

# Exploring the War of 1812 through Song

## Lesson Overview

In this activity students will explore the War of 1812 by considering multiple perspectives. They will view three divergent music videos and create a music video of their own using the Canadian lyrics from a song entitled 'The War of 1812'.

## Grade Level

Grade 5

## Time Required

Two 60 minute classes

## Curriculum Connection (Province/Territory and course)

Manitoba: People and Stories of Canada to 1867

KH-038 Identify the causes, major events, and results of the War of 1812

## Additional Resources, Materials and Equipment Required

- Appendix A: The War of 1812 lyrics (attached)
- Appendix B: Video Rubric (attached)
- Movie maker program
- Data projector
- Digital video cameras
- Computer with internet access

### Websites:

*Canadian Atlas Online War of 1812* theme

<http://www.canadiangeographic.ca/atlas>

The War of 1812 Song

[http://www.canadiangeographic.ca/war\\_of\\_1812/videos/](http://www.canadiangeographic.ca/war_of_1812/videos/)

The War of 1812 Song (Canadian Edition)

[http://www.canadiangeographic.ca/war\\_of\\_1812/videos/](http://www.canadiangeographic.ca/war_of_1812/videos/)

The War of 1812 Song (VG Cats)

[http://www.canadiangeographic.ca/war\\_of\\_1812/videos/](http://www.canadiangeographic.ca/war_of_1812/videos/)

## Main Objective

Students will assess the role of point of view when uncovering the past and the role of popular culture in reconstructing the past.

## Learning Outcomes

By the end of the lesson, students will be able to:

- identify the key people involved in the War of 1812 conflict;
- outline the background causes leading to the conflict;
- locate the key locations in Canada where the conflict took place;
- differentiate the varying perspectives associated with the war;
- appraise the use and value of popular culture in exploring the past;
- create a video about the War of 1812 based on their knowledge of the event and their understanding of historical viewpoint.

## The Lesson

The Lesson		
	Teacher Activity	Student Activity
<b>Introduction</b>	<p>[Note: This lesson is intended to be used after students have learned about the War of 1812 in a previous lesson. It is also assumed that they have been given prior instruction on using video cameras and making videos using a movie maker software program.]</p> <p>Distribute <i>Appendix A: The War of 1812 lyrics</i>. Read the lyrics aloud in class. Enquire: whose view is being presented in this song?</p> <p>Show students different videos about the War of 1812 (there are three video clips listed in the Additional Resources section of the lesson).</p> <p>[Note: the song lyrics remain the same but the visual/videos differ.]</p> <p>Prompt a discussion after watching the videos. Ask students to describe what they liked and didn't like; what information was correct and what might have been exaggerated.</p> <p>Explain that the class will be creating a music video based on <i>The War of 1812 Song</i>.</p>	<p>Read the lyrics and participate in the discussion.</p> <p>Read the lyrics of the War of 1812 song.</p> <p>Watch the videos and follow along with the song lyrics.</p> <p>Participate in the class discussion.</p>
<b>Lesson Development</b>	<p>Distribute <i>Appendix B: Video Rubric</i> and talk to students about how the video will be assessed. Ask students to form small groups and begin brainstorming ideas for their videos.</p> <p>Escort the class to the computer lab so that students can research details</p>	<p>Form a group and start brainstorming ideas for a video.</p>

	<p>of the War of 1812 for their video. Direct students to use the <i>Canadian Atlas Online War of 1812</i> theme to complete their research.</p> <p>When students have completed their research and a plan of the events to include in their video, they will take a digital video camera and start filming. Students will edit the film clips in order to produce a final product. Guide and assist students as necessary.</p>	<p>Complete research and gather facts about the War of 1812 from the <i>Canadian Atlas Online War of 1812</i> theme for the video.</p> <p>Start filming the video with a digital video camera. Edit the clips to create a final product.</p>
<b>Conclusion</b>	Assess the videos while they are shown to the class.	Present the video to the rest of the class.

### Lesson Extension

- Have students compare the song 'The Battle of New Orleans' (recorded by Johnny Horton), which details the 1815 Battle of New Orleans from the perspective of an American fighting against British forces in the War of 1812. Contrast the lyrics as well as the tone to the 'War of 1812 Song' .

### Assessment of Student Learning

- Appendix B: Video Rubric

### Further Reading

- *Canadian Geographic War of 1812* poster-map
- War of 1812 interactive map & timeline  
<http://www.canadiangeographic.ca/war1812>

### Link to Canadian National Geography Standards

Essential Element #2 – Places and Regions

- Changes in places and regions over time

Essential Element #6 – The Uses of Geography

- Influences of physical and human features on historical events

Geographic Skill #5 – Answering Geographic Questions

- Present geographic information in the form of both oral and written reports accompanied by maps and graphics.

