GIANT FLOOR MAP

Introduction to the War of 1812

American President James Madison signed a declaration of war against Great Britain on June 18, 1812 with the goal of taking over British North America, now Canada. What would later become known as the War of 1812 was the boiling point of mounting tensions between Great Britain and the United States, whose growing trade with Europe was being threatened by the actions and regulations of the British at their ports.

A cross-Atlantic war could never be more than an annoying side battle to the British, who had been locked in a life-and-death struggle with Napoleon for almost 20 years. Nevertheless, once hostilities began with Madison's declaration of war, the British were not inclined to let the upstart Americans take what remained of their North American empire. Canada was an important source of timber for the Royal Navy and the largest outpost of the British Empire. Nor were the British prepared to moderate their arrogant attitude at sea, which aggravated the Americans.

The war was of critical importance to Canadians. It was nothing less than a question of whether or not Canada would remain part of the British Empire or would be annexed to the United States. For First Nations, different nations faced difficult strategic choices during the conflict. The expansion of America was stripping them of their land, but they had been let down before by siding with the British. Haudenosaunee leader John Norton expressed it well when he said, "The British neglect us except when they need us."

The War of 1812 was fought on a smaller scale than the great battles of the day, but it was, nevertheless, fought in earnest and to the death, when necessary. Its battlefields ranged from northern Michigan to Niagara, York (Toronto), Lake Champlain, Maine, the Canary Islands, New Orleans, Washington, D.C., and even the Indian Ocean. In a military sense, it was inconclusive, but in a political sense, its repercussions last until this day.

Source: *The Canadian Atlas Online, The War of 1812*

For more information on the War of 1812, visit:
www.eighteentwelve.ca

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GIANT FLOOR MAP

About this resource

Explore the main theatres of war on this one-of-a-kind, 11 metre x 8 metre floor map. Students and teachers alike will fully immerse themselves in this enriching educational experience.

Related activities

Below is a short description of the ten classroom activities that have been designed for the Giant Floor Map. To access full versions, please visit:
www.canadiangeographic.ca/1812activities

A Sailor's Life for Me: Using information about 19th century ships, students will explore different War of 1812 naval tactics through the naval battle sites on the Giant Floor Map.

A Tale of 20 Battles: Students will examine the geographic location of each battle and determine the significance of its location.

Piecing Together a Point of View: Students will use clues on the back of a puzzle piece to understand the different perspectives of the War of 1812.

Simon Says: Students will use knowledge of both the physical region and human settlement patterns to play this game.

Stepping Back in Time: Students will use the colours on the Giant Floor Map to learn how to read geographic areas and explore the geographic importance of forts.

Then and Now: Students will gain a greater understanding of how places in Canada and the United States have changed over the past 200 years.

United We Stand: Students will learn about different First Nations tribes that participated in the War of 1812 and on which side they fought.

What If...?: Students will work in groups and use their critical thinking skills to predict possible outcomes of the War of 1812.

What Would You Take?: Students will understand the role of raids during the War of 1812 and the importance of replenishing resources.

Who Am I?: Students will solve riddles and determine to which side individuals belonged in the War of 1812.

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GIANT FLOOR MAP

Classroom Activities: A Sailor's Life for Me

Objectives

- Students will learn about the War of 1812 from a naval perspective
- Students will learn about the different types of ships, how they were built and the kinds of tactics used in the war on the water.
- Using information about 19th century ships, students will use the map to explore different naval tactics through naval battle sites on the War of 1812 Giant Floor Map.

Time required

30 to 40 minutes

Recommended grades

7 to 12

Curricular connections/ Canadian National Standards for Geography

Essential element 1:
The world in spatial terms

- Map, globe and atlas use
- Location/allocation situations

Essential element 4:
Human systems

- Cooperation and conflict in the division and control of Earth's surface

Essential element 6:
The uses of geography

- Influence of geographic features on the evolution of significant historic events and movements

Materials

- A Sailor's Life For Me Cards
- Model ships
- Red chains

Set-up

Be familiar with the different kinds of ships as well as scenarios.

Introduction

Have students line up on the black and red border.

