



River Raisin National Battlefield Park Presents

THE WAR OF 1812:
BATTLES OF THE RIVER RAISIN

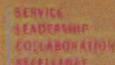
AMERICANS AT THE ROUND TABLE



Grade Level: 9 - 12

WITH
"PROFESSOR"
MAJOR
MUSKRAT
By: Michael Anderson

LESSON PLAN



AMERICANS AT THE ROUND TABLE

OVERVIEW:

- Creating world peace is more difficult than students realize. Many variables impact decisions made by negotiators lobbying to secure the best outcome for their nation. Bring your students to the negotiating table for their creation of the Treaty of Ghent and have them try their hand at creating a lasting peace between the warring countries of the United States and Great Britain during the War of 1812. They must resist being influenced by the gallery of people watching, who have their own agenda for ending the war.

OBJECTIVES:

- Students will:
 - make inferences based on prior knowledge.
 - work collaboratively to identify the wants of those that participated in the War of 1812.
 - hypothesize decisions made by a participant of the Treaty of Ghent.
 - evaluate tensions that can result from getting what is desired and what is compromised.
 - recognize difficulties negotiators faced ending the War of 1812.

STANDARDS:

- Michigan HSCE's: Foundational Issues in USHG – ERAS 1 – 5
(Review of content taught in Grades 5 and 8)
 - F1 Political and Intellectual Transformations of America to 1877
 - F2 Geographic, Economic, Social, and Demographic Trends in America to 1898
 - F2.1 Describe the major trends and transformations in American life prior to 1877 including:
 - ~ major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican- American War, and foreign relations during the Civil War
- National Standard ERA 3 - Revolution and the New Nation (1754-1820s)
- Common Core State Standards:
 - I. CCSS: Literacy in History/Social Studies...Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language:

- build strong content knowledge.
- comprehend as well as critique.
- come to understand other perspectives and cultures.



River Raisin National Battlefield Park Unit

(CONTINUED)

AMERICANS AT THE ROUND TABLE

II.CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12,
CCSS: Grades 9-10, Reading: History/Social Studies

Key Ideas and Details:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
6. Assess how point of view or purpose shapes the content and style of a text.
RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.



River Raisin National Battlefield Park Unit

(CONTINUED)

AMERICANS AT THE ROUND TABLE

III. CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12,
CCSS: Grades 11-12, Reading: History/Social Studies

Key Ideas and Details:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
6. Assess how point of view or purpose shapes the content and style of a text.
RH.11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

TIME REQUIRED:

One or two class periods depending on the discussion and if extension activities are completed.

GRADE LEVEL:

9-12

TOPIC:

The Treaty of Ghent, The Treaty of Spring Wells, War of 1812, United States diplomats in the War of 1812, British diplomats in the War of 1812, Native American chiefs and tribes involved in the War of 1812

River Raisin National Battlefield Park Unit

(CONTINUED)

AMERICANS AT THE ROUND TABLE

PREPARATION:

Prior to the lesson, the teacher should read and become familiar with the War of 1812. The following link to the River Raisin National Battlefield Park offers a nice overview to help teachers understand the details and importance of the River Raisin battle and the War of 1812.

<http://www.nps.gov/rira/historyculture/index.htm>

MATERIALS:

- Teacher's copy of the reading packet.
- Student copies of the reading packet. You may decide to provide one for each student or only provide one for each pair of students.
- Copies of the answer sheet for each student.
- Negotiator character cards
- Colored pencils and/or markers
- Scissors
- Pad of sticky notes for voting

ADDITIONAL RESOURCES:

- The River Raisin National Battlefield Park, www.nps.gov/rira/
- The River Raisin Battlefield, <http://riverraisinbattlefield.org/>
- Official Site of the River Raisin Battlefield. <http://www.riverraisinbattlefield.org/invaded.htm>
- Treaty of Springwells <http://digital.library.okstate.edu/kappler/Vol2/treaties/wya0117.htm>
- PBS web site on the Treaty of Ghent.
<http://www.pbs.org/wned/war-of-1812/essays/treaty-ghent/>

PROCEDURE & EVALUATION:

Procedure:

1. Review background information on the War of 1812.
2. Complete Lesson 1 in class
3. Review Lesson 2 and schedule a field trip by calling River Raisin National Battlefield Park at 734-243-7136!
4. Complete Fieldtrip
5. Complete Extension Activities
6. Evaluate student understanding

Evaluation:

1. Treaty of Ghent Graphic Organizer
2. Treaty of Spring Wells Graphic Organizer
3. Student version of the Treaty of Ghent
4. Student version of the Treaty of Spring Wells
5. Extension Activity persuasive essay

LESSON PRIOR TO VISITING THE RIVER RAISIN NATIONAL BATTLEFIELD



- Step 1: Review with students good communication & listening skills. Emphasize the need for cooperative group skills as well.
- Step 2: Pair the students and have them read the Treaty of Ghent Reading Handout.
- Step 3: Assign the students the Treaty of Ghent Graphic Organizer Worksheet to complete.
- Step 4: Go over the Graphic Organizer as a class. Discuss the correct answers. Allow the students to keep it so that they can refer to it during the upcoming treaty negotiations.
- Step 5: Repeat the same steps for the Treaty of Springwells using the Treaty of Springwells Reading Handout AND the Treaty of Springwells Graphic Organizer Worksheet.
- Step 6: Pass out the different Negotiator Information Cards representing historical characters. Each character is numbered. Please pass out the lowest numbers first as these are the important characters involved in the decision making process of the treaties. The higher numbered characters were involved, but had less impact on the development of the treaty.
- Step 7: Have the students follow the directions on their Negotiator Information Card.
- Step 8: Allow students to ask questions or look up information to add to their Negotiator's card.
- Step 9: Have students create a character nametag that they will wear to indicate the historical figure they will represent at negotiations. They will need scissors and colored pencils or markers. Encourage them to make them colorful and easy to read! If possible, allow them to look up and print a picture of their person to cut out and glue on the nametag. They will need to keep this nametag to wear during negotiations.

