Common Core Lesson Plan

Topic: The French and Indian War with an emphasis on the Native American perspective

Title: Why were Native Americans the essential ingredient in creating a British North America? Answer by studying the interactions between Native Americans, the French, the British, and the British colonists.

Resources (primary resource documents, artifacts, material needs, etc.)

- 1750 Map of European and Native American Settlement in North America
- Edwin Atkin's report to SC on interactions with Indians "Building Forts Inside Their Hearts"
- Shingas, a Delaware leader Speaks, 1757
- Governor Glen, The Role of the Indians in the Rivalry Between France, Spain, and England, 1761
- 1763 Map of North America after The Treaty of Paris
- Map of Native American Cultures and Linguistics
- Historical Opinion: Two Views on Captive Taking by Indians
- The Role of Native Americans in the Military Campaigns
- Minavavana, a Chippewa or Ojibwa chief, warns the English, 1761Pontiac, an Ottawa chief, voicing the proclamations of the "Master of Life," 1763
- Benjamin Franklin editorial on The Paxton Boys, Jeffery Amherst and Henry Bouquet on using Smallpox as a Weapon, July, 1763
- Numerous Primary Source Images of traders, Native Americans, and battles
- Modern Paintings of French and Indian War by Robert Griffing
- The War That Made America by PBS (optional)

Common Core Standards

- WHST 1, 4 – 10
- RH 1, 2, 4-8

Essential Standards

- 8.H.1 and 8.H.2, 8.C.1.2, 8.C.1.3, 8.G.1.1, 8.E.1.1

Background Information

- Students will, during the course of the 8th curriculum, have an understanding of English and French exploration plus settlement of North America as well as the impact of the Columbian Exchange on the Native Americans.

Instructional Sequence (before, during, and after instruction)

Step 1

This unit will examine the role of Native Americans in providing victory for the British in the French and Indian War. Decide on the approach and amount of time that you want your students to use in this guided, document based question unit. There are 10 documents with illustrations and one document focused on maps/geography. Students can complete all of them, answer a combination of some, or focus on a topic and report to the class, etc. Working in pairs or small groups is recommended. This can also be used as a webquest by using the sources' hyperlinks, although the texts will not be modified. This unit will examine Native American motivations in acting as allies or enemies with both British and French colonists; Native American culture; as well as the conflict between France and England. This unit does not contain materials that consider the global aspects of the Seven Years War, but that focus can be incorporated. Mix and match the differentiated documents as best meets the needs and abilities of your students.

Step 2
Introduce the unit or class period with the two-three images in the PowerPoint. Students should respond to the questions as a warm-up used to introduce the themes of Native American interaction with European colonists and British colonists' point of view. Alternatively, the opening two segments of *The War That Made America* will engage students and provide background context for the documents. The video can be used repeatedly throughout the unit to illustrate the documents.

Step 3
Model methods for students in reading for literal meaning, summarizing, and connecting with prior knowledge of the colonists and Native Americans. Explain that there will be challenges in understanding the syntax, style, and vocabulary of documents written some 250 years ago. If need be, use the LCD projector to show the students a document and read it aloud. Have students explain words based on context and discuss the connection between it and a related image.

Step 4
Have 11 stations prepared for students and assign/let them choose partners. Have students examine the documents and images by listing the title of each in their notebook and record their answers to the questions. The number of questions will vary based on the differentiated level of text that they are reading. The first day may involve only 1 set but the following days should include 2-3 per class period.

The documents can loosely be organized as:

<u>English/Colonial point of view on relations with Native Americans and the French:</u>
Building Forts in Their Hearts, Gov. Glen's report, Fort Henry Massacre, Captive-Taking, The Role of Native Americans in Military Campaigns, French Acadian Exiles, Small Pox and The Paxton Boys
<u>French Point of View:</u>
French Acadian Exiles
<u>Native American Point of View:</u>
(additional insights can also be gained from English/Colonial documents)
Captive-Taking, Shingas Speaks, Minavavana Warns, Pontiac Master of Life

Step 5
Students should be able to explain their answers and make connections between the documents and images at each station as well as with the others they have completed.

Step 6
Exit Ticket Day 1: How does the image of winter trade compare with the conflicts or cooperation that you have read.
Additional Exit Tickets should use images to assess their understanding of the varied colonial-Native American interactions.

Step 7
Culminating assignment, such as a RAFT or a DBQ styled essay, can be based on the decisions made by Native Americans in response to the conflicts and trade with Europeans. Explain why their choices of cooperation and warfare were successful or flawed. What alternatives could they have tried? Have students answer these with the examples from the texts that they have gathered in their notebooks from the documents.

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Additional Resources:

- The War That Made America: Education and Outreach - Excellent resources that include the issue of colonial opposition to being taxed without their consent in paying for the war effort http://www.wqed.org/tv/specials/the-war-that-made-america/index_30.php
- Primary Sources Pertaining to Early America http://www.constitution.org/primarysources/primarysources.html
- Library of Congress Guide to the French and Indian War http://www.loc.gov/rr/program/bib/frenchindian/
- The Canadian Iroquois and the Seven Years' War http://www.loc.gov/rr/program/bib/frenchindian/
- Excerpts from speeches by Canassatego, an Iroquois, as printed by Benjamin Franklin, 1740s http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?PrimarySourceId=1195
- Constitution of the Iroquois Nations http://www.constitution.org/cons/iroquois.htm :
- Eastern Indian / Frontier Paintings by Robert Griffing – engaging and historically accurate paintings of the time period http://www.lordnelsons.com/gallery/frontier/griffing/main.htm
- Uneasy Allies British and Colonial Interaction During The French and Indian War http://www.earlyamerica.com/review/2005_summer_fall/redcoats.html
- Essay on the Cherokee War in the Carolinashttp://www.ricehope.com/history/CherokeeWar1760.htm
- Essay on Captive-Taking and Mourning wars http://www.ashevillelist.com/history/mourning-war-raids.htm
- Essay on Scalping During the French and Indian War http://www.earlyamerica.com/review/1998/scalping.html
- AP College Board US History Free Response (DBQ) for the French and Indian War http://www.collegeboard.com/prod_downloads/ap/students/ushistory/ap04_frq_ushistory.pdf