

West Virginia Studies Resource Development

Title of Lesson: French and Indian War: Point of View Debate (Part 1)
Grade level: 8th Grade
Summary: Through this lesson, students will work as a group to research information about a particular point of view that groups had during the French and Indian War. They will use this research to participate in a debate in a subsequent lesson.
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. Among the British, French, and Native Americans, why did each group believe they deserved the Ohio Valley region?2. How did the fighting styles of each group play a role in the eventual outcome of the French and Indian War?3. What was the effect of the Treaty of Paris on each of the groups involved in the French and Indian War?
Materials & Resources: <ol style="list-style-type: none">1. French and Indian War Debate - Student Handout (Attached)2. French and Indian War Debate - Moderator Script and Rubric
Learning Plan: <ol style="list-style-type: none">1. As students enter the room, there will be a bellringer question on the board for them to answer in two complete sentences. The question will be, "What is one thing you have

learned about the French and Indian War so far in this unit? What is one thing that you still do not understand about the time period? This will lead to a discussion among the class to make sure that everyone has an understanding of the unit to this point.

2. The class will be divided into four groups: **French traders and settlers, British colonists, Natives who sided with the French, and Natives who sided with the British.**
3. Each group will collaborate to research key points about their particular group's point of view surrounding the French and Indian War. Groups must be knowledgeable about the role that their people played leading up to, during, and after the French and Indian War.
4. Groups should prepare their research for the debate in a later class. It is up to the teacher's discretion as to how much preparation time each class will need before the debate.

Checking for Understanding:

- The teacher should have students repeat instructions to the class as the assignment is being introduced.
- As groups are beginning the research phase of the assignment, the teacher should be walking around each group to make sure they are on the right track.

Accommodations:

- In order to accommodate students of all different levels of learning, groups should be chosen by the teacher to ensure success.
- For classes that are at a lower level, the teacher can provide the prompted questions that will be asked during the debate. This is in the attached "Moderator Script and Rubric" document that is attached.