

## Impacts of the French and Indian War

This sample task contains a set of primary and authentic sources about the impacts of the French and Indian War.

### Alignment

The questions in this task align to the following social studies grade-level expectations.

- 5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans
- 5.3.3 Identify the major European powers that colonized North America and explain their goals, challenges, and achievements
- 5.5.1 Describe ways in which location and environment influenced the settlements and land use in colonial America
- 5.6.2 Summarize the key ideas that influenced the development of colonial governments and their influence on the growth of American democracy
- 5.8.1 Cite evidence of the economic motivations for European exploration and settlement in the Americas using economic concepts such as supply and demand and scarcity
- 5.10.1 Explain the reasons for the French and Indian War and the economic effects of British policy on colonial America

### Contents

This sample task contains the following sections:

- [Primary and Authentic Sources](#)
- [Assessment Items](#)
- [Extended-Response Task](#)
- [Scoring Rubric](#)
- [Scoring Notes](#)
- [Printable Student Version](#)

### Task Directions

- Teachers may choose to use or modify this sample as part of an instructional lesson or as a formative or summative assessment.
- Teachers should provide students access to the printable student version of the task items, which excludes GLE alignment, answer keys, and scoring information.
- Students should then read or review the sources and answer the questions.
- For additional specifications about the task, please see the [Assessment Guidance](#) for grade 5.

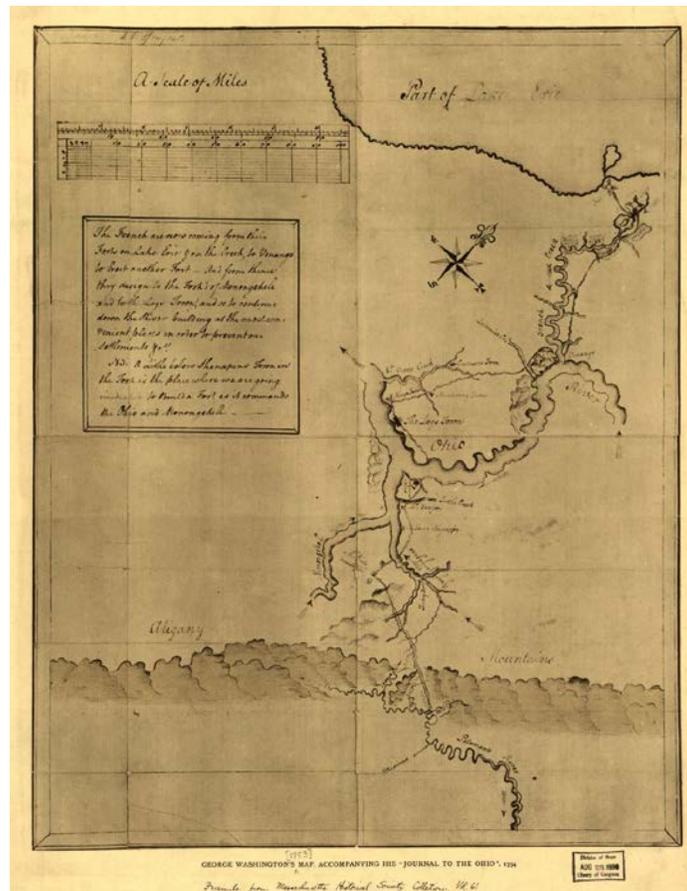
**Primary and Authentic Sources**

Read and study Sources 1 through 4 about indentured servitude and slavery in the British North American colonies. As you read, you may take notes in the space next to the sources or on page 5 in this answer document. Then use the sources to answer questions 1 through 11.

**Source 1:** George Washington’s map, accompanying his “Journal to the Ohio”, 1754

In 1753, Virginia Lieutenant Governor Robert Dinwiddie sent Major George Washington to the upper Ohio River Valley to tell French settlers and fur traders that their forts were on British territory. During his trip, Washington kept a journal and drew the map below to record his journey and to locate the French settlements.

In 1754, Washington returned to Virginia with news that the French were unwilling to move their forts and were planning to expand their settlements. The journal and map convinced British officials to send troops, led by Washington, into the Ohio Valley to defend the territory and push out the French.

