



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

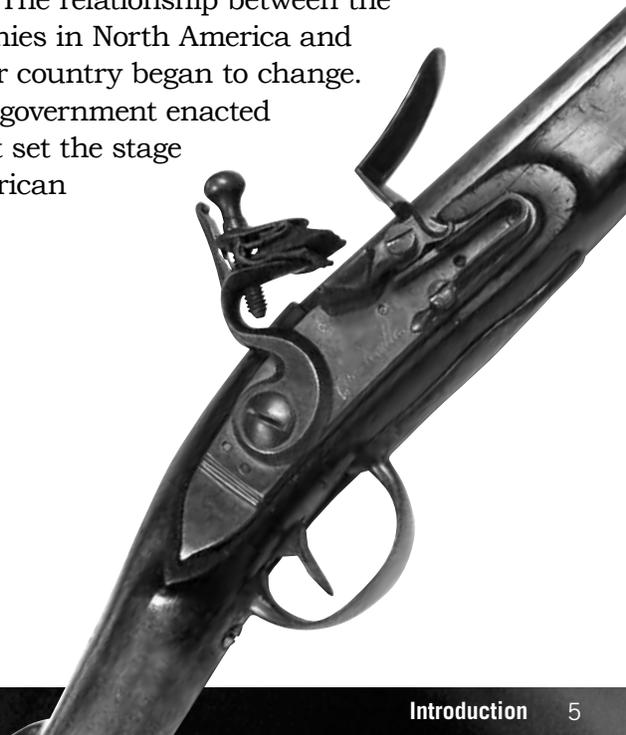
North America to Europe, the Caribbean, India, and the Philippines. War was not new to these powerful European nations. They had been traditional rivals and enemies in a dozen previous wars.

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

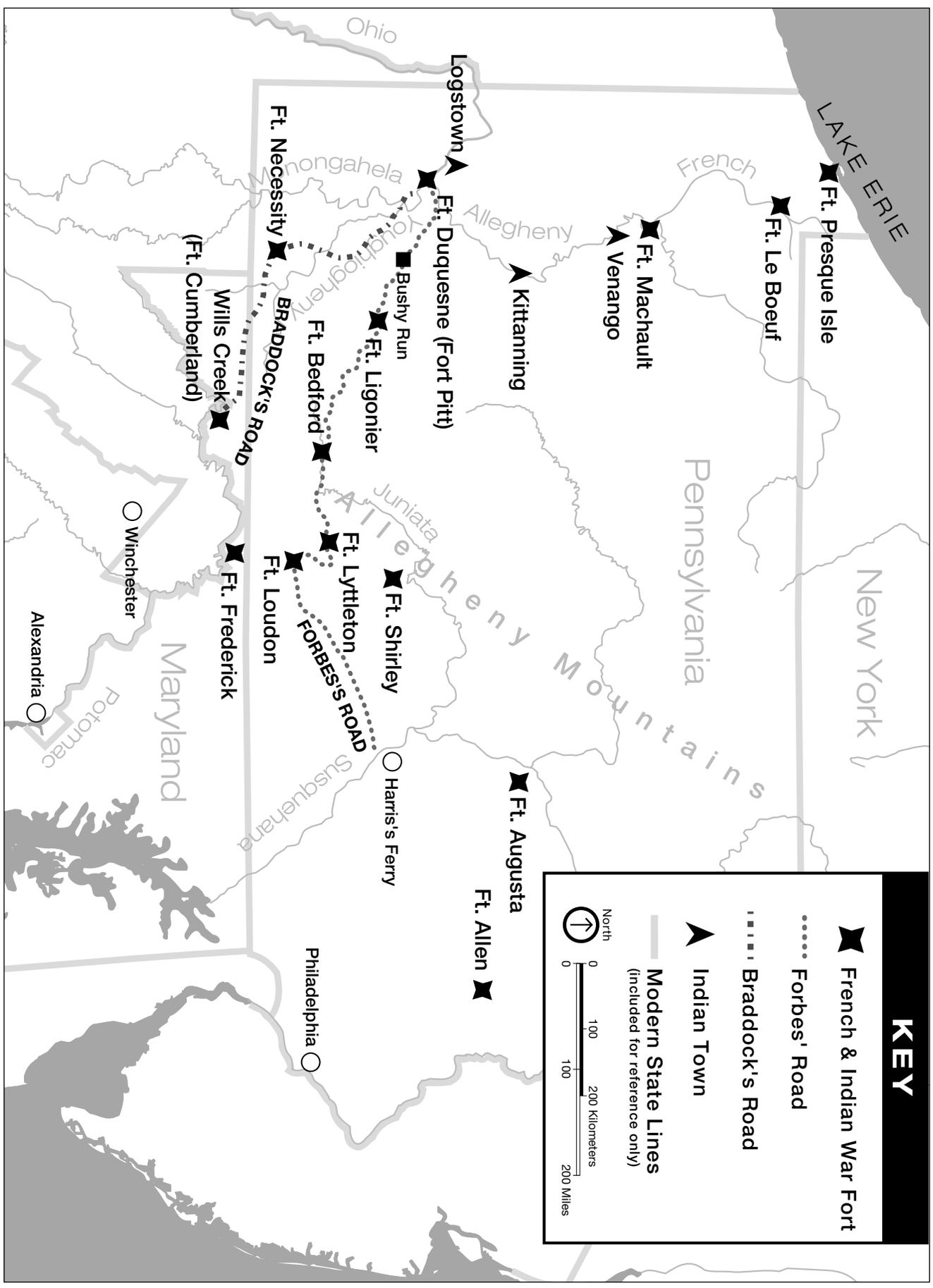
15. How physical systems affect human systems
16. The changes that occur in the meaning, use, distribution, and importance of resources

VI. The Use of Geography

17. How to apply geography to interpret the past.

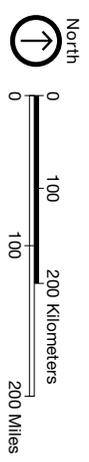


French and Indian War Forts and Roads in Pennsylvania



KEY

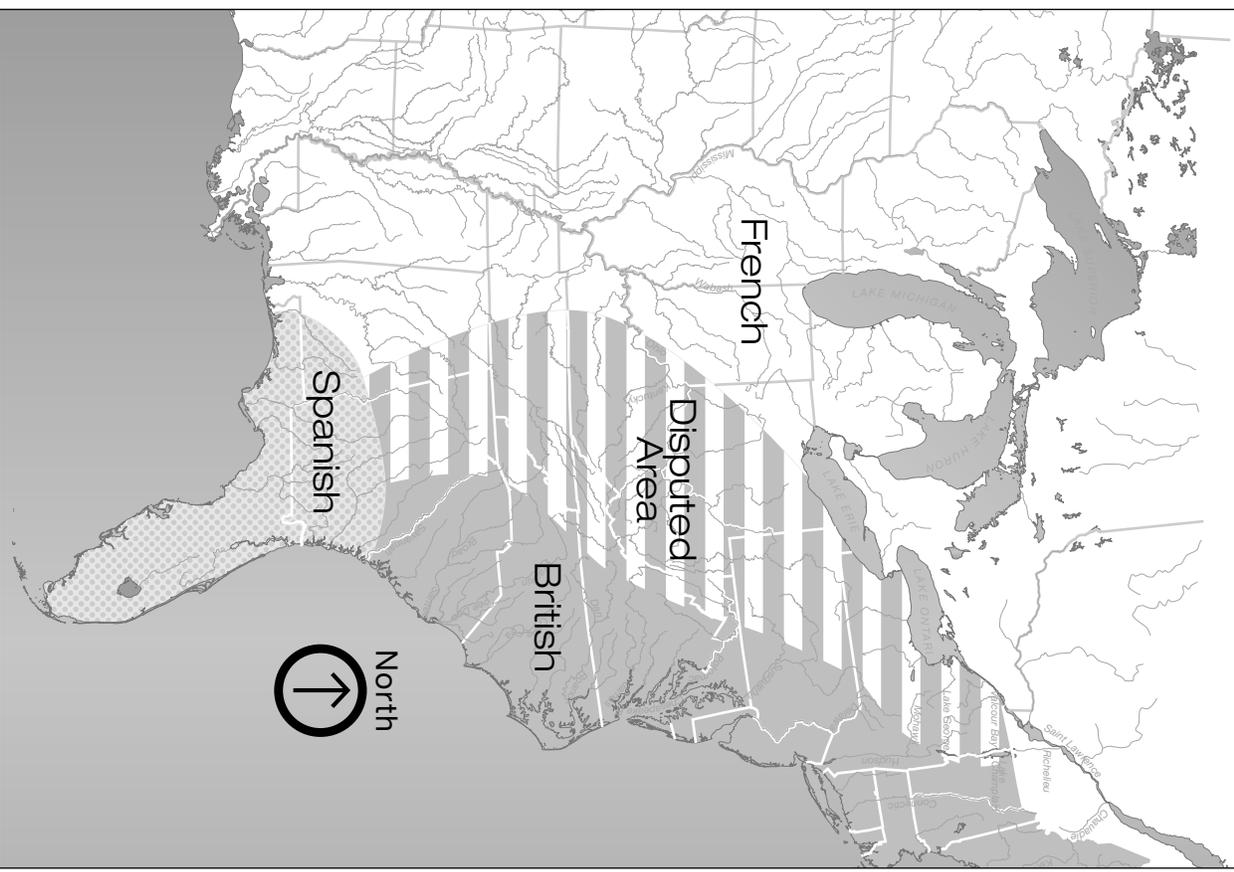
- ★ French & Indian War Fort
- Forbes' Road
- Braddock's Road
- ▲ Indian Town
- Modern State Lines (included for reference only)