THE TREATY OF GHENT

You have been asked to negotiate a treaty between the United States and Great Britain. The United States has been at war with Great Britain for the last two years. Numerous Native American tribes have allied themselves with the British and have been fighting against the United States, as well. The time has come for an end to this war. A treaty must be made. The British have just ended a long war with France, so instead of making the treaty in the traditional city of Paris, the British and Americans have agreed to begin negotiations in the neutral city of Ghent, Belgium. The Native Americans will not be involved in the negotiations to end the war between the British and the Americans. They will have to make their own treaty at a different time.

There are several important items to remember and decide upon before either side begins to negotiate. First, the United States is a rather young country with a small army, yet it declared war on Great Britain with one of the largest armies in the world. There were three important reasons the United States felt compelled to declare war on Great Britain. These reasons included the British impressment of U.S. sailors, the right of the U.S. to defend its neutrality and trade freely with other nations who were at war, and the belief by the U.S. that the British were encouraging the Native Americans in the Great Lakes region to attack American settlers living on the frontier.

A second important item to remember is the United States had intentions of gaining British lands in Canada as a result of fighting this war. However, the United States had not been successful in a long term invasion of Canada. At the time negotiations begin, the U.S. Army is occupying areas of Canada, such as Fort Malden near Amherstburg. However, the British Army also is holding areas of United States territory, such as Fort Mackinac on Mackinac Island.

Finally, the British had been engaged in the the Napoleonic Wars with France when the United States declared war. The British defeated the French in the fall of 1814 and are no longer impressing American sailors. Without the war against France to worry about, they now have more troops to commit in the war against the United States.

NAME _____

DATE _____

HOUR _____

THE TREATY OF GHENT

Graphic Organizer

A. Directions: Organize the following information into the graphic organizer to help you during negotiations.



List the reasons the U.S. declared war on Great Britain.



1. _____
2. _____
3. _____

Using prior knowledge and the provided reading, what can you conclude the U.S. hoped to gain from going to war with Great Britain?



Using prior knowledge and the provided reading, what can you conclude Great Britain hoped to gain from going to war with the U.S.?



B. Directions: Use your textbook or the internet (computer, Ipad, Smartboard, ect...) to help you fill in the information.

Battles Won by the U.S.

1. _____
2. _____
3. _____

Battles Won by Great Britain

1. _____
2. _____
3. _____

THE TREATY OF SPRINGWELLS

You have been asked to negotiate a treaty between the United States and numerous Native American tribes from the Great Lakes region who sided with Great Britain during the War of 1812. The United States has been at war with a number of Native American tribes who fought alongside the British for the last two years. The time has come for an end to this war. A treaty must be made. The British have already met with representatives of the United States. Collectively, the United States and Great Britain created a treaty, the Treaty of Ghent, to end the hostilities between the two countries. Despite being allies of the British, the British did not negotiate into the Treaty of Ghent any protections for their Native American allies. The Native Americans will have to make their own treaty at this time.

There are several important items to remember before either side begins to negotiate. First, a belief of the U.S. before the war was that the British involved in the local fur trade were encouraging the Native Americans on the western frontier, including the Great Lakes region, to attack American settlers living on the frontier. On the other hand, Native Americans felt the United States was failing to stop more Americans from coming onto their lands. Both sides are upset.

A second important item to remember is the United States had intentions of gaining British lands in Canada, and possibly Native American lands, as a result of fighting this war. However, the United States was not successful in a long term invasion of Canada and complete defeat of the British and Native American armies. At the time negotiations begin, the U.S. Army has returned to the United States and most Native American warriors have returned home to their tribes.

Finally, the United States made treaties in the past with Native American tribes. The Treaty of Greenville of 1795, for example, had given the United States control of the region and made Native Americans remaining in the area swear allegiance to the United States in return for U.S. protection against foreign countries. Many of the same Native American tribes broke the Treaty of Greenville by engaging in war against the United States on the side of the British.

NAME _____

DATE _____

HOUR _____

THE TREATY OF SPRING WELLS

Graphic Organizer

A. Directions: Use your textbook and the provided reading to help fill in the information. Organize the following information into the graphic organizer to help you during negotiations.

List the reasons the U.S. and Native American tribes were at war.



1. _____



2. _____



3. _____

B. Directions: Using prior knowledge and the provided reading, fill in the Venn Diagram to show what you conclude the United States and Native Americans hoped to include in the Treaty of Spring Wells. Include items both sides might want in the overlapping area in the middle.

United States

1. _____ 1.
2. _____ 2.
3. _____

Native Americans

1. _____
2. _____
3. _____

Treaty of Ghent Negotiation

(14 Student Roles)

Table Moderator Park Ranger or Teacher

Great Britain:

British #1 Henry Goulburn

British #2 Lord Castlereagh

British #3 William Adams

British #4 Lord Gambier

British #5 Lord Bathurst

British #6 Duke of Wellington

Students Assigned:

United States:

U.S. #1 John Quincy Adams

U.S. #2 Henry Clay

U.S. #3 Albert Gallatin

U.S. #4 James A. Bayard

U.S. #5 Jonathan Russell

Students Assigned:

Town Criers:

Town Crier #1

Town Crier #2

Town Crier #3

Students Assigned:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

Henry Goulburn

British #1

Undersecretary for War and the Colonies for Great Britain

Leader of Great Britain's daily negotiation's team. His top priorities are:

1. Native lands in MI, OH, and IN must be respected by the United States. 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 let the Americans or the Native Americans know this during negotiations.)
2. *Uti possidetis*, meaning each side keep the land it currently occupies with its army. The British still hold the American fort on Mackinac Island and would keep possession of it after the war if this is agreed upon.
3. Great Britain's fishing rights along the U.S.-Canadian coastlines.
4. Resolving U.S.-Canadian border disputes by establishing a permanent border along the 45th parallel which would be recognized by both countries.
5. End the international slave trade.

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

Lord Castlereagh

British #2

Foreign Secretary for Great Britain

Part of Great Britain's negotiation team but is not in attendance every day. His top priorities are:

1. Native lands in MI, OH, and IN must be respected by the United States. 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 let the Americans or the Native Americans know this during negotiations.)
2. Demands the United States give up territory in northern Maine.
3. Wants the United States to agree to demilitarize the Great Lakes.
4. Wants the British to have navigation rights on the Mississippi River.
5. End the international slave trade.

