



## Learning on the Great Lakes Seaway Trail *One of America's Byways*

### **Lesson Plan #1 – People in the War of 1812**

**Subject: Social Studies**

**Grade: 4-6**

**Irene Sullivan**

#### **Anticipatory Set:**

Students will review what the causes of the War of 1812 were, and discuss the roles significant individuals had in bringing the United States and Great Britain to war.

#### **New York State Standards:**

Standard 1.1, 1.2 - History of the United States and New York

Standard 2.1, 2.2 – World History

Standard 4.1, 4.2 4.3 – Economics

Standard 5 – Civics, Citizenship, and Government

#### **Objectives:**

Students will learn about the people who played major roles in the War of 1812 by researching and creating trading cards to share with fellow classmates.

#### **Purpose:**

To have students learn about the developmental history of New York and the United States through the War of 1812.

#### **Summary:**

##### **The Seaway Trail and the War of 1812**

During the War of 1812 there were a number of events that occurred along the Seaway Trail in New York. These actions during the War of 1812 took place on four major fronts: Lake Erie and the Niagara Frontier, Lake Ontario, the eastern shore of Lake Ontario, and along the St. Lawrence River.

##### **Region 1: Lake Erie and the Niagara Frontier**

Oliver Hazard Perry commanded the U.S. Naval forces on Lake Erie and was successful in routing British ships from it. Land sites, particularly the Black Rock Navy Yard, were active with shipbuilding throughout the war.

##### **Region 2: Lake Ontario**

The British Royal Navy launched many coastal raids along the shoreline to disrupt the U.S. war effort. Commodore Isaac Chauncey caused a powerful fleet to be built at Sackets Harbor for the purpose of controlling Lake Ontario. The end result was a tit-for-tat shipbuilding marathon with Great Britain. By the war's end, some of the largest ships in the U.S. and British Navies were prowling Lake Ontario.

##### **Region 3: Eastern Shore of Lake Ontario**

From Oswego to Cape Vincent, the eastern shore of Lake Ontario was an area where numerous battles were played out between the United States versus the British and Canadians. Indians of various tribes fought on both sides.



#### **Region 4: St. Lawrence River**

The waterway and the shoreline of the St. Lawrence River saw a great deal of wartime travel. They traveled by boat, across ice either by foot or by horseback. The military strategy was who ever controlled the St. Lawrence River also controlled the outcome of the war.

#### **What led up to the War?**

The War of 1812 is sometimes called the “Second War of Independence” or the “forgotten war.” The United States declared war with Great Britain on June 18, 1812 and continued until the Treaty of Ghent was signed on December 24, 1814. Though the war was officially over communication was slow. There was another confrontation between the two countries where **General Sir Edward Pakenham**, unaware the war was over, led 50 warships to attack the Americans on January 8, 1815 in the “Battle of New Orleans”. **Major General Andrew Jackson** and his men who were well prepared and ready for the attack defeated him and his men. On February 17, 1815 the War of 1812 ended when the United States and Great Britain exchanged ratifications to the treaty.

Tension grew between Great Britain and the United States as America felt the economic pressure from the European War going on between France and Great Britain. Both sides preyed on the American shipping by placing restrictions on trade. Between a number of trading acts that followed and the problems the new settlers were facing in the Louisiana Territory caused the Americans to have ill feeling towards Great Britain. The British war measure “**The Orders in Council**” increased the bitterness towards Britain as the Royal Navy practiced impressments. The Navy would stop American merchant ships at sea and remove any men they thought were British deserters. They would force the men to serve the Royal Navy. Americans wanted to stop Great Britain from threatening the American people’s rights.

In 1803 the French dictator, **Napoleon Bonaparte**, persuaded Spain to return to France the North American territory of Louisiana that was granted to Spain in 1763. During that year Napoleon was facing strong opposition from the successful British Navy. Realizing that the chance of France holding and developing Louisiana was growing slim, he decided to sell the territory to the United States. On April 12, 1803 the Louisiana Purchase Treaty was signed between France and the United States. The Louisiana Territory actually doubled the size of the United States at that time. This offered land for new settlement.