## Appendix A: The War of 1812 Lyrics

Come back proud Canadian's,  
To before you had TV.  
No hockey night in Canada,  
there was no CBC.

In 1812 Madison was mad,  
He was the president you know.  
Well he thought he'd tell the British where they ought to go.  
He thought he'd invade Canada,  
He thought that he was tough.  
Instead we went to Washington,  
And burned down all his stuff.

And the White House burned, burned, burned.  
And we're the ones that did it,  
It burned, burned, burned.  
While the president ran and cried,  
It burned, burned, burned.  
And things were very historical,  
And the Americans ran and cried like a bunch of little babies WaWaWa  
In the War of 1812.

Those hillbillies from Kentucky,  
Dressed in green and red.  
Left home to fight in Canada,  
But they returned home dead.  
It's the only war the Yankees lost except for Vietnam.  
And also the Alamo and the Bay of Ham.  
The loser was America,  
The winner was ourselves.  
So join right in and gloat about the war of 1812.

And the White House burned, burned, burned.  
And we're the ones that did it,  
It burned, burned, burned.  
While the president ran and cried,  
It burned, burned, burned.  
And things were very historical,  
And the Americans ran and cried like a bunch of little babies WaWaWa  
In the War of 1812.

In 1812 we were just sitting around,  
Minding our own business,  
Putting crops into the ground.  
We heard the soldiers coming,  
And we didn't like that sound.  
So we took a boat to Washington and burned it to the ground.

Oh we fired our guns but the Yankees kept a coming,  
There wasn't quite as many as there was a while ago.  
We fired once more and the Yankees started running,  
Down the Mississippi to the Gulf of Mexico.  
They ran through the snow,  
And they ran through the forest,  
They ran through the bushes where the beavers wouldn't go,  
They ran so fast they forgot to take they're culture,  
Back to America, and Gulf and Mexico.

So if you go to Washington,  
It's building clean and nice,  
Bring a pack of matches,  
And we'll burn the white house twice.

And the White House burned, burned, burned,  
But the Americans won't admit it.  
It burned, burned, burned...  
It burned and burned and burned  
It burned, burned, burned  
I bet that made them mad.  
And the Americans ran and cried like a bunch of little babies WaWaWa  
In the War of 1812.

*Note: The Arrogant Worms are often given credit for writing and recording this song; however, it was actually recorded by Three Dead Trolls.*

## Appendix B: Video Rubric

Category	4	3	2	1	0
Video Design and Mechanics	<p>Camera techniques consistently enhance the video in a highly effective manner. (focus, camera angles, steadiness of shots, varied compositions)</p> <p>Exceptional video editing is highly evident and strongly enhances every aspect of the video. (clips show no slack time, suitable transitions, pacing keeps viewers interested, special effects)</p>	<p>Overall camera techniques strongly enhance the video. (focus, camera angles, steadiness of shots, varied compositions)</p> <p>Effective video editing is highly evident and strongly enhances the video. (clips show no slack time, suitable transitions, pacing keeps viewers interested, special effects)</p>	<p>Overall use of camera techniques enhance the video. (focus, camera angles, steadiness of shots, varied compositions)</p> <p>Effective video editing is evident and enhances the video. (clips show no slack time, suitable transitions, pacing keeps viewers interested, special effects)</p>	<p>Camera techniques are somewhat distracting. (focus, camera angles, steadiness of shots, varied compositions)</p> <p>Effective video editing is somewhat evident. (clips show no slack time, suitable transitions, pacing keeps viewers interested, special effects)</p>	<p>Camera techniques distract from the video. (focus, camera angles, steadiness of shots, varied compositions)</p> <p>Effective video editing is not evident. (clips show no slack time, suitable transitions, pacing keeps viewers interested, special effects)</p>
Content	Covers topic in-depth with extensive details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic with supporting details and examples. Subject knowledge appears to be good.	Includes knowledge about the topic with supporting details and examples. Some subject knowledge is evident.	Includes little knowledge about the topic with few supporting details and examples. Little subject knowledge is evident.	Includes little knowledge about the topic. Subject knowledge is not evident.
Originality and Creativity	Product is highly original; provides new ideas and insights. Ideas are creative, inventive and demonstrate in-depth inferences.	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought.	Uses other people's ideas (giving them credit) but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Totals					