### Big Idea/ Topic

**Causes of the American Revolution: French and Indian War**

**Connecting Theme/Enduring Understanding:**
Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.
Location: The student will understand that location affects a society’s economy, culture, and development.

**Essential Question:**
How was Great Britain's war with France a spark for the American Revolution?

### Standard Alignment

**SS4H1 Explain the causes, events, and results of the American Revolution**

- Trace the events that shaped the revolutionary movement in America: French and Indian War…

**Connection to Literacy Standards for Social Studies and Social Studies Matrices**

ELAGSE4RI3: Explain events, procedures, ideas, or concepts in a historical text, including what happened and why, based on specific information in the text

ELAGSE4SL2: Paraphrase portions of a text read aloud or information presented in diverse media and formats

ELAGSE4SL4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details.

**Information Processing Skills:** Compare similarities and differences; organize items chronologically; identify and use primary and secondary sources; analyze artifacts; draw conclusions and make generalizations

**Map and Globe Skills:** Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps; use a map to explain impact of geography on historical and current events; draw conclusions and make generalizations based on information from maps
Instructional Design

*This lesson has a flexible timeline and will cross over several days.

This lesson is intended to reach students in a virtual setting, whether plugged or unplugged. See bottom of lesson for list of unplugged supplies.

Part 1: Before starting the lesson, share a map of the colonies with your students.
https://www.history.com/topics/colonial-america/thirteen-colonies  Ask students to share what they notice in a live session or in their interactive notebooks. What do they notice? What do they remember about the colonies? Share student responses making sure to tie responses to understandings you would want them to bring from third grade. (Colonies were founded for religious freedom and profit, impact of physical geography on colonial life and economic activities, etc.). Use their responses to decide how deeply you need to review basic knowledge about the colonies and their relationship to England. For additional background information, assign students the interactive PowerPoint Thirteen Original British Colonies: Natural Resources of their Regions. Have students share one important fact about each region in their interactive notebook.

*Unplugged variation to PowerPoint- Print slides that are most relevant for your students. Have students record one important fact about each region in their interactive notebook.

In a live or recorded session, talk with your students about timelines. Discuss with students: We are going to talk about timelines. Timelines can be used to record events that happened a long time ago and events that have happened more recently. They can tell a story. Practice creating a timeline with students. Use a book that you have read previously OR a story that students would know (Goldilocks and the Three Bears, The Three Little Pigs, etc.) OR create a timeline of their own lives. Model creating a timeline with your students in a live session or share your thinking as you create a timeline in front of them. Have students orally create a timeline, use the attached timeline, or create one of their own in their interactive notebooks.

*Unplugged variation to book/story timeline- Give students a partially completed timeline from a familiar story OR from their life. Have students use words and illustrations to complete the timeline.

Discuss with students: We are going to be learning about some very important events in our country’s history. As we learn, we are going to add important events to our own timelines. During this period, European explorers came to North America where American Indians were already established. They began to set up the British colonies. They are going to go first on our timelines. Have students use the attached timeline, or create one of their own in their interactive notebooks. Have students include words and an illustration.

*Unplugged variation to timeline- Give students a blank timeline to use. Start by adding the colonies to the first box in their timeline. Use words and an illustration.

Part 2: Share the battle image with students. Have students take time to study the image and then observe, reflect, and question in their interactive notebooks. Where do you think this image came from? Do you think it is accurate? NOTE: You have two variations of this image: one variation has prompts to help students remember how to observe, reflect, and question independently. Discuss their findings and have students share if possible (Padlet, Google document, text message, etc.)
Introduce the French and Indian War to students. Students may benefit from having a map showing the French and British territories before the war such as this one found at https://commons.wikimedia.org/wiki/File:French_and_Indian_War.png (see attached map). Tell the events like a story in a live or recorded video OR use an online video OR website information. [The websites or informational text you have your students explore for this segment will vary depending on district resources and may include informational texts in book form, online children’s encyclopedias, or other kid-friendly reliable websites such as https://www.brainpop.com/socialstudies/ushistory/frenchandindianwar/ or https://www.history.com/topics/native-american-history/french-and-indian-war-video. Have students complete and share their graphic organizer.

*Unplugged variation to French and Indian War video- Provide students with attached French and Indian War Information sheet OR enclose an informational book on the French and Indian War OR print text from an appropriate website.

After students have completed their graphic organizers, provide feedback if possible and clarify any misconceptions. Have students add the French and Indian War and an illustration to the second box of their timeline.

Part 3: For a summative assessment: Have students answer the EQ for this lesson (How was Great Britain’s war with France a spark for the American Revolution?) using the information they’ve learned. Write a paragraph to show your answer or respond in other ways suggested below.