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

William Adams

British #3

Admiralty Lawyer for Great Britain

Part of Great Britain's daily negotiation's team. His top priorities are:

1. Native lands in MI, OH, and IN must be respected by the United States. 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 let the Americans or the Native Americans know this during negotiations.)
2. *Uti possidetis*, meaning each side keep the land it currently occupies with its army. The British still hold the American fort on Mackinac Island and would keep possession of it after the war if this is agreed upon.
3. Wants the United States to agree to demilitarize the Great Lakes.
4. Wants the British to have navigation rights on the Mississippi River.
5. Resolving U.S.-Canadian border disputes by establishing a permanent border along the 45th parallel which would be recognized by both countries.

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

Lord Gambier

British #4

Impressment Expert and Admiral for Great Britain

Part of Great Britain's daily negotiation's team. His top priorities are:

1. Native lands in MI, OH, and IN must be respected by the United States. 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 let the Americans or the Native Americans know this during negotiations.)
2. *Uti possidetis*, meaning each side keep the land it currently occupies with its army. The British still hold the American fort on Mackinac Island and would keep possession of it after the war if this is agreed upon.
3. Wants the United States to agree to demilitarize the Great Lakes.
4. Wants the British to have navigation rights on the Mississippi River.
5. Resolving U.S.-Canadian border disputes by establishing a permanent border along the 45th parallel which would be recognized by both countries.

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

Lord Bathurst

British #5

Secretary of War and the Colonies for Great Britain

Part of Great Britain's negotiation's team but not in attendance every day. His top priorities are:

1. Native lands in MI, OH, and IN must be respected by the United States. 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 let the Americans or the Native Americans know this during negotiations.)
2. *Uti possidetis*, meaning each side keep the land it currently occupies with its army. The British still hold the American fort on Mackinac Island and would keep possession of it after the war if this is agreed upon.
3. Resolving U.S.-Canadian border disputes by establishing a permanent border along the 45th parallel which would be recognized by both countries.
4. Great Britain's fishing rights along the U.S.-Canadian coastlines.
5. Demands the United States give up territory in northern Maine.

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

Duke of Wellington

British #6

Commander-in-Chief of the British Army

Consultant to Great Britain's negotiation's team back home in Great Britain. His top priorities are:

1. Get Great Britain out of the war, even if that means accepting *status quo ante bellum*, meaning allowing all lands held at the beginning of the war to return to the prewar owner.
2. End the international slave trade.
3. Resolving U.S.-Canadian border disputes by establishing a permanent border along the 45th parallel which would be recognized by both countries.

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

<u>John Quincy Adams</u> <u>Diplomat for the United States</u>	U.S. #1
One of the leaders the United States negotiation's team. His top priorities are:	
<ol style="list-style-type: none">1. <i>Quo ante bellum</i>-meaning the borders will return to what they were before the war began regardless of where each country's armies may be when the fighting ends.2. An end to the hostilities.3. Respect the right of the United States to trade freely without fear of attack with countries at war.4. End the practice of impressment.5. End the international slave trade.	

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

Henry Clay

U.S. #2

War Hawk Diplomat for the United States

One of the leaders the United States negotiation's team. His top priorities are:

1. *Quo ante bellum*-meaning the borders will return to what they were before the war began regardless of where each country's armies may be when the fighting ends.
2. Acquiring any additional land, including Spanish Florida or British land in Canada.
3. Respect the right of the United States to trade freely without fear of attack with countries at war.
4. End the practice of impressment.
5. Establish a permanent border between the United States and Canada along the 49th parallel.

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

Albert Gallatin

U.S. #3

Secretary of Treasury for the United States

Part of the United States negotiation's team. His top priorities are:

1. *Quo ante bellum*-meaning the borders will return to what they were before the war began regardless of where each country's armies may be when the fighting ends.
2. An end to the hostilities.
3. Respect the right of the United States to trade freely without fear of attack with countries at war.
4. Make Great Britain pay fees for fishing in U.S waters.
5. Establish a permanent border between the United States and Canada along the 49th parallel.

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

James A. Bayard

U.S. #4

Diplomat for the United States

Part of the United States negotiation's team. His top priorities are:

1. *Quo ante bellum*-meaning the borders will return to what they were before the war began regardless of where each country's armies may be when the fighting ends.
2. End to the hostilities.
3. Respect the right of the United States to trade freely without fear of attack with countries at war.
4. End the practice of impressments.
5. Establish a permanent border between the United States and Canada along the 49th parallel.

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

Jonathan Russell

U.S. #5

Diplomat for the United States

Part of the United States negotiation's team. His top priorities are:

1. *Quo ante bellum*-meaning the borders will return to what they were before the war began regardless of where each country's armies may be when the fighting ends.
2. Acquiring any additional land, including Spanish Florida or British land in Canada.
3. End the international slave trade.
4. Making Great Britain agree to stop encouraging Native Americans to attack American settlers in the Northwest Territory.
5. Establish a permanent border between the United States and Canada along the 49th parallel.

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

The British Town Crier
Announcer of Current Events

Town Crier #1

Since the War of 1812 continues as negotiations take place, updates are needed on events happening from North America during the time of negotiations.

Treaty of Ghent: First announcement after the 1st round of negotiations.

"Hear Ye!! Hear Ye!! I bringeth thee word from the battlefield that the White House has been set afire! British forces have invaded Washington, D.C. and burned many public buildings! President Madison was forced to evacuate the White House! This bloody battle has proven a great victory for Great Britain! The British Army and its allies are gallantly marching toward Baltimore as I speak. Long live the king!"

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

The Canadian Town Crier
Announcer of Current Events

Town Crier #2

Since the War of 1812 continues as negotiations take place, updates are needed on events happening from North America during the time of negotiations.

Treaty of Ghent: Second announcement after the 3rd round of negotiations.