To help them gain a better understanding of what sailing was like at this time, tell students to "take a step forward if," and then determine whether they are prepared to experience the sailing life or not.

TAKE A STEP FORWARD IF....
- You love adventure and exploration
- You are healthy, strong and have no diseases such as scurvy
- You have all your fingers and toes
- You are not afraid of heights and can climb up high to fix the sails
- You can sleep in a room with 200 other sailors
- You can eat stale bread, old meat and moldy cheese

Invite students to share any other requirements of sailors in 1812.

Once students have an idea of what sailing was like at that time, ask if they know what a port town is and why they were so important to the war.

Port towns were important places because they were locations where ships landed after a journey. The towns had everything such as people, food, weapons, clothing and even animals. The first places settled in North America became port towns and many of these towns are some of our largest cities today such as New York, Toronto, Boston and Montréal.

Ask students to stand where they think a good port town would be located.
- Why do you think this is a good location?

Have your class place A Sailor's Life For Me Cards on the map to identify some of the major port towns at the time.
- What are these cities like today?
- Why did Great Britain have a disadvantage during the war? (Because all their major port towns were back in England!)

Development

Have students line up again on the black and red border. Now that they know what it was like to be a sailor, show your class the kind of ships that were popular at the time. Use the Model Ships to explain the differences.

After you explain each ship, give the Model Ship to one student and have him/her place it on the map where the ship would commonly sail. Ask the class if they agree with the student's choice. Choose another student and have them place the same ship in a different place where they may have sailed. Do this for each Model Ship.
Explain to your students that when war broke out, the British Royal Navy was the most powerful in the world. Britain had access to at least 500 warships. America, on the other hand, had a navy that was only 18 years old and had just 85 ships.

Conclusion

Explain that a ship could only be moved by the wind pushing its sails or when it was being pulled by small boats. Electricity and steam power were not used at this time. The most powerful weapons on a ship were cannons, which were placed in rows along the sides or on the deck.

Divide the class in half. One side will be the U.S. Navy and the other side will be the British Royal Navy. Use the red chain to mark the border between American and British territory.

- Were there borders out in the sea? Why or why not?

Next, give each team their appropriate Model Ships.

Have students work in teams to create naval strategies. As the teacher, it is your job to provide students with the situation. Place a marker over the area where they are fighting to help students visualize each situation. Students are to choose:

- Which ships to use and how many of each
- What time of day to attack
- Whether to use militia (soldiers), if they are near land

Here are two examples of actual naval battle locations from the war.

SITUATION #1- The Battle of Lake Erie: The Americans and the British Royal Navy want control over Lake Erie (Place a marker near Detroit on "Put-in-Bay").

What really happened: In September 1813, the Americans gained the upper hand on Lake Erie by defeating the British Royal Navy near Put-in-Bay, Ohio. This is known as the Battle of Lake Erie. Nine vessels from the American Navy defeated six of the Royal Navy. This established American control over Detroit.

SITUATION #2 – Fort Frederick (Kingston): During the war, this fort guarded an intersection of waterways. This was also a major port for building and maintaining naval ships. The American Navy wants control of the fort. How would you defend/attack this area?

What really happened: Commodore Chauncey set out from Sackets Harbor with seven vessels and some smaller ships. The British Royal Navy was outnumbered and outgunned. However, when the British Royal Navy took refuge beside Kingston's wharves, their ground troops were able to keep the Americans at a distance. Although the Americans had the advantage, they could not break through to the wharf. This battle did show the American Navy's strength in Lake Ontario and taught Great Britain a valuable lesson.

Extend your geographic thinking

How would naval battles be different in the Atlantic Ocean? Using the same statistics, what tactics would you use in the open ocean?

- What natural occurrences would you rely on (storms, time of day)?
- Would it be easier to fight closer to land or farther out? Why?
- What geographic areas are better suited for a naval battle (bay, lake, river, ocean)? Why?

GIANT FLOOR MAP

Objectives

- Students will learn about 20 famous battles that took place during the War of 1812.
- Students will examine the geographic location of each battle and determine the significance of its location.

