

1812History.com:

## Canadian and American Tension

History: Grade 7 – British North America

### Overview:

Students will examine several artefacts that illustrate the strained relationship between Canada and the United States during the War of 1812. They will work in small groups to create placemats where they will record the main ideas, key phrases, and their observations and insights from the primary source documents, which they will then present to the class. The documents used in this activity include Sir Isaac Brock's Proclamation from August 1812, an American Proclamation by Preston, parole papers, an account of losses due to occupying Americans, and a variety of newspapers.

### Purpose:

For students to gain a better understanding of the political and social climate during the War of 1812 in Upper Canada, specifically focussing on the tensions between Canada and the United States.

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.

### Author:

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# 1812 History Lesson Plan: Canadian and American Tension

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## Expectations:

1. Explain key characteristics of life in English Canada from a variety of perspectives (e.g. economic and social life, transportation, and relationships with various groups of people).
2. Describe the impact of the War of 1812 on the development of Canada.
3. Use a variety of primary and secondary sources.
4. Analyse, synthesize, and evaluate historical information.
5. Describe and analyse conflicting points of view about a series of historical events.
6. Construct and use a wide variety of charts and diagrams to organize and interpret information.
7. Communicate the results of inquiries for specific purposes and audiences, using oral presentations, written notes, and charts.
8. Use appropriate vocabulary to describe their inquiries and observations.

## Description:

Students will be separated into groups of two, three or four (it is recommended that groups consist of students who have similar ability). They will remain in these groups for the duration of the activity. Students will examine several artefacts that illustrate the strained relationship between Canada and the United States during the War of 1812. Students will have thirty-five (35) minutes to complete their placemats by reading and gathering information from their primary source documents. They should include the main ideas, key phrases, and their own observations and insights from these documents. Once students have completed their placemats, they will present their findings to the class.

## Getting Organized:

### Prior Knowledge Required:

Students should be familiar with the reasons for the early settlement of English Canada (e.g. as an outcome of the American Revolution).

Students should be familiar with identifying the main idea in a primary source document.

### Required Time:

1 – 50 minute period

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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 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 primary source documents recommended for this activity. They have also been listed on the student activity sheet.

## Materials Required for the Teacher:

- ❖ Teacher notes
- ❖ Student handout (list of resources)
- ❖ Teacher resource package
- ❖ Dictionary
- ❖ Computers
- ❖ Lined paper or GOOS paper (for quick write)
- ❖ Large white paper for placemats

## 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 source documents and create accurate notes in the placemat format. This will be accomplished primarily using their completed placemats, but also using their contributions to the class discussion when they reconvene as a whole group for their presentations. 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 individually. The teacher will have the students “rapid write” on a lined piece of paper or in a notebook. Students will have two (2) minutes to write as much as they can in response to the prompt: “Tell me everything you know about the outcomes of the American Revolution.” Remind students that they are not to take their pencil from the page for the duration of the two (2) minutes, and when they are finished, have them count how many words they wrote down on the topic. Take a quick survey when they are done by asking students to raise their hands and lower them when you say a number that exceeds the number of words they wrote down. Then, call out a series of numbers (10, 20, 30, 40, 45, etc.) until all of the hands are down. Have some students share the summaries that they wrote.
2. Explain that today the class will be examining several artefacts that illustrate the strained relationship between Canada and the United States as a result of the American Revolution, during the War of 1812.
3. Divide students into pairs, triads, or groups of four (it is recommended that groups consist of students who have similar ability). They will remain in these groups for the duration of the activity.
4. In the computer lab, students will work with their groups to gather information for their placemats. An example is shown in the “Printable Masters” section and is also included in the teacher resource package. A list of recommended resources to be used for this activity is included in the teacher resource package, and is also listed on a student handout.
5. Students will have thirty-five (35) minutes to complete their placemats by reading and gathering information from their primary source documents. They should include the title, source (country and type), main ideas, key phrases, and their own observations and insights from these documents. Students should also infer how each artefact would have affected the relationship between Canada and the United States. The teacher may wish to assign each group specific artefacts. If so, ensure that there is at least one (1) artefact from each point of view.
6. Once students have recorded as much information as they can in the time provided, reconvene as a whole class. Students should present their placemats in their groups, highlighting the information regarding Canadian and American tension at the time of the War of 1812 that they found in their primary documents, as well as their observations and interpretations.

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### Resources Used and Consulted:

1. 1812History.com – Online Resource  
<http://www.1812history.com>
2. Brock, Isaac. “Proclamation: Province of Upper Canada,” February 24, 1812. Online image supplied by: Niagara Historical Society and Museum.
3. Preston, Lt. Col. James P. “Proclamation,” May 30, 1813. Online image supplied by: Port Colborne Historical and Marine Museum.
4. Parole paper for Jacob Ball, May 1814. Online image supplied by: Niagara Historical Society and Museum.
5. Robert Nelles’ War Claims, June 14, 1813. Online image supplied by: Grimsby Museum.
6. Farmers Watch Tower Newspaper, July 8, 1812. Online image supplied by: Niagara Historical Society and Museum.
7. Buffalo Gazette Newspaper, May 7, 1816. Online image supplied by: Niagara Historical Society and Museum.