As the Americans pushed westward into the Ohio valley and on toward the Mississippi they faced resistance from the Native Americans. The Indians felt the new settlers were invading their land and they resisted by conducting a number of raids; scalping and murdering the settlers. Frontiersmen believed that the British in Canada were supplying the Indians with firearms. The Native Americans wanted to protect their land. A Shawnee chief, **Tecumseh**, tried to create a great Indian confederacy to resist the white man. His brother, **Tenskwatawa**, a medicine man known as the **Prophet**, tried to convince their people to go back to their old ways and give up the customs of the white man. In 1811 Governor Harrison of the Indiana Territory sent troops to an Indian town



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known as Tippecanoe. A battle broke out and the Indian town was destroyed. In June of 1812, **Tecumseh** and a small group of followers left the Indiana Territory and joined the British at Amherstburg, located on the Canadian side of the Detroit River.

As the war between France and Great Britain continued, the Royal Navy defeated France in 1805 in the sea battle of Trafalgar. Great Britain became known as the “Mistress of the Seas”, where no other nation had such power of the sea. **Napoleon Bonaparte** wanted to cripple the British so he issued decrees that ordered Russia, Prussia and other European nations to stop trade with Britain. Great Britain responded by having the British Navy blockade the European ports preventing ships from delivering their cargoes to the continent and demanded that all ships stop at English ports to be searched. The restrictions had an affect on the United States causing considerable business losses. In the eastern states most Americans accepted the situation because a lot of them were conducting trade with Great Britain, but in other parts of the United States, especially in the south, the blockade angered groups of businessmen who lost the trade with other countries.

As the Royal Navy controlled the ports they also patrolled the seas. The British Navy was losing British sailors to the American merchant ships. As a British sailor they faced poor working conditions and low wages. Some British sailors deserted the navy at different ports and then took jobs on American merchant ships where the wages were higher and had better working conditions. The Royal Navy started impressment practices by stopping American merchant ships to search for deserters. Some of the men they dragged off the ships were actually Americans that they claimed were British deserters. On June 22, 1807 the British frigate “**H.M.S. Leopard**” fired upon an American warship “**U.S.S. Chesapeake**”, killing and wounding several men. The British navy then took several men from the U.S. vessel as British deserters. **Thomas Jefferson** passed the “**Embargo Act**” in December 1807 as a trade weapon against Britain. The act forbade any ship to leave the American ports for any foreign destination. Jefferson and his government thought this would seriously handicap Britain by cutting off food and supplies. The Embargo Act did hurt Britain, but it also hurt the merchants in the eastern United States as well. In 1809 Congress repealed the Act.

In 1809 **James Madison** became President, and after the election of 1810 a new group of men found their way into Congress. **Henry Clay** and his supporters were known as the “**War Hawks**” felt that we needed to fight for the American liberties at home and at sea by driving the British out of North America completely. If the British were gone the Indians would lose their support thus allowing the Americans to deal with the Indians who were preventing American expansion to the west. The War Hawks gained a lot of power in the Congress and by autumn of 1811, they were openly demanding an invasion on the British North America. On June 18, 1812, war was declared against Great Britain.

Not all Americans supported the war. New England states refused to support the war by withholding money and state militia. The Regular Army was ill trained and the U.S. Treasury lacked the money to provide the militia with adequate military materials needed. The U.S. did not have a manufacturing industry capable of providing adequate



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military equipment needed to equip a large army and navy. State militias were poorly disciplined and unreliable. Volunteer soldiers were poorly fed and clothed. The land of the British America was undeveloped causing travel to be difficult for the Americans. The United States declared war but were not fully prepared and equipped to take on the task.

### **People in the War of 1812**

As we can see there were several men like Napoleon Bonaparte, Henry Clay, Thomas Jefferson and others who all played an active role in leading the United States to war with Great Britain. As the war progressed several other men became famous for their involvement and partake in the war.

#### **Jacob Brown:**

Jacob Brown was born in Bucks County, Pennsylvania, May 9, 1775 and died in Washington, District of Columbia on February 24, 1828. He was of Quaker ancestry and was a teacher from the ages of 18 to 21. From 1796 until 1798 he worked as a surveyor of public lands in Ohio. In 1798 he moved to New York City, where conducted a school, studied law, and wrote political articles for the press. He purchased land in Jefferson County, New York and erected the first building in Brownsville. He became a county judge and in 1809 he was made a colonel in the 108<sup>th</sup> Regiment of the New York State Militia. In 1811 Governor Daniel Tompkins commissioned him to Brigadier General and in 1812 was appointed the commander of the frontier from Oswego to Lake St. Francis. On October 4, 1812 he defeated the attack from a British force in Ogdensburg. In the spring of 1813 he took over the command in Sackets Harbor. May 29, 1813 he defeated the attack from the British at the "Second Battle of Sackets Harbor."