Time required

30 minutes

Recommended grades

7 to 12

Curricular connections/ Canadian National Standards for Geography

Essential Element 1:
The world in spatial terms

- Map types

Essential Element 4:
Human systems

- Territorial dispute and conflict

Essential Element 6:
The uses of geography

- Effects of physical and human geographic factors on major historic events
- Role of multiple points of view in contemporary geographic policies and issues

Materials

- A Tale Of 20 Battles Cards
- Coloured cones

Set-up

Ensure you have all 20 cards

Classroom Activities: A Tale of 20 Battles

Introduction

After each student has had a few minutes to explore the map, have all students line up on the black and red border.

Give each student a card. Explain to your students that there were many battles that occurred during the War of 1812. Today, we are just examining 20. There were also different kinds of battles; some battles took place on land while others took place on water.

Have students with 1812 dated cards stand on the red corner of the map; students with 1813 dated cards stand on the blue corner, while students with 1814 dated cards stand on the green corner.

- Which year had the most battles?
- Which year had the least battles?

Development

According to their cards, have your class work together to place themselves in chronological order on the black and red border.

Have all students who have a card with a battle that has taken place in the fall/winter step forward.

- What were some difficulties for soldiers fighting in the winter?
- What were some advantages?
- What tactics could soldiers use at that time of year?

Next, have all students who have a card with a battle that has taken place in the spring/summer step forward. Compare these with battles that took place in the winter.

- Which season had more battles? Why do you think this was the case?
- What are some advantages/disadvantages to fighting at this time of year?
- What tactics could soldiers use at that time of year?

Conclusion

Students are now going to place their cards in the appropriate place on the map. Assign each battle year a different coloured cone: 1812 gets red, 1813 gets blue and 1814 gets green.

Review how to read latitude/longitude coordinates by using Ottawa as an example. Ottawa coordinates: Latitude: 45° Longitude: -75°.

Next, have students find their latitude/longitude coordinates on their card.

Students are to place their coloured cones on the area where the battle took place.

- What do we learn about the main areas of war? What do they have in common?
- Where did most battles take place? Why do you think this was an important area?
- Which sides had advantages/disadvantages in each area?

Extend your geographic thinking

Divide students into four groups each representing the main perspectives from the War of 1812: First Nations, Canadian, American and British.

Have them plan a battle of their own.

- Who are they going to fight against?
- Where will the battle be located? Why?
- What kind of battle would it be (assault, battle, raid, skirmish, naval battle, etc.)?
- Which time of year would it take place?
- What strategies would you use?

GIANT FLOOR MAP

Objective

- Students will use clues on the back of a puzzle piece to understand the different perspectives of the War of 1812.

Time required

20 minutes

Recommended grades

6 to 12

Curricular connections/ Canadian National Standards for Geography

Essential element 2: Places and regions

- Factors that influence people's perceptions of places and regions

Essential element 4: Human systems

- Demographic transition of a country
- Territorial dispute and conflict

Essential element 6: The uses of geography

- Effects of physical and human geographic factors on major historic events
- Role of multiple points of view in contemporary geographic policies and issues

Materials

- Puzzle Pieces

Set-up

Ensure all Puzzle Pieces are present and shuffled.

Classroom Activities: Piecing Together a Point of View

Introduction

Give your students five minutes to explore the Giant Floor Map and look for places with which they are familiar. Draw attention to the colour scheme.

Ask:

- What kind of map is this?
- What can we learn from the colours on this map?
- What countries were involved in this war?
- Where were most battles fought?

Development

Have students stand on the black and red border. Explain that the War of 1812 had many different viewpoints. Each point of view is important to understand the war in greater detail.

Next, give each student one Puzzle Piece. One side of the piece is part of a portrait; the other side is a clue. Students are to read the clue and put all the pieces together. When all puzzles have been completed, students will see four soldiers/warriors, each representing a different perspective on the war.

Once students have put the puzzle together, have them sit around their puzzle until all students have finished.

Conclusion

Now that all students have completed their puzzle, share the different viewpoints with the class. Students should already be sitting in four groups. Have each student read the back of his/her puzzle piece to the class. Stop after each group is finished and add any additional information.

- Why was the War of 1812 important to Canadian identity?

