



River Raisin National Battlefield Park Presents

THE WAR OF 1812:
BATTLES OF THE RIVER RAISIN

"TREATY NEGOTIATIONS"

Treaties of Ghent & Spring Wells

COMPROMISE!

SET
GOALS



8th Grade



WITH
"PROFESSOR"
MAJOR
MUSKRAT

By George Purdu

LESSON PLAN



SERVICE
LEADERSHIP
COLLABORATION
EXCELLENCE



River Raisin National Battlefield Park 8th Grade Lesson Plan

Lesson Title: Treaty of Ghent and Treaty of Spring Wells

Content Expectations: Michigan GLCE's – Social Studies, MI: 8th Grade, US History & Geography

8 – U4.1.2 Establishing America's Place in the World

- Explain the changes in America's relationships with other nations by analyzing treaties with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. (C4)

8 – U4.1.3 Challenge of Political Conflict

- foreign relations (e.g., French Revolution, relations with Great Britain) (C3)

Overview:

- **Narrative** – *In the early history of the United States problems with Great Britain still existed. This culminated with the War of 1812. This lesson will explore the problems that existed between Great Britain and the United States that led to the war. This lesson will also discuss the signing of the Treaty of Ghent and Treaty of Spring Wells and how it affected not only the United States and Great Britain, but the Native American nations that were involved. Lastly, this lesson will look at how the replica table used at the Treaty of Ghent was constructed by high school students to travel the country and the work that went into this project.*
- **Objectives** – Students will:
 - Gain an understanding why the War of 1812 occurred.
 - Be able to distinguish the major players in the War of 1812.
 - Analyze the goals of each side in order to negotiate a treaty of *their* own ending to the War of 1812.
 - Realize that compromise and goal setting are key components of ending disputes and creating treaties.
 - Learn the steps taken to re-create the table that the students will be using.
- **Enduring Understanding** –
 - Ending a war is always more difficult than starting a war
 - Fairly resolving a war that protects the interests of all combatants is difficult
- **Essential/Focus Questions** –
 - What are the over-arching considerations between negotiators that are necessary to arrive at a mutually beneficial agreement?
- **Key Concepts**
 - Treaties
 - Impressment
 - Compromise
 - Negotiation / negotiate
- **Key Skills - Students will:** (see attached DOK Wheel and Guide)
 - Gain an understanding why the War of 1812 occurred.
 - Be able to distinguish the major players in the War of 1812.

- Analyze the goals of each side in order to negotiate a treaty of their own ending to the War of 1812.
- Realize that compromise and goal setting are key components of ending disputes and creating treaties.
- Learn the steps taken to recreate the table that the students will be using.
- **Time Required** – One class period and one field trip day at the River Raisin Battlefield Park.
- **Grade level** – 8th Grade

Topic or Era:

-USHG ERA 4 – EXPANSION AND REFORM (1792-1861) 4.1 Challenges to an Emerging Nation

Preparation:

- **Materials** –
 - Graphic Organizer, Guided Reading Question
 - American and British Negotiations Document
 - Handout A – American Negotiation Team
 - Handout B – British Negotiation Team
 - Town Crier Role Sheet
 - Treaty of Spring Wells Sheet
- **Resources** –
 - Newspaper Article On Table:
<http://www.somdnews.com/apps/pbcs.dll/article?AID=/20130529/NEWS/130529185/1044/news&source=RSS&&template=PrinterFriendlygaz>.
 - War of 1812 & Treaty of Ghent Background Reading
 - Video on the Treaty of Ghent: <http://www.youtube.com/watch?v=Of9SypRSbAs>.

Procedure:

Lesson Prior to Visiting the River Raisin Battlefield

Step 1: Write on the board “United States and Great Britain”

Step 2: Ask the students to come up to the board and write down what comes to mind when they think of these two ideas and what you have learned in class. Students should write down such items as: Revolutionary War, Colony, Monarchy, Countries.