On July 19, 1813 Brown was appointed Brigadier General in the United States Regular Army and on January 24, 1814 he was placed in command of the army of Niagara with the rank of Major General. While he was in command he ordered Colonel Winfield Scott to train the U.S. Regulars. Scott was a strict disciplinarian and an intensive drillmaster. For three months he drilled the troops and inspected them for increased proficiency. The men were uniformed in short gray jackets called "round-about," white trousers and tall leather shakos (caps). General Brown and his men took possession of Fort Erie on July 3, 1814 and on July 5, 1814 defeated British General Riall at Chippewa. On July 25, 1814 he and his men defeated British General Drummond at the "Battle of Lundy's Lane." At this battle he was wounded. Brown helped establish the Madison Barracks at Sackets Harbor, which it became one of the chief military posts on the Northern Frontier. In 1821, Brown became General-in-Chief of the Army of the United States remaining so until his death on February 24, 1828.

#### **Isaac Chauncey:**

Isaac Chauncey was born in Fairfield County, Connecticut in 1773. He was at sea at a young age and by the age of 19 he was in command of his own ship, where he made several voyages to the East Indies. He entered the United States Navy in 1798 as a Lieutenant. By 1806 he became a Captain. As the War of 1812 broke out he was appointed Commander of the United States Forces of the Great Lakes. He was in command of the squadron at Sackets Harbor. Chauncey was involved in a number of



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naval maneuvers on Lake Ontario but was unsuccessful in removing the British from the Lake. After the war Chauncey commanded the United States Mediterranean Fleet who fought the Barbary Pirates. He received an elegant engraved sword as an award from Congress for his gallant conduct. In 1818 he returned to the United States to the post of Naval Commissioner in Washington City. He held this post until his death on January 27, 1840.

### Americans:

- 1.) **Adams, John Quincy (1767-1848)** As a former Minister to Great Britain, he contributed to the defining of principles for the Rush-Bagot Agreement. He was the son of John Adams, 2<sup>nd</sup> President (1797-1801) of the United States. He later became the 6<sup>th</sup> U.S. President (1825-1829).
- 2.) **Appling, Daniel (1787-1817) Major, U.S. Army** – He commanded the U.S. Rifle Regiment at the Battle of Sandy Creek.
- 3.) **Backus, Electus (died 1813) Lt. Colonel, U.S. 1<sup>st</sup> Light Dragoons** – He was a hero of the Second Battle of Sackett Harbor. During the battle he was wounded and died eight days later.
- 4.) **Boyd, John (1764-1830) Colonel U.S. Army** – Boyd was involved with the Wilkinson Campaign and was in the Battle of Chrysler's Farm.
- 5.) **Brown, Jacob (1775-1828) Founder of Brownville NY (1799)** – Brown played a major role in the war. In 1809 he was Colonel, 108<sup>th</sup> Regiment of New York State Militia, he became a Brigadier General of the Militia in 1811. Following the Second Battle of Sackett Harbor he was appointed a Brigadier General of the U.S. Regular Army in 1813. In 1821, he became General-in-Chief of the Army, serving until his death.
- 6.) **Chauncey, Isaac (1773-1840) Commodore, U.S. Navy, Commander of the U.S. Fleet on Lake Ontario** – He was headquartered at Sackett Harbor.
- 7.) **Clay, Henry (1777-1852) Congress – War Hawks**
- 8.) **Dearborn, Henry (1751-1829) Major General, U.S. Army** – He served at several major battles including the Battle of York.
- 9.) **Forsyth, Benjamin (1772-1814) Captain, U.S. Rifle Regiment** – He served at the battles of Ogdensburg and York.
- 10.) **Gaines, Edmund P. (1777-1849) Major, later Brigadier General, U.S. Army** He served on the Northern Frontier.
- 11.) **Hamilton, Paul (1762-1816) U.S. Secretary of the Navy (1812-1813)**
- 12.) **Hampton, Wade (1754-1835) Major General, U.S. Army** – He commanded the forces at Plattsburg. He was part of the Wilkinson campaign of 1813 where the two armies tied to unite and failed to do so.
- 13.) **Harrison, William Henry (1773-1841) General, U. S. Army** – Harrison served in the Northwest and on the Northern Frontier. He later became the 9<sup>th</sup> President (1841).
- 14.) **Hubbard, Abner Captain, U.S. Navy** – He captured one of the first British forts, Fort Haldimand.
- 15.) **Jackson, Andrew (1767-1845) General U.S. Army** – He served throughout the central south and was successful beating the British during the Battle of New Orleans and later became the 7<sup>th</sup> President (1829-1837).