To answer the essential question students could also: create a timeline, write a comic strip, write a newspaper article, record a “news report”, record a skit, create an infographic, etc.

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### Student Learning Supports

#### Ideas for Differentiation:
Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.

- Consider allowing students to record their thoughts in a variety of ways: using the talk to text/dictate feature, making an audio recording of their responses, drawing pictures, circling and/or labeling on their map, etc.
- Consider reading research materials to students or copying materials into a Word document to allow students to use the “read aloud” feature.
- Some students will struggle to complete the organizers independently. These are a few suggestions: allow students to highlight the information, give students the organizer partially completed to lessen the amount of work, give students a “key” to copy.
- Consider giving students a labeled map with a color key. Have students color the rivers and mountain ranges to match the key.

#### Opportunities for Extension:
- Create an advertisement, postcard, pamphlet, T-shirt, or bumper sticker about the French and Indian War. Whose side would you take? Why?
- Have students create a Venn diagram comparing and contrasting the French and the British. (What did they want? How did they treat American Indians? Where did they live?)
- Have students write a journal entry from the perspective of the French or British colonists.
- Have students label a blank U.S. map to reflect the changes that occurred after the French and Indian War.
Unplugged Supplies:

- Lesson checklist
- Map of the colonies
- Copy of relevant slides PowerPoint *Thirteen Original British Colonies: Natural Resources of their Regions*
- Partially completed timeline
- Blank timeline
- French and Indian War battle image
- Pre-French and Indian War map
- Information text on the French and Indian War (use French and Indian War Information document or other resource available to you)
- French and Indian War graphic organizer
- Blank paper
- Interactive notebook or something to take notes on
- Crayons
- Scissors
- Glue sticks
- Colored pencils

### Evidence of Student Success

Information for diagnostic, formative, and summative assessments are described within the Instructional Design.

### Engaging Families

**Materials included to support unplugged learners:** Lesson checklist, Lesson checklist, Map of the colonies, Copy of relevant slides PowerPoint *Thirteen Original British Colonies: Natural Resources of their Regions*, Partially completed timeline, Blank timeline, French and Indian War battle image, Pre-French and Indian War map, Information text on the French and Indian War (use French and Indian War Information document or other resource available to you), French and Indian War graphic organizer

**Optional materials to support learning not included:** blank paper, interactive notebook or something to take notes on, blank drawing paper, crayons, scissors, glue sticks, colored pencils, etc., as available.
Causes of the American Revolution: The French and Indian War

Checklist

SS4H1 Explain the causes, events, and results of the American Revolution
a. Trace the events that shaped the revolutionary movement in America: French and Indian War…

Part 1:

☐ 1. Examine the map of the colonies and jot down what you notice in your interactive notebook.
☐ 2. Write a few things that you remember about the colonies in your interactive notebook.
☐ 3. Read through the printed PowerPoint and write one fact about each region in your interactive notebook.
☐ 4. Think about the story of The Three Little Pigs OR think about your life. Complete ONE of the timelines.
☐ 5. Fill in the first box of the blank timeline. Add the 13 colonies to your first box and include an illustration to match.

Part 2:

☐ 6. Study the battle image. Observe, reflect, and question in your interactive notebook.
☐ 7. Watch one of the videos
   https://www.brainpop.com/socialstudies/ushistory/frenchandindianwar/ or
   https://www.history.com/topics/native-american-history/french-and-indian-war-video OR Read the information about the French and Indian War. Complete the graphic organizer with what you learn. Answer each question and draw a picture to match.
☐ 8. Add French and Indian War to the second box of your timeline. Remember to include an illustration to match.

Part 3:

☐ 9. Answer the Essential Question: How was Great Britain’s war with France a spark for the American Revolution?
☐ 10. Write a paragraph or respond in another creative way to show what you know about the French and Indian War by:
   o Creating a timeline
   o Writing a comic strip
   o Writing a newspaper article
   o Recording a “news report”
   o Recording a skit,
   o Creating an infographic
Timeline for The Three Little Pigs
Complete the timeline and add pictures to match the words.

1. The pigs built their houses.
2. The wolf blew down the house of straw.
My Timeline
Complete the timeline and add pictures to match the words.

I was born.

