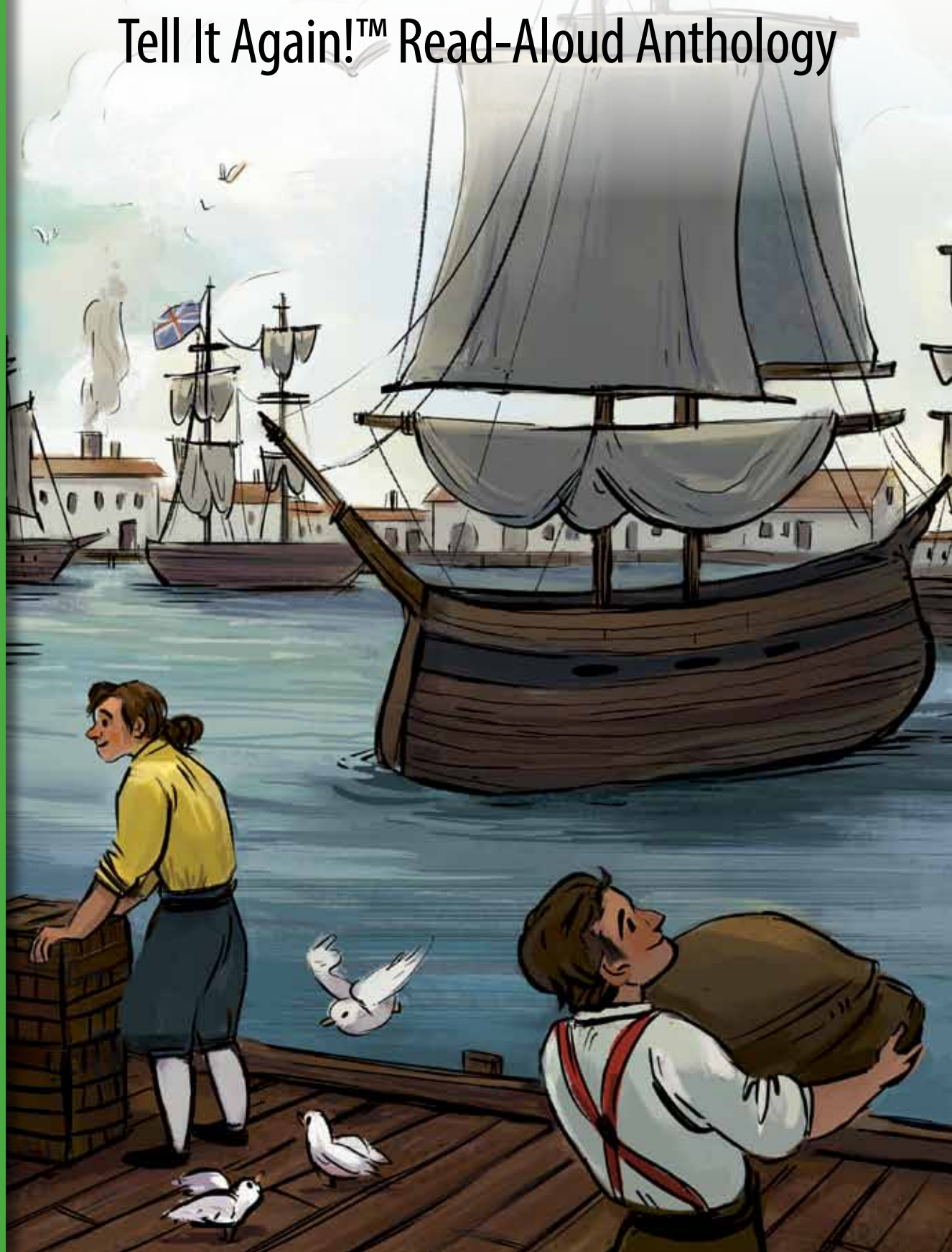


The War of 1812

Tell It Again!™ Read-Aloud Anthology



Core Knowledge Language Arts® • New York Edition • Listening & Learning™ Strand



Core Knowledge®

GRADE 2



The War of 1812

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
GRADE 2

Core Knowledge Language Arts®
New York Edition



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Alignment Chart for The War of 1812

