

Unit 5

How Did the Conflict End? What Were the Consequences?

“Why don’t [the British] and French fight on the sea? [They] come here only to cheat the poor Indians, and take their land from them.”
—Shamokin Daniel, a Delaware, 1758⁶

Background for the Teacher

Read the “How Did the Conflict End? What Were the Consequences?” section of the Teacher Background on the French and Indian War, pages 25-26.

The end of the war had a dramatic impact on each of the groups who took part in it. This unit helps students understand the consequences of the end of the war for the French, the British, and the American Indians.

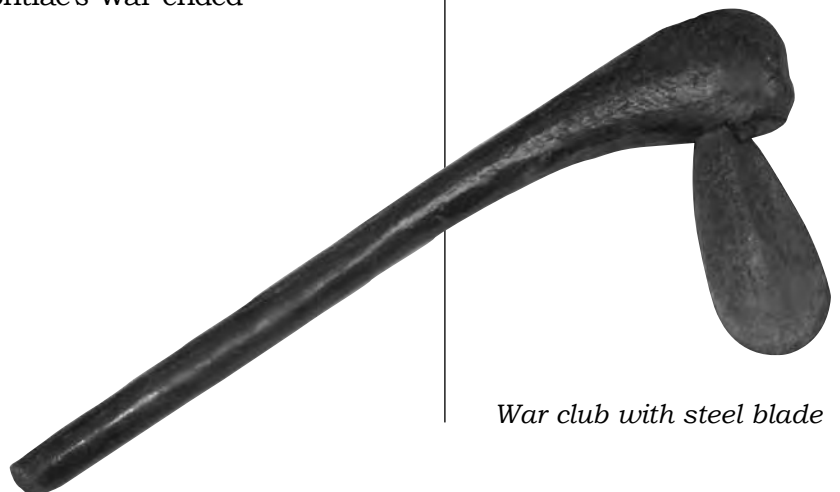
Key Teaching Points

- Treaty of Paris 1763
- Fort Pitt was constructed
- Settlers moved west of the Allegheny Mountains
- Amherst changed American Indian trade policy
- American Indians united under Pontiac and the British forts fell
- Bouquet battled the American Indians at Bushy Run
- Royal Proclamation of 1763
- Trade policies changed and Pontiac’s War ended

Activity in This Unit

“Making Peace”

- This will help your students understand the consequences of the end of the conflict for each of the three groups who took part. They will use what they have learned to negotiate a peace treaty.



War club with steel blade

⁶ Winthrop Sargent. The History of an Expedition against Fort Duquesne in 1755. (Lewisburg, PA: Wennawoods Publishing, 1997), 101.



Making Peace

Standards

National History Standards

K-4 Topic 2: 3A, 3B, 3D, 3E

K-4 Topic 3: 5A

US Era 2: 1A, 1B

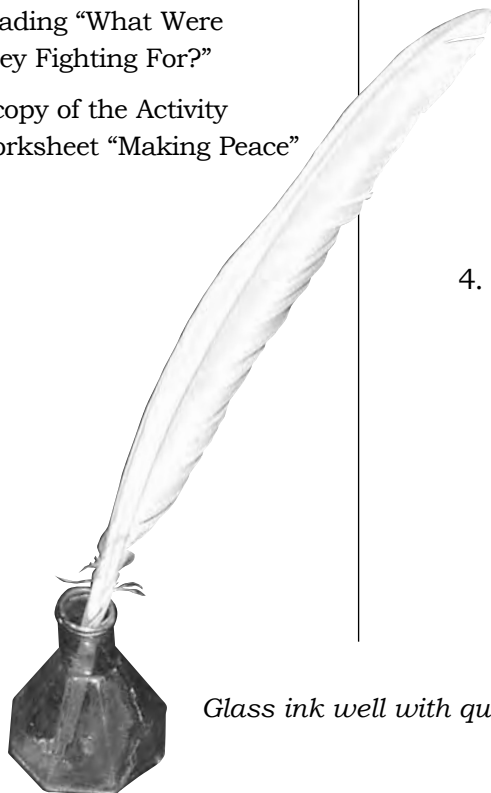
World Era 6: 4A

National Geography Standards

1, 4, 5, 9, 13, 17

Materials You'll Need

- 1 copy of the map "Before Treaty of Paris" and "After Treaty of Paris" for each student
- 1 copy of the Time Line
- 1 copy of the Student Reading "What Were They Fighting For?"
- 1 copy of the Activity Worksheet "Making Peace"



