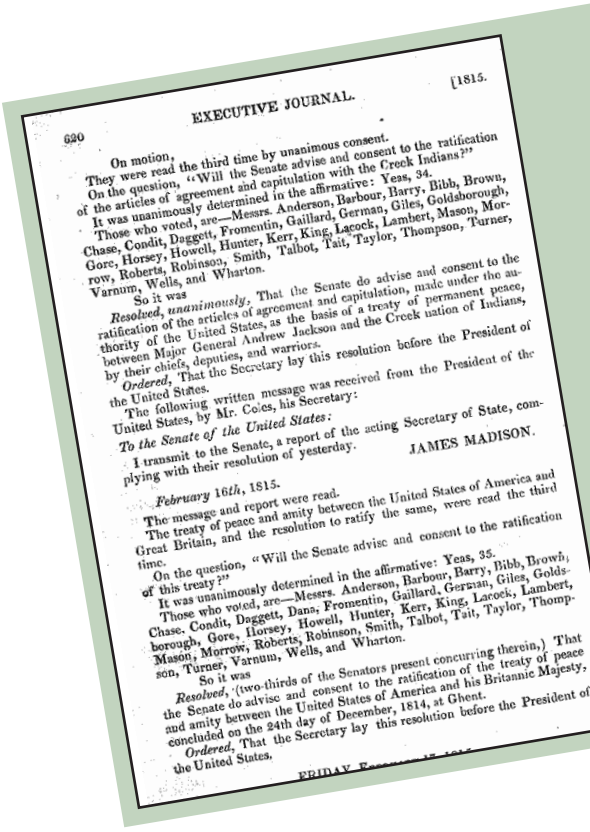
Dissecting the Treaty of Ghent

Commencement

One class period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On motion,
They were read the third time by unanimous consent.
On the question, "Will the Senate advise and consent to the ratification of the articles of agreement and capitulation with the Creek Indians?"
It was unanimously determined in the affirmative: Yeas, 34.
Those who voted, are—Messrs. Anderson, Barbour, Barry, Bibb, Brown, Chase, Condit, Daggett, Fromentin, Gaillard, German, Giles, Goldsborough, Gore, Horsey, Howell, Hunter, Kerr, King, Lacock, Lambert, Mason, Morrow, Roberts, Robinson, Smith, Talbot, Tait, Taylor, Thompson, Turner, Varnum, Wells, and Wharton.
So it was
Resolved, unanimously, That the Senate do advise and consent to the ratification of the articles of agreement and capitulation, made under the authority of the United States, as the basis of a treaty of permanent peace, between Major General Andrew Jackson and the Creek nation of Indians, by their chiefs, deputies, and warriors.
Ordered, That the Secretary lay this resolution before the President of the United States.
The following written message was received from the President of the United States, by Mr. Coles, his Secretary:
To the Senate of the United States:
I transmit to the Senate, a report of the acting Secretary of State, complying with their resolution of yesterday. JAMES MADISON.
February 16th, 1815.
The message and report were read.
The treaty of peace and amity between the United States of America and Great Britain, and the resolution to ratify the same, were read the third time.
On the question, "Will the Senate advise and consent to the ratification of this treaty?"
It was unanimously determined in the affirmative: Yeas, 35.
Those who voted, are—Messrs. Anderson, Barbour, Barry, Bibb, Brown, Chase, Condit, Daggett, Dana, Fromentin, Gaillard, German, Giles, Goldsborough, Gore, Horsey, Howell, Hunter, Kerr, King, Lacock, Lambert, Mason, Morrow, Roberts, Robinson, Smith, Talbot, Tait, Taylor, Thompson, Turner, Varnum, Wells, and Wharton.
So it was
Resolved, (two-thirds of the Senators present concurring therein,) That the Senate do advise and consent to the ratification of the treaty of peace and amity between the United States of America and his Britannic Majesty, concluded on the 24th day of December, 1814, at Ghent.
Ordered, That the Secretary lay this resolution before the President of the United States.

Program Segments

- Autumn 1814 Secession Threat in New England (9 minutes)
- 1815 Peace (4 minutes)

NCSS Themes

VI: Power, Authority, and Governance
IX: Global Connections

Canadian (Ontario) Concepts

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:

- understand the accomplishments of The Treaty of Ghent
- understand the provisions which were left out of The Treaty of Ghent

Focus Questions

1. What are the specific provisions of the Treaty of Ghent?
2. What happened throughout the War of 1812 that would determine what is added/left out of the Treaty of Ghent?

Key Concepts

Treaty

Instructional Resources

- *The War of 1812* DVD
- The Treaty of Ghent copy (http://www.ourdocuments.gov/doc.php?flash=old&doc=20)
- The Treaty of Ghent dissection worksheet (appendix pgs. 101-103)

Procedures

1. The teacher will introduce the idea of a treaty, define it, and brainstorm the ideas that should be included within the Treaty of Ghent.
2. This may be done by creating a list of ideas on a chalkboard or somewhere visible for all students to see.
3. The teacher will pass out the actual copy of the Treaty of Ghent to the students.
4. The teacher will explain to students their task, which is to dissect the primary document to determine what the Treaty of Ghent actually said or didn't say.

5. The teacher will pass out the Treaty of Ghent Dissection Worksheet that will guide the students through the document.
6. After the students have finished, the teacher should review the students' responses to ensure the correct answers are there.
7. The teacher will then have the students watch two segments from the documentary on the Treaty of Ghent. While doing so, take notes on what is absent from the actual treaty.
8. The teacher will lead a discussion, after viewing *The War of 1812*, to determine what issues were left out of the Treaty of Ghent and why. Compare this list to the original brainstorm by the class.

Thought-Provoking Questions about the Treaty of Ghent

1. Were there any major border changes as a result of The Treaty of Ghent?
2. Impressment is often cited as one of the major reasons for the American declaration of war. Where was it discussed in The Treaty of Ghent?
3. A Native American buffer state/zone was discussed through diplomatic efforts throughout the war. Where was this issue discussed in The Treaty of Ghent?

Assessment Tasks

Students should display appropriate participation in the open dialogue taking place during the brainstorming period along with sharing correct answers while looking at the actual Treaty of Ghent.