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for The War of 1812	Lesson							
	1	2	3	4	5	6	7	8
Core Content Objectives								
Explain that America fought Great Britain for independence	✓							
Explain that the Founding Fathers wrote the Constitution	✓							
Explain that Thomas Jefferson purchased the Louisiana Territory from the French	✓							
Explain that Great Britain became involved in a series of wars against France	✓							
Explain that due to a shortage of sailors, Britain began to impress, or capture, American sailors	✓	✓						
Explain that some members of the U.S. government began to call for war		✓						
Identify that the British controlled land in the northern Great Lakes region, the northwestern territories, and Canada		✓						
Explain that James Madison was the president during the War of 1812		✓	✓					
Identify James Madison, a Founding Father, as the main author of the Constitution			✓					
Identify Dolley Payne Todd as James Madison's wife			✓					
Identify James Madison as the fourth president of the United States			✓					
Explain that in 1812 the United States had a small army and a small navy				✓				
Explain that President Madison persuaded farmers to become soldiers				✓				
Explain that the USS <i>Constitution</i> became known as "Old Ironsides" because British cannonballs could not damage it				✓				
Explain how the President's House was a house especially built for the president and his family; today it is called the White House					✓			

Alignment Chart for The War of 1812

Lesson

	1	2	3	4	5	6	7	8
Explain that in 1814 the British attacked the capital, Washington, D.C.					✓			
Explain that Dolley Madison had to escape from the President's House					✓			
Explain that Dolley Madison saved important papers, letters, and a portrait of George Washington					✓			
Explain that the British Army set fire to the President's House					✓			
Describe how the British attacked the city of Baltimore and Fort McHenry						✓		
Explain that the U.S. commander of Fort McHenry asked for a large flag to be made to fly over Fort McHenry						✓		
Explain that the British failed to capture Baltimore and Fort McHenry						✓		
Explain how Francis Scott Key watched the Battle of Fort McHenry and wrote a poem that later became the national anthem						✓		
Demonstrate familiarity with the song, "The Star-Spangled Banner"						✓		
Explain that General Andrew Jackson's army was made up of militiamen, soldiers, farmers, Native Americans, African Americans, and pirates							✓	
Explain that the Battle of New Orleans actually took place two weeks after the War of 1812 was over							✓	✓
Describe how the War of 1812 was considered a second war for independence								✓

Reading Standards for Literature: Grade 2

Craft and Structure

STD RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.							
CKLA Goal(s)	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song			✓		✓	✓	

Alignment Chart for The War of 1812

Lesson

		1	2	3	4	5	6	7	8
Reading Standards for Informational Text: Grade 2									
Key Ideas and Details									
STD RI.2.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.								
CKLA Goal(s)	Ask and answer questions (e.g., <i>who, what, where, when, why, how</i>), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud					<input checked="" type="checkbox"/>			
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships					<input checked="" type="checkbox"/>			
STD RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.								
CKLA Goal(s)	Identify the main topic of a multi-paragraph nonfiction/informational read-aloud as well as the focus of specific paragraphs within the text		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
STD RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.								
CKLA Goal(s)	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Craft and Structure									
STD RI.2.4	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.								
CKLA Goal(s)	Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions					<input checked="" type="checkbox"/>			
Integration of Knowledge and Ideas									
STD RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.								
CKLA Goal(s)	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds						<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

Alignment Chart for *The War of 1812*

Lesson

		1	2	3	4	5	6	7	8
Range of Reading and Level of Text Complexity									
STD RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.								
CKLA Goal(s)	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4					✓			
Writing Standards: Grade 2									
Text Types and Purposes									
STD W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.								
CKLA Goal(s)	Plan and/or draft, and edit an opinion piece in which they introduce a topic, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section		✓						
STD W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.								
CKLA Goal(s)	Plan and/or draft, and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section		✓		✓	✓		✓	✓
Research to Build and Present Knowledge									
STD W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).								
CKLA Goal(s)	Participate in shared research and writing projects (e.g., after listening to several read-alouds, produce a report on a single topic)								✓
STD W.2.8	Recall information from experiences or gather information from provided sources to answer a question.								
CKLA Goal(s)	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud and/or make connections among several read-alouds		✓					✓	
	With assistance, categorize and organize facts and information within a given domain to answer questions								✓
	Generate questions and gather information from multiple sources to answer questions								✓