Step 3: Explain to students that it wasn’t until the War of 1812 that U.S./British relations reached a boiling point that would set the stage for one last final standoff.

Step 4: Pass out the reading activity and read the page out loud with your students. (Attachment A – War of 1812 Treaty of Ghent Background Reading)

Step 5: Pass out the War of 1812 Graphic Organizer and have students fill it out on their own. (Attachment B - War of 1812 Graphic Organizer)

Step 6: Go over answers with the students (Students can also check each other's work).

Step 7: When completed pass out the newspaper article about the construction of the Treaty of Ghent table reproduction. (Attachment C)

Step 8: Have students partner up and read about the table while answering the questions afterwards found in the Treaty of Ghent Table Newspaper Article Guided Reading Questions page. (Attachment D)

Step 9: Go over answers and collect the two assignments at the end of the period.

Lesson for the Battlefield Visit

Step 1: Tell students that they will be put into groups of four, either for the American delegation or the British delegation. (For example, if you have 35 students, you should have 4 American groups of four students, and 4 British groups of four students with three students left over.) Any leftover students should be used for the town crier role of reading what is taking place in the colonies after each negotiation session. Three students will be needed as town criers. Preparing these groups ahead of time is advisable.

Step 2: Groups should be divided so that there are the same number of American and British Groups.

Step 3: – Students will take 5 minutes to look over Student Handout A or B (Attachment E and F) depending on if they are assigned to be an American delegate or a British delegate. Cut out the cards for each group and randomly assign a person for each group.

Step 4: – After five minutes, take one American group and one British group and combine them and give them the negotiating handout (Attachment G) which will have to be done between the two sides. They will negotiate for ten minutes. After every two minutes a town crier stops the negotiations and reads their message of what is happening back in America. There are three town crier messages. (Attachment H).

Step 5: After the ten minutes of negotiations, bring the two groups to the table and have different members read the terms of the treaty that were negotiated by the students.

Step 6: Repeat this for every group as time allows. Groups can write on a board what they agreed to do for each of the five items that they needed to negotiate. Each group would then sign the Treaty of Ghent on the table being sure to sign either for the British or American delegation team for which they represent. (Attachment I) Hint: Consider printing “Attachment I” on larger paper so all of the students can sign. If taking the fieldtrip, “Attachment I” will be provided at the Battlefield.

Step 7: The three town criers re-enter the signing as chiefs of the Native American tribes that want to also end hostilities with the Americans. They voice the terms of their treaty (Attachment J) and the Americans agree and the Treaty of Spring Wells is signed separately between the Americans and Native American. (Attachment K) Hint: Consider printing “Attachment K” on larger paper so all of the students can sign. If taking the fieldtrip, “Attachment K” will be provided at the Battlefield.

Step 8: Discuss with the students what actually did happen in the Treaty of Ghent and compare it to what they were able to negotiate themselves.

Evaluation:

- Prior to Visit- The graphic organizer and questions on the article.
- Visit to the Battlefield- The terms of each groups’ negotiations along with the questions as a group before they interact with the British.

Follow-up:

- Discuss how the table was made compared to what you thought it would look like.
- Show the video on the Treaty of Ghent.

The War of 1812 and the Treaty of Ghent

Background Reading



Trouble with Britain

In 1808, Britain and France were at war. The U.S. did not take either side, but Britain and U.S. became enemies. British officers raided American ships to look for British sailors on the ships. American sailors were caught and forced to serve in the British Navy. This was called impressment. The U.S. was also angry that the British were helping Native Americans fight western settlers. The Native American chief Tecumseh wanted Native Americans to unite to keep settlers away. In 1811, the Native Americans were defeated at their Tippecanoe settlement.