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- 16.) **Lewis, Morgan (1754-1844) Major-General, U.S. Army** – He served on the Northern Frontier.
- 17.) **Macdonough, Thomas (1783-1825) Lieutenant, U.S. Navy** He commanded the U.S. Fleet in the Battle of Plattsburg (September 1814)
- 18.) **Macomb, Alexander (1782-1841) Brigadier General, U.S. Army.** He was the commander at Plattsburg (September 1814)
- 19.) **Madison, James (1751-1836)** He was the 4<sup>th</sup> President of the United States during the War of 1812 (1809-1817)
- 20.) **McClure, George (1770-1851) Brigadier General, New York State Militia** – He was in command of the British post that was captured at Fort George.
- 21.) **Monroe, James (1758-1831) U.S. Secretary of War** during the War of 1812. He later became the 5<sup>th</sup> U.S. President (1817-1825).
- 22.) **Perry, Oliver Hazard (1783-1826) Lieutenant, U.S. Navy** – He rid the British from Lake Erie
- 23.) **Pike, Zebulon Montgomery (1779-1813) Colonel, later Brigadier General, U.S. Army** He was killed at the Battle of York
- 24.) **Porter, Peter B (1773-1844) Congressman** - Who later was a Brigadier General, U.S. Army and served on the Northern Frontier.
- 25.) **Rush, Richard (1780-1859) Acting Secretary of State** – He exchanged letters with the British Minister Charles Bagot, which led to the Rush-Bagot Agreement. The Agreement was mutually limiting American and British naval forces on the Great Lakes.
- 26.) **Scott, Winfield (1786-1866) Lt. Colonel, and later Brigadier General, U.S. Army** – He helped General Jacob Brown reorganize the infantry with his excellent drillmaster skills.
- 27.) **Taylor, Zachary (1784-1850) Captain, and later Major, U.S. Army** – He served on the Northern Frontier and later became the 12<sup>th</sup> U.S. President (1849-1850)
- 28.) **Van Rensselaer, Stephen (1764-1839) Major General, U.S. Army**
- 29.) **Wilkinson, James (1757-1825) Major General, U.S. Army** – He led a disastrous campaign down the St. Lawrence River in autumn 1813
- 30.) **Woolsey, Melancton (1788- 1843) Lieutenant, U.S. Navy** – He commanded the first American warship, brig Oneida, on Lake Ontario. He was also in charge of the U.S. Navy operations at the Battle of Sandy Creek.

### British

- 1.) **Bagot, Charles (1781-1843) British Minister** – He exchanged letters with the Acting U.S. Secretary of State Richard Rush. The result was the Rush-Bagot Agreement.
- 2.) **Barclay, Robert H. (1785-1837) Captain, Royal Navy** – He was the commander of the British Fleet in the Battle of Lake Erie (September 1813).
- 3.) **Brock, Sir Isaac, (1775-1828) Major General, British Army** – He captured Detroit in August 1812 and was killed at the Battle of Queenston Heights.
- 4.) **Drummond, Sir Gordon (1771-1854) Lt. General, British Army** – He served on the Niagara Frontier during 1814.



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- 5.) **Morrison, Joseph (1783-1826) Lt. Colonel, British Army** – He commanded the British forces at the Battle of Chrysler's Farm.
- 6.) **Prevost, Sir George (1767-1816) Governor General of Canada and Lt. Genera, British Army** – He commanded the British forces at the Second Battle of Sackets Harbor (May 1813) and at Plattsburg (September 1814).
- 7.) **Riall, Phineas (1775-1851) Major General, British Army** – He served in the Niagara campaign of 1814.
- 8.) **Sheaffe, Sir Roger (1768-1851) Major General, British Army** – He served at the Battle of York.
- 9.) **Stewart, Robert (1769-1822) Viscount Castlereagh and British Foreign Minister** – He help by contributing to the definition of the principles for the Rush-Bagot Agreement.
- 10.) **Yeo, Sir James Lucas (1782-1818) Captain, Royal Navy** – He commanded the British Naval forces on Lake Ontario.