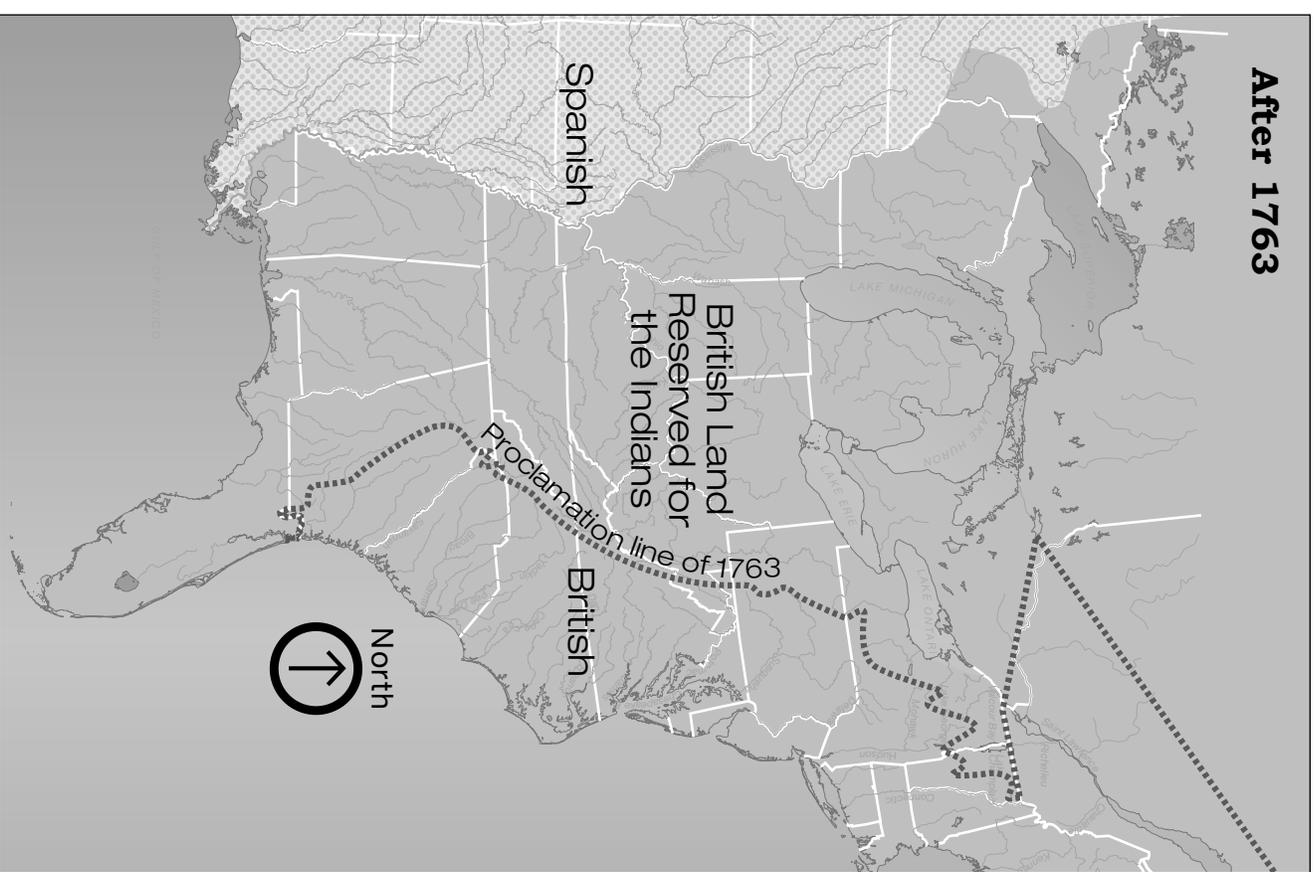


Treaty of Paris 1763

Before 1763



After 1763





Teacher Background on the French and Indian War

Who Were the People Involved?

The French and Indian War started as a struggle for control of the land west of the Allegheny Mountains in the Ohio River Valley. As the conflict spread, European powers began to fight in their colonies throughout the world. It became a war fought on four continents: North America, Europe, Asia, and Africa.

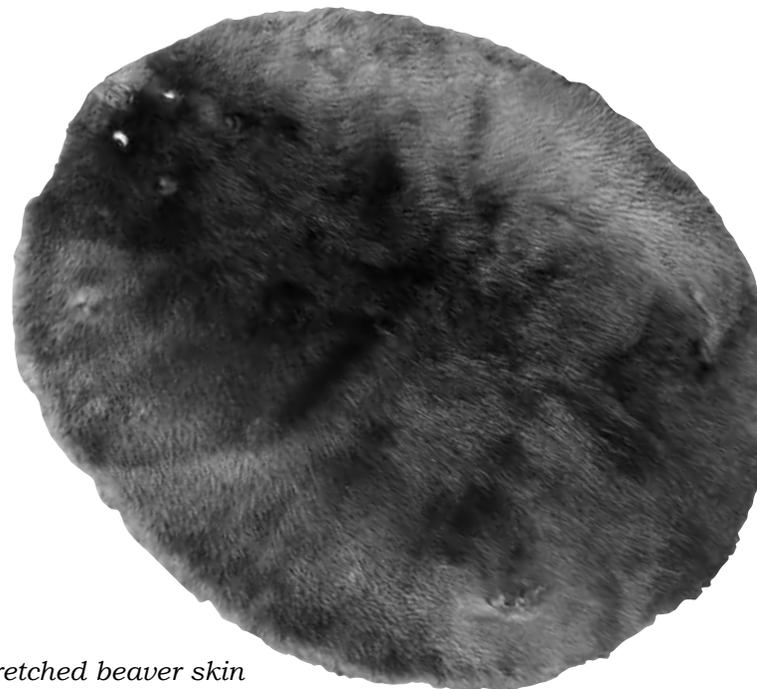
In the 1750s, the area west of the Allegheny Mountains was a vast forest. American Indians primarily from three nations – the Seneca, the Lenape (LEN-ah-pay) or Delaware, and the Shawnee – inhabited the upper Ohio River Valley. About 3,000 to 4,000 American Indians were living there. Their economy was based upon hunting, fishing, and agriculture. With enough land they were self-sufficient. They hunted beaver and other animals for trade. A few French and British traders traveled through the area. The American Indians traded furs and food for metal products, cloth, firearms, and other products. The American Indians were excellent warriors and scouts. During battles in the French and Indian War, their presence often made the difference between winning and losing. (For more on the American Indians please see the Teacher Background on Eastern Woodland American Indian Life, pages 28-33).

Northeast of the Ohio River Valley, in what is now western New York, was the home of the Haudenosaunee (hou-DE-noh-saw-nee) or Iroquois Confederacy. To form the confederacy, six nations had come together

to coordinate their actions, policy, and trade. The confederacy was extremely powerful and often dominated neighboring nations. The Seneca in the Ohio River Valley were members of the Iroquois Confederacy. The Iroquois Confederacy would send representatives to the Delaware and Shawnee to advise them and let them know the Iroquois position on political matters.

Beyond the Ohio River Valley were the nations around the Great Lakes. These nations were traditionally French allies. The French called these nations the “far Indians” and often called on these warriors to assist them in defending their colony. The French also relied on the American Indian nations along the St. Lawrence River for assistance.

The population of all the Indian nations in northeastern North America was about 175,000.



Stretched beaver skin

Teacher Background on the French and Indian War

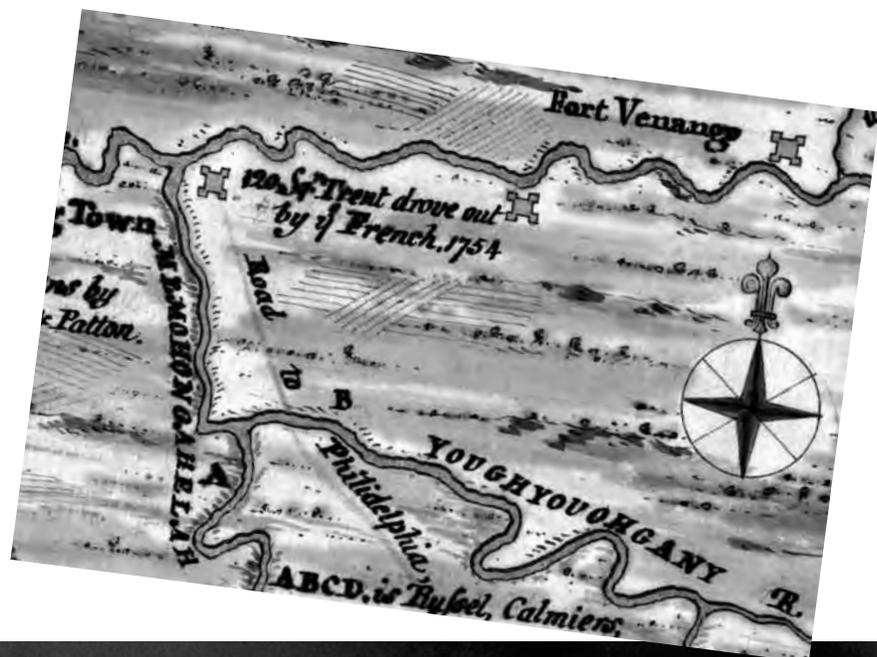
New France had three colonies: Canada (along the St. Lawrence River), the Illinois country (the mid-Mississippi Valley), and Louisiana (New Orleans and west of the Mississippi). There were about 70,000 colonists throughout the French settlements. Their economy was based on trade with the American Indians. It was a weak economic system, and the colonies were not self-sustaining. They needed to purchase food from the Indians or import it. The French colonists had a much different relationship with the American Indians than the British did. They viewed the Indians as trade partners and established personal relationships with the nations they traded with. They became members of the native communities and often inter-married and had children. Rivers and waterways were the best means of transportation through the interior of the continent. The French had a series of forts and trading posts along their main travel and trading route, west of the Ohio River Valley. The Ohio River Valley was an alternate transportation route. Even though the French did not have trading posts or settlements in the Ohio River Valley, they claimed the land as theirs.

