

West Virginia Studies Resource Development

Title of Lesson: French and Indian War Perspectives
Grade level: 8th Grade
Summary: In this lesson, students will learn about the perspectives of different characters who experienced life during the French and Indian War. Students will read and learn about the point of view from Native Americans, French traders, and Colonial soldiers. In a collaborative environment, students will work together to examine the different points-of-view.
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: <ul style="list-style-type: none">• What caused the French and Indian War?• What impact did the war have on English colonies, on Native Americans and on the French?• In what ways did the French and Indian War set the stage for the American Revolution?
Materials <ul style="list-style-type: none">• “Perspectives” materials for the individuals in the French and Indian War (attached)• Map of the Ohio Valley region to be displayed to class
Learning Plan: <ol style="list-style-type: none">1. When students enter the classroom, there will be a bellringer question on the board. The question will be, “Who owned the most land in North America in the 1700’s? What land do you think was most valuable?” These questions should be answered in complete sentences. As students answer, the teacher should project a map on the smartboard that shows how significant the Ohio Valley was to both the French and the English.2. After the brief discussion, the teacher will divide the class into groups of three students and explain that each person will read about one of three perspectives involved during the war. They will receive character perspectives to examine for five minutes. One member will be a French fur trader, one will be a colonial soldier, and one will be a Native American. Each individual should imagine themselves living in 1753, prior to the war beginning. They should immerse themselves in the role and think about how they would act, speak and feel about what was going on. When the five minutes are over, each person will take turns introducing

themselves to each other, in character. There are a series of questions unique to each character that they should summarize while they are introducing themselves.

3. As a second part of the perspective activity, explain the new roles for each character:
 - The Frenchman will be the note-taker and take detailed notes regarding the group's response to each question
 - The Native American will be the summarizer and will report the details of the group's conversation to the rest of the class at the end of the activity
 - The Englishman will be the responder to any questions posed by the teacher or class after the summary

Let students know they will have approximately 5-6 minutes to discuss the following questions:

- What issues or problems do you (as your character) have with the other characters in your group?
 - What do you want from the other characters in the group?
 - How can you get what you want?
 - What questions do you have of the other characters?
 - Based on what you have heard from one another, make a list of what you predict were causes of the French and Indian War.
4. After students have discussed, have each group summarizer share their group's conversation. As students highlight what they have gleaned to be the causes of the war, write these on a piece of chart paper title "Causes" and keep a running list throughout the remainder of the lesson. (Optional time saver: After the first few groups have presented, to save time, teachers can ask that only groups who have something new to add continue to present.)

Checking for Understanding:

- **The assignment is broken up into timed steps. Before each step, have students repeat the instructions to the class.**
- **Have one member from each group of three students outline one aspect of the instructions**

Accommodations:

- **For students who are at a lower level, the teacher could distribute an outline with bulleted information that would help the students take on the roles that they are assigned.**
- **Classes can be grouped in a way that would assist students who needed extra help with complex tasks.**