

# The Jay Treaty

By Carlos Leiva – Westwood Middle School

## I. Lesson Summary

### Summary

Students will learn about The Jay Treaty, John Jay and some of the major events and people involved during this time. On the first day students will start by answering a bellringer question in FCAT form. All students will use one sheet of notebook paper to create a CRISS Strategy vocabulary booklet for the vocabulary and definitions. All students will receive three colored sheets of paper. After they finish the vocabulary, the students will create a second CRISS foldable for notes to include discussion on how this affects us in the real world today. All students will work in groups to help each other. The students will be able to use their notes for the open notes and book test.

### Objectives

Students will:

- 1.) Identify the location and signing date of the Jay Treaty;
- 2.) Answer the following questions: "Where did the signing of the Jay Treaty take place?" and "Who was president during this time?"
- 3.) Analyze the purpose of the Jay Treaty and its relevance today, and;
- 4.) Be able to identify at least 3-4 other major events of this time period.

### U.S. History Event or Era

Post-Revolutionary War Era (George Washington's presidency)

### Grade Level

This lesson can be implemented into the middle school classroom (8<sup>th</sup> grade – American History).

### Materials Needed

Overhead Projector  
Notebook Paper  
Colored Paper  
Scissors

Glue Sticks  
Pencils with erasers  
Computers (with Internet access)  
*Call to Freedom* 8<sup>th</sup>-grade textbook

### Lesson Time

Ninety (90) minutes

## II. Lesson Procedures

### Procedures

#### Day One:

- 1.) Write the following question on an overhead transparency and have the students write a brief response to it as they enter the classroom: "What is a treaty?" Have students use the FCAT Short Response forms provided with this lesson.
- 2.) Briefly discuss several answers with the students while leading them to an understanding of the role treaties play in relations between nations.
- 3.) Divide the class into heterogeneous groups of 2-3. Have them preview the following vocabulary terms: John Jay, the Jay Treaty, plenipotentiary, commerce, navigation, Treaty of Paris, Northwest Territory, John Adams, Benjamin Franklin, *The Federalist*.
- 4.) While still in groups, students will create a layered book to take notes as they read and gather information from the assigned reading and will write about the events that led to the Jay Treaty under the appropriate tabs:
  - a. Purpose and Reasons for the Jay Treaty;
  - b. People and Places Involved;
  - c. Major Events (during this time) and Connection to Modern Society
- 5.) Students will read online excerpts on the Jay Treaty found at <http://www.columbia.edu/cu/lweb/digital/jay/jaytreaty.html> and [www.infoplease.com](http://www.infoplease.com) (must type "Jay's Treaty" in the home page's search engine), as well as the provided copy of "Neutrality, Trade, and John Jay's Treaty." As the students read, they will take notes and gather information from the reading and will write about the events that led to the Jay Treaty under the appropriate tab using a layered book.

#### Day Two:

- 1.) Students will use Mind streaming strategies (CRISS) to share their information learned with the rest of the class.
- 2.) The students will be assessed using Extended Response questions document based questions (DBQ). All of the students will be using their notes.

### III. Activities

Read  
Think  
Explain

---

---

---

---

---

---

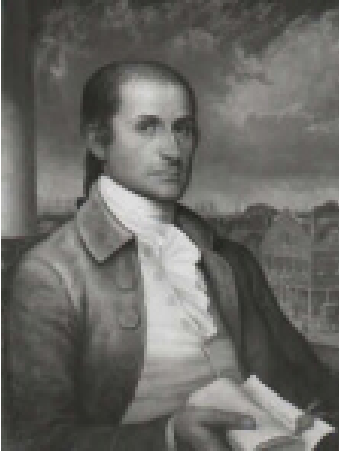
---

---

---

---

## Neutrality, Trade, and John Jay's Treaty



Chief Justice of the United States John Jay, who had helped negotiate an end to the War for Independence and had been Secretary of Foreign Affairs under the Articles of Confederation, was selected to undertake a mission to London in 1794 to resolve outstanding issues between the United States and its old adversary. The most important problem was British retention of a string of small military posts in northwestern U.S. territory that London had explicitly agreed to vacate as part of the treaty of 1783. In addition, British hindrance of American trade and shipping was causing serious tensions between the two countries. Because Jay was a Federalist and considered pro-British, Jefferson's followers only reluctantly agreed to his mission. They were not amused when the U.S. envoy kissed the hand of the Queen as he was presented at court. In reality, Jay had little bargaining power in London. The British were at war with revolutionary France and little prone to compromise. Once they learned that the United States would not join a league of smaller European nations prepared to defend their neutrality by force of arms, the British realized they held all the cards. The only concessions Jay obtained was a surrender of the northwestern posts--already agreed to in 1783--and a commercial treaty with Great Britain that granted the United States "most favored nation" status, but seriously restricted U.S. commercial access to the British West Indies. All other outstanding issues--the Canadian-Maine boundary, compensation for pre-revolutionary debts, and British seizures of American ships--were to be resolved by arbitration. Jay even conceded that the British could seize U.S. goods bound for France if they paid for them and could confiscate without payment French goods on American ships. The treaty was immensely unpopular; "Sir John Jay" became one of the most hated Americans, "damned and double damned" for caving in to the British. The treaty squeaked through the Senate on a 20 to 10 vote on June 24, 1795. President Washington courageously implemented the treaty in the face of popular disapproval, realizing that it was the price of peace with Great Britain and that it gave the United States valuable time to consolidate and rearm in the event of future conflict.

#### **IV. Assessment**

For assessment purposes, the DBQ will be used.

#### **V. Resources**

***Call to Freedom*** 8<sup>th</sup>-grade American History textbook

Columbia University Library's "The Papers of John Jay" online exhibit - found at <http://www.columbia.edu/cu/lweb/digital/jay/jaytreaty.html>

[www.infoplease.com](http://www.infoplease.com)