To the east of the Allegheny Mountains lived more than 1 million colonists in the 13 British colonies. They had a strong economy based on farming. Their population was expanding rapidly, both through immigration and population growth. Although they had no settlers in the Ohio River Valley in 1750, the British colonies claimed the land. Virginia, in fact, claimed this land and all the lands as far west as the “islands of California.”

Although their economy did not depend on it, many Pennsylvania and Virginia traders traveled to the Ohio River Valley to trade. They did not have river access to the valley, and there were no roads for wagons. To get their goods across the mountains they used packhorses.

The British colonists generally did not mix with the American Indian societies. However, the two cultures needed to deal with each other. They needed people who could interpret the languages and also understand the different cultural customs and manners. The people who did this were called “Go Betweens.” They were more than translators, they were also diplomats.

Map of the Forks of the Ohio, 1754



What Were They Fighting For?

The Ohio River Valley Indians wanted to maintain their land, their lifestyle, and control of their future. They sought to trade with the Europeans but prevent settlement. By this time the American Indians depended on European goods. Guns, gunpowder, knives, lead for musket balls, rum, and cloth were a few of the items they did not want to live without. They were excellent hunters and were able to kill the game and beavers the Europeans sought. Most of the Shawnee and Delaware living in the Ohio River Valley had only started living there in the 1720s. They had moved to the region from their homes in eastern Pennsylvania. As the British colonists settled that land, the Indians moved west. The Shawnee and Delaware in the Ohio River Valley were under the political influence of the Iroquois Confederacy. They didn't like this and wanted to speak for themselves. The Iroquois Confederacy wanted to maintain control of the Ohio River Valley to improve its negotiating position with the French and British.

The French depended on the Indian trade as the basis of their economy. They were upset when Pennsylvania and Virginia started trading with the Ohio River Valley Indians. This area was on the eastern edge of their main trading routes, and they did not want to lose control of any of the trade. Also, they used the Ohio River Valley and its river systems as a transportation route. They wanted their traders, priests, and soldiers to be able to travel freely through

the region. The French were not interested in settling the area. However, they were determined to maintain authority over it.

By the 1750s British colonial settlement had reached the eastern base of the Allegheny Mountains. They saw wealth and opportunity in the vast lands west of the mountains. Many settlers hoped to own their own property. Wealthy colonists sought land grants in the hopes of securing lands that they could sell to settlers at a profit – land speculation. However, to get land speculation profits they needed more land, and the Ohio River Valley looked like a perfect place to get it. The British colonial traders involved with Indian fur trade were already making money in the region. None of these colonists wanted to see the French control the Ohio River Valley. The British saw many opportunities, and they did not intend to lose them to their enemies, the French.

The goals and economies of the three nations also affected how they viewed and interacted with each other. The British emphasis on farming and owning land often put them in competition with the American Indians. The French were more likely to view the Indians as allies since their economy depended so heavily on the Indian trade. The preservation of trade was important to the American Indian nations and often influenced which alliances they made.



Barrels of gunpowder

How Did the Conflict Begin?

In 1749 the French were becoming concerned with the Pennsylvania and Virginia traders in the Ohio River Valley. That summer they sent an expedition of 247 men under the command of **Captain Pierre-Joseph Céloron** (SEL-or-ohn) **de Blainville*** down the Ohio River.

Céloron buried lead plates in the ground stating the French claim to the land. He made speeches to the Ohio River Valley Indians warning them not to trade with the British and expelled the traders he found. In Logstown (near present day Ambridge, Pennsylvania) he found 10 British traders with 50 packhorses and 150 packs of fur. When he returned to Canada he had a bleak report. The Ohio River Valley Indians “are very badly disposed towards the French.” In order to keep the valley he recommended that the French build a fortified military route through the area.

In 1752, the **Marquis Duquesne*** (dyoo-KAYN) was named Governor of Canada. His instructions were “to make every possible effort to drive the English from our lands... and to prevent their coming there to trade.” The next year he began building a series of forts along the waterways in the Ohio River Valley. The first two forts were at Presque Isle (presk eye), on the south shore of Lake Erie, and Fort LeBoeuf (luh-BOOF) on French Creek, a tributary of the Allegheny River.

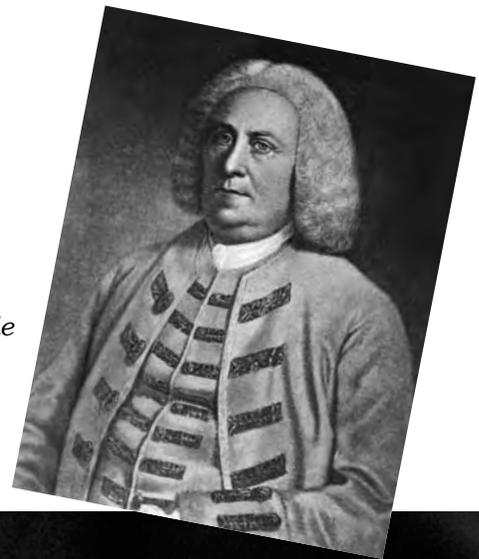
Meanwhile, Robert Dinwiddie (DIN-wid-dee), the Governor of Virginia, was granting land in the Ohio River Valley to citizens of his

colony. In 1753, he received instructions from the King of England “for erecting forts within the king’s own territory.” Dinwiddie was very upset about all the French activity in the Ohio River Valley. He sent a young volunteer, George Washington, to deliver a letter to the French demanding that they leave the region.

Not surprisingly, the French refused to leave. While Washington made the arduous 900 mile winter trip from Williamsburg to Fort LeBoeuf and back again, he noted that the point of land at the junction of the Allegheny and Monongahela (meh-NON-gah-HAY-lah) Rivers, called the “Forks of the Ohio,” would be an excellent place for a fort.

In the spring of 1754 the French had a post at Venango, near where French Creek and the Allegheny River meet. At the same time the British started to build a fort at the Forks of the Ohio. They had just hung the gate when 360 French canoes and over 500 French troops, with eight cannons, appeared. The British commander, Ensign Edward Ward, quickly realized that he was badly outnumbered. He and his soldiers left the fort to the French, who began building a much stronger fortification that they named Fort Duquesne.

Governor Robert Dinwiddie



**Names in bold print indicate a biography card on that person.*

Many of the Ohio River Valley Indians were concerned with the large number of troops and their fort building activities. Since the British traders had been forced to leave, the Indians in the region now traded with the French. They found the French trade goods to be more expensive and of a poorer quality than those of the British.

Later the same year Washington was sent to the Ohio River Valley with the Virginia militia. He and his troops were told to take the “Lands on the Ohio; & the Waters thereof.” Their orders specified that they were to widen the packhorse trail into a road wide enough for wagons. While at Will’s Creek (what is today Cumberland, Maryland), Washington learned that the French were in control of the Forks of the Ohio and the fort the British had built there. Washington proceeded forward with the construction of a road across the mountains. The British hoped to use this road to retake control of the Ohio River Valley.

Over 50 miles west of Will’s Creek, Washington stopped to rest his men and horses in an open meadow called the Great Meadows. While camped in the meadow, Washington received a message from **Tanaghrisson*** (tan-ah-GRIS-suhn). Tanaghrisson was a Seneca sent by the Iroquois Confederacy to govern the Delaware and Iroquois in the Ohio River Valley. His position was given the title “the Half King.” The Half King sided with the British. His message to Washington stated that there was a band of French soldiers camped only a few miles from the Great Meadows. On the night of May 27, 1754, Washington and 40 soldiers began a dark

and wet overnight march. It was morning before they arrived at the Half King’s camp. Together they decided to surround the French.

Unaware, the French under the command of **Ensign Joseph Coulon de Villiers de Jumonville*** (joo-MON-vil) were just waking up. A French soldier spotted the British and yelled. They all ran for their muskets. A shot was fired. Then Washington ordered his troops to fire. The French were in a bad position at the bottom of a ravine. They tried to escape down the ravine but met the Half King and his warriors. They came back and surrendered.

The whole skirmish lasted only 15 minutes. One Frenchman escaped and 21 were captured. Jumonville lay wounded and 12 others were dead. The Half King approached the wounded Jumonville and said, “Thou art not yet dead, my father.” Then he raised his tomahawk and killed him. It was both a horrifying and a symbolic act. To the Half King and his people Jumonville represented the French in the Ohio River Valley and his death clearly showed the Half King’s desire to have them leave. These were the first shots of what was to become the French and Indian War. Shortly after the incident, the British historian Horace Walpole noted, “The volley fired by a young Virginian in the backwoods of America set the world on fire.”

This skirmish invited retaliation from the French and their American Indian allies. Washington returned to the Great Meadows where his troops built a small fort they named Fort Necessity. Washington was joined by more troops bringing the total number of British to nearly 400.

On July 3, 1754, about 600 French and 100 of their American Indian allies arrived in the Great Meadows just beyond Washington's fort. Jumonville's brother **Captain Louis Coulon de Villiers*** (duh VIL-yay) commanded the French army. They quickly found a weakness in the fort: in one area the trees were within firing range of the fort. The French and their allies concentrated their troops behind those trees. Then the weather turned against the British. It began to rain. The gunpowder that fired the muskets would not ignite. As night approached the British were in a bad position. They had been fighting all day and had many dead and wounded. About 8:00 in the evening the French called and asked if they would like to negotiate a surrender. Realizing their poor situation, the British agreed to negotiate.

