Unit 3
How Did The Conflict Begin?

"We have, with Nature's assistance, made a good Intrenchment, and by clearing the Bushes out of these Meadows, prepar'd a charming field for an Encounter." —George Washington, 1754, describing the Great Meadows[4]

Background for the Teacher

Read the "How Did the Conflict Begin?" section of the Teacher Background on the French and Indian War, pages 18-21.

During the 18th century (1701-1800), wars between France and Britain dominated European politics. Most of these wars dealt with European issues, such as who would be the next monarch to succeed to the throne. Although mainly fought in Europe, each of the wars had a North American connection.

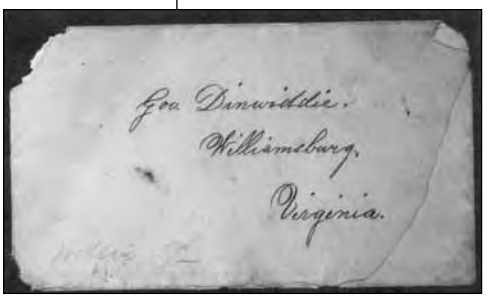
The French and Indian War was different. It began in the back country of Pennsylvania. The war eventually spread to Europe and other places throughout the world, including the Caribbean, West Africa, India, and the Philippines. In the sense that it was fought on four of the continents, it was the first world war. It demonstrated the increasing importance of North America to European politics.

Young George Washington played a key role in the events leading up to the French and Indian War. His fame as a military leader began with his bravery in several important campaigns during this war.

Activities in This Unit

"Domain of Three Nations"

- This activity helps students analyze art while reviewing the three powers.
- The student reading introduces a young George Washington, who will be an important player throughout most of the war.



A letter to Governor Dinwiddie

[4]John Fitzpatrick, ed. The Writings of George Washington, vol. 1. (Washington, DC: George Washington Bicentennial Commission, 1931), 54.

Key Teaching Points

- The French found the Ohio River Valley American Indians trading with the British
- Marquis Duquesne had orders to take control of the Ohio River Valley
- The French began building a series of forts in the Upper Ohio River Valley
- George Washington was sent to deliver a message asking the French to leave. They refused.
- The French captured the "Forks of the Ohio"
- Washington was sent to build a road over the Allegheny Mountains
- Washington skirmished with the French
- The French attacked Washington at Fort Necessity
- Washington surrendered
- Braddock was sent to recapture the Forks of the Ohio
- Braddock was badly defeated

"George Washington and Me"

- The student reading "George Washington and the French and Indian War" gives the students an opportunity to see a different Washington – to see him as a young risk-taker.
- The activity "George Washington and Me" is a character education lesson that helps students see the parallels between the life of George Washington and their own lives.

"Fort Necessity Surrender Document"

- The students examine the document and see how a single word can make a big difference.

"Franklin and Braddock"

- This helps students learn more about the character of General Braddock, while also seeing the important role that Benjamin Franklin played in the war.

Domain of Three Nations

Standards

National History Standards

K-4 Topic 2: 3A, 3B, 3D

US Era 2: 1B

National Geography Standards

1, 4

Materials You'll Need

- The transparency of *Domain of Three Nations*, by John Buxton
- Overhead projector
- 1 copy of the Student Reading "The Trip to the French Fort" for each student
- 1 copy of the map, "Forks of the Ohio," for each student
- 1 copy of the Activity Worksheet "Domain of Three Nations" for each student

In this activity students will learn about George Washington's 1753 trip to the French fort, Fort LeBoeuf. The activity will have students review the three powers, will introduce students to George Washington as a young soldier, and will show students how the conflict began.

This activity is based on John Buxton's painting *Domain of Three Nations*, depicting Major George Washington's conference at Fort LeBoeuf in 1753 and a student reading about Washington's trip. A transparency of this painting is included in the teacher's education kit.

George Washington's journal from his trip to Fort LeBoeuf is still in print. It is found in many libraries under the title of *The Journal of Major George Washington*.