"Hear Ye!! Hear Ye!! I bring troublesome word from across the ocean. British and Canadian forces have met stubborn resistance at Baltimore. American forces have withstood attacks on both ground and sea. At dawn's early light, the American flag was still there. It appears the Americans will keep control of Baltimore, and the British will turn their efforts toward New York. Long live the king!"

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

The American Town Crier
Announcer of Current Events

Town Crier #3

Since the War of 1812 continues as negotiations take place, updates are needed on events happening from North America during the time of negotiations.

Treaty of Ghent: Third announcement after the 5th round of negotiations.

"Hear Ye!! Hear Ye!! I bring fair news from abroad! The British fleet on Lake Champlain was soundly defeated by the Americans! All British ships on Lake Champlain have been acquired by the United States or destroyed! In addition, American ground forces near Plattsburg were also victorious! British troops have retreated further into Canada! Hail to the victors!"

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

William Henry Harrison

U.S. #1

Ex Major General in the United States Army

One of the leaders the United States negotiation's team. His top priorities are:

1. An end to the hostilities.
2. Native Americans MUST declare allegiance to the United States.
3. Return U.S. prisoners of war.
4. Native Americans will not enter into any military treaties with any other country. The United States will be their protector.
5. *Quo ante bellum*-meaning the borders will return to what they were before the war began regardless of where Native American warriors may be when the fighting ends.

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

<u>Duncan M'Arthur</u>	U.S. #2
<u>Ex Brigadier General for the United States</u>	
One of the leaders the United States negotiation's team. His top priorities are:	
1. An end to the hostilities.	
2. Native Americans MUST declare allegiance to the United States.	
3. Return U.S. prisoners of war.	
4. Native Americans will not enter into any military treaties with any other country. The United States will be their protector.	
5. <i>Quo ante bellum</i> -meaning the borders will return to what they were before the war began regardless of where Native American warriors may be when the fighting ends.	

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

John Graham, Esquire

U.S. #3

Diplomat for the United States

One of the leaders the United States negotiation's team. His top priorities are:

1. Native Americans MUST declare allegiance to the United States.
2. An end to the hostilities.
3. Return U.S. prisoners of war.
4. Native Americans will not enter into any military treaties with any other country. The United States will be their protector.
5. *Quo ante bellum*-meaning the borders will return to what they were before the war began regardless of where Native American warriors may be when the fighting ends.

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

Governor Lewis Cass

U.S. #4

Governor of Michigan Territory

A member of the United States negotiation's team. His top priorities are:

1. Native Americans must give up any remaining land held by any tribe in Michigan.
2. An end to the hostilities.
3. Return U.S. prisoners of war.
4. Native Americans MUST pay for any American property taken or destroyed during the war.
5. Native Americans will not enter into any military treaties with any other country. The United States will be their protector.

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

Whitmore Knaggs

U.S. #5

Captain in the Michigan Militia

An observer of the United States negotiation's team. His top priorities are:

1. Native Americans MUST pay for any American property taken or destroyed during the war. (His house was looted by Native Americans.)
2. An end to the hostilities.
3. Native American tribes responsible for the massacre at French Town must issue an apology to the town members.
4. Return U.S. prisoners of war.
5. Native Americans must give up claims to any land in Michigan south of Lansing.

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

Chief Justice Augustus Woodward

U.S. #6

Michigan Territorial Judge

An observer of the United States negotiation's team. His top priorities are:

1. Native Americans MUST pay for any American property taken or destroyed during the war.
2. An end to the hostilities.
3. Native Americans will not enter into any military treaties with any other country. The United States will be their protector.
4. Return U.S. prisoners of war.
5. Native Americans must give up claims to any land in Michigan south of Lansing.

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

Captain Angus Langham

U.S. #7

Secretary to the U.S. Negotiation's Team

An observer of the United States negotiation's team. His top priorities are:

1. Native Americans will not enter into any military treaties with any other country. The United States will be their protector.
2. An end to the hostilities.
3. Native American tribes responsible for the massacre at French Town must issue an apology to the town members.
4. Return U.S. prisoners of war.
5. Native Americans must give up claims to any land in Michigan and Ohio.

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

Brigadier General James Miller

U.S. #8

21st United States Infantry

An observer of the United States negotiation's team. His top priorities are:

1. Native Americans will not enter into any military treaties with any other country. The United States will be their protector.
2. An end to the hostilities.
3. Native American tribes responsible for the massacre at French Town must issue an apology to the town members.
4. Return U.S. prisoners of war.
5. *Quo ante bellum*-meaning the borders will return to what they were before the war began regardless of where Native American warriors may be when the fighting ends.

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

Major Willoughby Morgan

U.S. #9

12th U.S. Regiment of Infantry

An observer of the United States negotiation's team. His top priorities are:

1. Native Americans will not enter into any military treaties with any other country. The United States will be their protector.
2. An end to the hostilities.
3. Native American tribes responsible for the massacre at French Town must issue an apology to the town members.
4. Return U.S. prisoners of war.
5. *Quo ante bellum*-meaning the borders will return to what they were before the war began regardless of where Native American warriors may be when the fighting ends.

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

Captain William King

U.S. #10

13th U.S. Regiment of Infantry

An observer of the United States negotiation's team. His top priorities are:

1. Native Americans will not enter into any military treaties with any other country. The United States will be their protector.
2. An end to the hostilities.
3. Native American tribes responsible for the massacre at French Town must issue an apology to the town members.
4. Return U.S. prisoners of war.
5. *Quo ante bellum*-meaning the borders will return to what they were before the war began regardless of where Native American warriors may be when the fighting ends.

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

Nowgeschick (Noonday) Chippewa Chief #1
Chief of the Chippewa (Ojibwa)

One of the leaders of the Chippewa negotiation's team. His top priorities are:

1. An end to the hostilities.
2. Native American will keep the land they held before the war began.
3. All Native Americans should be forgiven for fighting against the United States.
4. Tribes should not receive punishment or fines for their involvement in the war.
5. Tribal chiefs who were at war with the United States shall remain as the head of their tribe.
6. U.S. will not take additional lands from tribes.