Washington sent Captain Jacob Van Braam to negotiate. Although he was a Dutchman, he spoke French and English. After four hours of negotiating, the final surrender document was ready and Washington signed it. The document was written in French and contained many provisions. One provision, as Washington understood the translation, held the British responsible for the death of Jumonville. Later Washington learned that the document, actually twice mentions the assassination of Jumonville. This was a surprise and a humiliation for Washington. It also gave the French a document pinning the blame for the fighting on the British.

When Washington and his troops departed, the French again controlled the land west of the Allegheny Mountains.

The Ohio River Valley Indians who felt more comfortable dealing with the British than the French moved from the area. Many of them moved east to central Pennsylvania.

Although officially not at war, both France and Britain supported the fighting by sending troops and supplies. Early the next year, **Major General Edward Braddock*** arrived to take command of all the British forces in North America. Braddock invited George Washington to join him as a volunteer. Washington eagerly accepted and went along as his aide. Braddock would personally command the troops that set out to capture the Forks of the Ohio. They would march to Will's Creek, where over the previous winter Fort Cumberland had been built. From there they would cut a road through the forested mountains to Fort Duquesne at the Forks of the Ohio.

Braddock had trouble from the start locating horses and wagons to move the supplies for his army. Luckily, **Benjamin Franklin*** came to the rescue. He convinced farmers to rent their wagons and horses to Braddock. One hundred and fifty wagons and 259 packhorses arrived at Braddock's camp just when they were needed most.

By the time they reached Fort Cumberland, the British were well behind schedule. While preparing at Fort Cumberland, Braddock managed to anger and alienate almost all of the American Indians who had come to participate as allies. **Shingas*** (SHIN-gas), the leader of the Ohio River Valley Delaware, was so angry he left and immediately joined the French. **Scarouady*** (SCAR-roh-ah-dee) and seven other American Indians were the only ones

who assisted the British. The 2,400 troops began leaving Fort Cumberland May 29, 1755.

The uncut forests and mountainous terrain slowed the army's progress. Braddock decided to divide his army. A "flying column" was created. It consisted of 1,300 soldiers who would move ahead quickly without all the heavy baggage. The baggage would come up behind as fast as possible.

The French at Fort Duquesne were well informed by their American Indian scouts of Braddock's progress. There were hundreds of Indians around Fort Duquesne, mostly warriors from the Great Lakes region. They thought Braddock's army was too large and were unwilling to join the French. On the morning of July 9, **Captain Daniel-Hyacinthe-Marie Lienard de Beaujeu*** (BOH-joh) did the impossible. He convinced the American Indians to join the French. That morning 254 French and 637 Indians left Fort Duquesne. Over two-thirds of the army was made up of Indians.

Eight miles east of the fort the French and British armies spotted each other. Both sides were surprised and scrambled to get organized for the battle. The American Indians under the command of **Ensign Charles-Michel Mouet de Langlade***

(moo-ay duh LON-glayd) quickly took the high ground and were able to dominate the battle. The British suffered a terrible defeat. Two-thirds of the British troops and most of the officers were killed or wounded. Braddock received a serious wound before the British army retreated. Washington rode all night to reach the slow-moving part of the army that had not been in battle. He had supplies sent back to the retreating troops. Four days later, Braddock died of his wounds.

As a result of Braddock's defeat, many Ohio River Valley Indians decided to side with the French. For the next few years Fort Duquesne became the starting point for hundreds of French and Indian raids along the Pennsylvania and Virginia frontier.



Felling axe

How Did the War Progress?

It was not until May 1756, that Britain officially declared war on France and the two countries began fighting in Europe. French and British colonies in the West Indies, India, and Africa were also drawn into the conflict. In Europe the war became known as the Seven Years War.

That same year both French and British colonies got new commanders. The British commander-in-chief, Lord Loudoun, did not understand the American colonists. When he made requests of colonial governors, they sent the requests through their assemblies. Often the assemblies did not comply, and Lord Loudoun would threaten to use force against the colonies. Some colonists started to see Lord Loudoun as being as much of a threat to their freedom as the French and American Indians. Lord Loudoun's actions created resentment and resistance. Resentment of his policies did not help the British war effort.

The new military commander for the French colonies, **Major General Louis-Joseph de Montcalm*** (mon-KALHM) arrived in Canada in May of 1756. He was reluctant to use the American Indians to their full advantage and was disdainful of the Canadians. Although it took several years, his attitudes and actions eventually affected France's success.

In 1756, while the French were still successfully using their American Indian allies, the army continued to be victorious in North America. They defeated the British at Fort Oswego.

Lord Loudoun

The only British success in 1756 was at Kittanning. Colonel John Armstrong led a party of 300 against the Delaware town of Kittanning. They surprised the town at dawn; however, the Indians put up a strong fight. The British eventually set the town on fire. Delaware Chief "Captain" Jacobs was killed when the gunpowder stored in his house exploded after the house was set on fire. Armstrong left with 11 recovered British captives and about a dozen scalps. The Pennsylvanians viewed this as a victory while the French and Ohio River Valley Indians saw it as a massacre. To avenge the attack the French and Indians intensified their raids on the Pennsylvania frontier.

The French victory at Fort William Henry in 1757 ended in disaster for all. Montcalm had 1,800 American Indians with him. They fought with the French without pay in the hope of victory. Then they would get their compensation by taking captives, booty, and scalps. Many Indians had traveled hundreds of miles to participate in the battle.



When the British surrendered Fort William Henry, Montcalm did not consult his Indian allies when he drew up the surrender terms. The surrender terms denied the warriors the plunder they had fought for. The day after the surrender the American Indians decided to take what they saw as their due and on August 10 captured or killed hundreds of British, most of them colonists. The American Indians unknowingly took captives and clothing infected with smallpox. That winter many nations suffered heavy losses due to the disease. The Indian attack on the British colonists after the surrender intensified the colonists' hate for the French and their Indian allies. Although the surrender was a victory for the French, it was also a turning point. After the way the American Indians were treated by the French at Fort William Henry, many of them decided not to fight with the French again. The French were never able to ask for Indian assistance to the extent they had before. Loss of their American Indian allies was one of the factors that contributed to turning the tide of war against the French.

In 1758, policy changes helped the British. William Pitt, Secretary of State in Britain, recalled Lord Loudoun and sent a new commander-in-chief. He repealed unpopular policies and enacted some that were very advantageous to the colonies. The colonies reacted with enthusiastic support of the war. For the first time colonial manpower and money were wholeheartedly put into the war. Pitt also sent many more troops to the colonies.

That year Pitt ordered a three-pronged attack on French strongholds. General Jeffery Amherst was to attack the fortress

at Louisbourg, which guarded the St. Lawrence River. General James Abercromby was assigned to take Fort Ticonderoga. **General John Forbes*** was given the task of capturing Fort Duquesne.

In July, Amherst captured Louisbourg, which opened the St. Lawrence River and a water route to Canada. Although not ordered in the plan, Lieutenant Colonel Bradstreet also successfully captured Fort Frontenac. This fort supplied the goods and ships for the entire western French army and the important French trade with the American Indians. Bradstreet reported that the French told him “their troops to the southward and western garrisons will suffer greatly, if not entirely starve, for want of the provisions and vessels we have destroyed.” Abercromby did not take Fort Ticonderoga.

Forbes believed in a strategy known as a “protected advance.” As the army moved forward, it would build forts or supply bases at regular intervals. He ordered construction of a new road across Pennsylvania, guarded by a chain of fortifications. The last fort built in September was the “Post at Loyalhanna,” Fort Ligonier (lig-oh-NIHR), about 50 miles from Fort Duquesne. It served as a supply depot and a staging area for a British-American army of 5,000 troops.

On September 14 the British made a foolish attempt to capture Fort Duquesne and were defeated with many casualties. On October 12 the French attacked Loyalhanna (Fort Ligonier), but the British successfully defended their position. Washington arrived at Loyalhanna in late October.

While Forbes was moving forward, an important conference was taking place in Easton, Pennsylvania. Representatives from the Iroquois Confederacy, the Shawnee, and the Delaware met to make peace with the British. The British made several promises to the American Indians in return for not fighting with the French. The treaty they signed promised that the British would prevent settlement on all of the lands west of the Allegheny Mountains after the war. The British also committed to regulating the rum trade and eliminating forts on Indian lands. The treaty was signed in October. “Go Betweens” brought news of the treaty to the Ohio River Valley Indian towns. This was bad news for the French.

By this time, it was so late in the fall that Forbes was considering ending the campaign for the winter. On November 12, near Loyalhanna, Washington captured a soldier from Fort Duquesne. The soldier confessed that the French were very weak. Forbes decided to continue his campaign against Fort Duquesne. The French were in a bad position. They could no longer count on help from the American Indians, and with the fall of Fort Frontenac, they had very few supplies. They decided to abandon Fort Duquesne. The French destroyed the fort before they left. Forbes occupied the ruined fort on November 25.

In 1759, the British continued their success in battle. The Iroquois Confederacy, which had remained politically neutral until this point, decided to side with the British. During the summer, the British captured Fort Niagara, Fort Ticonderoga, and Crown

Point. The opening of the St. Lawrence River allowed the British to sail to Quebec. All summer British Major General James Wolfe was unsuccessful in attacking the city situated on the top of a cliff. Finally in September, under the cover of darkness, Wolfe used a small footpath to get his troops up the cliff and onto a flat field outside the city. He might have learned of the footpath from **Major Robert Stobo*** who was with him that summer. Stobo had been a prisoner in Quebec and had just recently escaped. Wolfe’s troops fought the French under the command of General Montcalm and won. The British took control of Quebec. Both generals died from wounds they received during the battle. The French colonial government moved to Montreal.

The destruction of the French fleet in November 1759 was the final blow for the French. Without supplies the French army could not retake Quebec. In 1760 the British captured Montreal. The war between France and England ended in North America.

