Treaty of Ghent Simulation

Intermediate
Three class periods

Program Segment
- Autumn 1814 Secession Threat in New England (9 minutes)
- Winter 1814 New Orleans (7 minutes)
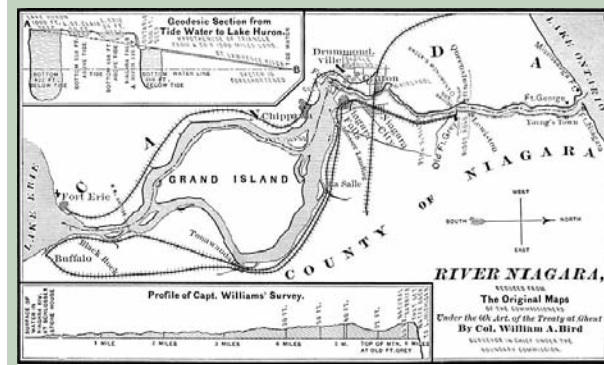- 1815 Peace (4 minutes)

NCSS Themes
- V: Individuals, Groups, and Institutions
- VI: Power, Authority, and Governance
- IX: Global Connections

Canadian (Ontario) Concepts
Interactions and Interdependence
Power and Governance

Canadian (Ontario) Specific Expectations – Seventh Grade
Describe the impact of the War of 1812 on the development of Canada

Objectives
Students will be able to:
- describe three different points of view of the groups that participated in the War of 1812
- create a new treaty to end the War of 1812

Focus Questions
1. How does one determine when a war is won or lost?
2. What is the purpose of a treaty?

Key Concepts
Treaty of Ghent, Impressments, Embargo, Neutrality

Instructional Resources
- *The War of 1812* DVD
- Treaty of Ghent (www.ourdocuments.gov/doc.php?flash=old&doc=20-)
- Posterboard
- Graphic Organizer for List of Demands/Opening Statement with Dossier (appendix pgs. 73-78)
- Voting worksheet (appendix pg. 79)

Procedures

1. Using the focus questions, the teacher will discuss the War of 1812 with students.
   The teacher should ask:
       Who won the War of 1812?
       How do we know they won?
2. The students will view *The War of 1812* paying close attention to any mention of who won the war.
3. The Treaty of Ghent Simulation will be introduced to the students. The "Rules of the Simulation" will be read and any questions clarified before the simulation begins.
4. The class should be heterogeneously divided into three groups representing the British, the Americans, and the Native Americans (despite their absence at the actual treaty). Each group will be given a dossier that corresponds with their assigned group to help guide them in the simulation.
5. The students will each be given a Graphic Organizer that will guide them in creating their opening statement and determining the demands of all the groups. This may be done as a group exercise, or the students may research individually then come together to determine a final list of demands with an opening statement. The students should be given time to research or the research should be given to the students to facilitate creating their materials. The list of demands should explain why the demands are necessary and be prioritized. An example of a demand would be: "The Americans demand that the British stop the impressments of their sailors, like when the H.M.S. Leopard stopped the U.S.S Chesapeake". The students will also be instructed to create an opening statement that explains their reasons for entering the war and why they believe that their demands should be met. The demands and the opening statement must be submitted to the teacher before the day of the simulation so the teacher can point out any errors and create copies of all three groups' demands for the simulation.
6. The day of the simulation the groups should be seated together with the teacher as the moderator. The demands from each group will be presented to the entire class. A hard copy is desirable but it may be projected for the class on an overhead projector or smartboard. The groups should each present their opening statement and prioritized list of demands to the group before there is a discussion. The group may split this responsibility between their members or choose one person to present. The students can fill in the information as it is presented, or the teacher can gather the information prior to the simulation and provide the students with a complete list on the day of the simulation. At this point the groups should be allowed to confer to make decisions amongst themselves regarding the other party's demands.
7. After all groups have presented, each group should have an opportunity to decide whether they will allow, consider, or deny each demand. The groups should be able to clearly express a sound reason for denying each decision and will not be allowed to deny a demand without providing a good reason. The groups should also be allowed an opportunity to persuade or negotiate with the others to include any demands that were classified "consider" or "deny." It will be necessary for the teacher to facilitate this.
8. A final vote will be taken on the demands and a treaty will be compiled from the demands that were accepted for all parties to sign. Posterboard can be used for this purpose. The teacher may want to ask one student to perform the duties of scribe to help facilitate this process.
9. After the final treaty is signed, the class will break out of their groups and come together for a debriefing led by the teacher. The teacher should discuss any issues that arose and how the simulation may be handled differently. The class treaty should be compared and contrasted to the original Treaty of Ghent.

Assessment Tasks

The students will take on roles that they will perform in the simulation. The students will create an opening statement that reflects the point of view for one of the participating groups in the War of 1812. The students will create a revised draft of the Treaty of Ghent.

Note to the Teacher: In this simulation we use the term Native American to represent the first people to live in North America. It is important to note that Native Americans in North America have always been a diverse group of people that have different cultures and have taken different paths as they encountered Europeans. Similarly, Native American participation in the War of 1812 cannot be painted with one brush. Different tribes took different paths during this war, as they had during the Revolutionary and French and Indian War. Many, like Tecumseh of the Shawnee and John Norton of the Grand River Iroquois (Haudenosaunee), were eager to join the British in their fight against the Americans. Other tribes attempted to remain neutral or chose to side with the Americans, such as the Six Nations of the Iroquois (Haudenosaunee). In our attempt to show the point of view of Native Americans we cannot forget that the Native Americans were not a united group. Just as there was dissent and disagreement between different groups in the United States, Native Americans did not speak with one voice.

Rules

1. Every student in this simulation will display respect toward all participants. This simulation will not be effective if this important guideline is not followed.
2. Each group will represent one nation at The Treaty of Ghent and must act in the best interest of that group. There will be three participants: America, Native Americans, and Britain.
3. Before the simulation begins, each group will be responsible for producing an opening statement that will express why their side deserves to have their demands met by the other participants.
4. Before the simulation begins, each group will be responsible for producing a list of demands that the other two groups will consider adding to the treaty.
5. The simulation will begin with the opening statement of all three groups and a presentation of their list of demands. The other groups will listen and take notes during the presentations.
6. Once all groups have presented, the groups will be given time to confer and compare notes on the other groups' demands. Each group will decide if they will vote to allow, consider, or deny each demand presented by the other groups (groups will not vote on their own demands). If a group chooses to deny a demand, a valid reason must be provided (to be determined by the facilitator/teacher).
7. The groups will be given the opportunity to persuade and negotiate with the other groups to change their vote to allow. If all demands were allowed, the treaty will be created and the simulation is over.
8. A second and final vote will be taken on the demands. The groups will only be permitted to vote "allow" or "deny". All demands that were allowed will be compiled into a final treaty that all participants will sign.