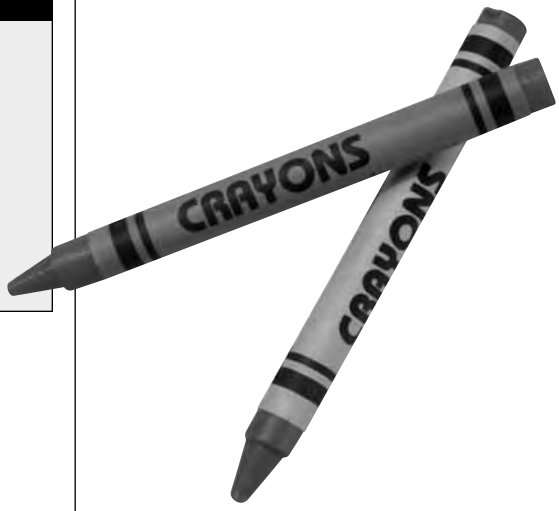
Procedure

1. Show students the transparency. Ask them when they think the event in this painting might have taken place. How do they know? (While students may not place the setting of the painting in the 1700s, they should look for details – the dress of the men, the fact that there is no electricity.) Tell them that the painting represents an event that took place in 1753.
2. Now think about the title of the painting – "Domain of Three Nations." Can students find representatives of three different groups in the painting? How can they tell? (The British are wearing red coats. The French are in off-white.) Have the students look carefully. Have students see if they can find the third nation represented in the painting. (The shadow of the American Indians shown at the bottom of the painting.)
3. Ask students what kind of work they think the people in the painting might do. (They are soldiers.) Ask them to tell you why they think the people are soldiers.
4. Ask students where they think the scene might be taking place. What can they learn just by looking carefully at the painting? (The building belongs to the person who is sitting down. The people in the red coats are visitors.)

John Buxton's painting Domain of Three Nations

5. Point out George Washington in the painting. Ask students where they are used to seeing Washington's picture (on the one-dollar bill). Ask students to list how Washington is different in this painting. (He is much younger.)
6. Tell your students that this is an artist's idea of what George Washington looked like. His first portrait was not made until 1772, when he was 40. That portrait is shown on the cover of this teacher's education kit as part of the logo "The French and Indian War."
7. Tell students that they are going to read information about this painting. It will tell them about what is going on. Before your students start reading, take the information they have learned from the painting and construct a K-W-L chart to guide their reading. The K-W-L chart is on Activity Worksheet "Domain of Three Nations." Here is a sample to get you and your students started.

What do we think we know about what is happening in this painting?	What do we want to know about what is happening in this painting?	What did we learn about what is happening in this painting?
Title: Domain of Three Nations Took place in 1753 One of the nations is the American Indians. People in the painting are soldiers.	Who are the three nations? What is George Washington doing in this painting?	



8. Once your students have developed questions, pass out the reading assignment. Have students follow Washington's route on their map as they read about his trip.

9. After your students have read the story, have them discuss and complete their K-W-L chart. Here are some questions to guide your discussion:
    - What part of the story do you think this painting shows?
    - What is George Washington doing?
    - Which one do you think is the French commander?
    - Who might the American Indian depict?
10. Again show students the copy of the painting *The Domain of Three Nations*. Have students, while in groups of three, role-play the scene shown in the painting. Invite each set of role players to perform their reenactment for the class. Actors should include as much information as possible. Remind students to include the "shadow." Use the biography cards for Legardeur de Sainte-Pierre and the Half King.

Activity Worksheet

Domain of Three Nations

This is a painting called *Domain of Three Nations*. As you work with your teacher to "read" the painting, fill out the K-W-L chart below.

K What do you think you know about what is happening in this painting?	**W** What do you want to know about what is happening in the painting?	**L** What did you learn about what is happening in this painting?

Student Reading

The Trip To The French Fort

In 1752, a new governor came to New France. His job was to control the Ohio River Valley. The governor started building forts on rivers. These forts were also trading posts.