How Did the Conflict End? What Were the Consequences?

After the fall of Montreal, the warfare continued in other parts of the world. Spain entered the war when the British attacked and captured Havana, Cuba. The 1763 Treaty of Paris formally ended the war. France gave the British all of its land in North America east of the Mississippi River other than the city of New Orleans. The French land west of the Mississippi, called Louisiana, was given to Spain. The Spanish gave Florida to Britain and the British returned Havana. There were several other small exchanges and agreements. The end result was that the French no longer had territory in North America.

In 1759 the British began construction of Fort Pitt on the site of the French Fort Duquesne. The American Indians became concerned. The Treaty of Easton promised to eliminate forts on Indian land – yet this fort was much larger than a trading post. It was 10 times larger than Fort Duquesne. The barracks could shelter hundreds of men. Delaware Chief Pisquetomen wanted to know what “ye General meant by coming here with a great army.”

With the French gone, settlers began to move over the Allegheny Mountains. As always, they saw opportunity for profit and advancement in the Ohio River Valley. It was becoming clear the promises of the Treaty of Easton were not to be honored.

In the fall of 1761 commander-in-chief Jeffery Amherst made some well-intentioned but ignorant changes to the British–American Indian trade policies. The long-standing practice of gift giving was curtailed. Traders were forbidden from trading in the American Indian villages. This forced the Indians, who were often without horses, to carry their pelts into forts in small quantities. The traders were also required to limit the sale of lead and powder to five pounds at a time. This meant that the American Indians could not effectively carry out their fall and winter hunts and thus were unable to provide for their families and towns. Additionally, the new reforms forbade the sale of rum and liquor to the Indians, substances that had become part of their culture. These changes caused suffering and hardship in American Indian villages across the region. Many nations saw the benefits of allying with each other against their common enemy, the British, who were threatening their way of life.

In the spring of 1763 **Pontiac***, an Ottawa war chief, united warriors from many nations and on May 9 attacked Fort Detroit. American Indians had never before mounted a united and widespread attack on Europeans.



British belt axe

The uprising spread. Within two months eight British forts fell, and Fort Detroit and Fort Pitt were isolated and under siege. Other frontier forts and settlements experienced persistent attacks and raids.

British commander Captain Simeon Ecuyer realized Fort Pitt was in a dangerous situation. Right before it was attacked, two Delaware leaders came to the fort to negotiate. Ecuyer refused to surrender. When the chiefs departed he gave them gifts including two blankets and a handkerchief intentionally taken from the fort's smallpox hospital.

British **Colonel Henry Bouquet*** (Boo-KAY) undertook an expedition to relieve Fort Pitt. On August 4, Bouquet left Fort Ligonier with packhorses carrying bags of flour as well as some other provisions. The next day American Indian warriors attacked them at Bushy Run. Bouquet's troops suffered under fire from an unseen enemy and from thirst in the August sun. That night Bouquet, a commander who understood American Indian tactics, developed a clever plan. On the morning of August 6, Bouquet's troops pretended to be retreating. Instead, they circled around and attacked the warriors from another direction. Bouquet's plan succeeded. He drove off the American Indians. Although one-quarter of his men were dead or wounded and he had lost all his flour, four days later Bouquet arrived at Fort Pitt. His arrival allowed Fort Pitt to be relieved.

To settle the troubles with the American Indians, British policy makers in London decided to draw a line down the Allegheny

Mountains. Everything between the mountains and the Mississippi River was reserved for the American Indians. There would be no settlements, only trading posts. Signed in October of 1763, the act was called the Royal Proclamation of 1763. The proclamation angered settlers who had fought for land in the Ohio River Valley. Although military leaders at Fort Pitt and other forts were aware of the proclamation, they rarely enforced it and settlers continued to flock to the area.

Pontiac's War ended in 1765. The British changed their unfavorable trade policies with the American Indians. The French had not joined in fighting the British as the American Indians had hoped. The Indians were ready to resume trade. One of the conditions of peace at the end of Pontiac's War was that the American Indians were required to return their British captives.

The outcome of the French and Indian War affected all three powers. Before the French and Indian War, most wars between the old rivals France and Britain ended in a stalemate. The French and Indian War, however, had a decisive winner. Britain defeated France and became the most powerful European country. It now had a vast new empire to manage. The French were looking for an opportunity to avenge their defeat. The American Indians were faced with British rulers who were not going to stop the flow of settlers into the Ohio River Valley and other native lands. The Ohio River Valley Indians eventually lost their land. To keep their traditional lifestyle they moved further west.

How Did the French and Indian War Set the Stage for the American Revolution?

After the French and Indian War the British colonies and the mother country entered into a new relationship. The British government went deeply into debt to pay for the French and Indian War. To help cover the cost of the army stationed in North America, for colonial defense, the British imposed a series of taxes on the colonists. These taxes sparked the colonists' complaints about "taxation without representation."

During the French and Indian War, the American colonists resented being treated like second-class citizens and threatened by Lord Loudoun. Soldiers had received poor treatment from British commanders. New policies, including the Royal Proclamation of 1763, angered the colonists. The new taxes and policies revived these old resentments.

The colonies had been forced to work together during the French and Indian War. They saw the strength of their troops and their economies.

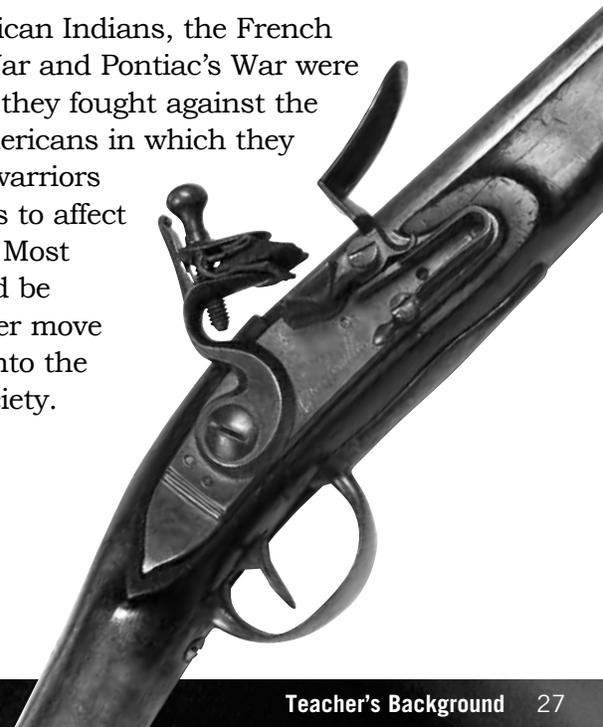
The colonists protested each new tax passed by parliament in the 1760s and 1770s. They asserted their "natural rights"—the right to life, liberty, and property—and their rights as British citizens were being violated. Parliament steadfastly maintained its right to pass laws governing the colonists. As the struggle continued, the colonists began to see the advantages of joining together. The "Join or Die"

snake, designed by Benjamin Franklin in 1754 as a way of rallying the colonists to work together during the French and Indian War now gained popularity.

Once hostilities broke out and the American Revolution began, two affects of the French and Indian War were evident. First, military officers and soldiers had gained military experience and knowledge during the French and Indian War. George Washington had clearly learned many important lessons and developed military leadership skills. The colonists had also seen that the British army was not invincible. Second, France was very upset about losing the French and Indian War. The desire for revenge influenced France's decision to ally with Americans during the American Revolution. That aid was instrumental in defeating the British.

Many of the colonial grievances before the American Revolution had their roots in the French and Indian War. Although the French and Indian War did not directly cause the American Revolution, it did set the stage for what was to come.

For the American Indians, the French and Indian War and Pontiac's War were the last wars they fought against the British or Americans in which they had enough warriors and resources to affect the outcome. Most nations would be forced to either move or integrate into the dominant society.



Teacher Background on Eastern Woodland American Indian Life

At the start of the French and Indian War, there were about 175,000 American Indians in the Great Lakes and northeastern regions of North America. They were from different nations and did not all speak the same language, wear the same style clothes, or hold the same beliefs. However, they did have similar lifestyles. Today anthropologists call these nations collectively the Eastern Woodland American Indians.

Language

There were two main language groups, the Algonkian and the Iroquoian. An Algonkian speaking Shawnee warrior would have difficulty communicating with an Iroquoian speaking Seneca, just as today an English speaker would have difficulty understanding a person speaking French.

Towns

In summer many families lived together in towns. The Eastern Woodland towns were usually located on good farmland near a river. The river was used both for water and for transportation. Generally the Eastern Woodland people made their houses with a frame of bent saplings covered with bark. In winter, family groups moved to hunting camps.

Women's Duties

All the nations cultivated crops – typically corn, beans, and squash. Planted in a mound, the beans grew up the corn stalks and the squash acted as a ground cover. Women were responsible for planting and

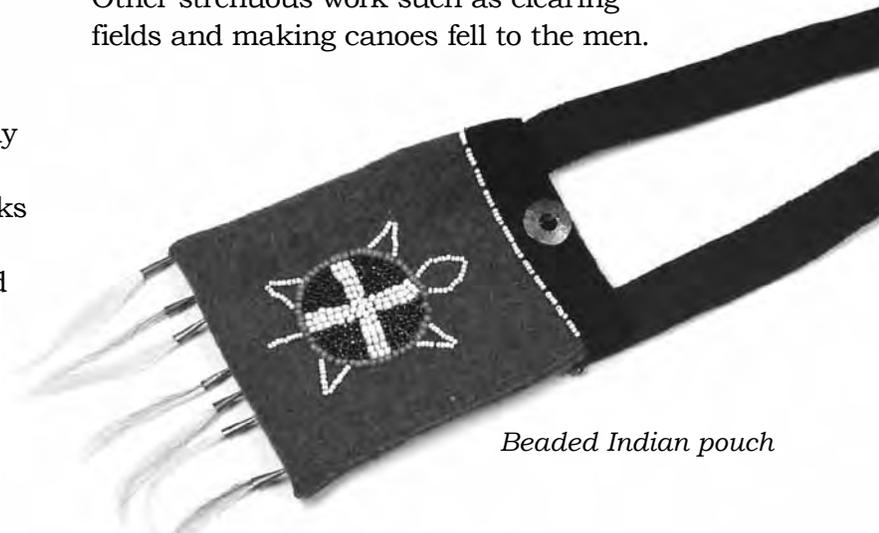
taking care of the crops. Women also gathered food such as berries and nuts. In the late winter, both men and women collected sap from sugar maple trees and boiled it down into sugar.

