

Lesson 8: The Treaty of Paris

Big Ideas of the Lesson

- The British and Americans signed the Treaty of Paris in 1783. This officially ended the war.
- As a result of the treaty, Britain recognized the United States as an independent country.
- The treaty also set the boundaries of the United States. The young country stretched all the way to the Mississippi River.
- The decision to fight a war for independence ended up being one of the most important decisions in our country's history.

Lesson Abstract:

In this lesson, students explore the Treaty of Paris. They begin by participating in a treaty simulation wherein group members take on historical roles and negotiate their own treaty. Next, they explore the actual Treaty of Paris and compare it to the group treaties they negotiated. The lesson closes as students explore the short-term consequences of the American Revolution, long-term consequences, and political ideas connected to the struggle for independence.

Content Expectations

5 – U3.2.4: Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries).

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects:

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Key Concepts

sovereignty
treaty

Instructional Resources

Equipment/Manipulative

Overhead projector or document camera/projector

Student Resource

Bower, Burt, et al. *America's Past*, Social Studies Alive Program. Palo Alto, CA: Teacher's Curriculum Institute, 2010 or a similar fifth grade social studies textbook. Pp. 180-181.

Teacher Resource

Egbo, Carol. *Supplemental Materials (Unit 6, Lesson 8)*. Teacher-made material. Michigan Citizenship Collaborative, 2012.

The Horse America. British Cartoon. Library of Congress. 29 February 2012
<<http://www.loc.gov/pictures/item/97514739/>>.

North America After 1783. 29 February 2012 <<http://www.dcn.davis.ca.us/vme/vo/13.html>>.

Treaty of Paris. 29 February 2012 <<http://archives.gov/education/lessons/revolution-images/images/treaty-of-paris-01.jpg>>.

Lesson Sequence

1. Display the following question: “Why did the Americans win the Revolutionary War?” Have students respond to the question in writing in their social studies journals. After students have had a few minutes to write, have them share their writing with a partner. Then, briefly discuss ideas in the large group. Possible answers include the following:
 - Britain had to send soldiers and supplies to a war several thousand miles away.
 - Britain had to fight an enemy that was spread out.
 - Americans were familiar with the geography of the area.
 - The Americans got help from other nations especially France.
 - Washington proved to be a great leader with strong military skills.
 - The skills of the Continental Army improved greatly during the Revolution.
 - Americans were fighting for freedom and independence.
2. Display “Primary Source #1” located in the *Supplemental Materials (Unit 6, Lesson 8)*. Ask students what type of primary source it is. Discuss student responses. Guide students to the idea that this is a political cartoon, which was drawn and published in Britain. Discuss the cartoon using the following questions:
 - Who is shown in the cartoon?
 - What is happening to the person?
 - What do the words at the bottom of the cartoon mean?
 - What is the meaning of the cartoon?
 - What questions does this cartoon raise for you?
3. Display “Primary Source #2” located in the *Supplemental Materials (Unit 6, Lesson 8)*. Guide students analyzing the primary source by drawing attention to the following:
 - The phrase “Article 10”
 - The signatures at the bottom
 - The seals at the bottom
 - The word “Paris”
 - The date: “this third day of September, in one thousand seven hundred and eighty-three
 - The word “Treaty”

4. Explain that the primary source is a section of the 1783 Treaty of Paris, which was negotiated between Great Britain and the U.S. as a final step in ending the Revolutionary War. Share the following information regarding the treaty:
 - Negotiations to end the war began in France in April of 1782
 - The United States was represented by John Adams, John Jay, and Benjamin Franklin.
 - The British were represented by David Hartley, a member of Parliament, who was representing King George, and two other negotiators (Henry Strachey and Richard Oswald).
 - Britain signed separate treaties with Spain and France.
5. Ask students the following question: What were some of the problems or issues that the Treaty of Paris had to solve following the Revolution? Discuss student responses and make a list of their ideas. Possible answers include the following:
 - Getting Britain to accept that the U.S. was an independent country now
 - What to do about loyalists
 - What to do about British soldiers still in the U.S.
 - How to handle debts each country had
 - How to set the borders of the U.S.
 - What to do about prisoners of war
6. Explain that students will be working in groups of six to create their own Treaty of Paris. Three group members will represent the three American negotiators and three will represent the British negotiators. As an entire class, select three problems or issues from the list created in Step 5. Explain that these will be the three problems the treaty groups will need to solve.
7. Display the “Treaty of Paris Simulation” instructions, located in the *Supplemental Materials (Unit 6, Lesson 8)*. Review the five steps that groups will follow during the simulation. Then, divide students into groups of six and provide each group a set of “Simulation Name Cards” located in the *Supplemental Materials (Unit 6, Lesson 8)*. Allow each group two minutes to decide which group members will be playing which role.
8. Display the “Treaty Outline” located in the *Supplemental Materials (Unit 6, Lesson 8)*. Review the sections of the treaty that students will need to complete. Explain that each of the articles will cover one of the problems the group identified in Step 6.
9. Have partners work together to create their lists of things they want included in the treaty for five or ten minutes. Then, have the treaty groups meet and negotiate their treaties. This should take between twenty and thirty minutes.
10. Allow time for groups to write out and sign their treaties. Then, have each group present their treaty to the whole class. Note that you may want to delay these presentations until the next social studies class.

11. After the treaties are presented, have the class compare and contrast the different treaties groups created. This could be facilitated by constructing a chart on the board and adding to it as new comparisons are made. Then, have students read the section of their textbook relating to the Treaty of Paris.
12. Display “The Treaty of Paris, 1783” information, located in the *Supplemental Materials (Unit 6, Lesson 8)* and explain that these were the actual stipulations of the real treaty. Compare these to the solutions students created in their treaties.
13. Display the “Map” located in the *Supplemental Materials (Unit 6, Lesson 8)*. Explain that this map shows the borders of the U.S. that were set in the Treaty of Paris. Point out the area of the original 13 colonies and guide students in understanding that this was a very large increase in area for the United States. Discuss possible effects this may have had. Possible answers include that there was a lot of new land that could be settled and that there was a lot of land to protect and defend.
14. Explain that the decision to fight a war for independence was one of the most important decisions in our country’s history. The decision had both short-term and long-term consequences. Place students in small groups of four and give each group a copy of the “Consequences of the American Revolution” chart, located in the *Supplemental Materials (Unit 6, Lesson 8)*. Explain that groups should work together to predict short-and long-term consequences of the American Revolution.
15. Provide the groups time to work. Then, display the “Consequences of the American Revolution” chart used in the previous step, and use it to list ideas students share from their group charts. Note that a chart showing sample answers has been included in the *Supplemental Materials (Unit 6, Lesson 8)*, to use for reference. Guide students in connecting core democratic values to the discussion of consequences. For example, the American Revolution resulted in new ideas about freedom and representative government.
16. Display the K-W-L chart you began in Lesson 1 of this unit. Then, give each student a copy of “Important Things I Learned About the American Revolution” located in the *Supplemental Materials (Unit 6, Lesson 8)*. Explain that students should think carefully about what they have learned about the Revolution and then write five important things on the chart.
17. Give students time to write. Then, place students in groups of four and have them share their charts. Bring the whole class back together and complete the K-W-L chart by having students share the important things they learned and recorded on their charts.
18. As a culminating activity for this lesson, discuss how nations today interact with each other and the need for a variety of treaties. As a group, identify a current conflict that would benefit from a peace treaty.

Assessment

The treaty simulation can be used as assessment as well as the “Important Things I Learned about the American Revolution” chart from Step 16.