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

<u>Tarhe (the Crane)</u> <u>Chief of the Wyandot (Huron)</u>	Wyandote Chief #1
One of the leaders of the Wyandot negotiation's team. His top priorities are:	
<ol style="list-style-type: none">1. Treaties remain in force from prior to the war of 1812. The U.S. must stop settlers from moving onto tribal lands.2. An end to the hostilities.3. Native American will keep the land they held before the war began.4. All Native Americans should be forgiven for fighting against the United States.5. Tribes should not receive punishment or fines for their involvement in the war.6. Tribal chiefs who were at war with the United States shall remain as the head of their tribe.	

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

Okemas (Little Chief)
Chief of the Ottawa (Odawa)

Odawa Chief #1

One of the leaders of the Ottawa negotiation's team. His top priorities are:

1. An end to the hostilities.
2. Native American will keep the land they held before the war began.
3. All Native Americans should be forgiven for fighting against the United States.
4. Tribes should not receive punishment or fines for their involvement in the war.
5. Tribal chiefs who were at war with the United States shall remain as the head of their tribe.

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

Myecruh (Walk in the Water)
Chief of the Wyandot (Huron)

Wyandot Chief #2

One of the leaders of the Wyandot negotiation's team. His top priorities are:

1. Wyandot villages in the post of Detroit remain the Wyandot's forever.
2. Treaties remain in force from before the war. The U.S. will stop settlers from moving onto tribal land.
3. An end to the hostilities.
4. Native American will keep the land they held before the war began.
5. All tribes will be forgiven for fighting against the United States.
6. Tribes should not receive punishment or fines for their involvement in the war.
7. Tribal chiefs who were at war with the United States shall remain as the head of their tribe.

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

Noungesai (Five Medals)
Chief of the Potawatomie

Potawatomie Chief #1

A leader in the Potawatomie negotiation's team. His top priorities are:

1. An end to the hostilities.
2. Native American will keep the land they held before the war began.
3. All Native Americans should be forgiven for fighting against the United States.
4. Tribes should not receive punishment or fines for their involvement in the war.
5. Tribal chiefs who were at war with the United States shall remain as the head of their tribe.

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

Cutawekehah (Black Hoof)
Chief of the Shawnee

Shawnee chief #1

A leader of the Shawnee negotiation's team. His top priorities are:

1. An end to the hostilities.
2. Native American will keep the land they held before the war began.
3. All Native Americans should be forgiven for fighting against the United States.
4. Tribes should not receive punishment or fines for their involvement in the war.
5. Tribal chiefs who were at war with the United States shall be remain as the head of their tribe.

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

Topeeneebie

Potawatomes Chief #2

Chief of the Potawatomes

A member of the Potawatomie negotiation's team. His top priorities are:

1. An end to the hostilities.
2. Native American will keep the land they held before the war began.
3. All Native Americans should be forgiven for fighting against the United States.
- 4 Tribes should not receive punishment or fines for their involvement in the war.
5. Tribal chiefs who were at war with the United States shall be remain as the head of their tribe.

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

Singomesha (The Owl)

Miami chief #1

Chief of the Miami

A member of the Miami negotiation's team. His top priorities are:

1. An end to the hostilities.
2. Native American will keep the land they held before the war began.
3. All Native Americans should be forgiven for fighting against the United States.
4. Tribes should not receive punishment or fines for their involvement in the war.
5. Tribal chiefs who were at war with the United States shall be remain as the head of their tribe.

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

Tahummindoyeh (Between Words) Seneca chief #1

Chief of the Seneca

A member of the Seneca negotiation's team. His top priorities are:

1. An end to the hostilities.
2. Native American will keep the land they held before the war began.
3. All Native Americans should be forgiven for fighting against the United States.
4. Tribes should not receive punishment or fines for their involvement in the war.
5. Tribal chiefs who were at war with the United States shall be remain as the head of their tribe.

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

Toctowayning (Anderson)

Delaware chief #1

Chief of the Delaware

A member of the Delaware negotiation's team. His top priorities are:

1. An end to the hostilities.
2. Native American will keep the land they held before the war began.
3. All Native Americans should be forgiven for fighting against the United States.
4. Tribes should not receive punishment or fines for their involvement in the war.
5. Tribal chiefs who were at war with the United States shall remain as the head of their tribe.

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

Wassachum (First to Start the Whites) Winnebago chief#1
Chief of the Winnebago (From Mackinac)

The only member of the Winnebago negotiation's team. His top priorities are:

1. An end to the hostilities.
2. Native American will keep the land they held before the war began.
3. All Native Americans should be forgiven for fighting against the United States.
4. Tribes should not receive punishment or fines for their involvement in the war.
5. Tribal chiefs who were at war with the United States shall be remain as the head of their tribe.

Nametag

Hi! My name is:

Americans at the Round Table Negotiator's Info. Cards

DIRECTIONS: Cut out the information card and nametag. Highlight what you believe to be the three most important items for your character. Keep the information card to use during negotiations. Create a nametag for your negotiator. Decorate the nametag to represent your negotiator. You will wear the nametag during negotiations.

Tenskwatawa (The Prophet)

Announcement #1

Shawnee Spiritual Leader

Tenskwatawa was the brother of the Shawnee leader Tecumseh. Even though he did not sign the treaty, he visited Spring Wells during negotiations and spoke with the negotiators.

Treaty of Spring Wells: Announcement after the second round of negotiations.

My fellow brothers. I visit with you today to shed light on the current conditions of the people native to this country. It is time for our people to lose the way of the white man and return to our own way of life. We must give up the white man's clothes and tools. Our people have lost many lives during this war. I have lost my dearest brother, Tecumseh, leader of the Shawnee and First Nations. And for what? Even though we fought bravely for the Great Father across the seas, he has done nothing to help us. He negotiated his own peace. It is time we do the same. We must protect what we have left so we can teach our children our native ways."