Fighting the War

In 1812, the U.S. declared war on Britain. Americans wanted to stop impressment. They also wanted Britain to stop arming the Native Americans. In the Great Lakes region the British had an early victory at Fort Detroit. The British also invaded Fort Mackinaw in 1812 and took control of the important island, and held it during the course of the war. In January of 1813, the largest battle ever fought on Michigan soil took place along the River Raisin in current day Monroe, Michigan. The Battles of the River Raisin resulted in the largest number of U.S. casualties from a single battle in the entire War of 1812 and was declared a “national calamity.” One of the most famous naval battles was the battle of Lake Erie in 1813. Oliver Hazard Perry held off the British fleet and won a victory for the Americans. In 1814, the British navy fired at Fort McHenry. Francis Scott Key wrote the “Star Spangled Banner” while watching this battle. This later became the national anthem. In 1814, Washington D.C. was also attacked by British troops and many public buildings including the White House were burned. Later that year the U.S. and Britain met to discuss a treaty to end the war.

The Treaty of Ghent

The U.S. and Great Britain met in Ghent, Belgium instead of the usual meeting place, Paris France, due to the war between the British and French. The British and American sides each wanted their own ideas listened to and met. The British had promised the Native Americans their own land for helping in the war but the U.S. was not willing to meet this demand. The U.S. wanted impressment to stop, but the British would not even discuss this issue. In the end, the borders between Canada and the U.S. stayed the same. The issue of impressment was never resolved and on December 24th, 1814 the two sides signed the agreement that called for a status quo ante bellum – the exact same state of affairs as before the war.

War of 1812 Graphic Organizer

List two reasons the U.S. went to war with Britain

Name Three Famous Battles and when they occurred.

What is impressment?

Native Americans Role

Leader-

Sided with-

Famous People- Describe their Role

Oliver Hazard Perry-

Francis Scott Key-

Tecumseh-



Gazette.Net

Maryland Community News

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Students build replicas of Treaty of Ghent signing table [by Jesse Yeatman](#) *Staff writer*

Several St. Mary's students earned a chance to replicate a piece of history this year by building two reproductions of the table where President James Madison signed the treaty that ended the War of 1812.

The students were recruited by the National Park Service and the Octagon House, where the original table once owned by Madison and used to sign the Treaty of Ghent now rests.

Kathy Langley, a manager with the National Park Service, said the Octagon House museum on New York Avenue in Washington, D.C., was looking for a way to make replicas to use in re-enactments and to travel to other museums.

The museum at first solicited quotes, which came back at around \$30,000 for two reproductions. A colleague of Langley's suggested contacting the Dr. James A. Forrest Career and Technology Center.

Forrest center students Kevin Allshouse, Chandler Drury, Alex Holden and Gabe Lettau, as well as a couple of students from North Point High School in Charles County, put in about 20 Saturday mornings in recent months working on the tables.

"It's been an interesting project," Holden said. The students said building the two replicas took much more work than they imagined when first approached with the idea.

"It's time consuming," Lettau said.

They also learned a bit of history after visiting the museum, and seeing and learning about the actual table.

"I have to give somebody a history lesson every time I talk about it," Lettau said.

The Octagon House, located just a block away from the White House, is building an education program for students to learn about the importance of the house and the treaty. Programmers wanted two replicas of the table — one to use as a traveling exhibit and the other to allow students to re-enact the signing while assuring the original would remain safe, Langley said.

"It was a perfect fit for an educational opportunity," she said.

The museum also held a session for eight teachers from the region to learn about the War of 1812 and the treaty signing.

The treaty was finally signed after months of negotiations in the city of Ghent, Belgium, according to the Star-Spangled Banner National Historical Trail website.

It took several months after the British ratified the treaty for it to make its way to America, when President Madison signed the treaty on Feb. 17, 1815.

"The Octagon House in Washington, temporary residence for the first family and where Madison had signed the Treaty of Ghent, was the scene of great revelry as the president and first lady hosted a party to celebrate the war's end," according to the website. The Madisons lived at the Octagon House after the White House was burned by the British during the war.

The replicas were built to be “as close as physically possible” to the original, Langley said.

The museum purchased the wood and other materials needed by using donations, and the labor has all been volunteer.

