



The
French
and
Indian
War
1754-1763

Teacher's Education Kit
Grades 4-6

Acknowledgements

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Introduction

“The volley fired by a young Virginian in the backwoods of America set the world on fire.”

--Horace Walpole’s comment on George Washington and the first shots of the French and Indian War¹

From the 1750s through the early 1760s, the British, the French, and many American Indian nations engaged in a war that changed the course of American history: the French and Indian War. It started over who would control the Ohio River Valley, and a familiar figure, George Washington, was an early participant.

At the time, about 3,000 to 4,000 American Indians were living in the upper Ohio River Valley (what is now Western Pennsylvania). The French had settlements in Canada, the “Illinois country,” and Louisiana (which included New Orleans). The British settled east of the Allegheny Mountains along the eastern seaboard. Both the French and the British thought they had an indisputable claim to the Ohio River Valley, as did the Indians who lived there. For both economic and political reasons, all three powers wanted to control this region. As tensions and actions escalated, a clash seemed inevitable. On May 28, 1754, the first shot was fired and, as British historian Horace Walpole wrote, it “set the world on fire.”

Eventually France and Britain declared war on each other, and the fighting spread from

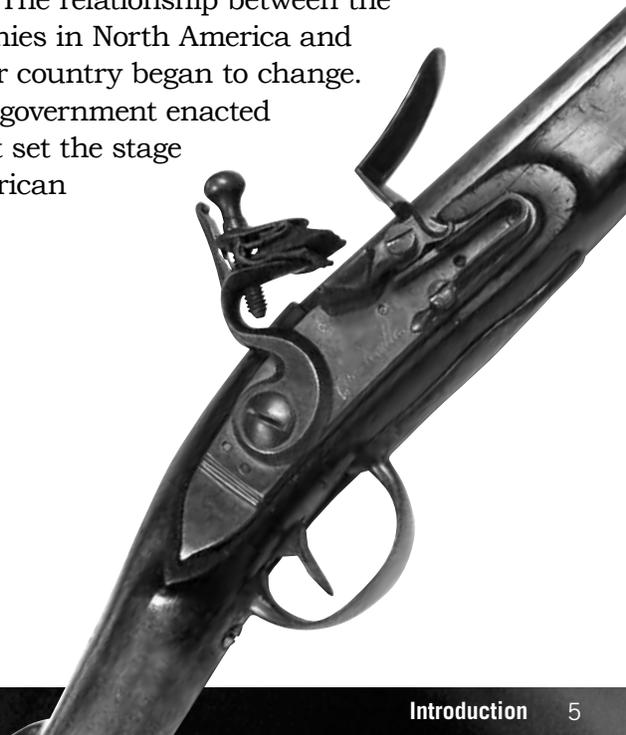
North America to Europe, the Caribbean, India, and the Philippines. War was not new to these powerful European nations. They had been traditional rivals and enemies in a dozen previous wars.

As the French and Indian War continued in North America, the American Indians fought for their own cause. They were influential in shaping the outcome of the war.

The fall of the French colonial city of Montreal in 1760 signaled the end of fighting between the French and British on this continent. Those two powers agreed Britain would control the Ohio River Valley. However, the British did not keep their promises to the American Indians and instituted new unfavorable trade policies. These actions sparked Pontiac’s War in 1763. The British and American Indians continued to struggle over the land. Eventually the British won, and settlers pushed most of the Indians westward.

At the end of the French and Indian War, Britain had a vast new empire to administer. The relationship between the British colonies in North America and their mother country began to change. The British government enacted policies that set the stage for the American Revolution.

¹ Robert C. Alberts. *A Charming Field for an Encounter*, (Washington, DC: National Park Service, 1975), 20.



Teacher's Education Kit

This teacher's education kit is intended for upper elementary grades. It includes everything you need to give your students a comprehensive overview of the war, as well as activities that will introduce them to some of the historical characters who shaped the period. The kit exposes them to primary source documents, maps, paintings, biography cards, and artifacts while teaching them basic skills that are tied to the National Standards for History and the National Geography Standards. Additionally, it contains background information for the teacher.