### Others:

- 1.) **Berg, Christian (1763-1843)** German-born shipwright who helped build the U.S. Brig Oneida, the first American warship on the Great Lakes.
- 2.) **Eckford, Henry (1775-1832)** Scottish shipwright who helped build the U.S. Brig Oneida and he was responsible for the physical creation of the U.S. Fleet.
- 3.) **Tecumseh (1768-1813) Chief of the Shawnee Indians**
- 4.) **Norton, John** – He was an ally to the British. He commanded the American Indian Warriors during the battle of Queenston Heights and also captured Fort George.

### Type of Soldiers:

#### Americans:

1. **U.S. Naval**
2. **2<sup>nd</sup> U.S. Light Dragoon**
3. **U.S. Infantry**
4. **U.S. Artillery**
5. **Marine Brigade**
6. **State Militia**
7. **U.S. Regular Regiments**

#### British:

1. **British Royal Navy**
2. **British Infantry**
3. **British Artillery**
4. **British Dragoons**
5. **British Regular Regiments**

### Materials:

1. Trading card direction sheet
2. Trading card fact sheet
3. Two trading card form for each student



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### **Teach:**

1. Review with the students the causes of the War of 1812.
2. Teach the students about Jacob Brown and Isaac Chauncey or another person and their role during the war that may be more relevant to your area.
3. Choose from the list the people you want your students to research.
4. Assign each student a person to research. Try to have someone from both sides of the war.
5. Give the students the trading card worksheets and go over the directions. You have to plan to give the students time to go to the library and research their person.
6. As the student research have the students use the research fact sheet to collect information on. You will want to check on the students' progress as they collect information.
7. Students will need to find a copy of a portrait or drawing of the person. If they cannot find one than have the student draw an scène that represents what that person did during the war. For an example if the person was in the navy have the student draw a picture of the type of ship they were on. If they are drawing a picture, have them draw it on a separate paper that can be glued on to the trading card later.
8. Once the students have collected their facts give them an extra trading card sheet. The student can organize and write the information on the card for you to check. I have found students tend to write too big and leave themselves with not enough room to fit all the material on.
9. Once you have approved their cards they can rewrite the information on the trading they plan to hand in. Have the student paste their portrait or drawing onto their card.
10. Have the students fold the card in half and then fold the card in half again so that the drawing is in front and the information is on the back.
11. Collect all the cards and make enough copies so each student will end up with a copy of each trading card.
12. Trading Card Day - Break up the students into groups of four and have each student present their card to another student in their group. As they hand the student the card they have to say who the person is and what their role was during the war.
13. Have the groups of students rotate so by the end of trading each student has a copy of each person's trading card.
14. Have the students staple their cards in a book form.
15. Have the students take turns and share what they learned from the trading cards the received.

### **Guided Practice:**

Assist the students in finding the information they need to complete their research. Guide them on the Internet by giving them sites to go to. Have books available for them to use.





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### Closure:

What did you learn about the people and their roles in the War of 1812? How many of these people ended up President of the United States?

### Extended Activities:

1. Have the students do an oral presentation on the person they researched.
2. Do a lesson on the different types of military men and the types of uniforms they had. Discuss the conditions these soldiers fought in like the weather and the terrain. Discuss how they traveled from one place to another. Discuss how the American soldiers were ill prepared in the beginning of the war.
3. Take the students on a field trip to a museum where they can learn more about the people in War of 1812. For an example the Seaway Trail Discovery Center in Sackets Harbor, New York. Go to the Sackets Harbor Military Cemetery.
4. Teach the students about the history of the "Star Spangled Banner". Have students come up with their own song.

### Websites:

1. <http://members.tripod.com/~war1812>  
The site gives a summary of the War of 1812. It lists the different types of soldiers and the weapons used during the war. The site also gives a list of battles and forts of the war. It is a great site for both the teachers and students to use for information.
2. <http://www.militaryheritage.com/1812.htm>  
This site gives you a chronological order of events during the War of 1812. The site has articles of journals and diaries from people during the war. The site has sound clips for students to listen to. It is a great site for the teacher and students to use.
3. <http://www.42explore2.com/1812.war.htm>  
This site gives a summary of the War of 1812 and offers a large number of sites connected to the War of 1812. The site is great for teachers to find sites for the students to go to.
4. <http://hamilton-scourge.city.hamilton.on.ca/war1812.htm>  
This site offers a lot of information about the War of 1812 and information on the ships used during the war and about the sailors and their jobs during the war. The site has a lot of photos and drawings that are appealing to the students.
5. <http://www.galafilm.com/1812/e/index.html>  
This site offers a lot of information on the War of 1812. It lists the battles and events of the war. There is a section that gives you information on shipbuilding on Lake Ontario during this period. It is a great site for the teacher and the students
6. <http://www.kathimitchell.com/1812war.html>  
This site is designed for students to use to learn about the War of 1812. It lists other web sites for students to visit.