Pat Woodburn, a professional cabinetmaker, was brought in as an expert to help guide the students in the work, Langley said.

The students went to Woodburn’s workshop near Clements on Saturdays to work on the reproductions.

The project started in earnest last November and intensified earlier this spring. “With Pat’s expertise and resources, we’ve really been able to bring this to life,” Langley said.

The students used mahogany wood, like the original but from Africa instead of from the Americas. New drawers are being made out of maple, which is a lot stronger than the original drawers, Woodburn said.

“It’s been a long process,” he said. When he was first approached with the idea, he said, “I thought, you’ve got to be kidding.”

But hundreds of man-hours later, Woodburn said the students have done a great job, learned from some mistakes and will have two excellent replicas.

“Now I’m glad we took on the challenge,” Woodburn said. “I feel like it’s been a good learning experience for the kids.”

They did use a substitute material for the ivory inlays and were able to find hardware that is worthy of the original, Langley said.

The drawers proved complicated to reproduce because of their triangular shapes and rounded fronts.

The intricate pedestal and feet took a lot of planning and work, as did the rounded table top, which is covered in leather with a writing pad that lifts up from the center.

“They’ve done such an outstanding job,” carpentry teacher Tony Cherry said.

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Treaty of Ghent Table Newspaper Guided Reading Questions

1. Where was the original table kept and why did they make a replica table?
2. What was the original price to make the tables?
3. What school was chosen to make the tables and how long did it take?
4. Describe what the Octagon House is?
5. When did Madison officially sign the treaty?
6. What type of wood was used to make the table?
7. What type of material could not be used in the reproductions?
8. What part of the table proved to be complicated in reproducing?



Handout A:

United States of America



Treaty of Ghent Negotiations

Your group has been chosen to represent the United States at the negotiations of the Treaty of Ghent. Your group will have to analyze what the demands of the Americans are and try to negotiate a treaty with the British. Keep in mind that both sides are still engaged in fighting and the outcomes of certain events may have an influence on negotiations. Please study what the following diplomats wanted and you will each take on a role.

John Quincy Adams-Diplomat of the United States

1. Wants Quo ante bellum- wants the borders between Britain and the U.S. to return to what they were before the war no matter where troops are currently stationed.
2. An end to all violence between both countries.
3. U.S. can trade freely without fear of any attacks.
4. End to impressment
5. End the slave trade

Henry Clay-Diplomat of the United States

1. Quo ante bellum- wants borders between Britain and the U.S. to return to what they were before the war no matter where the troops are currently stationed.
2. Wants to acquire any additional land the U.S. can like Spanish Florida or British Canada
3. U.S. can trade freely without fear of attacks.
4. End to impressment
5. Permanent border between United States and Canada along the 68th parallel

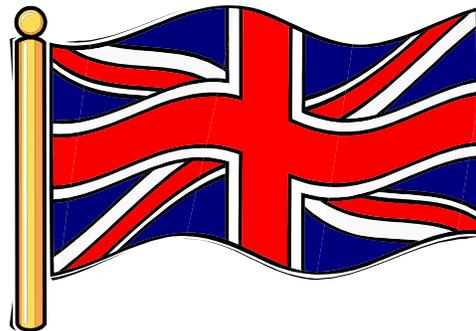
Albert Gallatin-Secretary of Treasury

1. Quo ante bellum- wants borders between Britain and the U.S. to return to what they were before the war no matter where the troops are currently stationed.
2. An end to all violence between both countries.
3. U.S. can trade freely without any attacks from other countries.
4. Great Britain must pay fees for fishing in U.S. waters.
5. Establish a border between the United States and Canada along the 68th parallel.

James Bayard-Diplomat for the United States

1. Quo ante bellum- wants borders between Britain and the U.S. to return to what they were before the war no matter where the troops are currently stationed.
2. An end to all violence between both countries.
3. U.S. can trade freely without any attacks from other countries.
4. End the practice of impressment.
5. Establish a border between the United States and Canada along the 68th parallel.