In Virginia, Governor Dinwiddie (DIN-wid-dee) heard about the French forts. He was worried. If anyone was going to settle the Ohio River Valley, Dinwiddie thought, it should be Virginians.

Governor Dinwiddie needed a way to get word to the French. The only way to deliver a message was by having someone hand-carry it. Someone would have to travel over the mountains and through the forest to tell the French to go away.

Dinwiddie turned to a young man named George Washington. He was not an obvious choice for such an important job.

Washington was young, just 21 years old. He spoke no French. However, he had spent time in the woods as a surveyor. He was strong, too. (Washington was well over 6 feet tall.) He was an expert horseman. He could survive a hard journey through the rough country. Washington wanted to go. He wanted to make a name for himself.

Washington hired some other people to go with him on his trip. Christopher Gist served as a guide. He was a trader who knew the area. He knew the American Indians who lived there. Jacob Van Braam, who taught French and fencing, was the interpreter. Four other men were hired to help.

In late November 1753, the group reached the Forks of the Ohio. This is where two rivers come together to form the Ohio River. It is the site of present-day Pittsburgh. Washington wrote in his journal that the site would be an excellent place for a fort.

The next day, the group reached the American Indian town, Logstown. There Washington met a Seneca chief called the Half King. Washington asked the Half King to go with him to see the French. Three other American Indians went, too.

On December 11, the group reached Fort LeBoeuf (luh-BOOF). This was a French fort near Lake Erie. The travel was hard.

Washington's Trip to the French Fort

Oct 31, 1753
Leaves Williamsburg, Virginia, travels to Fredericksburg, Alexandria, and Winchester

Nov 15
Hires Gist and four others and leaves Will's Creek

Nov 23
Passes the Forks of the Ohio and arrives at Logstown the next day

Nov 30
Leaves Logstown with four American Indians including the Half King. Also has an American Indian interpreter.

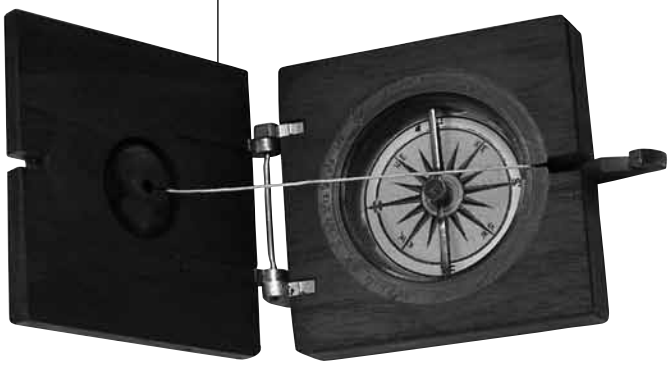
Dec 4
Arrives at Venango

Dec 6
Leaves Venango

Dec 11
Arrives at Fort LeBoeuf

Dec 16
Leaves Fort LeBoeuf

Dec 22
Arrives at Venango and leaves the next day



Dec 26
Washington and Gist leave the horses, and the rest of their party and start walking

Dec 27
American Indian fires on them

Dec 29
Washington falls off a raft into the Allegheny River near the Forks of the Ohio

Jan 6, 1754
Arrives at Will's Creek

Jan 16
Arrives at Williamsburg

The French commander at Fort LeBoeuf read Dinwiddie's letter. He was polite, but he was also very clear. "As to the summons you send me to retire, I do not think myself obliged to obey it." In other words, the French refused to leave the Ohio River Valley.

Washington wanted to get home. He needed to report back to Dinwiddie. The weather was getting worse. Low water in the rivers often forced them to carry their canoes. They were going very slowly. Finally, Washington and Gist set off by themselves on foot.

Their lives were in danger many times. One time, an American Indian fired a musket at them. They walked all night to get away. When they tried to cross the Allegheny River on a raft, Washington fell off! He quickly pulled himself back onto the raft. The two of them spent the night in wet and freezing clothes on an island. It was so cold overnight the river froze, and in the morning the two walked to shore.

