

## Lesson 3.5

### REWRITE HISTORY ROLE PLAY: MAKE YOUR OWN TREATY

**Objective:** Students will use the information they have read in their textbook, the Conference with the Eastern Indians, the Submission of the Eastern Indians, and Loron Sagouarrab's Explanation of the Treaty of Casco Bay to create a new treaty that will keep the peace between the French, English, and Wabanaki.

**Materials:**

- **Sheet 3.5A:** Rewrite History Guidelines
- **Sheet 3.5B:** Pre-Conference Discussion Questions

**Timing:**

- Two to three class periods

**Background Reading:**

- Chapter Three of the textbook
- The Conference with the Eastern Indians, **Doc 3.1D(a) or 3.1D(b)\***
- Submission of the Eastern Indians, **Doc 3.1C (a, b, or c)\***
- Loron Sagouarrab's Explanation of the Treaty of Casco Bay, **Doc 3.1A\***

\* All document are attached to Lesson 3.1: Understanding Points of View

**Procedure:**

1. Students should already have read and discussed most or all of the above materials when you introduce this project. Review with the class what the French, the English, and the Wabanaki motives were in the wars between 1675 and 1763. Why were they fighting? What did each side want?
2. Break the class into three groups and assign a side to each group: French, English, or Wabanaki. Each group should choose one or two spokespeople. Their task is to conduct a peace conference and come up with a treaty that they consider to be fair to all sides. It should be understood that this conference takes place before Quebec falls in 1759. Give the class one to two class periods to prepare for the conference. See the student Guidelines and Pre-Conference Discussion Questions for more information.
3. On the day of the Treaty Conference, set the classroom up with desks collected in three separate groups. Have students enter the room and sit in their groups. Introduce the conference formally, encouraging formal conversation and civility (something like the following):

We are gathered on this historic day to settle a peace between the people of New France, the people of the Wabanaki tribes, and the people of New England. War has long plagued our country and we now desire that it be abolished forever. The

representatives gathered from New France, the Wabanaki tribes, and New England will each be given several minutes to present their desires to the gathering. The terms of the treaty will then be decided upon, and the treaty will be signed by all present. This Peace Conference will now begin.

4. The Conference should proceed like a debate:

- Each group has 3-5 minutes to present its group's desires in an opening statement. They may present their gifts to the other groups before or during this time.
- After the opening statements, give the groups a few minutes to discuss the other groups' demands.
- Then, give each group one minute at a time to respond to the desires of the other groups. Proceed in a circle, allowing each group an equal amount of time to talk.
- After 30-40 minutes of the conference, give each group two minutes to make a closing statement, expressing their satisfaction or dissatisfaction with the proceedings and with the treaty terms.

5. Homework: Have students write their own individual treaty with as many terms as they can remember at home that night. Type your own interpretation of what was agreed to and read it to the class the next day.

6. Debrief with students about the exercise, asking questions like the following:

- What did you notice about the Peace Conference? How do you feel it went?
- How did opposing sides interact? If there was any heated discussion, was it necessary? Did it help resolve disagreements? If not, why not?
- Was your group accurate in the way it represented its point of view?
- Read them your interpretation of the treaty. Does it differ from their individual interpretations? How? What does that say about how point of view can affect the way history is recorded?
- Does the current treaty reflect an honest attempt at peace? Why or why not?
- What obstacles did your group face in getting what you wanted?
- Was it difficult to make peace? Why?
- How will you guarantee that this peace will now remain?

**Evaluation:** Have students evaluate their own individual effort and performance in their role playing, as well as their contribution to the group. Evaluate each group and individual yourself.

**Follow up Activities:**

- Portfolio option: Have students write their own solution to the wars between the English, French, and Wabanaki. How would they keep the peace?
- Portfolio option: Have students write a brief paper discussing the way point of view can affect the way history is recorded.

