

West Virginia Studies Resource Development

<p>Title of Lesson:</p> <p>French and Indian War: Point of View Debate (Part 1)</p>
<p>Grade level:</p> <p>8th Grade</p>
<p>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.</p>
<p>WV CCR Social Studies Standards:</p> <p>SS.8.20</p> <p>Demonstrate an understanding of the settlement of Western Virginia and the United States by Native Americans and Europeans.</p> <ul style="list-style-type: none">· 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.
<p>Essential Questions:</p> <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?
<p>Materials & Resources:</p> <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
<p>Learning Plan:</p> <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.

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.

Debate Script for Moderator

Information about your group. 5 Sentences that describe...

- Who you are.
- What area of land you live in.
- Why you are involved in the French and Indian War.
- What you want to gain out of the War.
- Who is your main enemy in this war.

You have 1 minute to introduce your group. We will start with English colonists. Order: English, French, English Natives, French Natives

Question 1

Who deserves the Ohio Valley? And why is the Ohio Valley so important to your group? (4 Sentences) (1753 Time period)

- *You have 1 minute to answer this question. We will start with French colonists. Order: French, English Natives, French Natives, English colonists*
- *You will have 30 seconds to respond if you choose after each group has shared.*

Question 2

Fort Duquesne vs. Fort Necessity, Explain your groups actions in the battles that occurred in Fort Duquesne and Fort Necessity. (Either brag about your accomplishments or explain how you lost and how you could of made it better.) (4 Sentences) (1754 time period)

- *You have 1 minute to answer this question. We will start with English Natives. Order: English Natives, French Natives, English colonists, French colonists*
- *You will have 30 seconds to respond if you choose after each group has shared.*

Question 3

Explain your style of fighting. Describe if it was successful or not during the French and Indian war. Explain how you felt about your enemies fighting style. (4 sentences)

- *You have 1 minute to answer this question. We will start with French Natives. Order: French Natives, English colonists, French Colonists, English Natives,*
- *You will have 30 seconds to respond if you choose after each group has shared.*

Question 4

1758 was a major year in the French and Indian War. William Pitt takes control of the British army and the momentum changes to the British. Explain what is occurring in the war through your point of view in the year 1758. (4 sentences)

- *You have 1 minute to answer this question. We will start with English Colonists. Order: English colonists, French colonists, English Natives, French Natives,*
- *You will have 30 seconds to respond if you choose after each group has shared.*

Question 5

1763, the War has ended and the Treaty of Paris has been signed, in addition the proclamation of 1763 has been signed as well. Explain what happened to your group after these events. Explain which group you are mad at and how you might respond. (4 sentences)

- *You have 1 minute to answer this question. We will start with French colonists. Order: French colonists, English Natives, French Natives, English colonists*
- *You will have 30 seconds to respond if you choose after each group has shared.*

Name _____

Date _____

French and Indian War: Point-of-View Debate

Instructions:

- You will be divided into 1 of 4 groups: French traders and settlers, British colonists, Natives who sided with the French, or Natives who sided with the British.
- Using the website(s) provided, your group will explore various aspects of the French & Indian War from the Point of View (POV) of your group.
- Each group will then participate in a debate about the French & Indian War from the POV of your assigned group.
- Each person will submit an in-class essay describing your group's point-of-view.

Credit:

- You will receive a group grade for the following:
 - Presentation of point-of-view 10 points
 - 3 arguments based on fact 12 points
 - 1 relevant factual story from the point-of-view of an individual or individuals in your group based on emotional appeal 7 points
- You will receive an individual grade for the following:
 - Presentation skills (clarity, volume, eye contact, conviction) 8 points
 - Poise (non-argumentative/hostile, well-formed arguments) 8 points
 - In-class essay 30 points
- You will lose points as group for the following:
 - Lateness (you must be ready to go on debate day) -2 points/day late

Total _____/75

Resources:

Research http://www.wqed.org/tv/specials/the-war-that-made-america/index_76.php

Research <http://www.cumberland.k12.wi.us/faculty/jwait/FrenchandIndianWarPOVPACKET.pdf>

French and Indian War Essay

Directions: *Write a brief essay (1-2 paragraphs) responding to the following prompt. Use the grading rubric below to guide your writing.*

PROMPT: Who deserves the Ohio Valley? And why is the Ohio Valley so important to your group? Explain what happened to your group after these events.

Grading Rubric

1. State who deserves the Ohio Valley – 5 points
2. Give at least 2 reasons why your group deserves the Ohio Valley giving factual support for your reasons. – 10 points
3. Explain the outcome of the war for your group. Be thorough in your explanation. – 10 points
4. Conventions: Use correct spelling, grammar and punctuation, capitalization, sentence and paragraph structure. – 5 points

Essay total: 30 points