Women were responsible for food preparation and making the family's clothes. Before contact with Europeans, they used hides and furs decorated with bone, porcupine quills, and moose hair. After they began trading with the Europeans, they used cloth and purchased items such as beads and ribbon as decoration. A child's mother was responsible for his or her upbringing. Children were rarely scolded or punished and were almost never hit. If a child misbehaved, he or she might be splashed with cold water. A child's good behavior was praised.

Most Eastern Woodland societies had matrilineal descent. This meant that children belonged to their mother's clan, not their father's.

Men's Duties

The men did the hunting and fishing, and made tools. They were also responsible for protecting the town and were the warriors. Other strenuous work such as clearing fields and making canoes fell to the men.



Beaded Indian pouch

Property

Both men and women owned property. Items such as clothing, weapons, jewelry, and tools were individually owned. The Eastern Woodland societies did not recognize individual land ownership. The nations did have territories that they used and defended.

Leadership

When an important decision needed to be made, the women would discuss the matter and tell the men their opinions before the men met. The men would take the women's opinions into consideration. Both men and women were leaders. Some women, like **Queen Alliquippa*** (AL-uh-KWIP-uh), held considerable political power. **Scarouady*** (SCAR-roh-ah-dee) said "It is no new thing to take women into our councils, particularly amongst the Senecas." Leaders got their status because of their wisdom and skill. Although the Europeans gave them titles like "king," "half king," and "queen" the Eastern Woodland leaders did not have the power or wealth of European monarchs. **James Smith*** wrote that the chief "could neither make war nor peace, leagues nor treaties..." and "the chief of a nation has to hunt for his living, as any other citizen." Unlike monarchs, they needed to follow the suggestions of their council and the will of their community. The chief was the worker of the people. No one would follow a chief who was the only member of the community to live a certain lifestyle.

A chief would remain strong and have the support of his or her people only as long as the people prospered.

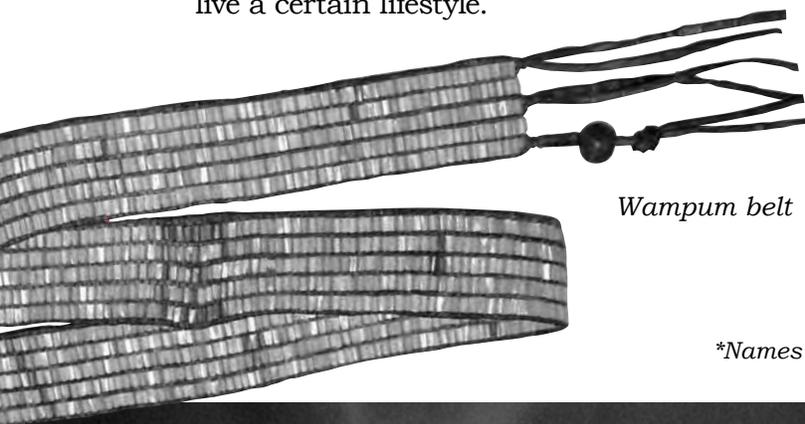
The structure of their society and government meant each individual American Indian had a high degree of freedom. The opinions and desires of individuals – men, woman, and children – were valued and taken into consideration.

Liberty in North America

The individuals in Eastern Woodland societies had a very high degree of freedom when compared with most other people in North American society. Enslaved Africans had no freedom or property. In the European colonies married woman didn't own property. The husband owned all the couple's land, buildings, furnishings, and money. The only members of society who were allowed to vote were white, male, land-owners.

Wampum

Wampum was very important in Eastern Woodland society. Strings and belts of shell beads called wampum helped with the nation's long-term memory of their history. Select members of a community were taught the history and memorized the facts and stories. The beads of wampum helped them remember and retell events. When used during council speeches, wampum showed the truth of the speaker's words. In making each point, the speaker would offer a different string of wampum.



Wampum belt

*Names in bold print indicate a biography card on that person.

This use of wampum was a sacred act, similar to a Christian swearing an oath on a Bible. A speaker presenting wampum would not break his word. Wampum was also used between communities and nations during any important event. The European colonists quickly realized the value of wampum and its importance to communication with Eastern Woodland nations. Without it the Indians would not believe the truth of the Europeans' statements. Because wampum was so valued by Eastern Woodland Indians it also became a medium that could be traded.

In the Eastern Woodland society when one individual or nation wanted to convince another person or nation of something, they would offer a gift. Often the gift would be wampum, but it could be many things. The Europeans followed this tradition. When asking favors of the Eastern Woodland people, Europeans gave them gifts of wampum and trade items.

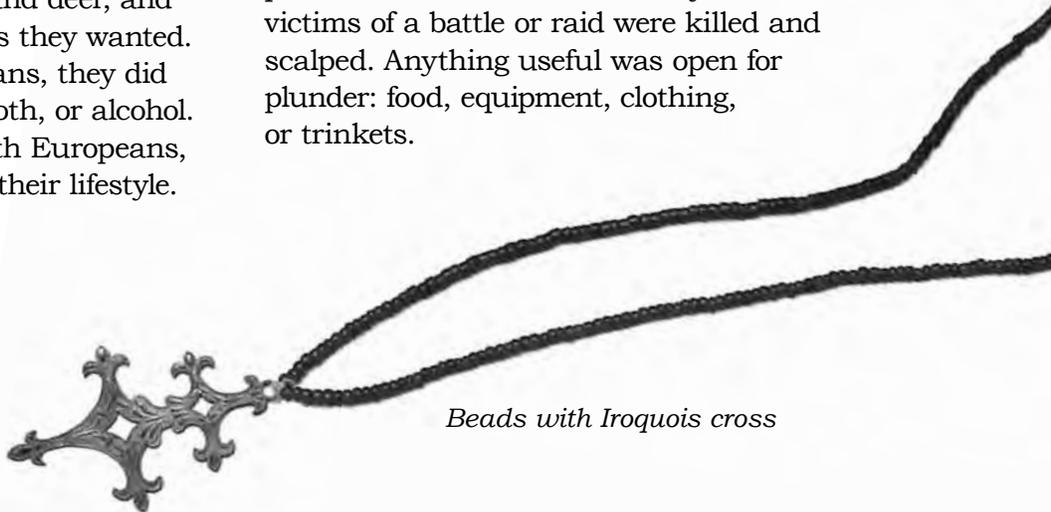
Trade

Trading was always important to the American Indians. Before European contact they traded with other Indian nations for items they didn't have access to such as flint and shells. When the Europeans arrived, the Indians traded with them for manufactured European goods. They traded furs, mostly beaver and deer, and sometimes food for the items they wanted. Before contact with Europeans, they did not have metal, firearms, cloth, or alcohol. After they began trading with Europeans, these items became part of their lifestyle.

Just as today we would find it hard to go without cars or electricity, the Eastern Woodland Indians in the 1700s would have found it hard to return to the days without trade items. The muskets became important tools in hunting and warfare. The most commonly traded items included scissors, knives, cooking pots, jewelry, muskets, lead for musket balls, gun powder, cloth, blankets, and manufactured clothing. As a result of trade, the Indians ended up with the same technology as Europeans.

Warfare

When one nation had a grievance against another they engaged in war. Typically, the village decided communally if the warriors could go to war. If it was decided they could go, it was expected that the warriors would return with something. The warriors sought plunder, captives, or scalps. Generally, captives were the most valuable trophies of war. A warrior displayed greater valor taking people alive, than killing them for their scalps. Many Eastern Woodland Indians valued the captives for adoption as a replacement for dead kin. Captives who were fit enough to march back to the warrior's village (especially young women and children) had a good chance of being taken alive. Scalps showed a warrior's prowess in battle. Most seriously wounded victims of a battle or raid were killed and scalped. Anything useful was open for plunder: food, equipment, clothing, or trinkets.



Beads with Iroquois cross

It was natural for the Indians to continue their warfare traditions when they began allying with Europeans during the French and Indian War. It is also logical that they did not understand some of the European ideas on war. In the Eastern Woodland Indian tradition, to the victor went the spoils of war. They did not understand when victorious European commanders were reluctant to allow them to plunder. It was also baffling when the winning army allowed the enemy to go, unharmed and with all its equipment. This did not reduce the enemy's strength. The European idea that if you put up a good fight, you might be rewarded with your weapons and freedom (even if you lost) was foreign to the Indians.

When making alliances, each nation acted individually and evaluated how it would benefit them. They weighed many factors such as how an alliance would affect their access to trade items, what kind of gifts their allies gave them, whether they would be victorious in their battles, and how well they had been treated in the past.

The colonial French Canadian commanders valued the Eastern Woodland warriors' skills and sought them as allies more aggressively than the British did. The French were more likely to understand the Eastern Woodland Indian traditions and motives. To secure allies, the French generally gave the Indians more gifts and gave more weight to their advice. The French were also long-time trading partners with many nations. For these reasons many Indian nations decided to

ally with the French. Warriors from the Great Lakes region often traveled hundreds of miles to participate in battles.