Finally, Washington reached Williamsburg. He had traveled 900 miles in 15 weeks. All the while, he had kept a journal of what he saw and heard. Governor Dinwiddie published Washington's journal and sent it to Europe. Washington had indeed met his goal. He had made a name for himself.

George Washington and Me

Standards

National History Standards

K-4 Topic 2: 3B, 3D

K-4 Topic 3: 4B

US Era 2: 1B

The George Washington who was an active participant in the French and Indian War is very different from the dour-looking fellow that most students are familiar with. In this activity, your students will think about the positive or heroic qualities George Washington showed throughout the French and Indian War. They will then think about ways they have demonstrated those same qualities.

The Student Reading "George Washington and the French and Indian War," is written at a fifth grade reading level. Still, it may be challenging for some students because of its length.

The reading is broken up into shorter passages followed by questions. Having students reflect on what they have read is one good way to increase their comprehension.

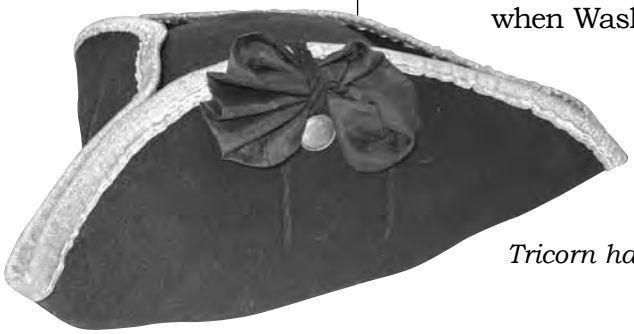
With some students who have more difficulty in reading, you may want to assign only a short reading passage. Stop and discuss. Then have the students read the next short passage.

Materials You'll Need

- 1 copy of the Student Reading "George Washington and the French and Indian War" for each student
- 1 copy of the Activity Worksheet "George Washington and Me" for each student

Procedure

1. Hand out the Student Reading. Have students read "George Washington and the French and Indian War" in class, or assign it for homework.
2. Give each student a copy of the Activity Worksheet "George Washington and Me."
3. Help students think about some of the things they have learned about George Washington from this reading. What are some of the things they can remember him doing? List these on the board.
4. Ask students what kind of words they would use to describe George Washington. Ask them to give examples of the qualities they identify. For example, if students say he was brave, ask them to give an example of a time when Washington was brave.



Tricorn hat

5. Remind students they also read about Washington in "The Trip to the French Fort." Ask them "Does anybody remember what happened to Washington on the way home? Was there a time Washington showed dependability and responsibility?" (Washington wanted to get home quickly to tell the governor what happened at Fort LeBoeuf. He and Christopher Gist set off by foot. As they were crossing the Allegheny River, he fell off the raft and into the icy water. However, he kept going.)
6. Tell students that George Washington was a young man during this time. Yet he still did great things.
7. Ask, "Can you think of a time when you have shown that you were dependable or responsible? Write it on the worksheet."
8. Have students complete the worksheet. You might make a bulletin board of the students' responses. Helping students think of themselves as people who demonstrate positive character traits is one way to incorporate character education into your study of history.

George Washington and the French and Indian War

Fort Necessity – 1754

In January 1754, George Washington reached Williamsburg, Virginia. The trip to the French fort had been long. However, it was just the start of his work for that year. Virginia's governor, named Robert Dinwiddie (DIN-wid-dee), wanted to build a road to the Forks of the Ohio. He sent troops to do the job. He asked George Washington to command the troops, even though he was only 22 years old.

As Washington was about to start building the road, he heard some news. The French had captured the Forks of the Ohio. However, there would still be a need for a road. So Washington started to build it. In just four weeks' time, he and his men built 50 miles of road. It was the first road west of the Allegheny Mountains.

Building the road was hard work. The men were very tired when they came to a place called the Great Meadows. There they set up camp.

Question: Can you think why building a road in those days would be such hard work?

