

Lesson 3: The Proclamation of 1763:

Historical Career Assumed:

- Cartographer

Historical Skills Practiced

- Interpreting bias (specifically in maps)
- Perspective taking

Lesson Overview

In this lesson, students will examine the effects of the French and Indian War by taking on the role of a cartographer to learn about the Royal Proclamation of 1763, and its many implications that resulted in discontent among the colonists against the British. In their almanac as a Do Now, students will read a brief summary of the consequences of the French and Indian War and answer corresponding questions. As a class, after reviewing the key motives and events of the French and Indian War, you will highlight that the French and Indian War did not end until the implementation of the Treaty of Paris on February 10, 1763. Students will then work in groups to examine and corroborate the biases within map boundaries using modern maps and eighteenth-century maps to assess the changes, perspectives, and intentions that resulted from the treaty. Students will compare various maps to identify the biases articulated in three maps created after the Royal Proclamation Line of 1763 which do not include the interests of Indigenous people. Students will identify why Indigenous People were left out of the conversation and the hardships and suffering they endured because they were not given what they were promised.

Content Question:

- What is the Royal Proclamation of 1763 and what were its effects?

Topical Essential Questions:

- How did the Royal Proclamation of 1763 raise tensions among Indigenous Peoples and American colonists that set the stage for the American Revolution?
- Was the Royal Proclamation of 1763 fair?
- How does the creation of maps establish systems of power and privilege?
- How can maps show bias?

Overarching Essential Question:

- What causes people to revolt against their government?

Learning Objectives:

- Students will identify the significance of the Treaty of Paris and the Royal Proclamation of 1763 and assess how these treaties raised tensions within Indigenous communities and the American colonists.
- Students will argue how map creation establishes systems bias and power.

Instructional Plan

Do Now.

As a “Do Now” ask students to read a brief summary on the main consequences of the French and Indian War and answer corresponding questions in their almanac. After students write for a few minutes, have them share their responses to the person sitting next to them. When talking to their partner, they should respond by supporting, extending, or challenging their partner’s ideas. After this conversation, come together as a whole class to discuss the major consequences of the French and Indian War. This conversation should highlight the following points:

- Treaty of Paris (1763) made France give the British all its land east of the Mississippi River other than New Orleans and made France give Spain their land west of the Mississippi River (Louisiana). Additionally, the Spanish gave Florida to Britain and the British gave Spain Havana. **THE FRENCH NO LONGER HAD TERRITORY IN NORTH AMERICA.**
- In 1761 Jeffery Amherst, the commander-in-chief of the British Army, changed British-American Indian trade policies. Gift giving was no longer allowed and American settlers were no longer allowed to trade in Indigenous villages. This caused many hardships for Indigenous people who saw advantages in allying with each other to challenge the threat of the British, who were threatening their livelihood.
- Indigenous tribes allied with one another and started Pontiac’s War against British rule.
- To appease the Indigenous people and to stop Pontiac’s War, British policymakers drew a line down the Allegheny Mountains which gave all land between the mountains and the Mississippi River to the Indigenous people. The British said there would be no American settlements, only trading posts in the territory. This line was called the Royal Proclamation of 1763.
- The Royal Proclamation was rarely enforced however, and American settlers still settled within Indigenous boundaries which eventually caused the Ohio River Valley Indians to lose their land and to move further west to preserve their lifestyle.
- The colonists believed the Proclamation of 1763 was unfair which sparked dislike for the British which started to blossom into an American identity, because for the first time all 13 colonies had something in common.

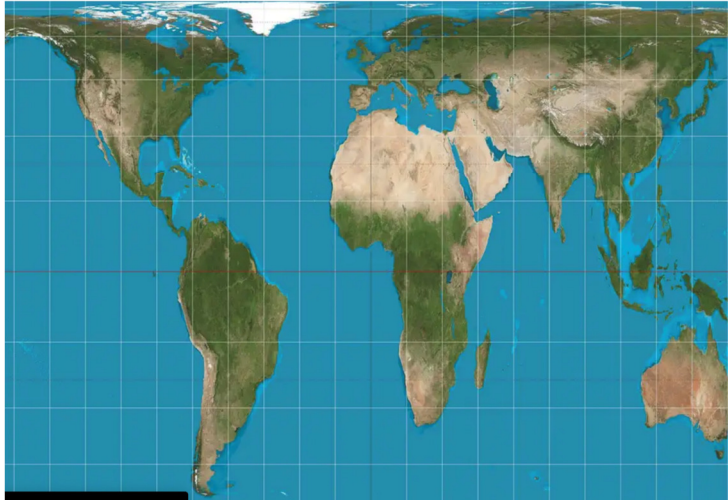
Share the goals of today’s lesson.

