

West Virginia Studies Resource Development

Title of Lesson: Early Conflicts Between French, English, and Native Americans
Grade level: 8th Grade
Summary: In this lesson, students will read passages from the WV Archives and History website that deal with the conflicts between the Native Americans and the Europeans in western Virginia. This lesson will not only provide them with the content necessary to understanding the conflict, but it will also help them to be able to identify key details and summarize them using their own words.
WV CCR Social Studies Standards: SS.8.20 · Demonstrate an understanding of the settlement of Western Virginia and the United States by Native Americans and Europeans. · Differentiate between the cultures and daily life of the Native Americans. · Summarize the history of European exploration and settlement in western Virginia from the first endeavor of John Lederer through the settlement period including Morgan and other important explorers and settlers. · Explain the role of western Virginia in the French and Indian War.
Essential Questions: <ol style="list-style-type: none">1. What Native American tribes were prominent in western Virginia?2. What conflicts arose between Europeans and Native Americans in the 18th Century?
Materials <ul style="list-style-type: none">• Access to internet - http://archive.wvculture.org/history/archives/indians/indland.html (also attached as a PDF)• Native American Clashes with European Settlers Passage Summary Worksheet (attached)
Learning Plan: <ol style="list-style-type: none">1. When students enter the classroom, there will be a bellringer question on the board which requires them to answer in two complete sentences. The questions is, “Why do you think Native Americans and Europeans would have conflict in western Virginia? Why do you think Native Americans would be able to work with the French more than the English?”2. After a brief discussion about the bellringer, introduce the idea of private property vs. common property, students will be either given the link to the reading from the WV Archives and History or they will be given a paper copy of the readings. Students should be encouraged to use a highlighter to identify key information as they read.3. As students read the material for each passage, they should write 3-4 sentence summaries of the passages illustrating that they have an understanding for the material.
Checking for Understanding: <ul style="list-style-type: none">• The teacher should have students explain the instructions back so the whole class hears the instructions several times.• The teacher should provide examples of what is important information and what could be left out of their summaries to ensure the content is higher level thinking

Accommodations:

- For students who are at a lower level of writing, an adjustment could be made which would require them to simply write three bullet points of key information that they learn from the text
- Students at a higher level of writing could be asked to take the information they have read and write a 1-2 page paper discussing why there was always going to be conflict between the two groups due to their different philosophical beliefs on property and agreements.