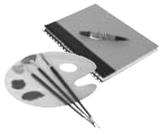


What Would YOU Save?



Elementary

Two class periods

Program Segments

- Summer 1814 The American Capital Burns (10 ½ minutes)

NCSS Themes

- III: People, Places, and Environments
- V: Individuals, Groups, and Institutions
- VI: Power, Authority, and Governance

Canadian (Ontario) Concepts

- Interactions and Interdependence
- Environment
- Power and Governance

Canadian (Ontario) Specific Expectations – Seventh Grade

- Describe the major causes and personalities of the War of 1812
- Explain key characteristics of life in English Canada from a variety of perspectives

Objectives

Students will be able to:

- explain what duty is
- explain how symbols represent concepts and ideas
- identify items that represent their school and community and explain their importance

Focus Questions

1. What is duty?
2. How do symbols represent a bigger concept or idea?
3. How do symbols shape the history of our country?

Key Concepts

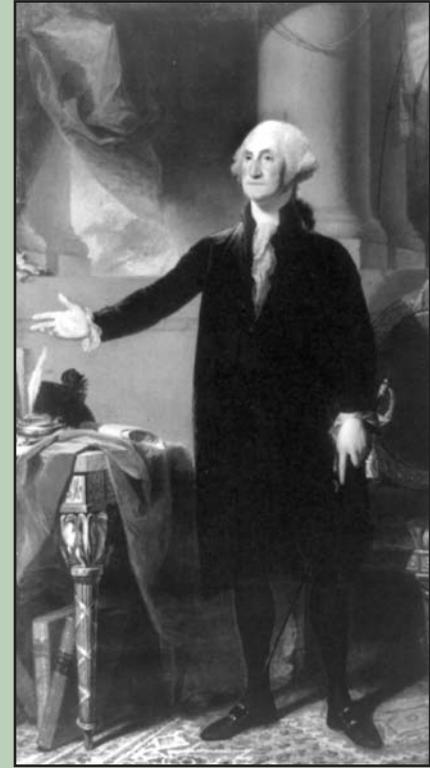
Duty, Symbol, Nationalism

Instructional Resources

- *The War of 1812* DVD
- Paragraph rubric
- Dolley Madison letter (appendix pg. 54)

Procedures

1. The teacher will begin the class by asking what the students understand about the term “duty” and discuss how duties are performed by people in the government.
2. The teacher will also discuss the terms “symbol” and “nationalism” and give examples to clarify these terms to the students.





3. The teacher will discuss Dolley Madison and her role as the First Lady with the students, and then watch *The War of 1812* segment on Dolley Madison and the burning of Washington.
4. The teacher will show a picture of George Washington's portrait and question the students to assess their understanding of how important the portrait was as a symbol of the young nation. To better understand the bravery of Dolley Madison, the teacher and the students will read together as a class the letter written by Dolley Madison regarding that day.
5. Next the students will determine what items are important symbols of their school and why they would decide to save them. The teacher may decide to take the students on a walk through the school to view different areas containing items that would be considered important.
6. The students will draw pictures and write a paragraph that introduces the item, describes its importance to the school, and explains why it was their duty to save this item.
7. The teacher will use the Paragraph Rubric as a guideline for the students.

Assessment Tasks

The students will create a paragraph on an important item and a drawing of that item that represents their school and community.

	Level 5	Level 4	Level 3	Level 2	Level 1
Organization	Paragraph(s) are very well-organized, with topic sentence, at least three supporting sentences, and insightful conclusion	Paragraph(s) are well-organized, with topic sentence, at least three supporting sentences, and a conclusion	Paragraph(s) are adequately organized with topic sentence, at least two supporting sentences, and conclusion	Paragraph(s) are poorly organized; few detail sentences; no topic sentence or no conclusion	Organization unclear; no topic sentence; no more than two detail sentences; no conclusion
Content	Content is well thought out with accurate content information that supports the writer's thesis	Content is accurate and supports the writer's thesis	Content is not well thought out with inaccurate information that may or may not support the writer's thesis	Content is inaccurate and does not support the writer's thesis	Lack of any content that supports the writer's thesis
Word Choice	Effective and specific verbs and nouns engage the reader; writing flows smoothly	Specific verbs and nouns are used frequently; writing flows smoothly most of the time	Specific verbs and nouns are used occasionally; writing flows smoothly at times	Several overused verbs and nouns; writing does not flow smoothly throughout	Verbs and nouns are uninteresting; writing does not flow smoothly
Conventions	Capitalization, punctuation, and spelling are correct	No more than two errors in spelling, capitalization, and/or punctuation	No more than three errors in spelling, capitalization, and/or punctuation	No more than five errors in spelling, capitalization, and/or punctuation	Multiple errors in spelling, capitalization, and/or punctuation