

# Northwest History Consortium

## The French and Indian War

**Norma Gunderson**

**5<sup>th</sup> Grade**

### National Standard

**Era 3: Revolution and the New Nation (1754-1861) / Standard 1:** Causes of the American Revolution, the ideas and interest involved in forging the revolutionary movement, and the reasons for the American victory.

### Washington State EALRs

**EALR 4:** *The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington, United States, and world history in order to evaluate how history shapes the present and future.*

#### **Component 4.2**

*Understands and analyzes causal factors that have shaped major events in history*

#### **Component 4.3**

*Understands that there are multiple perspectives and interpretations of historical event.*

**EALR 5:** *The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.*

#### **Component 5.2**

*Uses inquiry-based research.*

#### **Component 5.4**

*Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience*

## BACKGROUND

This PBL project will be the fourth PBL task that the fifth grade students will do at our elementary school this year. This last project will be given just prior to the work that our students will do in order to complete the new Washington State mandated CBA in Social Studies in the spring of the year. Each successive task is designed to better prepare our students to be successful in completing their required task on the new required state CBA. My colleagues, Tani Landry, Jennifer Cameron, and Donnica Farnsworth, created the other three tasks.

## SCENARIO

After slightly more than 150 years of European colonization in North America, the eastern coast of North America was transformed into a far different place than the one that original colonists had found. The once virgin land inhabited solely by various indigenous groups of people was now peppered by farms, fences, shops, cities, harbors filled with ships, Europeans from many countries, and slaves from the continent of Africa. Not only had the landscape changed, but the interactions between the various groups of people had also undergone dramatic changes as well. The various indigenous groups, whose ways of life were vastly different from those of the European colonists, had been drastically changed. Some of these changes were positive and beneficial, but many were not. All too frequently native indigenous groups found that they needed to not only learn the ways of the various colonists, but also to make strategic alliances with some of them in order to protect their own way of life. Unfortunately, alliances were frequently made only to be later broken.

## Northwest History Consortium

### The French and Indian War

Throughout the 150 years since the first British colonization of Jamestown, the British colonists had enjoyed not only a positive relationship with their mother country, Britain, but also many freedoms of self-government not enjoyed by their counterparts in England. Relationships with the French, however, who also had colonies on the North American continent, were not going so well. The fierce rivalry between them was mounting in the 1750's. Eventually, the struggles between the two groups erupted into a bitter battle. In the fray, many native indigenous groups sided with the French. When the battle clouds cleared around nine years later, control of the West coast of the North American continent changed hands. This major event, The French and Indian War, was a pivotal point in world history. For sure, when the spoils of war were divided, there were winners and losers; but remember, frequently all is not as it seems at first glance.

#### TASK

You and your partner have been chosen by the Arlington Times to create a feature story for the newspaper to commemorate their "Turning Points in American History Celebration" this July 4<sup>th</sup>. The Arlington Times is seeking a fresh, youthful perspective on this topic.

You and your partner are to research to find the outcomes of the French and Indian War and the subsequent events that followed in close succession to that war—namely: Pontiac's Rebellion, The Proclamation of 1763, and the Sugar & Stamp Acts.

Determine what the four major players—France, Britain, the British Colonists, and the local indigenous groups—each won and lost in those related events. In your article be sure to show how these events changed the course of history in our nation.

#### RESOURCES

*At each site be sure to check the related entries*

##### **Books**

Viola, Herman J., Dr., et al. United States History: The Early Years (Social Studies textbook). Boston, MA: Houghton Mifflin, 2008. 222-239.

-----  
"The French and Indian War (1754 - 1763)." Kidport.com. 1998 - 2009. Saratoga, FL. 1 July 2009 <<http://www.kidport.com/RefLib/UsaHistory/FrenchIndian/FrenIndWar.htm-Events%20Leading%20to%20the%20War>>.

Leach, Douglas E. "The French and Indian War . . . ." The American Revolution. 1998-2007. 1 July 2009 <<http://americanrevwar.homestead.com/files/french.htm>>.

Mangus, Michael Dr. et al. "French and Indian War." OhioHistoryCentral.org (Ohio Historical Society). 2009. Columbus, OH. 1 July 2009 <<http://www.ohiohistorycentral.org/entry.php?rec=498>>.

## Northwest History Consortium

### The French and Indian War

Mintz, Steven and John and Rebecca Moores. "The Seven Years' War." 2009. Digital History. 2002-2009. Houston, TX. University of Houston. 30 June 2009 <[http://www.digitalhistory.uh.edu/documents/documents\\_p2.cfm?doc=411](http://www.digitalhistory.uh.edu/documents/documents_p2.cfm?doc=411)>.

Mooy, Age. "French and Indian Wars: 1/3 Prelude to War." 2003. University of Groningen. 1994-2009. Groningen, NL. 30 June 2009 <<http://odur.let.rug.nl/~usa/E/7yearswar/fiw01.htm>>.

---

*Before you create your essay, be sure to read this article and take the quiz.*

Nussbaum, Greg. "French and Indian War." MrNussbaum.com. 2006. Sterling, VA. 30 June 2009 <<http://www.mrnussbaum.com/fiwarint.htm>>.