Nametag

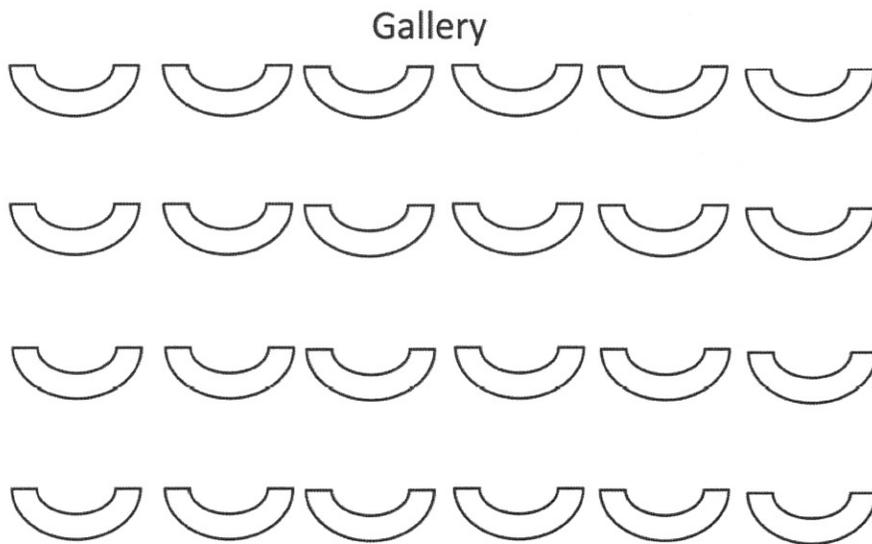
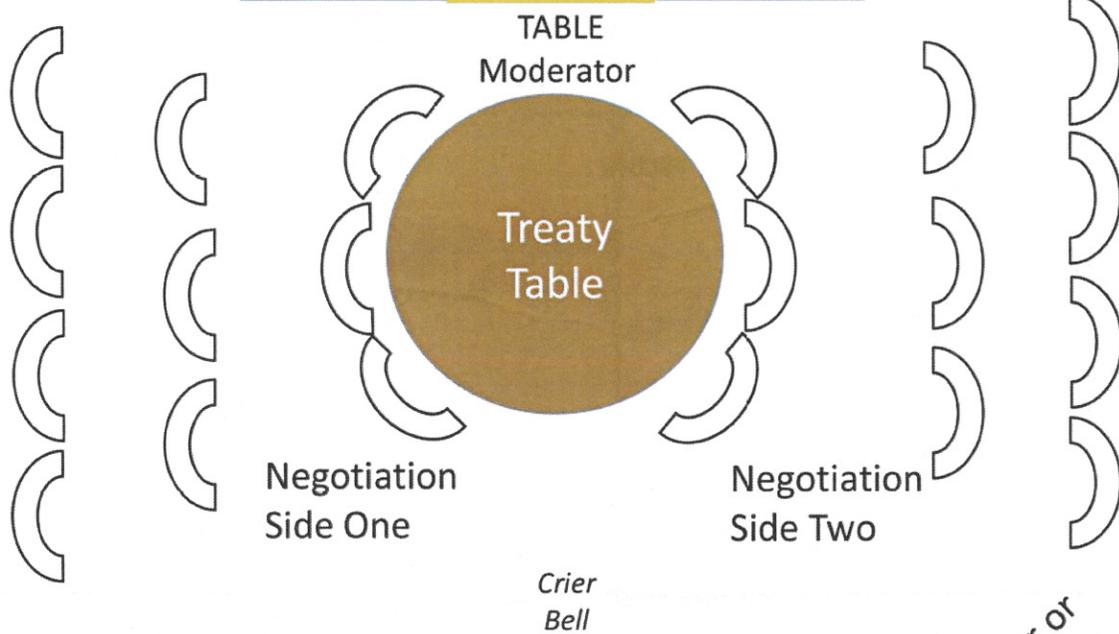
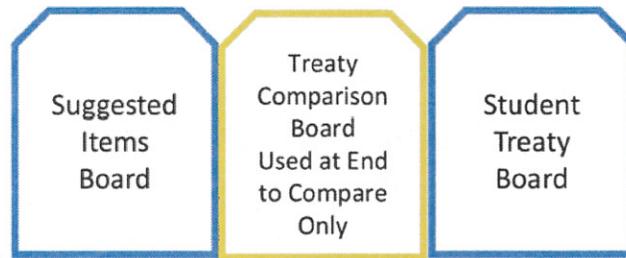
Hi! My name is:

LESSON AT THE RIVER RAISIN NATIONAL BATTLEFIELD



- Step 1: Have each student put on their negotiator's nametag.
- Step 2: Arrange the negotiation teams for the Treaty of Ghent that represent Great Britain on one side of the table and the negotiation team representing the United States on the other side of the table. The characters with the lowest numbers get to sit at the table and those with higher numbers will have to stand just behind those sitting.
- Step 3: Have the negotiation team for the Treaty of Spring Wells sit in the gallery section. They will need to listen to the negotiations and vote on decisions for the Treaty of Ghent. They will negotiate the Treaty of Spring Wells following the conclusion of the Treaty of Ghent.
- Step 4: Select a "Table" Character and have the "Table" Character read the Rules for Negotiations loudly for all negotiators to hear before negotiations begin.
- Step 5: Follow the directions for each round of negotiations which will result in the negotiation's teams and gallery voting on what to include in the student's version of the treaty. Write the decision for each round on the paper board until finished.
- Step 6: Once all voting rounds are finished, the "Table" character presents the real outcomes of the Treaty of Ghent for comparison to the treaty voted on by the students using the Main Points of the Treaty of Ghent Poster.
- Step 7: Have students discuss the differences between the real Treaty of Ghent and the one decided upon by the students. Why might some of the items be different?
- Step 8: Identify the items from the real Treaty of Ghent that are in common with the student's treaty. Give the students five points for each item in common (or assign scores at your discretion).
- Step 9: Repeat the process for the Treaty of Springwells, replacing both teams of negotiators with the Treaty of Spring Wells negotiation team for Native American tribes and the Treaty of Spring Wells U.S. negotiation's team. Use the Main Points of the Treaty of Springwells Poster to compare students' version of the treaty to the actual Treaty of Springwells.

Treaty Room Setup



Town Criers: Prior to enthusiastically reading their update, the town criers can ring a bell to gain the attention of the individuals in the room. This is an optional component.