This is a *flexible resource kit*. You may use all of the lessons, or you may select the activities that work with your teaching objectives. The lessons offer you an age-appropriate, historically accurate, and engaging way to help your students learn more about this critical period in American history.

Also included in the teacher's education kit are materials that you can use in advance of a visit to one of the following museums and French and Indian War sites in Western Pennsylvania:

- Braddock's Field
- Bushy Run Battlefield
- Fort Ligonier
- Fort Necessity National Battlefield
- Fort Pitt Museum
- Jumonville Rindfuss Museum
- Senator John Heinz Pittsburgh Regional History Center

Each of the activities in this teacher's education kit includes step-by-step instructions on how to present it to your students. Where appropriate, lessons also include reproducible student masters, maps, illustrations, and other materials you'll need. In some cases we have also suggested extension activities that can deepen your students' understanding of a particular teaching point.

We have organized the information students need to master into six key questions:

- Who were the people involved?
- What were they fighting for?
- How did the conflict begin?
- How did the war progress?
- How did the conflict end? What were the consequences?
- How did the French and Indian War set the stage for the American Revolution?

We recommend that you start by reading the *Teacher Background* sections and then read the rest of the material before beginning.

National History and Geography Standards

These are the National Standards used in this teacher's education kit.

History Standard for Grades K-4

Topic 2: The History of Students' Own State or Region

Standard 3: People, events, problems, and ideas that created the history of their state.

Standard 3A: The student understands the history of indigenous peoples who first lived in his or her state or region.

Standard 3B: The student understands the history of the first European, African, and/or Asian-Pacific explorers and settlers who came to his or her state or region.

Standard 3D: The student understands the interactions among all these groups throughout the history of his or her state.

Standard 3E: The student understands the ideas that were significant in the development of the state and that helped forge its unique identity.

Topic 3: The History of the United States: Democratic Principles and Values and the People from Many Cultures Who Contributed to Its Cultural, Economic, and Political Heritage

Standard 4: How democratic values came to be, and how they have been exemplified by people, events, and symbols.

4B: The student understands ordinary people who have exemplified values and principles of American democracy.

Standard 5: The causes and nature of various movements of large groups of people into and within the United States, now and long ago.

5A: The student understands the movements of large groups of people into his or her own and other states in the United States now and long ago.

Standard 6: Regional folklore and cultural contributions that help to form our national heritage.

6A: The student understands folklore and other cultural contributions from various regions of the United States and how they help to form a national heritage.

United States History Standards for Grades 5-12

Era 2: Colonization and Settlement (1585-1763)

Standard 1: Why the Americans attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean.

Standard 1A: The student understands how diverse immigrants affected the formation of European colonies.

Standard 1B: The student understands the European struggle for control of North America.

Standard 2: How political, religious, and social institutions emerged in the English colonies.

Standard 2A: The student understands the roots of representative government and how political rights were defined.

Era 3: Revolution and the New Nation

Standard 1: The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.

Standard 1A: The student understands the causes of the American Revolution.

World History Standards for Grades 5-12

Era 6: The emergence of the First Global Age, 1450-1770

Standard 4: Economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500-1750.

4A: The student understands how states and people of European descent became dominant in the Americas between the 16th and 18th centuries.

National Geography Standards

I. The world in spatial terms

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
3. How to analyze the spatial organization of people, places, and environments on Earth's surface

II. Places and regions

4. The physical and human characteristic of places
5. How people create regions to interpret Earth's complexity
6. How culture and experience influence people's perception of places and regions

IV. Human systems

9. The characteristics, distribution, and migration of human populations on Earth's surface
10. The characteristics, distribution, and complexity of Earth's cultural mosaics
11. The pattern and networks of economic interdependence on Earth's surface
12. The processes, patterns, and functions of human settlement
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface

V. Environment and Society

15. How physical systems affect human systems
16. The changes that occur in the meaning, use, distribution, and importance of resources

VI. The Use of Geography

17. How to apply geography to interpret the past.