Using the map as a reference, have students determine what the Canada-U.S. Border might have looked like if the side represented in their puzzle had won the war.

Extend your geographic thinking

Use the map to discuss these questions:

- On which side would you have fought?
- Whom do you think lost the most in this war?
- Which side viewed this war as important?
- Which side did not take this war seriously?

Bring attention to current day:

- What is the relationship between the sides today?



GIANT FLOOR MAP

Objectives

- Students will play the popular game 'Simon Says' to explore the War of 1812 map.
- Students will use their knowledge of both the physical region and human settlement patterns to play this game.

Time required

15 minutes

Recommended grades

Kindergarten to 6

Curricular connections/ Canadian National Standards for Geography

Essential element 1:
The world in spatial terms

- The globe as a model of the Earth
- Map elements
- Relative and absolute locations

Materials

- 'Simon Says' list
- Timer/stopwatch (optional)

Set-up

Ensure the 'Simon Says' statements are age/grade appropriate, adapt as necessary.

Classroom Activities: Simon Says

Introduction

After students have had time to explore the map, have them stand on the black and red border. Do a quick review of the game 'Simon Says' to ensure everyone knows how to play.

Make sure students are aware of the Giant Floor Map rules:

- No running on the map
- No pushing, etc.

Development

Divide students into four groups and instruct them to stand on their colour corner of the map. Notify students that the colour they are standing on is their home base and if they get caught, they must head back and wait until a new game starts. To ensure students are not standing out for a long period of time, do not make each game longer than five minutes.

Using 'Simon Says' statements, direct students around the map. If students follow your statement without you saying, "Simon Says", direct those students back to their home base.

Mix up the game by using:

- Simon Says: all boys...
- Simon Says: all girls...
- Simon Says: green team...
- Simon Says: everybody...

You can also use cardinal points (north, south, east, west).

Use the timer/stopwatch to mark the end of each game.

Conclusion

Make your final 'Simon Says' statement, "Simon Says: everyone line up on the black and red border."

Once students are all lined up on the border, review what they have learned.

Extend your geographic thinking

For older groups, use current places or geographic landmarks:
Simon Says: stand in the Atlantic Ocean.
Simon Says: stand in Toronto.
Simon Says: stand in the province of Quebec.
Simon Says: stand in Canada's capital city.
Simon Says: stand on highly elevated ground.

‘Simon Says’ statements

Simon Says: jump up and down in Canada.

Simon Says: put your left foot in British territory.

Simon Says: put your right hand on an American fort (military facility).

Simon Says: sit in a settled area.

Simon Says: stand in an unsettled area.

Simon Says: swim in a body of water.

Simon Says: hike through/explore unsettled land.

Simon Says: stand along the Canada-U.S. Border.

Simon Says: place a foot on a naval battle.

Simon Says: lay down in Rupert’s Land.

Simon Says: put your hand on a battle (or raid, assault, skirmish).

Simon Says: kneel in one of the Great Lakes.

Simon Says: put a toe on a road/trail.

Simon Says: march along the British communication line.

Simon Says: stand along the American communication line.

Simon Says: jump up and down in Rupert’s Land.

Simon Says: put your hand on a British fort.

Simon Says: stand on something that is red (or blue or green).

Simon Says: sit in Upper Canada.

Simon Says: put your left foot in Lower Canada.

Simon Says: put your finger in the St. Lawrence River.

Simon Says: stand along the east coast.

Simon Says: line up on the black and red border.

GIANT FLOOR MAP

Objective

- Students will use the colours on the map to learn how to read geographic areas.
- Students will learn how people lived and travelled in 1812.
- Students will learn about the purpose and significance of forts.

Time required

35 minutes

Recommended grades

Kindergarten to 4

Curricular connections/ Canadian National Standards for Geography

Essential element 1:
The world in spatial terms

- The globe as a model of the Earth
- Map elements
- Relative and absolute locations

Essential element 4:
Human systems

- Transportation and communication networks
- Human settlement patterns

Materials

- Stepping Back in Time Cards

Set-up

Familiarize yourself with the helpful/guiding questions.

Ensure that all cards are present and ready to use. Place them a short distance from the map.

Divide cards into three categories: transportation, housing and military.