After the brief whole class review, share that the goals for this lesson are to identify how the Treaty of Paris and the Royal Proclamation of 1763 established and extended systems of power for the British and repression for the colonists and Indigenous people. To accomplish this investigation, students will work as cartographers to compare and contrast various maps that were made immediately after the Treaty of Paris and the Royal Proclamation of 1763 to see how the creators of those maps had specific goals and agendas in mind. Specifically, students will examine the biases against Indigenous people these maps portray and how that raised tensions between the Natives, colonists, and British government.

Discuss different ways of knowing about cartography.

Explain that in this lesson we will be working as cartographers to decipher meanings in maps. Ask students what they know about the job of a cartographer. Have them write in the Historical Jobs section of their almanac that cartographers draw, produce, and study maps. Ask them to share examples of cartography. Examples might be political maps (US Map, World Map, Michigan Map), election results maps, road maps, physical maps to show the natural landscape

of an area, topographic maps, geologic maps, weather maps, etc. Ask students to write down how they think a map could show bias. After they write down their thoughts, have them compare the following maps by writing down the similarities and differences between them and writing what they think the motives of each map are. Have students share out loud what they notice about these maps and explain how each of these maps has a particular story it is trying to tell.





How do maps show bias?

Explain that maps are like books in that the creator of the map has a message and story they are trying to convey. In this example, we observed and discussed the differences in three different world maps, but for the next activity will be looking at various maps created right after the Treaty of Paris (1763) and we will investigate the intentions and biases of those cartographers. Specifically, we will hypothesize whose interests the cartographers were intentionally trying to leave out and whose interests were being pursued. After we look at these maps, we will ask ourselves “How does the creation of maps establish systems of power and privilege?” and “How do maps show bias?”

Consequences of the Treaty of Paris (1763) and the Royal Proclamation of 1763 activity.

Group students in pairs and have them look at the maps “Before 1763” and “After 1763.” Have students talk about and write down the changes they see between the two maps specifically in addressing the following questions:

- What happened to Canada? (It became British)
- What happened to the disputed land? (It became British)
- What happened to the French land East of the Mississippi River? (It became British)
- What happened to the French land west of the Mississippi River? (It became Spanish)
- What happened to Florida? (It became British)
- What happened to Havana, Cuba? (The British gave it to Spain)

Whole Class Discussion.

Have each pair share a specific change in geography that resulted from before 1763 and after 1763. After each pair shares, highlight the section that says, “British Land Reserved for the Indians.” Explain to students that the Treaty of Paris (1763) did not include Indigenous People. Ask the students why they think this treaty would intentionally ignore their interests? Share that this lack of inclusion caused great hardship and suffering for Indigenous Peoples, and that in May of 1763, 3 months after the Treaty of Paris (1763) was implemented, many Indigenous nations came together to attack Fort Detroit. In only 2 months, the Indigenous nations captured 8 British Forts and Fort Pitt and Fort Detroit were under siege. Explain that British policy makers

were very concerned about the fate of Pontiac's War so in October of 1763, they signed the Royal Proclamation Line of 1763 to reserve all land West of the Appalachian Mountains and East of the Mississippi for Indigenous settlement. The British claimed that no American settlements or military forts would be allowed in that region, only trading posts. The British hoped that this would establish peace with the Indigenous Nations to stop Pontiac's War.

Map boundary activity.

Using the three maps created after the Royal Proclamation of 1763, with a partner, have students use colored pencils, crayons, or markers to identify the **Mississippi River, Ohio River, State of Michigan, the Great Lakes, and Chesapeake Bay** on each map. Lastly, **students should outline on each map where the British land reserved for Indians is**. They should go back to the original Treaty of Paris (1763) map they investigated prior in order to find the boundaries. This will help students get their bearings and make sense of the similarities and intentions between these maps.

Map analysis activity.

After they color and outline the major physical features on each map have students write down what they see in each map.

- Do they recognize state names?
- Do they see familiar borders?
- What do they think the meaning or message is behind each map?
- Who do they believe these maps were made for?
- Whose perspective is left out of each of these three primary source maps?

Share out.

Have pairs go around the room to find another pair and share with the other group their findings. Each pair should have time to share what they found. Have students support, extend, or challenge each other's findings. In these groups of four, ask students to talk about the inclusion of Indigenous people in these maps. The Proclamation of 1763 says that all land west of the Allegheny Mountains and east of the Mississippi River should be reserved for Indians.

- Do these three maps that were created after the Proclamation of 1763 give land to Indigenous people?
- If these maps are not created in the interests of the Indigenous people, then whose interests are these maps created for?
- Was the Royal Proclamation of 1763 fair?

Conclusion.