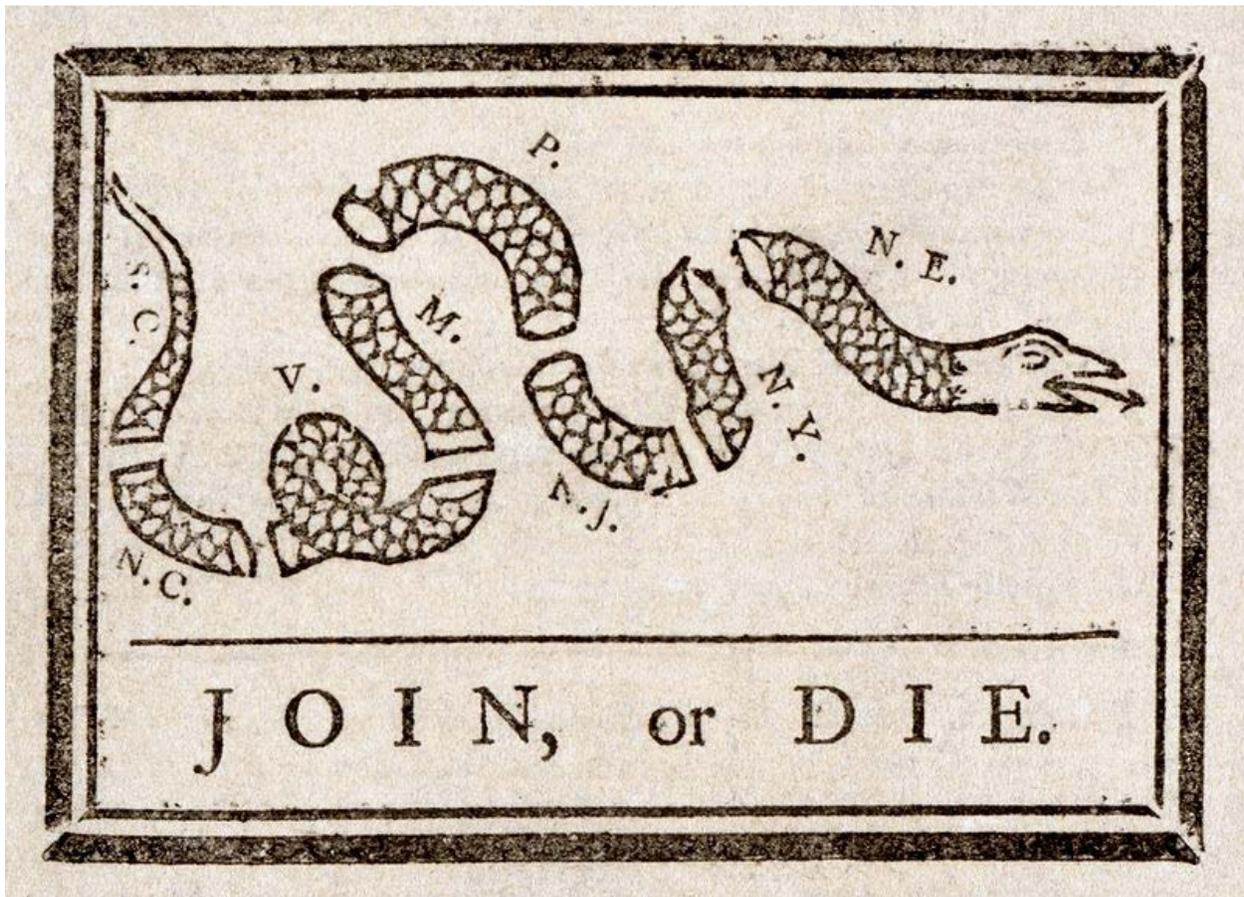


**Source 2:** Albany Plan of Union, 1754

The Albany Plan of Union was a plan to create unified government for the thirteen British American colonies. It was proposed by Benjamin Franklin of Pennsylvania as part of the Colonies' defense during the French and Indian War.

This political cartoon was drawn by Franklin and published in his *Pennsylvania Gazette* on May 9, 1754. It was intended to pressure colonial leaders to support the plan.

The Albany Plan was unanimously rejected by colonial assemblies, as well as the British government.



**Source 3:** Excerpt of The Sugar Act, 1764

The British Parliament passed the Sugar Act on April 5, 1764. This was not the first time the British had taxed the American colonists, but previous laws were rarely enforced. The Sugar Act of 1764 cut previous taxes in half but it also created a more effective system to enforce the new laws. Therefore, many American colonists did not approve of this new law.

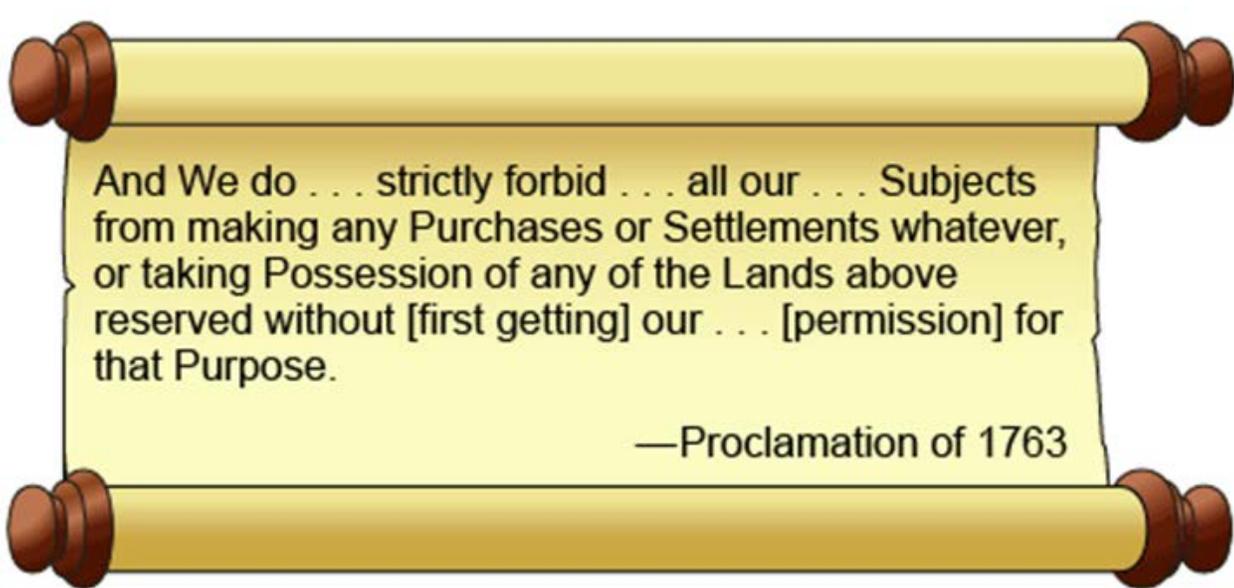
. . . the twenty ninth day of September, one thousand seven hundred and sixty four, there shall be raised, levied<sup>1</sup>, collected, and paid, unto his Majesty, . . . , for . . . sugars of the produce or manufacture of any colony or plantation in America, not under the dominion<sup>2</sup> of his Majesty, . . . and upon indigo, and coffee. . .wines ... silks, bengals, and stuffs, mixed with silk or herbs of. . . Persia, China, or East India, and all callico<sup>3</sup> painted, dyed, printed, or stained there; and . . . linen cloth ..., which shall be imported or brought into any colony or plantation in America, . . . under the dominion of his Majesty. . . .

<sup>1</sup>levied: taxed

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**Source 4:** Excerpt from the Proclamation of 1763



And We do . . . strictly forbid . . . all our . . . Subjects from making any Purchases or Settlements whatever, or taking Possession of any of the Lands above reserved without [first getting] our . . . [permission] for that Purpose.

—Proclamation of 1763

**Item 1: Multiple Select**

Which natural resources led France and Britain to compete for control over the Ohio River Valley? Choose three correct answers.

- A. mountain ranges for mining
- B. rich soil for farming
- C. navigable rivers for transportation
- D. deep lakes for fishing
- E. convenient ports for navigation
- F. abundant beavers for trapping

**Item 2: Multiple Choice**

Which statement is a correct interpretation of the chart in source 2?

- A. The region's population decreased as many Native American tribes moved further west.
- B. The region's environment became more polluted as more British and French soldiers settled there.
- C. The region's economic resources became more scarce as additional British and French settlers moved into the region.
- D. The region's religious diversity increased as British missionaries converted Native Americans to Anglicism.

**Item 3: Multiple Choice**

Which statement best describes the reason that most Native American tribes sided with the French against the British?

- A. Aggressive British settlement policies made many Native American tribes more comfortable joining the French.
- B. French leaders promised Native American tribal leaders that they would receive New England if they won the war.
- C. British leaders refused to seek Native American allies in war because they did not want to share territory after the war.
- D. Communication issues between Native American and British leaders prevented them from agreeing on a plan for cooperation.

**Item 4: Multiple Choice**

What was the main purpose of the Albany Plan of Union, shown in Source 2?

- A. to organize the colonies for defense and cooperative government
- B. to arrange a peace treaty with French military leaders
- C. to develop a plan for westward expansion after the war
- D. to prepare a declaration of independence from Britain

**Item 5: Multiple Choice**

Which of the following statements best describes the failure of the Albany Plan of Union shown in Source 2?

- A. Colonial charters limited the ability of British colonies to cooperate with each other.
- B. Colonial citizens worried that the plan would lead to increased taxes and fewer rights.
- C. Colonial governments feared that this plan would limit their authority to rule their own territories.
- D. Colonial assemblies accepted the plan but were unable to agree on a leader to carry it out.

**Item 6: Multiple Choice**

Based on Source 4, what was the main purpose of the Proclamation of 1763?

- A. to encourage American colonists to settle in the Ohio River Valley
- B. to increase economic interdependence with France
- C. to force French soldiers to leave the Ohio River Valley
- D. to limit conflicts between American colonists and Native Americans

**Item 7: Multiple Choice**

Which of the following statements best explains the American colonists' angry reaction to the Proclamation of 1763 shown in Source 4?

- A. Native Americans were encouraged to settle territory east of the Appalachian Mountains.
- B. Colonists believed they would be able to settle in the Ohio River Valley after winning the French and Indian War.
- C. Parliament created a process for new settlements but refused to share it with colonists.
- D. Colonial assemblies believed that the law would encourage new attacks by Native Americans.

**Item 8: Multiple Choice**

How did the British victory in the French and Indian War contribute to colonists' decision to declare independence in 1776?

- A. Parliament removed all British soldiers from the Colonies in order to avoid future wars with Native Americans.
- B. Parliament ended the Colonies' slave trade after the war to improve relations with Africa.
- C. Parliament agreed to share control of North America with the French following the war.
- D. Parliament passed several laws to pay their debts following the war.

**Item 9: Multiple Choice**

How did the British victory in the French and Indian War shift the balance of power in North America?

- A. Native American tribes lost control of all of their North American territory to France and Britain.
- B. Britain gained control over all of North America from Atlantic to Pacific Ocean.
- C. France no longer controlled any territory in North America after the war.
- D. Spain increased its North American territory by capturing the Florida and Georgia colonies during the war.

**Item 10: Multiple Choice**

Which statement best explains colonists' reasons for protest against the Sugar Act?

- A. Colonists were angry that the British stopped all sugar imports into the Colonies before colonial governments could take action.
- B. Colonists were frustrated that the British government raised the price of common goods without allowing colonists to participate in the decision.
- C. Colonists were disappointed that the colonial assemblies had supported Parliament's plan to increase taxes on exports.
- D. Colonists were concerned that the British were giving special treatment to Native Americans by offering them better sugar at a lower price.

**Item 11: Extended Response**

Write a well-organized response on the lines provided on pages 6 and 7 in this answer document.

**Based on the sources and your knowledge of social studies, explain how consequences of the French and Indian War affected the relationship between the British government and its colonies in North America.**

**As you write, follow the directions below.**

- Address all parts of the prompt.
- Include information and examples from your own knowledge of social studies.
- Use evidence from the sources to support your response.
- Follow the steps on the Checklist as you write your response.

Use page 7 in this answer document for notes and planning. Write your **final response** on pages 8 and 9 in this answer document.

**Remember: The prewriting activities on page 7 will not be scored. Only your response on pages 8 and 9 will be scored.**

**Scoring Rubric**

The response should be scored **holistically** on its adherence to two dimensions: Content and Claims. Each response should be given the score that corresponds to the set of bulleted descriptors that **best** describes the response.

<b>Dimension: Content</b>	
<b>Score</b>	<b>Description</b>
4	<p>The student's response:</p> <ul style="list-style-type: none"> <li>• Reflects <b>thorough</b> knowledge of how consequences of the French and Indian War affected the relationship between the British government and its North American colonies by incorporating ample, focused factual information from prior knowledge and the sources</li> <li>• Contains accurate understandings with no errors significant enough to detract from the overall content of the response;</li> <li>• Fully addresses all parts of the prompt.</li> </ul>
3	<p>The student's response:</p> <ul style="list-style-type: none"> <li>• Reflects <b>general</b> knowledge of how consequences of the French and Indian War affected the relationship between the British government and its North American colonies by incorporating adequate factual information from prior knowledge and the sources;</li> <li>• Contains mostly accurate understandings with minimal errors that do not substantially detract from the overall content of the response;</li> <li>• Addresses all parts of the prompt.</li> </ul>
2	<p>The student's response:</p> <ul style="list-style-type: none"> <li>• Reflects <b>limited</b> knowledge of how consequences of the French and Indian War affected the relationship between the British government and its North American colonies by incorporating some factual information from prior knowledge and the sources;</li> <li>• Contains some accurate understandings with a few errors that detract from the overall content of the response;</li> <li>• Addresses part of the prompt.</li> </ul>
1	<p>The student's response:</p> <ul style="list-style-type: none"> <li>• Reflects <b>minimal</b> knowledge of how consequences of the French and Indian War affected the relationship between the British government and its North American colonies by incorporating little or no factual information from prior knowledge and the sources;</li> <li>• Contains few accurate understandings with several errors that detract from the overall content of the response;</li> <li>• Minimally addresses part of the prompt.</li> </ul>
0	The student's response is blank, incorrect, or does not address the prompt.

Dimension: Claims

Score	Description
4	<p>The student's response:</p> <ul style="list-style-type: none"> <li>• Develops a <b>valid</b> claim that effectively expresses a solid understanding of the topic;</li> <li>• Thoroughly supports the claim with well-chosen evidence from the sources;</li> <li>• Provides a logically organized, cohesive, and in-depth explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.</li> </ul>
3	<p>The student's response:</p> <ul style="list-style-type: none"> <li>• Develops a <b>relevant</b> claim that expresses a general understanding of the topic;</li> <li>• Supports the claim with sufficient evidence from the sources;</li> <li>• Provides an organized explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.</li> </ul>
2	<p>The student's response:</p> <ul style="list-style-type: none"> <li>• Presents an <b>inadequate</b> claim which expresses a limited understanding of the topic.</li> <li>• Includes insufficient support for the claim but does use some evidence from the sources;</li> <li>• Provides a weak explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.</li> </ul>
1	<p>The student's response:</p> <ul style="list-style-type: none"> <li>• Does not develop a claim but provides evidence that relates to the topic; <b>OR</b> develops a substantially flawed claim with little or no evidence from the sources;</li> <li>• Provides a vague, unclear, or illogical explanation of the connections among ideas, people, events, and/or contexts within or across time and place.</li> </ul>
0	<p>The student's response is blank, incorrect, or does not address the prompt.</p>

**Scoring Notes for Claims Rubric**

A response that develops a **valid** claim expresses a **solid** understanding of the social studies topic. The response is supported by **ample and well-chosen** evidence from the sources. The explanation is logical, organized, and cohesive, as demonstrated by connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. A **valid** claim shows a deep understanding of the complexity of social studies themes that is supported by convincing evidence. The analysis may include the ability to discuss cause-and-effect relationships; analyze the importance of and connection between source documents; classify patterns of continuity and change; evaluate differing perspectives; provide in-depth interpretations of historical events, etc.

A response that develops a **relevant** claim expresses a **general** understanding of the social studies topic. The response is supported by **sufficient** evidence from the sources. The explanation is organized and includes connections, patterns, or trends among ideas, people, events, and contexts within or across time and place but fails to reach the valid level. A **relevant** claim shows an accurate understanding of social studies themes but is less complex and includes more generalized evidence. The explanation may identify cause-and-effect relationships; describe patterns of continuity or change; recognize perspectives on a single topic or theme; identify the importance of or connection between source documents; provide general interpretations of historical events, etc.

A response that includes an **inadequate** claim expresses a **limited** understanding of the social studies topic and uses insufficient evidence from the sources to develop the claim. The explanation includes weak connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. An **inadequate** claim shows some understanding of social studies themes but is limited in its analysis and evidence. The explanation may include insufficient understanding of cause and effect relationships; little recognition of patterns of continuity or change; limited knowledge of perspectives on a single topic or theme; misconceptions regarding the importance of or connections between source documents; limited interpretation of historical events, etc.

A response that develops a **substantially flawed** claim expresses **little** understanding of the social studies topic. The explanation, if present, may include vague or illogical connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. It fails to reach the inadequate level for a variety of reasons. For example, the response may provide some evidence that relates to the topic, but is ineffective in supporting a claim, if one is made.

**Characteristics of a Strong Response**

A strong response is logically organized into several paragraphs. Any errors in spelling, punctuation, grammar, or capitalization do not interfere with the ability of the reader to understand the ideas presented.

A strong response may develop one or more lines of reasoning to support the claim. Here are some examples.

- The French and Indian War led to large increases in both the territory controlled by Britain in North America and their national debt owed as a result of military spending to win the war. In addition, the leaders of the British government were increasingly frustrated with the American colonists, who they believed had not adequately contributed to their own defense - neither financially nor militarily. As a result, British leaders increasingly believed that fundamental changes were needed to more efficiently administer the American Colonies after the war. They consolidated their control of colonial governments and developed subsequent colonial policies in London. The colonists resented these changes, which stripped power from their elected colonial assemblies and led to several protest actions before the American Revolution.

- Over the course of the French and Indian War, the Colonies united against a common enemy and showed that they could be a strong force together. This was a shift from their rejection of the Albany Plan in 1754, when the Colonies distrusted each other and refused to work together for their own mutual defense.
- Following their victory, colonists believed they were entitled to settle in the formerly French-controlled areas of the Ohio River Valley. For some colonists, that was their motivation to fight. However, the Royal Proclamation of 1763 was issued to control colonists' settlement in the region while also mitigating potential conflicts with Native Americans who remained there. To enforce the law, the government authorized a standing force of 10,000 soldiers, paid for by new taxes on colonial trade. For the colonists, this was a betrayal of their rights as Englishmen and further cause for resentment.
- The imposition of taxes under the Sugar Act (1763) damaged the relationship between the colonists and their government in London. Colonists adopted the slogan "No taxation without representation" to express their frustration, and several merchants in Massachusetts and New York boycotted British luxury goods as a result.

A strong response shows understanding of the topic by analyzing the required sources and including well-chosen evidence from the sources, such as:

- The Ohio River Valley was a contested region before and after the war. British and French settlers sought access to the area's fertile lands and plentiful resources before the war, and American colonists saw the region as a new opportunity to claim land and establish wealth. By restricting access to this territory following the war, the British government enraged many colonists who believed that the region would be their reward for forcing the French to leave North America. Thus, the Proclamation of 1763 was a direct source of frustration and disillusionment for Americans in the period between the French and Indian War and the American Revolution. (Sources 1 and 4)
- The Albany Plan of Union was the first attempt at unity in the American Colonies. It was proposed at a time of mutual distrust among colonial leaders and the plan was rejected unanimously by colonial assemblies, who feared limits on their ability to administer their own affairs as well as future land claims. Despite its failure, the Plan created lines of communication between colonial leaders that were reestablished following Britain's tax laws after the war. These policies engendered communication and collaboration to protest a new common enemy: unfair British policies. (Source 2)
- The Sugar Act was the first tax levied on American colonists following the French and Indian War, although it was not the first tax levied in the colonies. It was an indirect tax passed by Parliament to force colonists to pay their share of the debts related to the French and Indian War, as well as the cost of the maintaining a standing army of regulars in North America. Although the tax was paid by shippers, colonists were well aware of its presence in the cost of several common goods. (Source 3)

A strong response also includes important information beyond what is presented in the sources, such as:

- During the war, William Pitt's aggressive military spending strategies led to the British victory over France, but they also created an oversized British debt that forced Parliament to raise revenues through new taxes on colonial trade.

- The Sugar Act included systems to make collection of the duties more effective and to maximize revenue for the Crown. Further, colonists resented the law because it raised the cost of several goods during a time of economic depression following the war. Without representation in Parliament, the colonists believed that the government had passed the law without regard to the suffering colonial economy. From this, colonists began demanding more of a voice in the laws that affected them and the slogan “No taxation without representation” was adopted by protestors.
- Many colonists believed that the Proclamation of 1763 gave preferential treatment to Native Americans who lived west of the Appalachian Mountains, including many tribes who had fought against Britain during the war. Thus, colonists accused the Crown of giving their victory spoils to their wartime enemies.
- Additional taxes in the Stamp Act (1765) - also passed without colonists’ consent - further damaged the relationship between the colonists and their government in London. Colonial leaders assembled for the Stamp Act Congress in New York City to coordinate a joint response to the measure. Following an initial petition to the King and Parliament, the collaboration continued among colonial Committees of Correspondence, as well as local protests groups such as the Sons of Liberty. These coordinated protests led to the repeal of both the Sugar and Stamp Acts in 1766.

**Printable  
Student Version**

**\*Note: Some sources are available only in digital format. A link is provided and will require the use of a computer to view the source.**

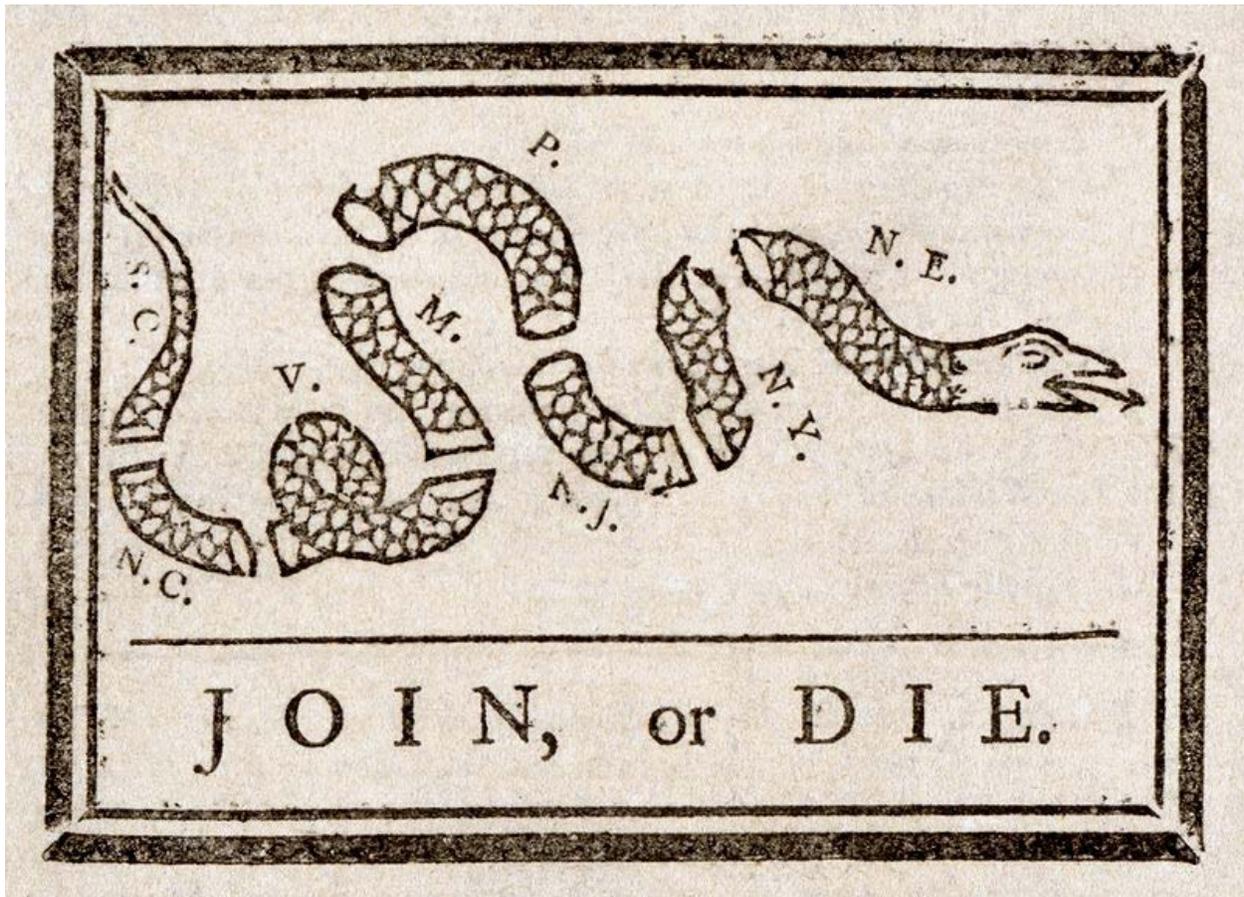


**Source 2:** Albany Plan of Union, 1754

The Albany Plan of Union was a plan to create unified government for the thirteen British American colonies. It was proposed by Benjamin Franklin of Pennsylvania as part of the Colonies' defense during the French and Indian War.

This political cartoon was drawn by Franklin and published in his *Pennsylvania Gazette* on May 9, 1754. It was intended to pressure colonial leaders to support the plan.

The Albany Plan was unanimously rejected by colonial assemblies, as well as the British government.



**Source 3:** Excerpt of The Sugar Act, 1764

The British Parliament passed the Sugar Act on April 5, 1764. This was not the first time the British had taxed the American colonists, but previous laws were rarely enforced. The Sugar Act of 1764 cut previous taxes in half but it also created a more effective system to enforce the new laws. Therefore, many American colonists did not approve of this new law.

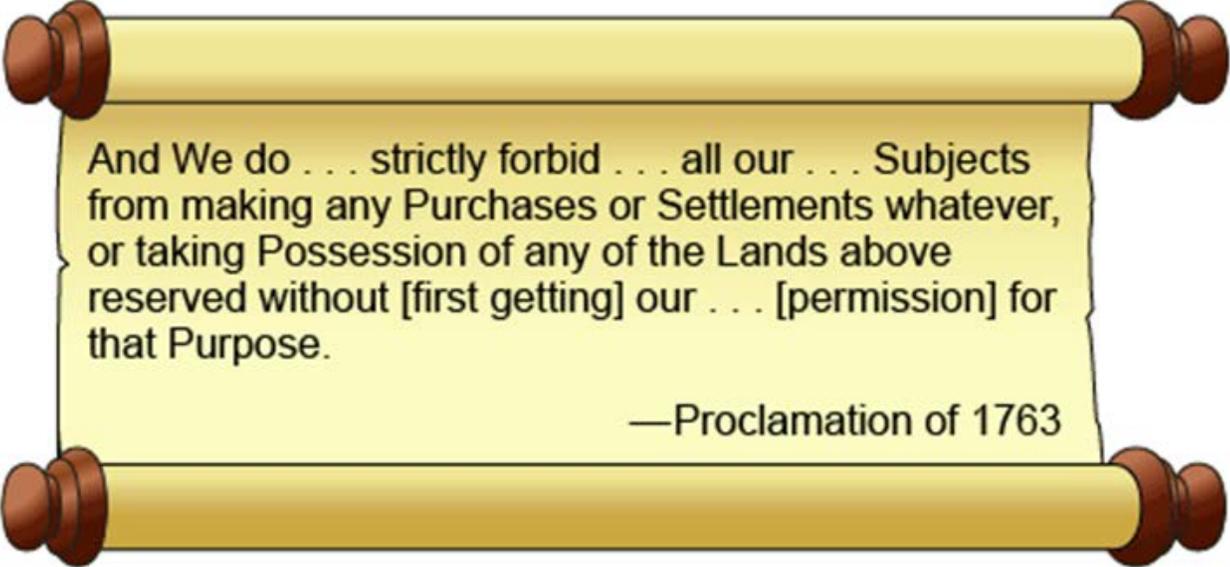
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**Item 1: Multiple Select**

Which natural resources led France and Britain to compete for control over the Ohio River Valley? Choose three correct answers.

- A. mountain ranges for mining
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- E. convenient ports for navigation
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**Item 2: Multiple Choice**

Which statement is a correct interpretation of the chart in source 2?

- A. The region's population decreased as many Native American tribes moved further west.
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What was the main purpose of the Albany Plan of Union, shown in Source 2?

- A. to organize the colonies for defense and cooperative government
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Which of the following statements best describes the failure of the Albany Plan of Union shown in Source 2?

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Based on Source 4, what was the main purpose of the Proclamation of 1763?

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**Item 7: Multiple Choice**

Which of the following statements best explains the American colonists' angry reaction to the Proclamation of 1763 shown in Source 4?

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How did the British victory in the French and Indian War contribute to colonists' decision to declare independence in 1776?

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**Item 11: Extended Response**

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**Use for notes and planning your response.**  
(This page will not be scored.)