Classroom Activities: Stepping Back in Time

Introduction

Give your students five minutes to explore the Giant Floor Map.

- Can you find where you live? Why or why not?

Have students stand on the black and red border. Explain that a map is a drawing or visual representation of an area. Tell your students that this is a drawing of an area that existed 200 years ago. Part of this area is Canada, which was part of British colonial North America at the time, and part of this area is the United States.

Next, distribute the map legends to groups of students and direct their attention to the different colours on the map. Ask students to explain what the different colours represent.

Development

One at a time, have students take a card from the transportation pile. Have them place their card where it belongs on the map. Ask:

- Why did you place it there?
- Why aren't there cars or airplanes?
- How did people get around in 1812?

Next, have students select cards from the housing pile. Have them place their cards on the map. Ask:

- What materials were the houses made of?
- What did most people live close to?
- Where would you want to live? Why?
- How are houses different today?
- How were the houses different among groups of people?

Conclusion

Now that students have a greater understanding of how people lived and travelled 200 years ago, explain that sometimes when people fight in a war, they protect themselves by building fort-like structures.

- What is the difference between a fort and a house?
- What kind of things can you find in a fort?

Have each student select a military related card. Have them place their card on top of a fort of the appropriate colour on the map.

Form a big circle around where students have placed most of the forts. Explain that some forts held weapons, while others held soldiers. It was dangerous to keep too much of one thing at a single fort in case it was attacked. It was important to have many forts in many different places. This helped show how powerful an army was. Ask:
- What do the two colours represent?
- Where are most forts located?
- Do you think forts were close to houses or far away? Why?
- Why aren't there any forts in Rupert's Land?
- Do we need forts today? Why or why not?

Extend your geographic thinking

Where would you settle? Have students stand on an area of the map where they would like to have settled in 1812.
- Why would you settle here?
- How would you travel?
- What would be your job?
- How would you survive?

Notes

A good way to review information taught in today's lesson is to do a tour around the black and red border. Play 'Follow the leader' as you tour around the map you just explored.

For the higher elementary grade levels, use this activity to build their knowledge of forts then connect it with the lesson plan, "What would you take?".

GIANT FLOOR MAP

Objectives

- Students will use images to help connect places that existed in 1812 with the present.
- Students will gain a greater understanding of how places in Canada and the United States have changed over the past 200 years.

Time required

20 to 25 minutes

Recommended grades

3 to 12

Curricular connections/ Canadian National Standards for Geography

Essential element 1:
The world in spatial terms

- Distribution of major human and physical features at country and global scales
- Major cities of the province, Canada and the world

Essential element 2:
Places and regions

- Changes in places and regions over time
- How culture affects places and regions

Essential element 4:
Human systems

- Types and patterns of human settlement

Materials

- Then and Now Cards

Set-up

Spread the Then and Now Cards around the outside of the map.

Classroom Activities: Then and Now

Introduction

Explain to your students that the Giant Floor Map they see is not like the modern map of Canada we see today. Encourage students to explore this map independently (about three to five minutes). Hand out legends after a minute or two of independent exploration.

After students have had time to explore, have them stand around the red and black border and discuss what they saw. Ask:

- What do the colours represent on the map?
- What Canadian provinces are on this map?
- Why aren't all cities we know today on the map?

Development

After you have explained that Canada looked different 200 years ago, give each student a card.

As a class, position all cards on the map. Once all pictures have been laid down (picture side up), have students go back and stand on the black and red border.

Conclusion

Start a discussion to compare the places students see in the pictures with what the area looked like in 1812.

- What differences do you notice?
- How are borders labeled on this map?
- Why do you think place names changed?
- What does the northern part of the map look like today?
- Have some place names stayed the same?
- What is not shown on this map that is important to mark on a current map (provincial borders, capital cities, etc.)?

Extend your geographic thinking

- What do you think this area will look like 200 years from now?
- How would you alter the colour scheme to represent these changes?

Notes

This is a great activity to start your War of 1812 discussion. It helps students grasp the area they will be studying by using the images of current places on the cards. It is also a great review activity to get students comfortable with reading maps.

