

West Virginia Studies Resource Development

Title of Lesson: French and Indian War: Point of View Debate (Part 2)
Grade level: 8th Grade
Summary: Through this lesson, students will work collaboratively to present a particular point of view from a group that played a significant role during the time period of the French and Indian War. The groups will present the views of: French Colonists and Traders, English Colonists, Natives with English, and Natives with French in a debate setting. Students will not only be able to argue their own points but will also realize that each group has a reason for being involved in this conflict.
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:

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 was the group of people that you were assigned to research in preparation for the debate? What is one thing that you learned about your group that you did not know before?"
2. Groups will be asked to sit together and the teacher will use the "Moderator Script" to moderate the debate. There are five questions that each group will have to answer.
3. Groups will have one minute to answer and then they will be allowed a 30 second follow-up once all groups have answered their question.
4. In Part 1 of this lesson, teachers had the opportunity to provide these questions to the groups in advance if they believe that it would help foster a better debate/dialogue.
5. Once the debate is complete, students will be given a writing prompt which will allow students to individually show their research and their understanding of the debate as a whole.
6. The rubrics for both the debate and the writing assignment have been provided in the attachments.

Checking for Understanding:

- Prior to the debate, it is important that the teacher provide some guidelines to ensure that the discussion stays on topic and is not interrupted by other groups.
- If students are unfamiliar with the debate process, time can be taken to show video clips of debates, both successful and unsuccessful, to ensure that students understand what is expected.
- The teacher should also highlight the rubrics and discuss the individual aspects of the scoring before the debate begins to make sure students understand what they are being scored on.

Accommodations:

- In Part 1 of this lesson, the teacher should have placed students in groups to allow for success.
- If the teacher is concerned about the level of the debate or the direction that it takes, it is the teacher's discretion as to whether they should step in to steer the debate back on track if necessary.