Alignment Chart for The War of 1812

Lesson

		1	2	3	4	5	6	7	8
Speaking and Listening Standards: Grade 2									
Comprehension and Collaboration									
STD SL.2.1	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups.								
STD SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).								
CKLA Goal(s)	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.								
STD SL.2.1b	Build on others’ talk in conversations by linking their comments to the remarks of others.								
CKLA Goal(s)	Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age								
STD SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.								
CKLA Goal(s)	Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud								
STD SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.								
CKLA Goal(s)	Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud								
STD SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.								
CKLA Goal(s)	Ask questions to clarify directions, exercises, classroom routines and/or what a speaker says about a topic to gather additional information, or deepen understanding of a topic or issue								
Presentation of Knowledge and Ideas									
STD SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.								
CKLA Goal(s)	Recount a personal experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences								

Alignment Chart for *The War of 1812*

Lesson

		1	2	3	4	5	6	7	8
STD SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.								
CKLA Goal(s)	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings		✓		✓	✓	✓	✓	✓
STD SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language.)								
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification				✓				

Language Standards: Grade 2

Vocabulary Acquisition and Use

STD L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.								
STD L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i>).								
CKLA Goal(s)	Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions			✓					
STD L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.								
STD L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).								
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>)				✓				
	Provide synonyms and antonyms of selected core vocabulary words								✓
	Determine the meaning of unknown and multiple meaning words and phrases in fiction or nonfiction/informational read-alouds and discussions			✓			✓		
STD L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>).								
CKLA Goal(s)	Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>)								✓

Alignment Chart for *The War of 1812*

		Lesson							
		1	2	3	4	5	6	7	8
STD L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).								
CKLA Goal(s)	Learn the meaning of common sayings and phrases							✓	
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>)	✓							
Additional CKLA Goals									
	Prior to listening to a read-aloud, identify orally what they know and have learned about a given topic		✓	✓	✓	✓	✓	✓	✓
	Prior to listening to a read-aloud, orally predict what will happen based on images or text heard and then compare the actual outcome to the prediction							✓	
	Share writing with others	✓	✓		✓	✓		✓	✓
	Rehearse and perform a read-aloud for an audience using eye contact, appropriate volume, and clear enunciation		✓		✓		✓	✓	



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to *The War of 1812*

This introduction includes the necessary background information to be used in teaching the *The War of 1812* domain. The *Tell It Again! Read-Aloud Anthology* for *The War of 1812* contains eight daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 4. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than twelve days total on this domain.**

Week One				
Day 1	Day 2 [ⓐ] #	Day 3	Day 4	Day 5 [ⓐ] #
Lesson 1A: "America in 1812, Part I" (40 min.)	Lesson 2A: "America in 1812, Part I" (40 min.)	Lesson 3A: "Mr. and Mrs. Madison" (40 min.)	Lesson 4A: "Another War Already?" (40 min.)	Pausing Point (60 min.)
Lesson 1B: Extensions (20 min.)	Lesson 2B: Extensions (20 min.)	Lesson 3B: Extensions (20 min.)	Lesson 4B: Extensions (20 min.)	
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 6 [ⓐ] #	Day 7 [ⓐ]	Day 8 #	Day 9	Day 10
Lesson 5A: "The Attack on Washington, D.C." (40 min.)	Lesson 6A: "Broad Stripes and Bright Stars" (40 min.)	Lesson 7A: "The Battle After the War" (40 min.)	Lesson 8A: "Peace and Pirates" (40 min.)	Domain Review (60 min.)
Lesson 5B: Extensions (20 min.)	Lesson 6B: Extensions (20 min.)	Lesson 7B: Extensions (20 min.)	Lesson 8B: Extensions (20 min.)	
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three	
Day 11 [ⓐ]	Day 12
Domain Assessment (60 min.)	Culminating Activities (60 min.)
60 min.	60 min.