Americans at the round table Negotiator's Info Cards

The Treaty of Ghent Table

In charge of mediating negotiations for the Treaty of Ghent

You are in charge of:

1. Beginning negotiations for the Treaty
2. Making sure no one speaks out of turn.
3. Allowing members of the Gallery to have a turn to ask a question during negotiations. They must raise their hands.
4. Placing the items to be voted on the display board.
5. Counting the votes and placing the winning item on the Treaty Decision Board.
6. Stopping to allow the Town Crier to make an announcement after the first, third and fifth rounds have been negotiated during the Treaty of Ghent only.
7. Displaying the original Treaty for comparison to the treaty created by the students.

The table moderator is performed by a Park Ranger or Teacher. This an independent 3rd party that will not benefit from the Treaty.

NEGOTIATION DIRECTIONS

Directions: The person who is representing the Treaty of Ghent Table will be in charge of the negotiations between the United States and Great Britain. The Table will read the rules for negotiations once all negotiation members have put on a period costume representing their country and have been seated or are standing on their side of the negotiation table.

Rules for Negotiations (to be read by the Table to the room)

- 1. This table is an exact replica of the table used to sign the Treaty of Ghent. I am the Table. Since this is my table, I am in charge of running all negotiations that take place at my table. The negotiators and gallery members must respect me when I say it is time to move on, not interrupt, or time to vote, ect...*
- 2. The first round of negotiations begins with Henry Goulburn selecting an item from his list he would like up for a vote. He MUST present a reason which would try to persuade other members from both sides to support this idea. The Table has the right to tell any negotiator that he has only five seconds left and stop the negotiator after those five seconds if the negotiator's presentation is more than one minute long.*
- 3. The Table then posts Mr. Goukburn's item on the "Suggested Items" side of the presentation board on display for the negotiations teams and the gallery.*
- 4. John Quincy Adam's will follow Mr. Goulburn selecting an item from his list he would like up for a vote or he can second Mr. Goulburn's suggestion. He also MUST present a reason to persuade other members from both sides to support his idea. The Table will then post Mr. Adam's suggestion on the "Suggested Items" side of the board or put a 2 on Mr. Goulburn's suggestion to show it has been seconded. The suggested item will also have a number placed next to it to indicate to everyone what number it will be on the voting list.*
- 5. The rest of the suggested items to be voted on will alternate back and forth between the British and Americans following the numbers on their negotiator cards. Negotiators can introduce an item from their own list or add their support to an idea that has already been suggested. All negotiators MUST provide a reason for supporting their own suggestion or someone else's suggestion.*
- 6. Once all negotiators have had an opportunity to suggest an item to be voted on, the Table will ask the Gallery if they have any questions for the negotiators or would like to offer support for any of the suggested items. The Table will limit the Gallery to a maximum of three questions/comments per round of voting.*

NEGOTIATION DIRECTIONS

7. *After the Gallery is finished with comments, the first round of voting will take place by each negotiator and gallery member placing their vote on a voting sheet using the numbers on the board to represent the item they are selecting. Each Gallery member's vote counts as one point and the negotiator's votes count as two. Each participant will need 6 voting cards.*
8. *The Table tallies the votes. The item with the highest number of votes becomes part of the student treaty and is placed on the side of the board entitled, "The Student's Treaty of Ghent". If there is a tie, a new vote will take place on just the items involved in the tie until one is the majority winner.*
9. *The negotiation's process will take place for six rounds total with each side alternating turns for beginning the negotiations and the next numbered negotiator beginning the negotiations.*
10. *Negotiators need to be aware there will be updates from Town Criers or visiting Native Americans during negotiations.*
11. *After the sixth round of negotiations, the Table will display the real Treaty of Ghent for comparison to the Student's Ghent. Students need to discuss what the two treaties have in common and how the two treaties are different. Why might some items in the Student Treaty not match the original treaty?*
12. *After discussion has taken place, the Student's Treaty should receive a score for each item it has in common with the original treaty.*
13. *The first two negotiation teams are now finished and become members of the gallery. The negotiation teams for the Treaty of Spring Wells, who have been sitting in the gallery, are to sit at the Treaty of Ghent Table to begin negotiations.*
14. *Ask the students representing the Tribal Nations how they feel being left out of the Treaty of Ghent negotiations? Are they pleased with the outcome?*
15. *Begin the same process that was used to negotiate the Treaty of Ghent for the Treaty of Spring Wells. Repeat steps 1-12.*

**Treaty of Ghent Negotiator
Voting Sheet:** (Vote worth
2 points)

Place the number of the
treaty condition you want
included in the treaty
below.

**Treaty of Ghent Negotiator
Voting Sheet:** (Vote worth
2 points)

Place the number of the
treaty condition you want
included in the treaty
below.

**Treaty of Ghent Negotiator
Voting Sheet:** (Vote worth
2 points)

Place the number of the
treaty condition you want
included in the treaty
below.

**Treaty of Ghent Negotiator
Voting Sheet:** (Vote worth
2 points)

Place the number of the
treaty condition you want
included in the treaty
below.

**Treaty of Ghent Negotiator
Voting Sheet:** (Vote worth
2 points)

Place the number of the
treaty condition you want
included in the treaty
below.

**Treaty of Ghent Negotiator
Voting Sheet:** (Vote worth
2 points)

Place the number of the
treaty condition you want
included in the treaty
below.

**Treaty of Ghent Gallery
Voting Sheet:** (Vote worth
1 points)

Place the number of the
treaty condition you want
included in the treaty
below.

**Treaty of Ghent Gallery
Voting Sheet:** (Vote worth
1 points)

Place the number of the
treaty condition you want
included in the treaty
below.

**Treaty of Ghent Gallery
Voting Sheet:** (Vote worth
1 points)

Place the number of the
treaty condition you want
included in the treaty
below.

**Treaty of Ghent Gallery
Voting Sheet:** (Vote worth
1 points)

Place the number of the
treaty condition you want
included in the treaty
below.

**Treaty of Ghent Gallery
Voting Sheet:** (Vote worth
1 points)

Place the number of the
treaty condition you want
included in the treaty
below.