During the French and Indian War, the British and French offered bounties for enemy scalps. This encouraged the practice of scalping.

Changing Attitudes

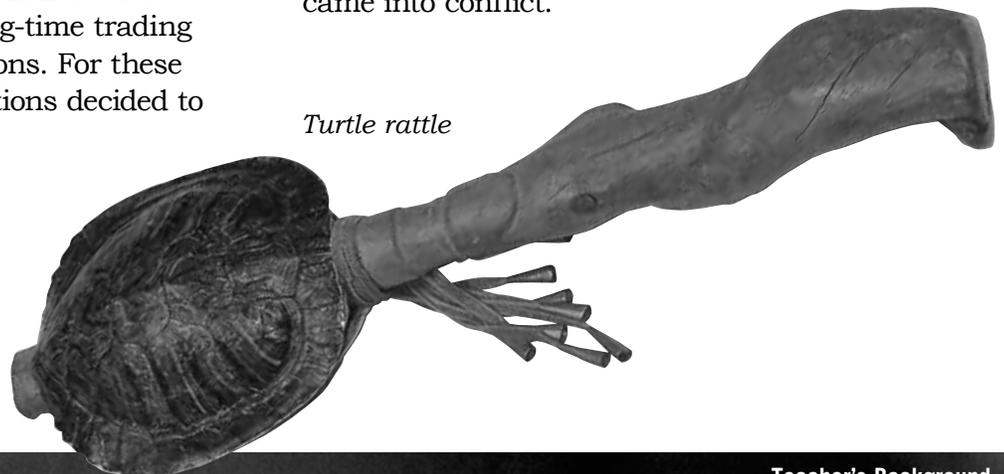
Today some activities that were practiced in the 1750s are considered objectionable, and people no longer participate in them. American Indians no longer practice scalping, just as British and Americans no longer practice slavery.

Captives

People who were captured by American Indians during raids or battles were generally either tortured to death or adopted. If a captive was adopted, then he or she became part of the family and was treated the same as the other family members.

North Americans

All the people in North America were striving for the same thing. They were either trying to preserve a lifestyle or move toward a better life for themselves. As they sought their goals, they often came into conflict.



Turtle rattle

The Many Nations

Lenape or Delaware

The people of this nation called themselves Lenape (LEN-ah-pay). The British called them the “Delaware.” The Delaware were Algonkian speaking. Their traditional homeland was in what is now New Jersey and eastern Pennsylvania. It was a Delaware chief that met with William Penn in 1682 near Philadelphia, Pennsylvania. Penn was one of the few Europeans who believed in treating the American Indians well. By the 1750s many of the Delaware had moved from their traditional homes because of British settlement and settled in the Ohio River Valley.

Shawnee

The Shawnee were also Algonkian speaking. Although the Shawnee language was not the same as the Delaware or other Algonkian speaking nations, they could generally understand each other. The difference might be similar to present day English and Shakespearean English.

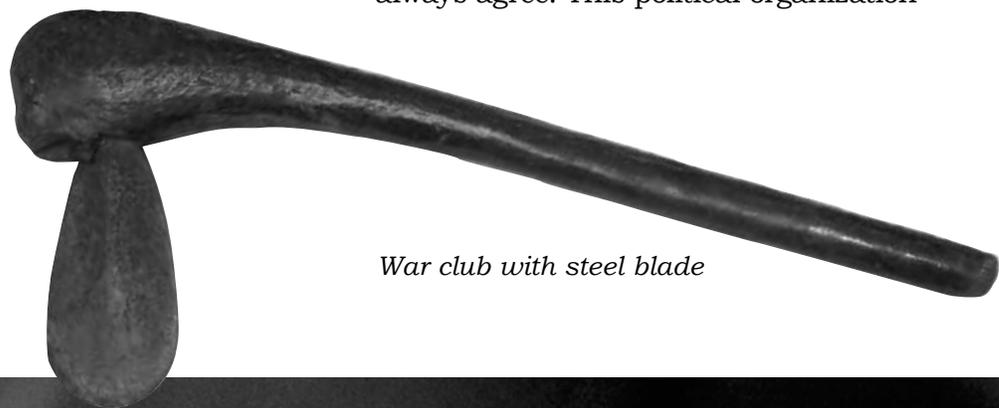
The Shawnee were in eastern Pennsylvania in the 1600s. Like the Delaware, by the 1750s they had moved from their former homelands further west, with many settling in the Ohio River Valley. Generally, the Shawnee were nationalistic and more hostile to the Europeans than other nations. The Shawnee were one of the few Eastern Woodland nations with patrilineal descent, whereby the children belonged to the father’s clan.

The Haudenosaunee or Iroquois-Mohawk, Oneida, Onondaga, Cayuga, Seneca, Tuscarora

Probably about three centuries before the French and Indian War, five nations – the Mohawks, the Oneidas, the Onondagas, the Cayugas, and the Senecas – united to form a confederacy. They called themselves the Haudenosaunee (hou-DE-no-saw-nee) or “People Building a Long House.” In 1722 the Tuscarora became a member of the confederacy. Together they became known as the Six Nations of the Iroquois or the Iroquois Confederacy. The Iroquois lived in what is now western and northern New York State. The Iroquois Confederacy was founded on the pledge that the nations would unite and not kill each other.

They wished that all nations would join in their league of peace. They used many methods to get other nations to ally with them. If a nation did not ally with the Iroquois, they were considered enemies. During the 1750s, the Delaware and Shawnee were under Iroquois political influence and not considered their enemies.

The confederacy consisted of six independent nations, each of which had its own council. Each nation elected representatives to the confederacy’s council, known as the Great Council or the Onondaga Council (since the meetings were held at Onondaga). The Great Council’s role was to come up with a unified policy, or action, for the confederacy, since all six nations did not always agree. This political organization



War club with steel blade

helped them successfully coordinate their wars, foreign policy, and trade policy. For internal communication, the confederacy developed a system of relay runners. At its maximum, the confederacy controlled territory from the Chesapeake Bay to the southern end of Lake Michigan, and north through southern Ontario and Quebec.

Most Eastern Woodland people built bark and wood houses for one family, but the Iroquois lived in longhouses, inhabited by several families. Each family had its own fireplace. The longhouse also symbolized their political system.

Each nation in the Iroquois Confederacy spoke its own dialect of a common Iroquoian language.

Great Lakes Eastern Woodland Indians

The Great Lakes Indians were traditional allies with the French. Most of these nations had been trading partners with the French for years. The majority spoke an Algonkian language, however, the Winnebagos spoke a Siouan language, and the Wyandot spoke an Iroquoian language.

- Fox
- Kickapoo (KI-ke-poo)
- Mascouten (MUHS-koo-tuhn)
- Menominee (MUH-nah-muh-nee)
- Miami (MAH-ya-mee)
- Ojibwa (oh-JIB-wuh) (also known as the Chippewa (CHIP-uh-wuh))
- Ottawa (ah-TUH-wuh)
- Potowantomi (PAH-tuh-WAH-tuh-mee)
- Sauk (souk)
- Winnebagos (winuh-BAY-goh)
- Wyandot (WEYE-yuhn-daht) (also known as the Huron)

St. Lawrence Eastern Woodland Indians

These nations also had traditional ties to the French. These nations were all Algonkian speaking.

- Abenaki (ahbuh-NAKEE)
- Algonquin (al-GAHNGK-win)
- Caughnawaga (CON-uh-WOG-uh)
- Maleseet (MALUH-seet)
- Micmac (MIK-mak)
- Nipissing (NIPI-sing)



Bear claw necklace

Teacher Background on Franklin and Braddock

In the winter of 1755, **General Braddock*** arrived in Virginia with two regiments of regular English troops. The army began its march to the frontier. They needed supplies and at least 150 wagons and hundreds of horses to move them.

Braddock sent officers into Maryland and Virginia to get what they needed. They returned with only 25 wagons. Braddock was very unhappy with the situation. This lack of wagons and horses could jeopardize the whole expedition.

By the end of April the army had made it as far as Frederick, Maryland. Braddock made his headquarters in the town's stone tavern, and it was there that **Benjamin Franklin*** met with Braddock. Franklin was serving as Postmaster General. It was his job to open the lines of communication between Braddock and the governors of the colonies where he would be operating. Realizing Braddock's desperate lack of transportation, Franklin offered to help the general secure horses and wagons. Braddock entrusted him with £800, and Franklin contributed £200 of his own money.

Franklin returned to Pennsylvania and on April 26, 1755, advertised in a Lancaster newspaper for 150 wagons and drivers with 4 horses per wagon, and 1,500 packhorses. Franklin included a letter at the end of the notice. In the letter he pointed out that the general and officers of the Army had been very upset about the lack of wagons and horses. They had threatened to send armed forces into the countryside to seize what

they needed. The ad suggested that it might be better to volunteer. Franklin pointed out to the readers that the providers would be well paid and the work would not be hard on the wagons or horses.

Within two weeks 150 wagons and nearly 300 horses joined Braddock's army. Pennsylvania also sent 20 extra packhorses with provisions as a gift to the junior officers with Braddock's army. In an enthusiastic thank you letter, Braddock told Franklin that Pennsylvania "had promised nothing and performed everything" while Virginia and Maryland "had promised everything and performed nothing."

Franklin found Braddock to be a brave man, but with "too high opinion" of the British troops and too low an opinion of the American and American Indian fighters. Franklin claims to have warned Braddock that the long line of troops marching through the woods would be exposed to surprise attacks. According to Franklin, "He [Braddock] smiled at my Ignorance," and pointed out that while the American Indians might "be a formidable enemy to your raw American militia, but upon the king's regular and disciplin'd troops it is impossible they should make any impression."



Gentleman's walking stick

**Names in bold print indicate a biography card on that person.*

Unit 1

Who Were the People Involved?