Objectives

- Students will learn about Tecumseh and his dream of a unified First Nations community.
- Students will learn about the different First Nations tribes that participated in the War of 1812 and on which side they fought.
- Students will discuss various themes/issues experienced by the First Nations during the War of 1812

Time required

30 to 40 minutes

Recommended grades

7 to 12

Curricular connections/ Canadian National Standards for Geography

Essential element 1:
The world in spatial terms

- Map, globe and atlas use

Essential element 2: Places and regions

- The importance of places and regions to individual and social identity
- Critical issues and problems of place and regions

Essential element 4:
Human systems

- Population characteristics by world regions, country and regions within countries
- Changes in human settlement patterns over time
- Cooperation and conflict in the division and control of Earth's surface

Materials

- Chains – red and blue
- United We Stand Cards
- Portrait Card of Tecumseh
- Stackable blocks

Set-up

Place the United We Stand Cards around the border of the map.

Classroom Activities: United We Stand

Introduction

After allowing students to explore the map for three to five minutes, have them line up on the black and red border on the bottom of the map.

To review the different perspectives of the war, use the red chains and work as a class to map out the borders between British and American territory.

Finally, use the blue chains to mark the difference between Upper and Lower Canada.

- What was the main difference between Upper and Lower Canada at that time?
- Why did they choose to work together?

Bring attention to the northwestern, undeveloped part of the map. Explain to your students that there was a lot of land in both America and Canada that was not yet mapped or settled by Europeans at that time and was not part of either country.

Development

Have students line back up on the black and red border. Show the class the Portrait Card of Tecumseh. Read the brief synopsis from the back of the Portrait Card.

Explain to your students that the First Nations played a big role in the War of 1812. First Nations tribes used their own agreements (usually verbal) to mark out territory and were extremely tied to the land. When the Europeans began to settle in North America, they often relied on the First Nations' knowledge to survive. By 1812, many First Nations communities were pushed to the Northwest and trade was common with the settlers around them.

Once war was declared in 1812, many First Nations communities decided to side either with Great Britain or the United States. Some tribes also decided to remain neutral.

- What could influence a community to choose a side?
- Why would some tribes remain neutral?
- Why do you think some First Nations decided to participate in the war?

Bring everyone's attention to the United We Stand cards placed along the side borders. Have students stand behind one of the cards. Go around and have students read the name of their nation aloud to the class.

Next, explain to your students that their card has the latitude and longitude of a First Nations community. Have students place their card on the proper feather symbol on the map.

Discuss what they see:

- Which side has more First Nations people fighting with them?
- What do we learn about the geographic location of many First Nations communities?
- Where were most located?

Conclusion

Explain to your students that, like countries, some First Nations communities had larger populations than others. Divide students into four groups: Upper Canada, Lower Canada, United States and Old Northwest. Have each group stand on a coloured corner of the map.

Next, give each group building block pieces and assign them to one area of the map. Tell your students that one building block piece represents 100 First Nations warriors. Therefore, if you have two building block pieces, you have 200 warriors. If you have four building block pieces, you have 400 warriors, and so on. Inform students of their area's population (see below).

Have students calculate how many warriors fought on their side during the war by stacking the building block pieces together. Once everyone has finished, have all students line up on the black and red border.

- Which side had the most warriors? The least?
- Which communities had a larger population? Why?
- What advantage did Great Britain have? (Old Northwest tribes surrounded Americans).

Extend your geographic thinking

Imagine you are a member of a First Nations community having its first encounter with Europeans.

- How would you communicate?
- How would you react?
- What would you want to trade?
- Would you be welcoming?

Notes

The role of the First Nations in the War of 1812, and the outcome of the war after the Treaty of Ghent, is an extremely controversial issue. It is important to approach this topic with care and ensure there are no biases when teaching your students.

Please note that the numbers quoted below are approximations.

First Nations communities and statistics:

First Nations who sided with Great Britain
LOWER CANADA (1,100 warriors)
UPPER CANADA (800 warriors)
OLD NORTHWEST – Ohio, Michigan, Illinois (9,000 warriors)

First Nations who sided with the United States
NEW YORK & PENNSYLVANIA (1,050 warriors)

Source*: war1812.tripod.com/nativepeople.html*

GIANT FLOOR MAP

Objectives

- Students will work in groups and use their critical thinking skills to predict possible outcomes of the War of 1812.