[ⓐ] Lessons include Student Performance Task Assessments

Lessons require advance preparation and/or additional materials; please plan ahead

Domain Components

Along with this anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book** for *The War of 1812*
- *Tell It Again! Image Cards* for *The War of 1812*
- *Tell It Again! Supplemental Guide* for *The War of 1812*

*The *Tell It Again! Multiple Meaning Word Posters* for *The War of 1812* are found at the end of *Tell It Again! Flip Book*.

Recommended Resource:

- *Core Knowledge Teacher Handbook (Grade 2)*, edited by E. D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517700

Why the War of 1812 Is Important

This domain will introduce students to an important period in the history of the United States—the time during the War of 1812. The War of 1812 is, perhaps, best remembered as the war that gave birth to “The Star-Spangled Banner.” Students will also learn why the War of 1812 is often called America’s second war for independence. Students will learn how the United States was affected by the Napoleonic Wars between France and Great Britain. They will learn about James and Dolley Madison, and their direct connection to the War of 1812. Students will learn about Great Britain’s three-part plan to win back the United States. This includes attacks on Washington, D.C. and Baltimore, and the Battle of New Orleans. This domain will build the foundation for learning about *Westward Expansion*, *The U.S. Civil War*, and *Immigration* later in Grade 2 as well as for learning about other periods of American history in future grades.

What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten and Grade 1

The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *The War of 1812*. This background knowledge will greatly enhance students’ understanding of the read-alouds they are about to enjoy:

Native Americans (Kindergarten)

- Recall that Native Americans were the first known inhabitants of North America
- Explain that there are many tribes of Native Americans
- Explain that Native Americans still live in the United States today

Columbus and the Pilgrims (Kindergarten)

- Identify the continents of North America and Europe

Colonial Towns and Townspeople (Kindergarten)

- Explain that long ago, during the colonial period, families who lived in the country on farms were largely self-sufficient, and that this meant all family members had many daily responsibilities and chores
- Identify reasons why people who lived in the country traveled to town

Presidents and American Symbols (Kindergarten)

- Identify the White House as the president's home
- Describe Washington, D.C. as the city where the current president lives
- Identify the American flag
- Describe the differences between a president and a king
- Describe George Washington as a general who fought for American independence
- Explain that General Washington led his army to victory even though his army was smaller than the British army
- Identify George Washington as the first president of the United States
- Identify Thomas Jefferson as the third president of the United States
- Identify Thomas Jefferson as the primary author of the Declaration of Independence
- Describe the purpose of the Declaration of Independence as a statement of America's liberty

A New Nation: American Independence (Grade 1)

- Locate the thirteen original colonies
- Describe how the thirteen colonies in America evolved from dependence on Great Britain to independence as a nation
- Describe the Boston Tea Party
- Identify Minutemen, Redcoats, and “the shot heard ’round the world”
- Describe the contributions of George Washington as patriot and military commander
- Describe the contributions of Thomas Jefferson as patriot, author of the Declaration of Independence, and the third president of the United States
- Explain the significance of the Declaration of Independence
- Explain the significance of the Fourth of July
- Retell the legend of Betsy Ross and the flag
- Identify Martha Washington as the wife of George Washington
- Describe the contributions of George Washington as first president of the United States
- Identify Washington, D.C., as the nation’s capital
- Explain that the nation’s capital, Washington, D.C., was named after George Washington
- Describe the roles of African Americans, Native Americans, and women during the evolution from thirteen English colonies in America to independence as a nation
- Identify the U.S. flag
- Explain the significance of the flag

Frontier Explorers (Grade 1)

- Locate the Mississippi River on a map
- Explain why Jefferson wanted to purchase New Orleans
- Identify and locate the Louisiana Territory on a map
- Explain the significance of the Louisiana Territory and Purchase

- Explain the reasons that Lewis and Clark went on their expedition
- Explain that there were many, many Native American tribes already living in the Louisiana territory before the Lewis and Clark expedition
- Recall basic facts about Lewis and Clark’s encounters with Native Americans