Handout B: Great Britain



Treaty of Ghent Negotiations

Your group has been chosen to represent Great Britain at the negotiations of the Treaty of Ghent. Your group will have to analyze what the demands of the British are and try to negotiate a treaty with the Americans. Keep in mind that both sides are still engaged in fighting and the outcomes of certain events may have an influence on negotiations. Please study what the following diplomats wanted and you will each take on a role.

Henry Goulborn-Undersecretary for War and Colonies of Great Britain

1. Native Lands in MI, OH, and IN must be respected by the U.S. There can be no peace without this in the treaty. (The British wanted the Native lands to be a buffer between the U.S. and Canada. They did not really care about the Native Americans, however, you cannot tell this to the Americans during negotiations.)
2. *Uti possidetis*, meaning each side keep the land it currently occupies with its army. The British still own land in the U.S. and would keep it after the war if this is agreed upon.
3. Great Britain keeps its fishing rights along the U.S.-Canadian coastlines.
4. Resolving the border dispute by establishing a permanent border that is recognized by both countries.
5. End the slave trade.

Lord Castlereagh- Foreign Secretary for Great Britain

1. Native Lands in MI, OH, and IN must be respected by the U.S. There can be no peace without this in the treaty. (The British wanted the Native lands to be a buffer between the U.S. and Canada. They did not really care about the Native Americans, however, you cannot tell this to the Americans during negotiations.
2. U.S. must give up territory in Northern Maine.
3. Wants to U.S. to take troops out of the Great Lakes region.
4. Wants the British to be able and use the Mississippi River.
5. End the International slave trade.

William Adams- Lawyer for Great Britain

1. Native Lands in MI, OH, and IN must be respected by the U.S. There can be no peace without this in the treaty. (The British wanted the Native lands to be a buffer between the U.S. and Canada. They did not really care about the Native Americans, however, you cannot tell this to the Americans during negotiations.
2. *Uti possidetis*, meaning each side keep the land it currently occupies with its army. The British still own land in the U.S. and would keep it after the war if this is agreed upon.
3. Wants the U.S. to take troops out of the Great Lakes.
4. Wants the British to be able and use the Mississippi River.
5. End the International slave trade.

Lord Gambier- Impressment Expert and Admiral

1. Native Lands in MI, OH, and IN must be respected by the U.S. There can be no peace without this in the treaty. (The British wanted the Native lands to be a buffer between the U.S. and Canada. They did not really care about the Native Americans, however, you cannot tell this to the Americans during negotiations.
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3. Great Britain keeps its fishing rights along the U.S.-Canadian coastlines.
4. Resolving the border dispute by establishing a permanent border that is recognized by both countries.
5. End the slave trade.



Negotiating



United States of America and Great Britain

Rules for Negotiating:

1. Britain will begin and get 30 seconds to discuss what they want.
2. U.S. will get one minute to reply and discuss what they want.
3. It will go back and forth on each question until all ideas are met with a compromise.
4. When one side is talking there is to be no interrupting.
5. A treaty is reached when all the questions below are answered.
6. Listen to the town crier for updates on the battles still taking place in the U.S. (It could give one side more power to negotiate)

Questions that must be answered:

1. What will happen to the lands that are currently occupied?
2. What will the border be between the U.S. and Britain? Go back to the way it was? U.S. gains land? Britain gains land?
3. What will be done on the issue of impressment?
4. How will trade be handled between the two countries?
5. What will be done on the issue of the slave trade?
6. Will the Native Americans gain any land?

After the treaty is complete:

1. Is it fair to both sides?
2. Does the treaty favor one side more than the other?
3. Which person on your side got what they wanted the most?

Town Crier Role Sheet

Each town crier will enter after two minutes of negotiations between the U.S. and Great Britain to read off what is going on overseas.