_____

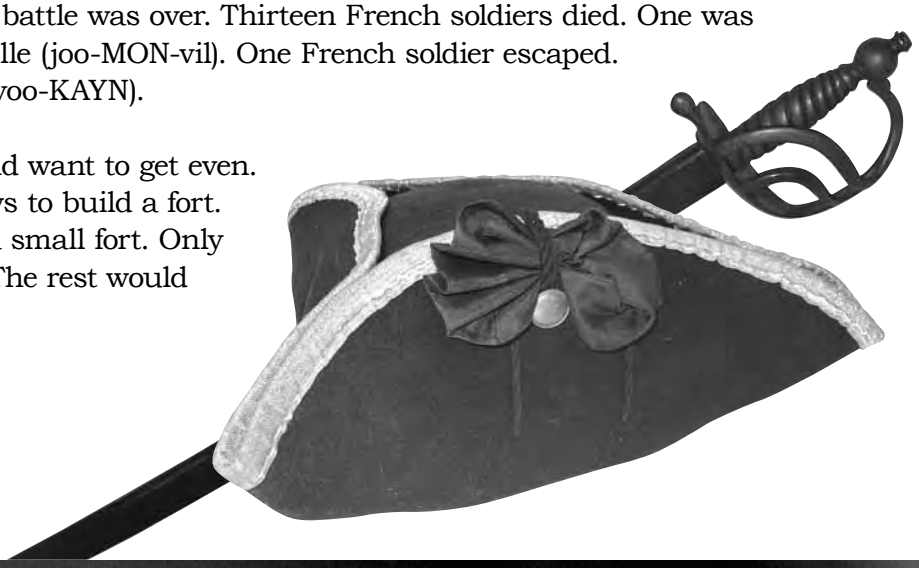
_____

_____

Three days later, Washington heard that the French were in the area. That night, the Seneca chief, Tanaghrisson (tan-ah-GRIS-suhn), also called the "Half King," sent a message. The French were camped only few miles from the Great Meadows.

Forty soldiers traveled through a black and rainy night. The next morning Washington and the Half King decided to work together. They surrounded about 35 French soldiers. Shots were fired. Within 15 minutes, the battle was over. Thirteen French soldiers died. One was their commander, Ensign Jumonville (joo-MON-vil). One French soldier escaped. He went back to Fort Duquesne (dyoo-KAYN).

Washington knew the French would want to get even. He went back to the Great Meadows to build a fort. He called it Fort Necessity. It was a small fort. Only about 50 soldiers could fit inside. The rest would have to fight outside.



Question: Look up the meaning of the word "necessity." Why might Washington give that name to the fort?

_____

_____

_____

The Half King and his warriors left. Not long after, the French attacked. Their leader was the brother of the dead Ensign Jumonville.

The French had American Indians fighting with them. They attacked the fort. All day in the rain, Washington and his men fought. Their guns did not work well in the rain. As the rain grew heavier, the men lay in trenches full of water. The French were under the trees. Their guns did not get as wet.

That night, Washington was surprised to hear the French calling. They asked if he wanted to talk about surrendering?

Question: What might you do if you were George Washington?

_____

_____

_____

George Washington did not know how to speak French. He sent his translator instead. They talked for many hours. Washington agreed to surrender. The French gave him a paper to sign. It was written in French. Washington asked one of his officers to translate it. That man told Washington the paper talked about many things. One of the things was the death of Jumonville.

Washington signed the paper. The next day, he and his troops left the fort. It was July 4.

When they got back to Virginia, they told their story. Washington was surprised. The surrender paper had not used the word death. Instead, it said Washington had assassinated Jumonville.

The British king was very angry. The French could use the paper Washington signed to blame the war on the British.

Question: Look up the meaning of the word assassinate. How is this word different from death?

_____

_____

_____

George Washington and General Braddock - 1755

In 1755, the British sent General Braddock to capture the Forks of the Ohio. He had spent 45 years in the army. However, he had not fought in North America. He asked Washington to join his staff.