**Alignment with Learning Results:**

Grade Level: **SECONDARY GRADES**

Content Area: **CIVICS AND GOVERNMENT**

Standard: **INTERNATIONAL RELATIONS.**

Students will understand the political relationships among the United States and other nations.

Performance Indicator: Evaluate the benefits and difficulties of international cooperation, using specific examples.

Grade Level: **SECONDARY GRADES**

Content Area: **HISTORY**

Standard: **HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS.**

Students will develop historical knowledge of major events, people, and enduring themes in the United States and in Maine, and throughout world history.

Performance Indicator: Demonstrate an understanding of enduring themes in history (e.g. conflict and cooperation, technology and innovation, freedom and justice), and explain the benefits and conflicts resulting from encounters among cultures.

Grade Level: **MIDDLE GRADES**

Content Area: **HISTORY**

Standard: **HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS.**

Students will develop historical knowledge of major events, people, and enduring themes in the United States and in Maine, and throughout world history.

Performance Indicator: Demonstrate an understanding of the causes and effects of major events in United States history and the connections to Maine history with an emphasis on events up to 1877, and demonstrate an understanding of selected themes in Maine, United States, and world history (e.g. revolution, technological innovation, migration).

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Group Members: \_\_\_\_\_  
\_\_\_\_\_

Your Role: \_\_\_\_\_

Conference Date: \_\_\_\_\_

### REWRITE HISTORY ROLE PLAY GUIDELINES

Warfare between the Wabanaki, the English, and the French has been raging off and on for almost fifty years. You and your fellow citizens are tired of it. Your people are exhausted and many have died. You want peace. You have agreed to meet with the other two sides to try to come to a peace agreement.

#### Directions:

1. Before the Peace Conference, you and your fellow citizens will meet to prepare for the conference. Choose the following roles from the members of your group. Everyone should have a role.

- a. Secretary: Takes notes during the meeting, and completes the Pre-Conference Discussion Questions sheet neatly and accurately. Also takes notes during the Treaty Conference.
- b. Facilitator: Leads the group discussion and makes sure everyone gets a chance to speak.
- c. Artist(s): Designs the plans for the gifts on paper and presents them at the conference.
- d. Speechwriter(s): Writes an eloquent opening statement.
- e. Spokesperson(s): Presents your group's opening statements and demands at the Peace Conference and negotiates with the other groups to decide what goes into the final treaty.

2. Prepare for the conference. Discuss the questions with your whole group. The Facilitator should lead the discussion and the Secretary should take notes and complete the Pre-Conference Discussion Questions sheet for the group.

3. You are expected to bring gifts as peace offerings to the Conference. With the help of your Artist, design and create a gift for each side (such as a wampum belt, a crest, or a flag). Your gift should be decorated with symbols that convey a message of peace. Be creative and artistic.

4. Your group will be given 3-5 minutes for an opening statement, in which you explain your group's purpose in attending the conference, and you present your demands. The Speechwriter(s) should write this statement and give it to the Spokesperson(s) before the conference.

5. On the day of the Conference, the Spokesperson(s) will present your group's opening statement, and will continue to debate and negotiate with the other groups until the final terms of the treaty are reached. The Secretary will take notes on the proceedings. Everyone in the group will need to listen and participate in creating the treaty together.

6. Good luck! Remember--your goal is peace.

Group Name: \_\_\_\_\_ Date: \_\_\_\_\_

Group Members: \_\_\_\_\_

Secretary: \_\_\_\_\_

**REWRITE HISTORY ROLE PLAY  
PRE-CONFERENCE DISCUSSION QUESTIONS**

1. Why is your group fighting this war? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. List at least three terms of the treaty that you will demand from the other two sides. These should be terms that you do not plan to give up. For example, if you are on the Wabanaki side, one of your terms might be that the English must agree to stop any further settlements on your land. Be as specific and clear as possible.

a. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What do you expect the other sides will demand from you? List at least one request per side.

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4. Will you make any compromises in order to reach peace? If so, what demands might you compromise?

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