Core Vocabulary for The War of 1812

The following list contains all of the core vocabulary words in *The War of 1812* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

blockaded
represent
 seize
 trade

Lesson 2

abandon
 committee
patience
 suspicious
 treaty

Lesson 3

citizen
 govern
 looming
magnificent
 topics

Lesson 4

assumptions
economy
 launch
 surrender
 vulnerable

Lesson 5

canvas
 delicate
 perched
quench

Lesson 6

confident
 fort
inspired
 port
 withdrew

Lesson 7

astonished
 retreated
 strategically
 truce

Lesson 8

ancestors
dejected
jubilant
 navigator
 patriots

Comprehension Questions


In the *Tell It Again! Read-Aloud Anthology* for *The War of 1812*, there are three types of comprehension questions. *Literal* questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 2.1 (RL.2.1) and Reading Standards for Informational Text 2.1 (RI.2.1).

Inferential questions ask students to infer information from the text and think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2.2–2.5 (RL.2.2–RL.2.5) and Reading Standards for Informational Text 2.2–2.4 and 2.6 (RI.2.2–RI.2.4; RI.2.6).


Evaluative questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. *Evaluative* questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 2.8 (RI.2.8). *Evaluative* questions might also ask students to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 2.9 (RL.2.9) and Reading Standards for Informational Text 2.9 (RI.2.9).

The *Tell It Again! Read-Aloud Anthologies* include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 2.7 (RL.2.7) and Reading Standards for Informational Text 2.7 (RI.2.7) are addressed as well.

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology* for *The War of 1812*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: . There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens Scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology* for *The War of 1812*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade level. These activities are labeled “Above and Beyond” and are identified with this icon: .

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening and Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and

accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇄.

Recommended Resources for The War of 1812

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, Pausing Point, and the Domain Review for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

Trade Book List

1. *The American Flag (True Books: American History)*, by Elaine Landau (Children's Press, 2008) ISBN 978-0531147757
2. *A More Perfect Union: The Story of Our Constitution*, by Betsy Maestro (HarperCollins, 1990) ISBN 978-0688101923
3. *An Army of Two*, by Janet Greeson and illustrated by Patricia Rose Mulvihill (First Avenue Editions, 1991) ISBN 978-0876145470

4. *The Battle of New Orleans: The Drummer's Story*, by Freddi Evans (Pelican Publishing, 2005) ISBN 978-1589803008
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2. Fort McHenry National Park
<http://www.nps.gov/fomc/index.htm>
3. The Flag House and Star-Spangled Banner Museum
<http://www.flaghouse.org>
4. The Star-Spangled Banner Exhibit at the Smithsonian
<http://americanhistory.si.edu/starspangledbanner>
5. Video Clips on the Star Spangled Banner
<http://www.youtube.com/watch?v=zDKfw8nysLA>
<http://www.youtube.com/watch?v=iwsq7frSB5Q>
6. Montpelier Historic Website
<http://www.montpelier.org>
7. PBS Film on Dolley Madison
<http://www.pbs.org/wgbh/americanexperience/films/dolley>
8. Official Bicentennial Website
<http://www.visit1812.com>
9. The U.S. Capitol Visitor's Center
<http://www.visitthecapitol.gov/Exhibitions/online>
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<http://www.usconstitutionmuseum.org>

11. **The James Madison Museum**
<http://www.thejamesmadisonmuseum.org>
12. **The Papers of James Madison**
<http://www.virginia.edu/pjm>
13. **The White House**
<http://www.whitehouse.gov/about/presidents/jamesmadison>
14. **The Crafty Classroom**
<http://www.thecraftyclassroom.com/HomeschoolPrintablesNotebookingPatriotic.html>
15. **Hold the Fort (Online Game)**
<http://www.nps.gov/fomc/holdthefort>

Student Resources

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<http://bit.ly/XYmKBy>
17. **Music and Lyrics to “The Battle of New Orleans”**
<http://kids.niehs.nih.gov/lyrics/battleof.htm>
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