Braddock didn't always listen to the advice that people gave him. Benjamin Franklin tried to warn him that American Indians were very good warriors. Braddock said he was not worried. He said to Franklin that the American Indians might be hard for the "raw" Americans to fight. However, for British troops, it would be "impossible" that they would be a threat.

Question: Do you think Franklin was trying to help Braddock? Why do you think Braddock didn't listen?

_____

_____

_____

Braddock was wrong. On July 9, Braddock's army was only eight miles from the Forks of the Ohio. There they met an army of French soldiers and American Indians warriors. With the help of their American Indian allies, the French won the battle. Two-thirds of the British troops and most of the officers were killed or wounded. Braddock was badly hurt.

Washington had been very sick before the battle. However, he fought bravely. He had two horses shot from under him. Four bullets were shot through his coat. Yet, he was not hurt. He rode all night to send aid to the soldiers as they were retreating.

Four days later, Braddock died. He was buried in the middle of the road so there would be no trace of his grave. Washington said the prayers at the gravesite. He was given Braddock's sash, pistol, and sword.

On the Virginia Frontier – 1755 – 1758

After Braddock's defeat, the French and their American Indian allies started raiding British settlements. They often burned the farms and killed or captured the settlers. This included many raids on the Virginia frontier.

Washington was asked to command Virginia's forts on the frontier. He had fewer than 1,000 men, and they had to protect more than 350 miles of frontier. It was hard work. He had to train his soldiers, get supplies, set up forts, and command his troops. He also had to convince the colony to pay for all these things.

To protect the colony, Washington and his troops built 81 forts. Many of them were probably just small, sturdy wooden buildings. Washington did his best, but there were still many raids.

Washington was the highest commander in Virginia. He learned many lessons about leadership on the frontier.

Question: How do you think Washington felt on the Virginia frontier? Why do you think he felt that way?

_____

_____

_____

With General Forbes – 1758

In 1758, the British tried again to take back the Forks of the Ohio. General John Forbes commanded the army. George Washington joined as a commander of the Virginia troops.

By this time, Washington knew a lot about fighting in the wilderness. He offered advice to General Forbes. The General took some of his advice, but not all. Forbes built a new road instead of using the one that Braddock had built. Washington thought that was the wrong choice.

On November 12, Washington showed his bravery. Two groups of Virginia soldiers left Fort Ligonier (lig-oh-NIHR). They went out to capture some French raiders. Both groups thought they had found the French. They started shooting. However, they were really shooting at each other!

Washington ran between the lines of soldiers. He knocked their muskets up with his sword so they would stop firing.

Question: Was this the right thing for Washington to do? Why?

_____

_____

_____

Forbes and his army moved closer to the Forks of the Ohio. The French retreated. Washington was there when the British took control of the Forks of the Ohio. Later that year, he resigned from the army.

Washington learned a lot. He learned never to surrender his army. He learned leadership. He learned the importance of transportation and supplies. He used these lessons when he was in charge of the American army during the Revolutionary War and later in his life.

He had also reached one of his goals. By the end of 1758, he was very well known. He had made a name for himself.

Activity Worksheet

George Washington and Me

George Washington was a young man during the French and Indian War. However, he showed many signs of the great person he would become. His actions during the war showed the kind of person he was. Think about some of the positive qualities that George Washington showed, then think of a way that you might show those same qualities.

George Washington showed	When he did	I can show	When I do
Dependability/ Responsibility	He crossed the icy river on a raft so he could get back to Virginia. He kept going even after he fell in. After Braddock's defeat he rode all night to send help to the retreating troops. He commanded all of the Virginia troops on the frontier.	Dependability/ Responsibility	
Bravery	At Braddock's defeat, Washington had two horses shot out from under him and four bullets shot through his coat. He ran in front of his troops knocking their guns up with his sword to get them to stop firing on fellow Virginians.	Bravery	