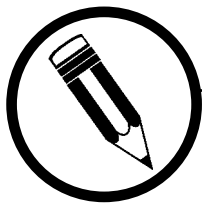
Glass ink well with quill

This activity allows the students to evaluate the fairness of the peace process. It also gives them an opportunity to read maps in order to draw conclusions about the outcome of the Treaty of Paris.

Procedure

1. Review the time line with your students. Point out the events that led to the end of the war.
2. Tell students that the French and Indian War did not formally end until the Treaty of Paris was implemented on February 10, 1763. This treaty spelled out the terms for peace between Britain and France.
3. Have the students look at the map "Before Treaty of Paris" and "After Treaty of Paris." Through questions and examination of the map have the students determine the changes that resulted from the treaty.
 - What happened to Canada? (It became British)
 - What happened to the disputed land? (It became British)
 - What happened to the French land east of the Mississippi? (It became British)
 - What happened to the French land west of the Mississippi? (It became Spanish)
 - What happened to Florida? (It became British)
 - What happened to Havana, Cuba? (The British gave it back to Spain)
4. Remind students that the Treaty of Paris did not involve American Indians. The new trade policies the British had enacted caused great hardship and suffering among the American Indians. In May of 1763 Pontiac united warriors from many nations to attack Fort Detroit. Within two months the American Indians had captured eight British forts, and both Fort Pitt and Fort Detroit were under siege.

5. Tell the students that British policy makers became concerned as bad news continued to arrive from the colonies regarding the Pontiac's War. In the fall of 1763, the British government decided to enact the Proclamation Line of 1763. It drew a line down the Allegheny Mountains. Everything from the line west to the Mississippi was reserved for the American Indians. There were to be no settlements or permanent forts, only trading posts. They hoped this proclamation would make peace with the American Indians. It was their first attempt at organizing the post-war empire. However, it was very vague and many of its regulations were impossible for the British military commanders on the frontier to enforce.
6. Let the students know that when writing the Proclamation Line of 1763, the British government did not consult with the American Indians or the American colonists.
7. Ask students whether they think the terms of the Treaty of Paris were fair. There is no right or wrong answer to this question, but do expect your students to back up their opinion with fact.
8. Ask them whether the Proclamation Line of 1763 was fair. How would the American Indians and the American colonists have viewed it?
9. Challenge students to come up with their own Treaty of Paris and hold a peace conference with the American Indians. Remember what they have learned about the goals of each of the three powers. Would it be possible to craft a peace treaty that would satisfy all or most of the requirements of the three powers?
10. Assign roles. Some students should represent each of the three powers. What would be the most important requirement for the American Indians? The British? The French? Others should act as the negotiators. If the parties are stuck, how can the negotiators help them figure out a solution?
11. Set up a formal peace conference in your classroom. Create a large table so that everyone can sit together.
12. Once your students have negotiated their treaty, write up the terms and have everyone sign it.



Activity Worksheet

Making Peace?

As you negotiate your peace treaty, make sure you answer these questions. Start by filling out the left column. State your goals. Then as you work through the treaty, write down what you actually gained (or lost).

Group I am representing _____

Our goal:	Our treaty gave us:
What is most important to our group? Land? The chance to live in a certain way? Write your goal here:	
How much land do we want to control? Can other people live on the land? Write your goal here:	
How will our people live? What do we need to protect our way of life? Write your goal here:	

Treaty of Paris 1763

Before 1763



After 1763