Time required

20 minutes

Recommended grades

9 to 12

Curricular connections/Canadian National Standards for Geography:

Essential element 2:
Places and regions

- Political and historical characteristics of regions
- Regional analysis of geographic issues and questions

Essential element 4:
Human systems

- Cooperation and conflict in the division and control of Earth's surface

Essential element 6:
The uses of geography

- Local, regional and world policies and problems with spatial dimensions

Materials

- Timer/stopwatch
- What If? Cards
- Red chains
- Blue chains

Set-up

Place a chain of each colour and a What If? Card on each of the coloured corners of the map.

Classroom Activities: What If...?

Introduction:

Allow your students three to five minutes to explore the map with the legends.

- What kind of map is this?
- Where in the world does this map represent?
- What do the colours mean?

Development

Have your students line up along the black and red border.

Check for basic comprehension of the war and the different perspectives by having a brief discussion.

- Who was involved?
- How many different perspectives were there? What were they?
- Who won?
- Where did it take place?
- To whom was the War of 1812 important?
- How did they fight?

Once students have a basic understanding of the map features and the different perspectives of the war, use the red chains to map out the borders of the different sides. Focus on mapping out British/Canadian and American territories with chains. Then, discuss the impact of First Nations and the locations of different bands.

Next, divide students into four groups: red, green, yellow and blue.

Conclusion

Each group has received a card with a different scenario about how the war could have ended. Students are to read their cards as a group and use the blue chains to map out how the borders would have changed. Use a stopwatch to ensure students are working diligently (three to five minutes should be plenty of time).

Once all students have completed mapping out their scenarios, have each student share their ideas with the class. Make sure one student reads their scenario and another shares why they placed these borders where they did.

Extend your geographic thinking

Create scenarios for current issues.

- What if: countries today had free access to each other's resources?
- What if: the moon didn't exist?
- What if: we discovered a cure for _____ (cancer, AIDS)? What would happen to our population?
- What if: electricity ceased to exist?

GIANT FLOOR MAP

Objectives

- Students will understand the four main perspectives on the War of 1812.
- Students will understand the role of raids during the War of 1812 and the importance of replenishing resources.

Time required

35 minutes

Recommended grades

3 to 6

Curricular connections/ Canadian National Standards for Geography

Essential element 4: Human systems

- Types of economic activity
- Development of transportation and communication networks

Essential element 5: Environment and society

- Renewable and non-renewable resources

Materials

- Timer/stopwatch
- 4 Portrait Cards, one representing each main perspective of the war
- What Would You Take? Cards

Set-up

Divide your What Would You Take? Cards into themed groups:

- food
- transportation
- supplies

Classroom Activities: What Would You Take?

Introduction

Allow your students time to explore the map. Bring attention to the colour scheme of the land as well as the difference between the blue and red military facilities.

Have a brief discussion about the settled and unsettled areas. Talk about where people settled and why. Discuss where the First Nations people lived and how they felt about this war. Where was Canada in all of this?

Development

Gather students around the black and red border. Explain to them that during the war, there were many raids.

A raid is a surprise attack, usually with the purpose of gathering supplies. War is very expensive and uses a lot of resources. Two centuries ago, it was very difficult to renew your resources. You could not go down to the store to buy new things. As a result, everyone would sneak into other people's forts/camps and steal resources.

Divide your students into four groups and place them on the four corners of the map.

Give each group a Portrait Card and tell students they will be representing that person's perspective of the war:

Red – First Nation
Yellow – Canadian
Green – British
Blue – American

Give each group time to read their Portrait Card. While students are reading, place your first group of What Would You Take? Cards around the map.

Have each group introduce themselves and their perspective on the war. Have them talk about where they lived and on which side they fought.

Afterwards, walk around and identify what resources you have placed on the map. Explain to your students that when you give the instruction, one member of each team is to go to the resources and steal only one item they need. If another group gets to it before they do, they must find something else. If two groups grab the same item at the same time, explain that what began as a raid will now end in a battle and both have to leave the item. The purpose of this activity is to avoid battles and steal only one thing you need. Use the timer/stopwatch and give students only 30 seconds. Everyone must be back at his or her corner when the buzzer sounds.