Explain to students that when writing the Proclamation Line of 1763, the British government did not consult with the American Indians or the American colonists. Highlight that the outline of the Proclamation Line was vague and nearly impossible to enforce. American colonists were upset with the British government for passing the Proclamation Line without their consent, so they continued to build settlements on the territory reserved for Indians. This was one of the first times that all 13 colonies agreed on something, that they distrusted the British because Britain was not working in their interest. This led to the formation of an American identity, which was a spark to start the Revolutionary War. Map A is written by Thomas Jefferson, he is numbering and establishing borders for potential additional colonies in the land reserved for Indians. Map B

shows new state names such as Kentucky and Georgia, and Map C has enlarged North Carolina, South Carolina, and Virginia to take up all the space in the land reserved for Indians. In all of these maps, the cartographer had imperial interests to grow American settlements further west. They were written in the interest of the British and not one of the maps gives the Indigenous people the land they were promised.

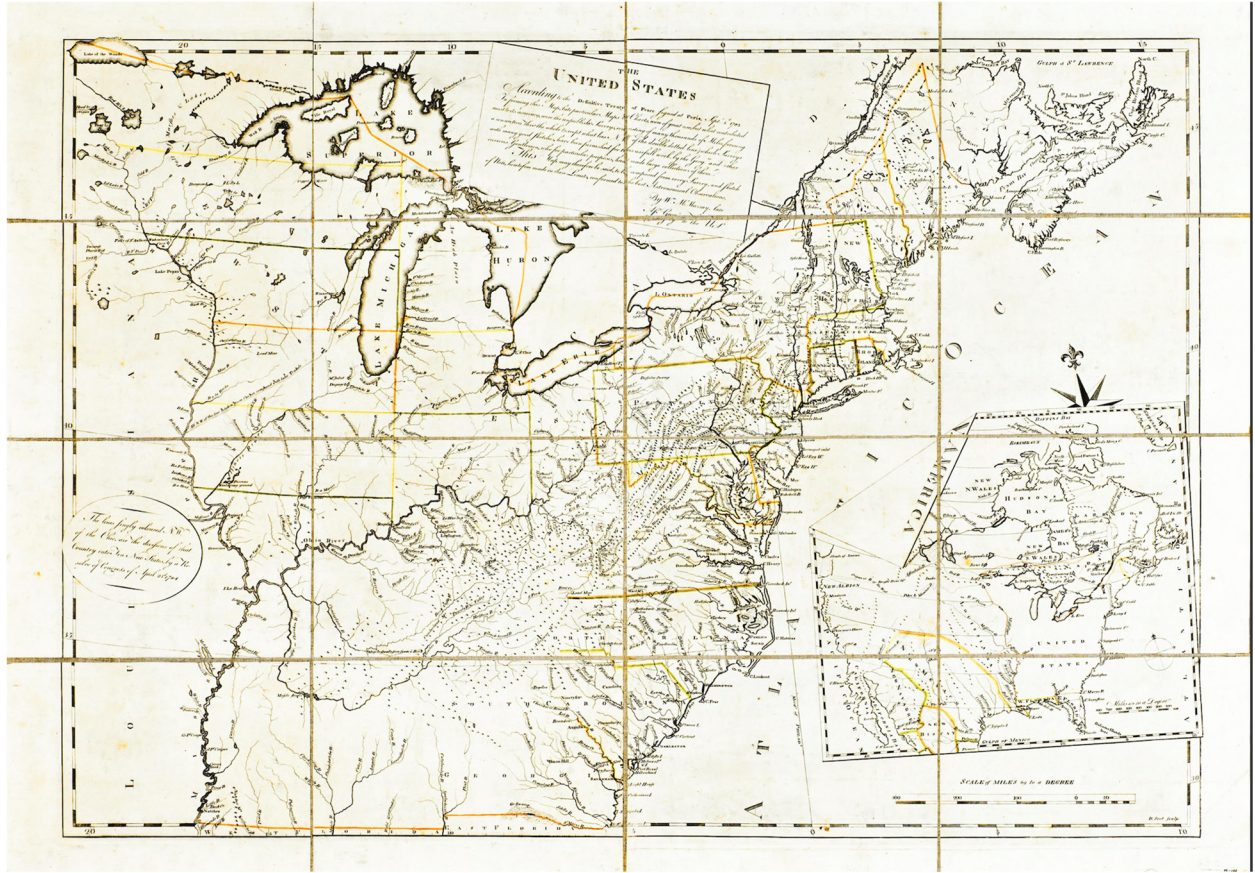
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Was the Royal Proclamation Line of 1763, the compromise to end Pontiac's War, fair? How did it stir tensions that established a cause for the American Revolution?

Map A:



Map B:



Map C:

