

Matt Gillespie
A & HW 4036

12/17/03

Unit: Colonial America and the American Revolution.

Lesson: The French and Indian War.

AIM: What was the significance of the Seven Years War?

Goals/Objectives:

1. Students will be able to interpret and understand primary source documents related to the Seven Years War.
2. Given a primary source, students will be able to explain the document's historical context.
3. Students will be able to draw conclusions, based on documented evidence, about George Washington's ability as an officer during the French and Indian War. They will also draw conclusions about the importance of the French and Indian War as a catalyst for the American Revolution.
4. The study of people, places, and human-environment interactions assists students as they create their spatial views and geographic perspectives of the world beyond their personal locations. Students will understand the importance of the Seven Years War and why it helped to cause the American Revolution. (NCSS 3)
5. Students will be able to gather and organize information about accomplishments of individuals and groups. They will be able to comprehend that George Washington was not perfect and did sometimes lose. (NYS 1.3)

Main Ideas:

- The French and Indian War was the colonists and the British Regulars against the French army and some of their Native American allies.
- The British did not fare well at first but were eventually able to win the conflict.
- George Washington surrendered in his major conflict of the war.

- Although the British eventually won the war, the costs were extremely high. The British would soon demand that the colonies pay off most of the war debt since a majority of the fighting took place in the Americas.

Instructional Procedures:

Opening (10 minutes): This will be a “Think-Pair-Share” Activity for the students. Written on the board at the beginning of the lesson should be: “What is your conception of George Washington during the French and Indian War?”, “Why is the French and Indian War important?”. After finishing with their respective partner, the classroom should be moved into a circle. A few students will be asked what they think about each question. [Note: This lesson assumes that the students will have had at least some level of basic knowledge about The Seven Years War and George Washington. Hopefully the students will have gleaned this information from the HW or prior studies of American History.]

Teaching and Learning Activities (25 minutes): The classroom will be left as it is for a little while during the following lecture. This lecture will last approximately 10 minutes of the allotted 25 minutes.

I. French and Indian War

- The war begins in the Americas in July 3, 1754 with the Battle of Fort Necessity.
- It was between England and France about control of land in the Midwest and was also because of a larger international conflict over their empires.
- It started because Virginia claimed land that the French has established forts on.

II. Battle of Fort Necessity

- This was a French response to an assault on Fort Duquesne where a French officer was assassinated.
- George Washington was quickly defeated by the French and forced to surrender.
- He was forced to sign an Article of Capitulation.
- He and his forces were allowed to return to Virginia.

III. Battle for Quebec [Note: Distribute copies of the map at this point.]

- After a while the war had begun to drag on way too long.
- British Secretary of State, William Pitt, was determined to put a quick end to the war.
- Siege was laid to the capital of New France. At the time it was Quebec.
- After making no headway for three months, an unguarded path was found that allowed the British to attack the city directly.

- It ended on September 13, 1759.

IV. The End of the War

- Montreal fell to the British approximately one year later.
- In 1763 the war came to an end.
- The Treaty of Paris gave England all lands east of the Mississippi.

The classroom should then be put into a group setting with no more than 4 students to a group. Using a primary source analysis ditto, the students should work in groups while looking at the two primary sources. They are Washington's "Articles of Capitulation" and a primary source by John Knox entitled "The Capture of Quebec".

Assignments: Students should continue reading the text in preparation for the next lesson on taxation without representation. Students should be urged to pay special attention to the acts of parliament and how they affected the colonists.

Closure (10 minutes): Discussion about what the students think about Washington after the class. "Why do people make his life into such a myth?" A quick summarization of what was talked about in class should be done. A few minutes should be spent talking about how the French and Indian war helped to indirectly start the Revolution later on because Parliament wanted the colonists to pay for the war.

Evaluation: Students will be evaluated on the level of completeness on the primary source analysis and on verbal responses to questions asked during class.

Materials:

1. Primary source analysis ditto.
2. Two primary sources.
3. The map of Quebec.

Sources:

John Knox, *The Capture of Quebec*.

www.digitalhistory.uh.edu/documents/documents_p2.cfm?doc=244.

Articles of Capitulation.

http://www.yale.edu/lawweb/avalon/amerrev/amerdocs/art_of_cap_1781.htm

The map was found at:

<http://www.earlyamerica.com/earlyamerica/maps/quebecmap/index.html>