn the city?
2. Just as Bathurst's plan to create diversions was successful, Macomb's "smoke and mirrors" theatrics to create the illusion of a larger American was, some say, equally successful. Why?
3. Why would Theodore Roosevelt and Winston Churchill refer to the conflict at Plattsburgh as the most important of the War of 1812?

Extension Activities:

1. Have students create a time line showing the events of the War of 1812. Students can create the time line by hand or using the printable time line tool on Read, Write, Think at <http://www.readwritethink.org/materials/timeline/>.
2. Have students create a poster about some aspect of the battles at Plattsburgh and why the conflict is so important in our nation's history.
3. Have students identify the named geographic places, persons, etc., by way of various on-line map resources and search tools.