Once everyone has returned, have each group share what they took.

- Why did you steal this?
- Who do you think you stole this from?
- How will this help your group of people?

Repeat with the other groups and discuss.

Conclusion

To conclude, gather all students on the black and red border one last time. Discuss:

- What is difficult about raiding?
- Would the time of year affect the difficulty of raiding a camp?
- What is an item that all sides need?
- What do you think is the most important item?

Extend your geographic thinking

Read an excerpt about the Burning of Washington on Aug. 24, 1814. What would you save? Imagine you are being raided. What items from your home would you save? Why?

Dolley Madison's Letter to Her Sister

Tuesday Augt. 23d. 1814

Dear Sister,

My husband left me yesterday morning to join Gen. Winder. He enquired anxiously whether I had courage, or firmness to remain in the President's house until his return, on the morrow, or succeeding day, and on my assurance that I had no fear but for him and the success of our army, he left me, beseeching me to take care of myself, and of the cabinet papers, public and private. I have since recd. two dispatches from him, written with a pencil; the last is alarming, because he desires I should be ready at a moment's warning to enter my carriage and leave the city; that the enemy seemed stronger than had been reported, and that it might happen that they would reach the city, with intention to destroy it . . . I am accordingly ready; I have pressed as many cabinet papers into trunks as to fill one carriage; our private property must be sacrificed, as it is impossible to procure wagons for its transportation. I am determined not to go myself until I see Mr. Madison safe, and he can accompany me, as I hear of much hostility towards his. . . disaffection stalks around us . . . My friends and acquaintances are all gone...

Source: www.ourwhitehouse.org/warof1812.html

Classroom Activities: Who Am I?

Objectives

- Students will learn about various figures that participated in the War of 1812.
- Students will solve riddles to determine which individual belonged to which side of the War of 1812.

Time required

30 minutes

Recommended grades

7 to 12

Curricular connections/ Canadian National Standards for Geography

Essential element 2: Places and regions

- The importance of places and regions to individual and social identity

Essential element 4: Human systems

- Convergence and divergence of cultures
- Cooperation and conflict in the division and control of Earth's surface

Materials

- Red chains
- Blue chains
- Portrait Cards
- Who Am I? Cards
- Timer/stopwatch

Set-up

Ensure all Portrait Cards are present.

Spread the Portrait Cards around the border of the map (leave one side of the map free for students to line up).

Introduction

After allowing students to explore the map with the legends for five minutes, have them line up on the black and red border on the bottom of the map.

To review the different perspectives of the war, use the red chains and work as a class to map out the borders between British and American territory.

Finally, use the blue chains to mark the difference between Upper and Lower Canada.

- What are the main differences between Upper and Lower Canada?
- Why did they choose to work together?

Development

Bring students attention to the Portrait Cards that were placed around three sides of the map at the beginning of class. Explain to your students that you are going on a scavenger hunt. You will be looking for soldiers/individuals who fought on your side of the war. Divide students into four groups – one for each coloured corner of the map (red: American, blue: Upper Canadian, green: Lower Canadian and British, yellow: First Nations).

Students will work with their groups and find their individuals as quickly as they can, without running.

Hand each team their Who Am I? Cards. Students are to read the clues on the back, search for the individual in the Portrait Cards set and then place their Portrait Cards on the appropriate areas of the map.

Conclusion

Have students read through their Portrait Cards and decide which individual they feel is the most important person in their group. Use the timer and give them five minutes to decide. Once they are finished, each group is to nominate a spokesperson to share their chosen individual with the rest of the class.

Extend your geographic thinking

Bring attention to the different perspectives of the war. So far, we have discussed the viewpoint of Upper Canadians, Lower Canadians, Americans, First Nations and the British.

What about women during the war?

- Who are some famous women included in the Portrait Cards? How did they become famous?
- What roles did women have in 1812?

What about African-Canadian soldiers/sailors during the war?

- What role/status did African Canadians have in 1812?