### Resources:

1. "Seaway Trail Guidebook to the War of 1812" Patrick Wilder, Seaway Trail, Inc., 1987, ISBN 0943689023



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2. "Guide Book to the Historic Sites of the War of 1812" Gilbert Collins, Dundurn Press, LTD, Nov 1998, ISBN 1550022903
3. "The Incredible War of 1812: Donald E. Graves, Robin Brass Studio, 1965, ISBN 1896941133

### **Books for Students:**

1. "The Great Little Madison" Jean Fritz, Putman Pub. Group, November 1989, ISBN 0399217681 (ages 9-12)
2. "The War of 1812 (World History) Don Nardo, Lucent Books, Oct. 1999 ISBN 1560065818 (ages 8 and up)
3. "The War of 1812: Second Fight for Independence" Alden R. Carter, Franklin Watts, Inc., March 1999 ISBN 0531156591 (ages 4-8)
4. "The War of 1812" Peter I Bosco, Millbrook Press, Oct. 1991, ASIN 15629400x (ages 10-13)
5. "War of 1812" Mary Robinson, Bt. Bound, Oct. 2001, ISBN 0613192680 (ages 9-12)
6. "The Star Spangled Banner" Peter Spier, Yearling Books, Feb 1992, ISBN 0440406978 (ages 4-8)



## Trading Card Project

1. **You will be given a name of a person who was involved in the War of 1812. You can look for information pertaining to your person in encyclopedias, electronic encyclopedias and the Internet. You can also use the school library or any library for your research.**
2. **As you research your person, take notes on your graphic organizer. Do not copy directly from the book; write your notes in your own words.**
3. **You will need some kind of picture of your person. Try to get a photocopy of a picture or draw one yourself, neatly. You can be very creative and draw a picture of a scene you think would represent your person. For an example if the person was in the navy draw a ship scene. Have fun with it.**
4. **Your trading card has to have the following information on it:**
  - a) **The name of the person you researched.**
  - b) **Where the person was from – citizenship.**
  - c) **What side of the war was the person on?**
  - d) **What was the person's major role in the War of 1812? In this part make sure you include places and dates.**
  - e) **A picture of the person, no bigger than the size of the trading card.**
5. **You can do some of your research and creation of the trading card at home, BUT you must have all of your work at school everyday. You will be doing some computer work here at school.**

**On the day your final project is due you will be sharing your trading cards with other classmates. Be prepared to explain the important facts about the person to the class. In order for us to have a successful trading card day at school you need to keep up with the research and have your project done on time.**



**Fact Sheet**

Name \_\_\_\_\_

<b>Name</b>	
<b>Citizenship</b>	
<b>What side of the war the person was on?</b>	
<b>What was their major role in the War of 1812?</b>	



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

**Citizenship:** \_\_\_\_\_

**Side:** \_\_\_\_\_

**Major role:** \_\_\_\_\_

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## Trading Card Rubric

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- Trading card included all necessary information.
- Information was historically accurate.
- Trading card included a well-done drawing or picture.
- Oral presentation was clear and a lot of eye contact.
- Grammar and spelling was correct.
- Trading card exceeded expectations.

3

- Trading card included most of the necessary information.
- Information contained one piece of inaccurate information.
- Trading card included a good drawing or picture
- Oral presentation was mostly clear with some eye contact.
- Only a few mistakes in spelling and grammar.

2

- 2 or more pieces of information were not historically accurate.
- Trading card included a picture or drawing.
- Oral presentation was hard to understand at times and little eye contact.
- More mistakes in spelling and grammar.

1

- Trading card is lacking much of the necessary information.
- Trading card does not include a picture or drawing.
- Oral presentation was poor.
- There are many mistakes in spelling and grammar.
- Trading card does not meet expectations.