**Treaty of Ghent Gallery
Voting Sheet:** (Vote worth
1 points)

Place the number of the
treaty condition you want
included in the treaty
below.

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.

Americans at the round table Negotiator's Info Cards

The Treaty of Springwells

In charge of mediating negotiations for the Treaty of Ghent

You are in charge of:

1. Beginning negotiations for the Treaty.
2. Making sure no one speaks out of turn.
3. Allowing members of the Gallery to have a turn to ask a question during negotiations.
They must raise their hands.
4. Placing the items to be voted on the display board.
5. Counting the votes and placing the winning item on the Treaty Student Decision Board.
6. Stopping the two rounds of negotiations to allow Tenskwatawa to speak during the negotiations of the Treaty of Springwells.
7. Displaying the original Treaty of Springwells for comparison to the treaty created by the students.

The table moderator is performed by a Park Ranger or Teacher. This an independent 3rd party that will not benefit from the Treaty.

NEGOTIATION DIRECTIONS

Directions: The person who is representing the Treaty of Springwells table will be in charge of the negotiations between the United States and Tribal nations. The Table will read the rules for negotiations once all negotiation members have put on a period costume representing their country and have been seated or are standing on their side of the negotiation table.

Rules for Negotiations (to be read by the Table to the room)

- 1. This table is a replica of the table used to sign the Treaty of Springwells. I am the Table. Since this is my table, I am in charge of running all negotiations that take place at my table. The negotiators and gallery members must respect me when I say it is time to move on, not interrupt, or time to vote, ect...*
- 2. The first round of negotiations begins with the William Henry Harrison selecting an item from his list he would like up for a vote. He MUST present a reason which would try to persuade other members from both sides to support this idea. The Table has the right to tell any negotiator that he has only five seconds left and stop the negotiator after those five seconds if the negotiator's presentation is more than one minute long.*
- 3. The Table then posts Mr. Harrison's item on the "Suggested Items" side of the presentation board on display for the negotiations teams and the gallery.*
- 4. Chief Nowgeschick (Noonday) will follow Mr. Harrison selecting an item from his list he would like up for a vote or he can second Mr. Goulburn's suggestion. He also MUST present a reason to persuade other members from both sides to support his idea. The Table will then post Mr. Adam's suggestion on the "Suggested Items" side of the board or put a 2 on Mr. Goulburn's suggestion to show it has been seconded. The suggested item will also have a number placed next to it to indicate to everyone what number it will be on the voting list.*
- 5. The rest of the suggested items to be voted on will alternate back and forth between the U.S. and Indian Nations following the numbers on their negotiator cards. Negotiators can introduce an item from their own list or add their support to an idea that has already been suggested. All negotiators MUST provide a reason for supporting their own suggestion or someone else's suggestion.*
- 6. Once all negotiators have had an opportunity to suggest an item to be voted on, the Table will ask the Gallery if they have any questions for the negotiators or would like to offer support for any of the suggested items. The Table will limit the Gallery to a maximum of three questions/comments per round of voting.*

NEGOTIATION DIRECTIONS

7. *After the Gallery is finished with comments, the first round of voting will take place by each negotiator and gallery member placing their vote on a voting sheet using the numbers on the board to represent the item they are selecting. Each Gallery member's vote counts as one point and the negotiator's votes count as two. Each participant will need 6 voting cards.*
8. *The Table tallies the votes. The item with the highest number of votes becomes part of the student treaty and is placed on the side of the board entitled, "The Student's Treaty of Springwells. If there is a tie, a new vote will take place on just the items involved in the tie until one is the majority winner.*
9. *The negotiation's process will take place for six rounds total with each side alternating turns for beginning the negotiations and the next numbered negotiator beginning the negotiations.*
10. *Negotiators need to be aware there will be updates from visiting Native Americans during negotiations.*
11. *After the sixth round of negotiations, the Table will display the real Treaty of Springwells for comparison to the Student's Treaty. Students need to discuss what the two treaties have in common and how the two treaties are different. Why might some items in the Student Treaty not match the original treaty?*
12. *After discussion has taken place, the Student's Treaty should receive a score for each item it has in common with the original treaty.*

Treaty of Spring Wells
Ratified December 26th, 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.

**Treaty of Spring Wells
Negotiator Voting Sheet:**
(Vote worth 2 points)

Place the number of the
treaty condition you want
included in the treaty
below.

**Treaty of Spring Wells
Negotiator Voting Sheet:**
(Vote worth 2 points)

Place the number of the
treaty condition you want
included in the treaty
below.

**Treaty of Spring Wells
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**Treaty of Spring Wells
Negotiator Voting Sheet:**
(Vote worth 2 points)

Place the number of the
treaty condition you want
included in the treaty
below.

**Treaty of Spring Wells
Negotiator Voting Sheet:**
(Vote worth 2 points)

Place the number of the
treaty condition you want
included in the treaty
below.

**Treaty of Spring Wells
Gallery Voting Sheet:**
(Vote worth 1 points)

Place the number of the
treaty condition you want
included in the treaty
below.

**Treaty of Spring Wells
Gallery Voting Sheet:**
(Vote worth 1 points)

Place the number of the
treaty condition you want
included in the treaty
below.

**Treaty of Spring Wells
Gallery Voting Sheet:**
(Vote worth 1 points)

Place the number of the
treaty condition you want
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below.

**Treaty of Spring Wells
Gallery Voting Sheet:**
(Vote worth 1 points)

Place the number of the
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below.

**Treaty of Spring Wells
Gallery Voting Sheet:**
(Vote worth 1 points)

Place the number of the
treaty condition you want
included in the treaty
below.

**Treaty of Spring Wells
Gallery Voting Sheet:**
(Vote worth 1 points)

Place the number of the
treaty condition you want
included in the treaty
below.

ESSAY

Describe how you would improve the Treaty of Ghent if you were allowed to change the treaty today. Make sure to explain why you would make these changes and how each change is an improvement.

OR

Describe how you would improve the Treaty of Spring Wells if you were allowed to change the treaty today. Make sure to explain why you would make these changes and how each change is an improvement.