George Washington showed	When he did	I can show	When I do
Hard work	Building the road to the Ohio River Valley was very hard work. Washington and his men cut down trees. They crossed high mountains. He had many duties when he commanded all the Virginia frontier forts.	Hard work	
Able to learn from his mistakes and the mistakes of others	He learned not to surrender his army. He learned how to lead an army. He learned the importance of planning for supplies and transportation.	Able to learn from my mistakes and the mistakes of others	

Fort Necessity Surrender Document

Standards

National History Standards
K-4 Topic 2: 3B, 3D
K-4 Topic 3: 4B

US Era 2: 1B

Materials You'll Need

- 1 copy of the Student Reading "Fort Necessity Surrender Agreement" for each student
- 1 copy of the Student Reading "How Did That Happen?" for each student
- Captain Louis Coulon de Villiers biography card for a photograph of the original surrender document

The Fort Necessity surrender document gives your students an excellent opportunity to do some critical thinking. In this activity, students will examine a primary source document that was the center of much controversy.

The Fort Necessity surrender document shows that sometimes a single word can change the course of history. George Washington thought he signed a document that talked of Jumonville's death. However, the document written in French said that Jumonville had been assassinated.

A word-for-word English translation of the surrender document is difficult for most elementary students. This activity uses a synopsis of the main points. However, if you and your students would like to read the word-for-word translation, it is posted on Fort Necessity's web site www.nps.gov/fone.

Procedure

1. Give students the Student Reading "Fort Necessity Surrender Agreement." Have them read it and look up the two definitions in the dictionary.
2. Talk about how the word "assassinate" is different from the word "death." Ask students why this single word could make such a difference.
3. Ask the students, "How could Washington have signed this agreement?"
4. Hand out the Student Reading "How Did That Happen?" Ask students to read it and decide for themselves what they think happened. Have the students explain their answers. Ask the students, "Do you think we will ever know for certain what happened?"

The second and third page of the original surrender document

Student Reading

The Fort Necessity Surrender Agreement

The surrender document that George Washington signed was written in French. He did not speak or read French. Below are the main points of the surrender agreement translated into English. A photograph of the original surrender document is on the back of Captain Louis Coulon de Villiers' biography card.

The Surrender Agreement

Captain de Villiers grants these terms to the British on July 3, 1754

It is not our goal to make trouble, but only to revenge the assassination of one of our officers and to stop the British from settling on our land. With this in mind we will allow the British to surrender based upon the following agreement:

1. We allow the British to return peacefully to their colony on the other side of the Allegheny Mountains.
2. We will allow them to take all their belongings, except their cannons.
3. We grant them the "Honors of War" showing them that we thought they fought very well and that we are still friends.
4. As soon as this agreement is signed, the British will take down their flag.
5. Tomorrow at daybreak we will take control of Fort Necessity.
6. The British give their honor that they will not build a fort or building beyond the Allegheny Mountains for one year from today.
7. The British have 21 French prisoners captured at the time they assassinated Jumonville. In order to make sure that those French are returned safely to us, we will take Captain Stobo and Captain Van Braam with us as prisoners to Fort Duquesne. We will return Captain Stobo and Captain Van Braam when the French prisoners are returned to us.

Two copies made at Fort Necessity

James Mackay
George Washington
Coulon de Villiers

Look up in a dictionary:

- Assassination
- Death

Student Reading

How Did That Happen?

How did George Washington end up signing a paper that admitted the British assassinated Jumonville? One way to find out is to read what people who were there wrote. Decide for yourself what you think happened and explain your answer.

This is what some people wrote about the Fort Necessity surrender agreement.

George Washington

In 1757 George Washington wrote a letter about the Fort Necessity surrender agreement. In it he swore that he, and all the officers at Fort Necessity, thought that the interpreter did not interpret the surrender agreement right. He did not interpret the word "assassination" correctly, either on purpose or by mistake. The interpreter was a Dutchman, who did not speak English well. When he interpreted the surrender agreement he called it the "death" or "loss" of Ensign Jumonville. That is how all the officers understood it. They were greatly surprised and embarrassed when they heard the real translation.