Nussbaum, Greg. "French and Indian War Cause and Effect." MrNussbaum.com. 2006. Sterling, VA. 30 June 2009 <<http://www.mrnussbaum.com/cefiwar.htm>>.

"The War That Made America (PBS Documentary Film)." TheWarThatMadeAmerica.org. 2009. Pittsburgh, PA. 1 July 2009 <<http://www.ohiohistorycentral.org/entry.php?rec=498>>.

White, David. "The French and Indian War." Social Studies for Kids. 2002-2009. Seaside, OR. 30 June 2009 <<http://www.socialstudiesforkids.com/articles/ushistory/frenchandindianwar1.htm>>.

*You may seek other resources in your research if you wish.*

# Northwest History Consortium

## The French and Indian War

### ASSESSMENT

### Newspaper Feature Story Rubric

Partners' Names \_\_\_\_\_

	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Accomplished 3</b>	<b>Exemplary 4</b>	<i>Score</i>
<b>Conventions</b>	Uses vocabulary that can be understood by the audience	Gives the question, decision, argument, and evidence with sources	Writing is adequate but still needs polishing	Writing captures the readers attention and draws the reader in	
<b>Content</b>	Includes very few ideas or information	Includes a few ideas or little information	Includes some ideas and basic information	Includes many ideas and a great deal of information	
<b>Punctuality</b>	Late completing all tasks	Few tasks completed on time	Most tasks completed on time	All tasks completed on time	
<b>Evidence</b>	Includes no evidence why this event was a turning point in history	Includes very little evidence why this event was a turning point in history	Includes some evidence why this event was a turning point in history	Includes a great deal of evidence why this event was a turning point in history	
<b>Total</b>					

# Northwest History Consortium

## The French and Indian War

### Partner Collaboration Grade

Partners' Names \_\_\_\_\_

	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Accomplished 3</b>	<b>Exemplary 4</b>	<i>Score</i>
<b>Contributes</b>					
Shares Ideas	Does not relay any ideas or information to teammates	Relays very few ideas or little information	Shares some ideas and basic information	Shares many ideas and a great deal of information	
Is Punctual	Late in turning in all unit components	Hands in most unit components late	Hands in most unit components on time	Hands in all unit components on time	
<b>Takes Responsibility</b>					
Fulfills Team Role's Duties	Does not perform any duties of assigned team role	Performs very few duties	Performs nearly all duties	Performs all duties of assigned team role	
Listens to Other Teammate	Is always talking—never allows anyone else to speak	Usually doing most of the talking—rarely allows others to speak	Listens, but sometimes talks too much	Listens and speaks a fair amount	
Cooperates with Teammate	Usually argues with partner	Sometimes argues with partner	Rarely argues with partner	Never argues with partner	
<b>Project</b>					
Information Researched and Presented	Information is incomplete or lacking	Some vital information is included but needs more development	Most vital information is included and explained	All vital information is clearly included and explained	
Project Design	Project is incomplete, but more time and effort needed	Project is almost complete; some more time and effort would help	Project is complete and informative; time and effort is evidenced	Project is very complete, informative, and creative	

# Northwest History Consortium

## The French and Indian War

<b>Total</b>					
--------------	--	--	--	--	--

### REFERENCES/CITATIONS

Gunderson, Norma. "The French and Indian War." NWESD Organization. 2008. Anacortes, WA. 5 June 2009 <[http://www.nwesda.org/1510101216191755740/lib/1510101216191755740/3.1\\_FrenchIndianWar\\_Gunderson.5.pdf](http://www.nwesda.org/1510101216191755740/lib/1510101216191755740/3.1_FrenchIndianWar_Gunderson.5.pdf)>.

Gunderson, Norma. "Newspaper Feature Story Rubric." NWESD Organization. 2008. Anacortes, WA. 5 June 2009 <[http://www.nwesda.org/1510101216191755740/lib/1510101216191755740/3.1\\_FrenchIndianWar\\_Gunderson.5.pdf](http://www.nwesda.org/1510101216191755740/lib/1510101216191755740/3.1_FrenchIndianWar_Gunderson.5.pdf)>.

"History Standards for Grades 5-12 United States." UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 21 May 2009 <<http://nchs.ucla.edu/standards/us-standards5>>.

OSPI. "Social Studies Essential Learning Requirements: Recommended Grade-by-Grade Sequence for Grade Level Expectations – K-12." Office of Superintendent of Public Instruction. 2009. Olympia, WA. 5 June 2009 <<http://www.k12.wa.us/SocialStudies/pubdocs/FinalDocument-SocialStudiesGLEs-GradesK-12-1-08.pdf>>.

Thiel, Janice and Bernie Dodge. "Collaboration Rubric." San Diego State University (Triton Project). 1997. San Diego, CA 10 June 2009 <<http://edweb.sdsu.edu/triton/tidepoolunit/Rubrics/collrubric.html>>. Adapted and revised by Norma Gunderson for the Northwest History Consortium with permission.