Town Crier #1

Hear Ye!! Hear Ye!! There is word from America on the fighting that is taking place in Washington D.C. There has been an overwhelming surge of British forces that have taken the capital. Many of the buildings including the white house have been set ablaze and severely damaged. As of the moment, only public buildings have been burning but the damage has been extensive. President Madison has been forced to live in another residence with the White house being burned. This is a major victory for the British. It is now on to Baltimore to complete this offensive.

Town Crier #2

Hear Ye!! Hear Ye!! The British after burning Washington D.C. have been met with ferocious resistance in Baltimore. The 13,000 American troops survived the onslaught from the ground and the sea to successfully defend the city. This was not what the British were expecting. There has even been talk of an account written that describes how the bombs were bursting in air and that the American flag was still there the next morning. The British are hoping to hear of better news from their New York regiment to hopefully turn the tide of the war in their favor.

Town Crier #3

Hear Ye!! Hear Ye!! The reports are back from New York and it is not good.....if you are British. First was the battle of Lake Champlain where the British forces were soundly defeated by the fiery Lt. Thomas Macdonough. Lt. Macdonough was very resourceful with his boats and he was able to take or destroy all of the British ships. On land, the British did not fare much better. When the Battle of Plattsburg commenced most British soldiers were already in retreat to Canada. The Americans won this land battle easily. Last anyone knew of the British forces they were en route back to Canada. Not very good news for the British.

After completing your negotiations, write the terms of agreement below, date and have all participants sign the treaty.

Attachment I

Treaty of Ghent

Ratified February 16, 1815

The undersigned, from the class of _____, recognizing the importance of restoring peace, friendship and good understanding, do hereby agree to terminate the war which has unhappily subsisted between our two countries, and

Done in Monroe, Michigan the _____ day of _____,

Treaty of Ghent

Ratified February 16, 1815

Main Points of the Treaty

Article One: *All territory, places, and possessions will go back as they were before the war.*

Article Two: *All hostilities will end between the U. S. and Great Britain.*

Article Three: *All prisoners of war will be returned to their respective nation.*

Article Eight: *A commission will be established by both nations with the task of surveying and recommending a northern boarder between Canada and the United States.*

Article Nine: *The U. S. agrees to restore to the Native Americans "all possessions, rights, and privileges which they may have enjoyed," in 1811.*

Article Ten: *Both Great Britain and the United States will work to end the international slave trade.*

Treaty of Spring Wells

You are representing the Native Tribes that have been fighting alongside the British in the War of 1812. After the Treaty of Ghent is signed, and after realizing that you will not gain any new land, you want a peaceful treaty with the Americans. Please read these demands to the Americans.

We represent the Chippewa, Ottawa and Potawatomie Tribes and seek

- 1. To end all violence.**
- 2. The ability to have the same rights as we once had before the war.**
- 3. The ability to inhabit the same land as before the war started.**

Our treaty will include members of the Wyandot, Delaware, Seneca, Shawnee, Miami, Chippewa, Ottawa and Potawatomi Tribes.

The Question for the Americans...Can this be agreed upon and are you willing to sign the Treaty of Spring Wells?

After completing your negotiations, write the terms of agreement below, date and have all participants sign the treaty.

Attachment K

Treaty of Spring Wells

Ratified December 26, 1815

The undersigned, from the class of _____, recognizing the importance of restoring peace, friendship and good understanding, do hereby agree to terminate the war which has unhappily subsisted between our Tribes and the United States of American, and agree

Done in Monroe, Michigan the _____ day of _____, _____

Treaty of Spring Wells

Ratified December 26, 1815

Main Points of the Treaty

Article One: *Peace between the United States and the Chippewa, Ottawa and Potawatomie Tribes.*

Article Two: *Chippewa, Ottawa and Potawatomie possessions, rights, and privileges as they had in 1811 before the war and are only protected by the United States.*

Article Three: *Chief and warriors are pardoned and chiefs can be restored to their positions held before the war.*

Article Four: *Wyandot, Delaware, Seneca, Shawnee, Miami, Chippewa, Ottawa, and Potawatomie agree to renew the Treaty of Greenville of 1795 and all subsequent treaties.*