I started 4th grade.
<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you notice first? Find something interesting. What do you notice that you can’t explain?</td>
<td>Where do you think this came from? Why do you think this is important? What do you think was happening when this was made?</td>
<td>What do you wonder...who, what, when, where, why, how? What questions do you still have? What questions pop into your head as you look at the document?</td>
</tr>
</tbody>
</table>
The map illustrates the territorial claims and military movements during the French and Indian War, 1754-1763. Key locations include:

- **L. Superior**
- **L. Michigan**
- **L. Erie**
- **St. Louis**
- **St. Augustine**
- **New Orleans**
- **St. Augustine**
- **Charleston**
- **Savannah**
- **Montreal**
- **Quebec**
- **Fort Beauséjour**
- **Fort Royal**
- **New York**
- **Philadelphia**
- **Boston**
- **Williamsburg**
- **Fort Ticonderoga**
- **Fort Niagara**
- **Fort Oswego**
- **Fort St. Frédéric**
- **Hudson Bay**
- **Hudson River**
- **Gulf of Mexico**
- **Atlantic Ocean**

The map shows the French claims in blue, British claims in red, Spanish claims in orange, and disputed claims in yellow. British victories are indicated by red crosses, French victories by blue crosses, forts by triangles, and troops movements by arrows.

This map is a historical representation of territorial claims and military engagements during the French and Indian War, providing a visual overview of the strategic importance of these territorial disputes.

Georgia Department of Education

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8.15.2020 • Page 12 of 17
**The French and Indian War**

Answer the question and draw a picture to match.

| How did the French and British colonists use land in different ways? |  
| Who fought in the French and Indian War? |  
| Why did they have conflict? |  
| Why is the conflict important to us today? |  
| How was this map different because of the conflict? | *(Map Image)*  

Name: ____________________________

______________________________________________________________________________
The French and Indian war was a conflict between France and Great Britain over territory in North America. It lasted from 1754 to 1763. American Indian nations fought on both sides.

By the middle of the 18th century, the thirteen British colonies were thriving. Colonists were settling land, building cabins, planning crops, and setting up shops. They planned to live there. The French saw the land for its resources. They wanted to make money to take back home. They mostly wanted to trap furs. King Louis would only let a limited number of French colonists come to the new land.

The land to the west was controlled by France and they claimed most of Canada too. Most of New France was relatively unsettled by the French. Fewer than 100,000 colonists lived there. Their economy revolved around trade with American Indians. The borders between the French and the British territories were not yet decided. A lot of land had been claimed by both countries, including the Ohio River Valley. The thirteen colonies became more and more crowded, so colonists started looking for additional land to settle and over the Ohio River Valley seemed perfect. The land was rich and fertile and no one seemed to be using it. The French were trapping furs, but they were not living there.

Sparks started flying when British fur traders moved into the region. The French wanted to control all the trade in what they considered their territory. The British were undercutting their prices offering the same goods at a lower cost. The French warned their native trading partners to stop dealing with the British and began building military forts to keep the English out. Fort Duquesne was built in 1754 at the intersection of three key rivers to cut off British expansion. That spurred the governor of Virginia to send in soldiers to kick out the French. They were led by a young colonel named George Washington. Washington and his men ambushed French forces at the Battle of Jumonville Glenn, but they were eventually forced to surrender and head back to Virginia.
The battle turned a territorial dispute into an open conflict. After this, the leaders of France and Britain started sending troops and supplies to North America and that is how the French and Indian war began. At the start, most native nations sided with France. The French tended to treat them with more dignity and respect and they viewed the nations as trading partners not enemies. Unlike Britain, France didn’t build farms and towns on native land. The British had some native allies known as the Iroquois Confederacy, a powerful 6 nation alliance to the east.

The British weren’t very good at fighting on the uneven terrain and were constantly forced into retreat. By 1758 things began to change. Back in England, A politician named William Pitt took over the planning for the war. He sent thousands of additional soldiers to capture the biggest French settlements in Canada. He increased popular support for the war in Great Britain and the American colonies and he attacked French territories around the world, expanding the conflict into Europe and Asia. The French and British were fighting battles as far away as India but the major action was still based in North America.

The British Navy blockaded the Atlantic coast preventing French ships from getting through. Soon France could not reinforce its armies with new soldiers or supplies. Over the next two years the British won victory after victory. The biggest came in 1759 when General James Wolfe captured the Canadian city of Québec. The next year the British took Montreal and the French surrendered for good.

Three years later, the two sides signed the Treaty of Paris. France had to give up virtually all of its North American territory. Britain took control of all land east of the Mississippi and all of Canada too, but that's not the end of the story. The war had left Britain deep in debt so they started taxing the American colonists to pay it off. With no representation in England’s government, the colonists were not happy about these new taxes. In fact, the issue sparked a revolution.
The Daily News

Journalist: ____________________________  Date: ______________

**Breaking News:**

Title:

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