Adam Stephen

Another officer who was with Washington's army was Major Adam Stephen. On August 29, 1754, he wrote a newspaper article. In it he said that Van Braam was the Dutchman who interpreted the French surrender agreement for the British. Van Braam left the fort and went over to where the French were to talk to the French officers about the surrender. It had rained so hard that when he returned, he could not give the British a written translation of the surrender agreement. The agreement Van Braam had was written on wet and blotted paper. The weather was so bad they could barely keep a candle lit to read it. Only Van Braam, who had heard it from the French, could read it. Every officer who heard Van Braam's translation would swear that the word assassination was not mentioned. Van Braam translated it as 'the death of Jumonville.' If they had known the surrender agreement mentioned assassination, they would have gotten it changed before they signed it.

Jacob Van Braam

No one knows what Van Braam said about his translation of the surrender agreement. He was a prisoner with the French at Fort Duquesne. He would have gotten very little news while a prisoner and would not have been allowed to write a letter explaining his side of the story. Throughout the French and Indian War Van Braam remained a prisoner.

Virginia Governor Robert Dinwiddie

Dinwiddie was not at the battle and did not hear the translation. However, he wrote that Van Braam was a coward. He also said that he had heard from two officers who were there that Van Braam had sided with the French.

New France Governor Marquis Duquesne

Duquesne also was not at the battle. In a letter he said that George Washington had been stupid enough to admit in the surrender document that he assassinated Jumonville.

Franklin and Braddock

Standards

National History Standards
K-4 Topic 2: 3B, 3D
K-4 Topic 3: 4B

US Era 2: 1B

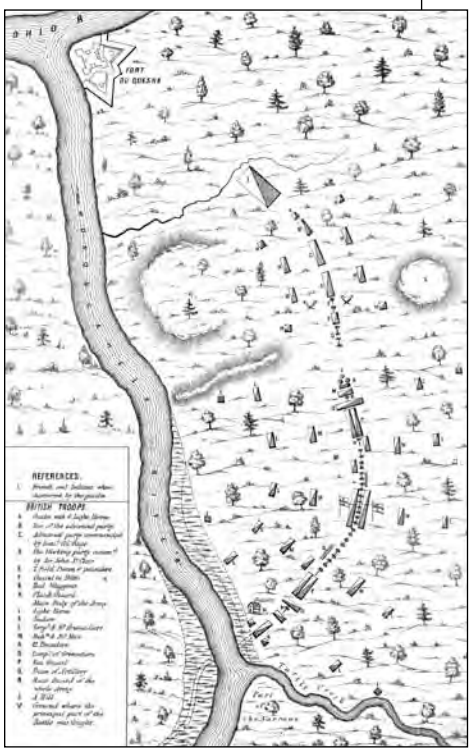
Materials You'll Need

- The transparency of the painting, *Franklin and Braddock*, by Frederic James
- Overhead projector

What might have gone on in the meeting between Benjamin Franklin and General Braddock? In this writing activity, your students can use their imaginations.

Procedure

1. Read the "Teacher Background on Franklin and Braddock," page 34. You may also want to consult the biography cards on both Benjamin Franklin and Edward Braddock.
2. Show students the painting. Explain how the two met.
3. Point out to students that Benjamin Franklin did not fight in the army, but he still played an important part in General Braddock's campaign. He helped Braddock get the supplies he needed for his army. Until Franklin stepped in, Braddock had only 25 wagons. Franklin helped him get 150 wagons, each with four horses and a driver, and 259 packhorses. Franklin also gave a very large amount of his own money (about £200) to get the expedition started.
4. Tell students that Franklin knew about the geography of America and the character of the people living there. He warned Braddock that the American Indians were excellent warriors. Braddock wouldn't listen.
5. Have the students look carefully at the painting. Have them think about a time when they tried to tell someone something, but the other person would not listen.
6. Now have the students write a conversation that might have taken place.



A map showing troop locations on Braddock's field