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## Marking Rubric:

Criteria	Level 1	Level 2	Level 3	Level 4
<b>The student reads, interprets, and analyzes the source documents.</b>	Student requires assistance to read, interpret, and analyze primary source documents, or does so with many inaccuracies.	Student is able to read, interpret, and analyze primary source documents, but does so with some inaccuracies.	Student is able to read, interpret, and analyze primary source documents with very few inaccuracies.	Student is able to read, interpret, and analyze primary source documents with no inaccuracies.
<b>The student creates notes which contain main ideas and key phrases from the source documents.</b>	Student is able to create notes which contain main ideas and key phrases from the documents, but does so with limited effectiveness.	Student is able to create somewhat effective notes which contain main ideas and key phrases from the documents.	Student is able to create effective notes which contain main ideas and key phrases from the documents.	Student is able to create highly effective notes which contain main ideas and key phrases from the documents.
<b>The student creates notes which contain their own observations and inferences from the source documents.</b>	Student is able to create notes which contain their own observations and inferences based on the information from the documents, but does so with limited effectiveness.	Student is able to create somewhat effective notes which contain their own observations and inferences based on the information from the documents.	Student is able to create effective notes which contain their own observations and inferences based on the information from the documents.	Student is able to create highly effective notes which contain their own observations and inferences based on the information from the documents.
<b>The student engages in informed and effective participation in the class discussion regarding the tension between Canada and the United States.</b>	Student makes a limited contribution, or none at all, to the class discussion regarding tension between Canada and the United States.	Student is able to make a somewhat valuable contribution to the class discussion regarding tension between Canada and the United States.	Student is able to make a valuable contribution to the class discussion regarding tension between Canada and the United States.	Student is able to make a highly valuable contribution to the class discussion with many insights regarding tension between Canada and the United States.

Comments:

Printable Masters:

## Tension Between Canada and the United States During the War of 1812

Names of Group Members: \_\_\_\_\_  
\_\_\_\_\_

Your challenge is to carefully examine the following documents at  
[www.1812history.com](http://www.1812history.com):

1. Proclamation, Upper Canada by Sir Isaac Brock - 1812
2. Proclamation by Lt. Col. Jas. P. Preston of the Invading American Army
3. Parole Paper of Jacob Ball from the US Army, 1814
4. War Claims Robert Nelles - June 14, 1813
5. Farmers Watch Tower Newspaper, July 8, 1812
6. Buffalo Gazette Newspaper, May 7, 1816

Now, record the following information onto your group's placemat:

1. What is the title of the document?
2. What is the source of this document (Is it Canadian? American? Primary or Secondary account?)?
3. What is the main idea from each document?
4. What are the key phrases from each document?
5. What is your opinion about what this document is saying?
6. Infer how this document is affecting the relationship between Canada and the United States.

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## Sample for Placemats:

### Tension Between Canada and the United States During the War of 1812

Document #1:

Title:

Source of Document:

Main Idea:

Key Phrases:

Our Opinion:

Infer how this document is affecting the relationship between Canada and the United States:

Document #2:

Title:

Source of Document:

Main Idea:

Key Phrases:

Our Opinion:

Infer how this document is affecting the relationship between Canada and the United States:

# Tension Between Canada and the United States During the War of 1812

Names of Group Members: \_\_\_\_\_  
\_\_\_\_\_

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3. What is the main idea from each document?
4. What are the key phrases from each document?
5. What is your opinion about what this document is saying?
6. Infer how this document is affecting the relationship between Canada and the United States.

Sample for Placemats:

Tension Between Canada and the United States During the War of 1812

Document #1:

Title:

Source of Document:

Main Idea:

Key Phrases:

Our Opinion:

Infer how this document is affecting the relationship between Canada and the United States:

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Document #2:

Title:

Source of Document:

Main Idea:

Key Phrases:

Our Opinion:

Infer how this document is affecting the relationship between Canada and the United States:

# Tension Between Canada and the United States During the War of 1812

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

Criteria	Level 1	Level 2	Level 3	Level 4
<b>The student reads, interprets, and analyzes the source documents.</b>	Student requires assistance to read, interpret, and analyze primary source documents, or does so with many inaccuracies.	Student is able to read, interpret, and analyze primary source documents, but does so with some inaccuracies.	Student is able to read, interpret, and analyze primary source documents with very few inaccuracies.	Student is able to read, interpret, and analyze primary source documents with no inaccuracies.
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Comments: