

## What role did the French, the Indians, and the British play in the French and Indian War?

<b>Content</b>	<p>This instructional task engages students in content related to the following grade-level expectations:</p> <ul style="list-style-type: none"> <li>• 5.1.1 Create a timeline of key events in early American history from pre-Columbian civilizations to 1763</li> <li>• 5.1.2 Examine primary and secondary sources to research early American colonial history from the Age of Exploration to 1763</li> <li>• 5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans</li> <li>• 5.3.3 Identify the major European powers that colonized North America and explain their goals, challenges, and achievements</li> <li>• 5.3.7 Describe the impact of key people, ideas, and events that led to the French and Indian War</li> <li>• 5.4.3 Analyze maps from the Age of Exploration to 1763</li> <li>• 5.10.1 Explain the reasons for the French and Indian War and the economic effects of British policy on colonial America</li> </ul>
<b>Claims</b>	In this instructional task, students develop and express claims through discussions and writing which examine the various factors that caused the French and Indian War.
<b>Unit Connection</b>	<p>This instructional task helps students explore and develop claims around the content from unit 6:</p> <ul style="list-style-type: none"> <li>• What caused the British, the French, and the Native Americans to take part in the French and Indian War? (5.1.1, 5.1.2, 5.3.2, 3, 7, 5.4.3, 5.10.1)</li> </ul>

	Formative Performance Task 1	Formative Performance Task 2	Formative Performance Task 3	Formative Performance Task 4
<b>Supporting Questions</b>	What value did the land west of the thirteen colonies possess and why?	What was the relationship like between the Iroquois Indians and colonists in the 1740s?	What was the value of Washington's journey to the upper Ohio Valley?	What impact did Franklin's political cartoon have on the war?
<b>Tasks</b>	Students will analyze a map to gain an understanding of European control and valuable parts of North America.	Students will examine the relationship shift between the Iroquois people and the colonists.	Students will analyze a map created by George Washington to gain an understanding of French control of the Ohio Valley.	Students will analyze a political cartoon to gain an understanding of the need to unite against the French and Indians.
<b>Featured Sources</b>	<b>Source A:</b> <a href="#">A map of British and French settlements in North America, 1750</a> , Library of Congress	<b>Source B:</b> <a href="#">Excerpts from Speeches by Canassatego, an Iroquois, as printed by Benjamin Franklin, 1740s</a> , Smithsonian	<b>Source C:</b> <a href="#">Washington's Map of the Ohio, 1754</a> , George Washington, Library of Congress	<b>Source D:</b> <a href="#">"Join, or Die."</a> Benjamin Franklin, Library of Congress

<b>Summative Performance Task</b>	Using the sources and your knowledge of social studies, create an annotated timeline of events that caused the French and Indian War. Each event included on the timeline should include an explanation of how that event led to the start of the French and Indian War.
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## Formative Performance Task 1

<b>Supporting Question</b>	What value did the land west of the thirteen colonies possess and why?
<b>Task</b>	Students will analyze a map to gain an understanding of European control and valuable parts of North America.
<b>Featured Sources</b>	<b>Source A:</b> <a href="#">Map of British and French settlements in North America, 1750</a> , Library of Congress
<b>Content and Claims</b>	In this formative performance task, students analyze a map of North America from 1750 to identify the major European powers that colonized North America as they explain the goals and challenges of taking over more land. (5.1.2, 5.3.3, 5.4.3)

### Featured Sources

**Source A:** [Map of British and French settlements in North America, 1750](#), Library of Congress

### Steps

1. Provide students with access to Source A: Map of British and French settlements in North America, 1750 to students.
2. Distribute a blank map to students.
3. Instruct students to work with a partner to add the names of colonies and settlements they've studied, draw in important landforms such as lakes and rivers, and use different colors to distinguish between the British and French settlements.
4. Using their completed maps, have students work with their partner to answer the following questions:
  - a. What parts of North America does this map detail?
  - b. What geographic landforms are visible on the map?
  - c. Who owns more of the land, the French or the British?
  - d. Which areas are most valuable and why?
5. Project the map for whole-class viewing and engage students in a discussion about the answers to the above questions.
6. Point out the Ohio River Valley and have a discussion about why this area of North America is considered to be valuable by both the French and the British. Possible guiding questions include:
  - a. Where does the Ohio River begin?
  - b. The Ohio River was a direct route to what other major river?
  - c. What were the benefits of reaching the Mississippi River?

### Student Look-Fors

1. Students should correctly label their maps.
2. Students should note the following answers to the partner questions:

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- a. We see the eastern part of North America with New France, English colonies, lakes, rivers, and oceans labeled.
  - b. The map provides each European power's geographic claim.
  - c. The French owns more land.
  - d. The most valuable areas are along the coastlines because they provide easy access for future colonists and the Mississippi and Ohio Rivers because they provide trade and exploration routes to the interior of the continent and provide additional land for colonization.
3. Students should understand the following about the value of the Ohio River Valley:
- a. rich, fertile land for farming
  - b. thick forests great for fur trading
  - c. manageable trade routes that traveled from the colonies to the Gulf of Mexico and all land west of the Mississippi River

## Formative Performance Task 2

<b>Supporting Question</b>	What was the relationship like between the Iroquois Indians and colonists in the 1740s?
<b>Task</b>	Students will examine the relationship shift between the Iroquois people and the colonists.
<b>Featured Source</b>	<b>Source B:</b> <a href="#">Excerpts from Speeches by Canassatego, an Iroquois, as printed by Benjamin Franklin, 1740s</a> , Smithsonian
<b>Content and Claims</b>	In this task, students will describe the conflict among Native Americans and Europeans to gain an understanding about the shift in relationship between Native Americans and the colonists. (5.1.2, 5.3.2, 5.3.3, 5.3.7)

### Featured Source

**Source B:** [Excerpts from Speeches by Canassatego, an Iroquois, as printed by Benjamin Franklin, 1740s](#), Smithsonian

### Steps

1. Provide students with access to Source B: Excerpts from Speeches by Canassatego, an Iroquois, as printed by Benjamin Franklin, 1740s.
2. Inform students that this document is a representation of the relationships between the Iroquois Nation and the colonists, specifically in Pennsylvania. Make students aware of the fact that Chief Canassatego's speeches took place several years before the French and Indian War but show the direct relationships and sometimes turbulent alliances among the Iroquois Confederation, the colonists, and the English.
3. Due to the complex and archaic nature of the text, read aloud the text, pausing to determine and verify the meaning of the following words and phrases: *encroachment*, *brethren*, *amity*, *formidable*, etc.
4. Divide the class into pairs according to an established classroom routine.
5. Provide each pair with the graphic organizer on page 5.
6. Ask pairs to reread the text and make a list of key ideas/quotations that Canassatego uses to show dissatisfaction with the local colonists. Beside each key idea/quotation, direct pairs to put the quotation in their own words and explain what it means. As needed, remind students to use quotation marks when citing the text directly.
7. Once pairs have completed their graphic organizers, instruct each pair to join with another pair.
8. While working in the four-person group, direct students to share their key ideas/quotations and write their answers to the prompts on the back of their graphic organizers, using evidence from the source:
  - a. Explain how and why these actions likely infuriated the Iroquois Indians.
  - b. Describe how these actions likely impacted the relationship between the colonists and the Indians.

Spilt-Page Notes

Key Idea/Quotation	What it means

### Student Look-Fors

1. Student lists should include a valid interpretation of the identified quotes. A sample completed organizer is included below.
2. Student responses to discussion questions may include but are not limited to:
  - a. Infuriating the Indians
    - i. This might have infuriated the Indians because it is compromising their chances for survival.
    - ii. This might have infuriated the Indians because it is threatening their reputation as a powerful confederacy.
  - b. Impacting the relationships
    - i. This could cause mistrust between the English colonists and the Indians.
    - ii. This could cause hatred between the English colonists and the Indians.

### Spilt-Page Notes

Key Idea/Quotation	What it means
"We know our lands are now become more valuable: the white people think we do not know their value; but we are sensible that the land is everlasting, and the few goods we receive for it are soon worn out and gone."	Canassatego says he knows their lands are worth something even though the colonists don't think the Indians know because the lands last forever and what the colonists give the Indians for the lands don't last long. He means that the Iroquois are not happy with the colonists trying to take land from them.
"Your people daily settle on these lands, and spoil our hunting."	Canassatego says colonists are settling on the lands and ruining the hunting the Indians do. This means the colonists are taking over land that the Iroquois used for hunting, which probably makes the Iroquois angry.
"We are ashamed to offer our brethren so few; but your horses and cows have eat the grass our deer used to feed on."	Canassatego says they no longer have much because the colonists' horses and cows have eaten all the grass and so the deer don't come around anymore. This means that the actions of the colonists are impacting what the Iroquois need to live.

### Formative Performance Task 3

<b>Supporting Question</b>	What was the value of Washington's journey to the upper Ohio Valley?
<b>Task</b>	Students will analyze a map created by George Washington to gain an understanding of French control of the Ohio Valley.
<b>Featured Sources</b>	<b>Source C:</b> <a href="#">Washington's Map of the Ohio, 1754</a> , George Washington, Library of Congress
<b>Content and Claims</b>	In this formative performance task, students analyze a map of North America from 1754 to identify the major European powers that colonized North America, explain their goals and challenges, and describe the impact of key people, ideas, and events that led to the French and Indian War. (5.1.2, 5.3.3, 5.3.7, 5.4.3)

### Featured Sources

**Source C:** [Washington's Map of the Ohio, 1754](#), George Washington, Library of Congress

### Steps

1. Provide students with access to Source C: Washington's Map of the Ohio, 1754.
2. Provide students with the following background information: "In November 1753 Virginia Lieutenant Governor Robert Dinwiddie sent Major George Washington to the upper Ohio Valley to warn the French that their Forts in the upper Valley were on British territory. By January 1754 Washington returned with a report that the French were well established and prepared to expand their presence. His map and journal convinced Dinwiddie to send soldiers under Major Washington back in the spring to enforce the British claim to the Ohio valley."
3. Read aloud George Washington's report found on the map to the class.

"The French are now coming from their Forts on Lake Erie and on the Creek to Venango to Erect another Fort. And from thence they design to the Forks of Monongehela and to Log's Town, and so to continue down the River building at the most convenient places in order to prevent our Settlements &ca.

N.B. A Little below Shanapins Town in the Fork is the place where we are going immediately to Build a Fort as it commands the Ohio and Monongehela."

4. Ask students to locate all parts of the map that Washington refers to in the report, writing an "F" on the locations that Washington described as French and a "B" where he indicated the British would build a fort. Students should also shade in blue all parts of the map that Washington describes as French and shade in red all parts referred to as British forts.
5. Engage the class in a discussion about Washington's journey. Instruct students to use evidence from the map and Washington's report to support their responses. Possible guiding questions include:
  - a. What was the value of Washington's journey and map to the British?

- b. Why did the French have forts along the Ohio River?
- c. Explain why the French, British, and Indians wanted control of the forks of the Ohio.

### **Student Look-Fors**

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- 1. Student responses to discussion questions should include but are not limited to:
  - a. The value of Washington's journey was to provide the British with information about France's establishments and intentions of expansion.
  - b. The French already had forts in the upper Ohio valley to better equip themselves to be able to take over the entire river.
  - c. Everyone wanted control of the forks of the Ohio because whoever had control of that region basically controlled all travel and trade that took place on the river and the eastern part of North America.

<b>Formative Performance Task 4</b>	
<b>Supporting Question</b>	What impact did Franklin's political cartoon have on the war?
<b>Task</b>	Students will analyze a political cartoon to gain an understanding of the need to unite against the French and Indians.
<b>Featured Source</b>	<b>Source D:</b> <a href="#">"Join, or Die."</a> Benjamin Franklin, Library of Congress
<b>Content and Claims</b>	In this formative performance task, students analyze a political cartoon created by Benjamin Franklin to explain the goals of the European powers that colonized North America, and describe the impact of key people, ideas, and events that led to the French and Indian War. (5.1.2, 5.3.3, 5.3.7)

### Featured Source

**Source D:** ["Join, or Die."](#) Benjamin Franklin, Library of Congress

### Steps

1. Provide students with access to Source D: "Join, or Die." as well as the "About This Item" information found on the Library of Congress website.
2. Provide students with a copy of the OPTIC graphic organizer on page 10.
3. Have students work with a partner to complete the OPTIC graphic organizer as they examine the cartoon.
4. Engage the class in a discussion about the answers they provided on the graphic organizer. Additionally, ask students about the cartoon's connection to the French and Indian War.

OPTIC<sup>1</sup>

<b>O</b>	<p><b>O</b> is for <b>Overview</b>. Describe the main subject of the cartoon.</p>
<b>P</b>	<p><b>P</b> is for <b>Parts</b>. What parts, elements or details of the cartoon seem important?</p>
<b>T</b>	<p><b>T</b> is for <b>Title</b>. What information does the title add to the cartoon?</p>
<b>I</b>	<p><b>I</b> is for <b>Interrelationships</b>. What connections or relationships can be made between the words in the title and the individual parts of the cartoon?</p>
<b>C</b>	<p><b>C</b> is for <b>Conclusion</b>. What conclusion(s) can be drawn about the meaning of the cartoon as a whole? Summarize the message in one or two sentences.</p>

<sup>1</sup> Adapted from Pauk, W. (2000). *How to study in college* (7th ed.). Houghton Mifflin Company: Boston.

**Student Look-Fors**

1. Students should make valid observations of the cartoon. A sample completed OPTIC organizer is provided below.
2. Students should question why there are only 8 pieces. In response, the teacher should point out that the "N.E." represents four smaller colonies (Massachusetts, Rhode Island, Connecticut, and New Hampshire); additionally, it was speculated that Georgia had no adequate security to contribute, and Delaware was left off because they shared the same governor as Pennsylvania.

**OPTIC**

<b>O</b>	<b>O</b> is for <b>Overview</b> . Describe the main subject of the cartoon.
	A snake has been cut into pieces. The snake is labeled with abbreviations for only 8 colonies.
<b>P</b>	<b>P</b> is for <b>Parts</b> . What parts, elements or details of the cartoon seem important?
	The seperated snake representing the colonies fighting individually and the arrow of the tongue representing a weapon which is symbolic of war
<b>T</b>	<b>T</b> is for <b>Title</b> . What information does the title add to the cartoon?
	JOIN, or DIE.  This title suggests that the colonies need to join together to fight against the French or they (the colonists, the colonies, or even Britain's claim to the new world) will die.
<b>I</b>	<b>I</b> is for <b>Interrelationships</b> . What connections or relationships can be made between the words in the title and the individual parts of the cartoon?
	The picture shows pieces of the snake. In the title, it tells the colonies they will not survive by themselves just like the snake in the picture.
<b>C</b>	<b>C</b> is for <b>Conclusion</b> . What conclusion(s) can be drawn about the meaning of the cartoon as a whole? Summarize the message in one or two sentences.
	The message being conveyed by Franklin is that the colonies must fight together in order to be successful in the war against the French and Indians. This connects to the French and Indian War in that it was created at the time of uncertainty over control of the Ohio Valley which was the reason for the war.

## Summative Performance Task

<b>Compelling Question</b>	What role did the French, the Indians, and the British play in the French and Indian War?
<b>Task</b>	Using the sources and your knowledge of social studies, create an annotated timeline of events that caused the French and Indian War. Each event included on the timeline should include an explanation of how that event led to the start of the French and Indian War.

### Teacher Overview

In this summative performance task, students are asked to write a response to the compelling question using evidence from the sources they explored throughout the four formative performance tasks.

Students gained knowledge about the resources available in the Ohio River Valley, the relationship between the colonists and the Iroquois, and the importance of the colonies being united against the French and Indians. Students also practiced historical thinking skills, such as analyzing maps and a political cartoon.

### Student Prompt

Citing specific examples from the provided sources and knowledge of social studies, create an annotated timeline of events that caused the French and Indian War. Each event included on the timeline should include an explanation of how that event led to the start of the French and Indian War. The timeline should include events or actions of all parties involved - the French, British colonies, and Native Americans.

### Student Look-Fors

1. An exemplar response may include but is not limited to:
  - a. Student timelines should provide detailed information on the following:
    - i. Students should state that by 1750, France had gained control of the land west of the Ohio and Mississippi Rivers and England had control of land east of the Ohio and Mississippi Rivers. Both European countries as well as the Indians wanted control of the Ohio River Valley because of its geographic significance. This led to the French and Indian War because of that geographic significance. (Source A)
    - ii. Students should state that in the 1740s, the Iroquois Indians were beginning to show resentment against the colonists because they were taking over more and more of the Iroquois land. Students should also note that this event impacted the French and Indian War because this resentment led to the willingness of the Native Americans to fight with the French against the British. (Source B)
  - b. Students should state the fact that George Washington was sent to warn the French about the territorial dispute in November of 1753. Students should also state that Washington created the map and was

sent back with soldiers to enforce the British claim in January of 1754. This caused the war because the French were not willing to give up control of the upper valley without a fight. (Source C)

- c. Students should note that Benjamin Franklin's cartoon appeared in the Pennsylvania Gazette in May of 1754 persuading the colonies to join together in the fight. This was a cause of the war because once the colonies united to fight the French and Indians, a force was created that could withstand a war of this proportion and come out victorious in the end. (Source D)

1. A strong response:

a. References documents appropriately.

- i. Previous to the French and Indian War, France owned more land in North America, but both parties, England and France, wanted and claimed control of the valuable Ohio Valley. (Source A)
- ii. There was a growing unrest between the British and the neighboring Native Americans as evidenced by Canassatego's speech. (Source B)
- iii. George Washington was sent to the upper Ohio Valley to warn the French that they were in British territory, and his journey later convinced Lt. Gov. Dinwiddie to send soldiers to enforce the British claim of the territory which started the French and Indian War. (Source C)
- iv. Benjamin Franklin's political cartoon "Join, or Die." persuaded the colonies to unite against the French and the Indians. (Source D)

b. Applies the provided evidence and provides additional information outside of the provided sources.

- i. Basic knowledge of the geographic location of the thirteen colonies in addition to the Native Americans who inhabited the land before the colonists
- ii. Basic knowledge of Native American relations with the colonists
- iii. Basic knowledge of the geographic location of New France in addition to the Native Americans who inhabited the land
- iv. Basic knowledge of the role and importance of Benjamin Franklin to the British colonies