“Nature itself has conspired to render the River Ohio hereabouts a place of consequence of all the people in North America that are within reach of it...”
—Cartographer John Mitchell, 1755²

Background for the Teacher

Read the “Who Were the People Involved?” section of the Teacher Background on the French and Indian War, pages 15-16. Also read the Teacher Background on Eastern Woodland America Indian Life, pages 28-33.

The French and Indian War brought together three powers – the British, the French, and the American Indians (from many nations). The conflict began over the Ohio River Valley, which was principally inhabited by the Seneca (who were members of the Iroquois Confederacy), the Shawnee, and the Lenape (LEN-ah-pay) or Delaware. Understanding something about these three powers is important before students begin to learn about the war.

Key Teaching Points

- The geographic location of the Ohio River Valley
- The Ohio River Valley was inhabited by three principle American Indian nations
- The American Indian economy was based on having enough land to farm and enough forest to hunt in. They also depended on trade with the Europeans for many items that had become part of their lives
- The Iroquois Confederacy was very powerful and sent representatives to advise all the American Indians in the Ohio River Valley
- The French colonies’ geographic location
- The French colonial economy was based on trade with the American Indians
- The geographic location of the British colonies
- The British colonial economy was based on farming, and their population was growing

Activities in This Unit

“The Forks of the Ohio”

- This mapping activity, helps students see the spheres of influence of each of the three powers. It also helps students focus on why control of the Forks of the Ohio became so important in the war.

“A Much Clearer Picture”

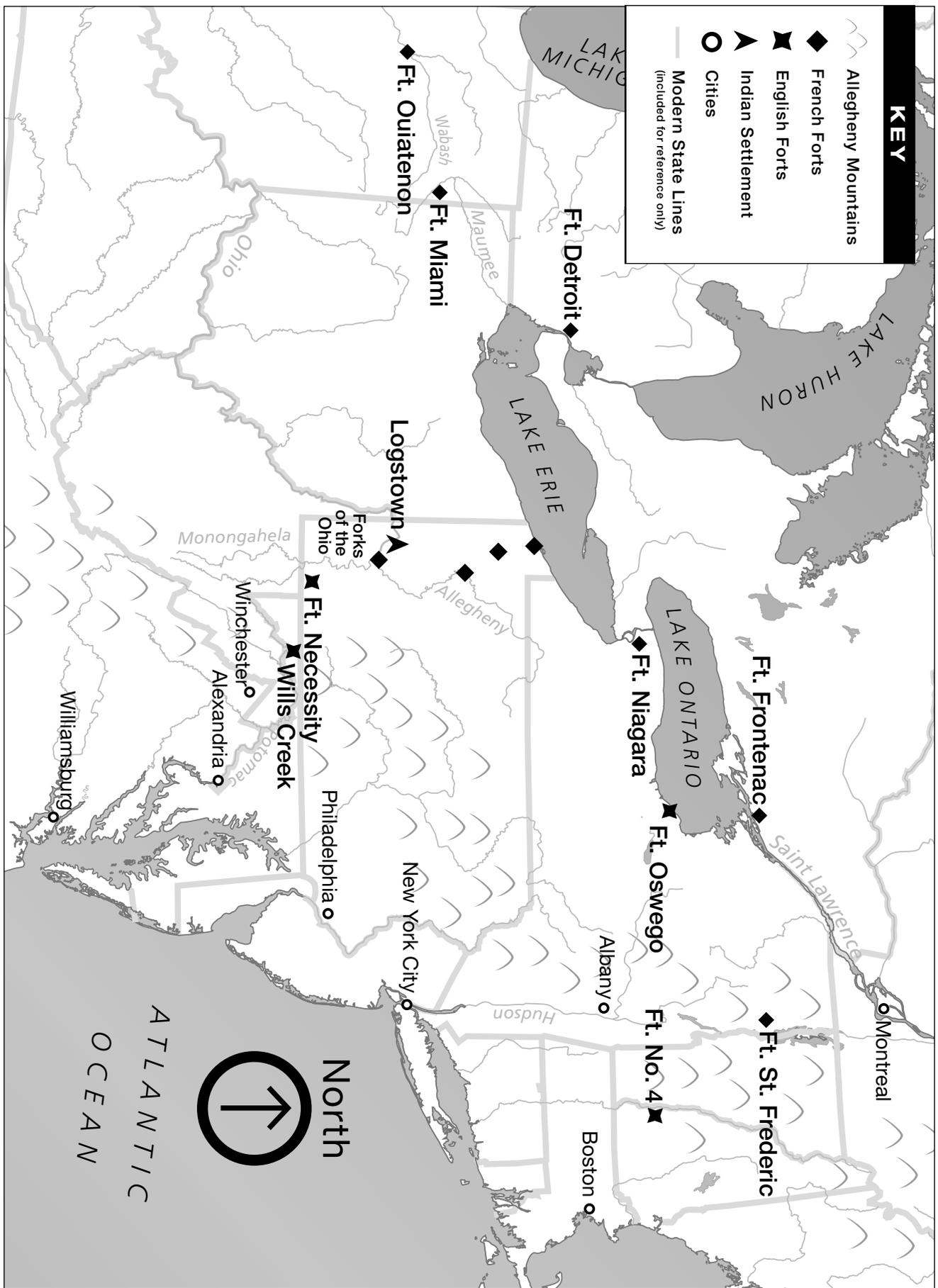
- This will help students understand the American Indians. By doing research and incorporating what they have learned, they will gain a much clearer picture of the American Indians’ history and way of life.



Map of the Forks of the Ohio, 1754

² Paul E. Kopperman, Braddock on the Monongahela. (Pittsburgh, 1977), 20.

Forks of the Ohio - 1754





Activity Worksheet

The Forks of the Ohio

- 1** On the map, color Britain's North American colonies red. The colonies were settled between the Allegheny Mountains and the Atlantic Ocean. The mountains were the western boundary of colonial settlement.
- 2** On the map, color the French colonies of New France blue. The French colonies were located north of Lake Erie, Lake Ontario, and the St. Lawrence River. They were also located north of the Maumee (mah-MEE) River and the Wabash River.
- 3** The nations of the Iroquois Confederacy lived south of Lake Ontario and west of the mountains. This area is about as big as Lake Ontario. Color this area yellow.
- 4** Locate the Allegheny River and the Monongahela (meh-NON-gah-HAY-lah) River. The place where the two rivers come together to form the Ohio River was called the Forks of the Ohio. It is now the site of Pittsburgh, Pennsylvania. Circle the Forks of the Ohio.
- 5** The area drained by the Allegheny, Monongahela, and Ohio Rivers was called the Ohio River Valley. It was located between the French colonies and the British colonies. This was where many Seneca, Delaware, and Shawnee lived. The French and the British were fighting over this land. Color the area drained by the Allegheny, Monongahela, and Ohio Rivers orange.
- 6** There were no European towns or roads in the woods of the Ohio River Valley. There were many Seneca, Delaware, and Shawnee settlements and trails. Find Logstown on the map. Circle it.
- 7** The French began building forts southward from Lake Erie. Label the four unmarked French forts on your map. Fort Presque Isle (presk eyel) is the northern most fort, located on Lake Erie. Fort LeBoeuf (luh-BOOF) was the fort just south of Fort Presque Isle. Venango was the third post south of Lake Erie (later called Fort Machault (mah-SHOH)). Fort Duquesne (dyoo-KAYN) was located at the Forks of the Ohio.
- 8** With a blue crayon trace over the Maumee River from Lake Erie to Fort Miami, then over land to the Wabash River and down the river. This was the main transportation route used by the French between the Great Lakes and the Mississippi River.



A Much Clearer Picture

Standards

National History Standards

K-4 Topic 2: 3A, 3D

K-4 Topic 3: 5A

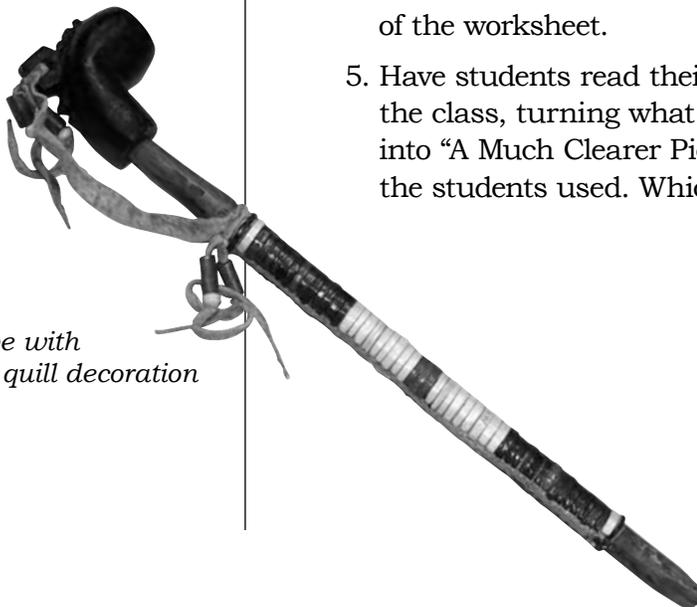
US Era 2: 1B

National Geography Standards

4, 6, 9, 10

Materials You'll Need

- 1 copy of the Activity Worksheet “A Much Clearer Picture” for each student.
- Biography cards, American history textbooks, reference books, computers linked to the internet.



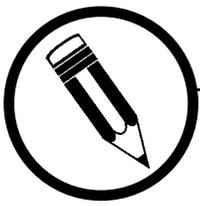
Indian pipe with porcupine quill decoration

This reading and writing activity will help students learn more about Eastern Woodland Indians before and after European contact. It will help students practice researching information using reference books and the internet, and communicating that information to the class.

This can be a library lesson. If you have a school librarian, you may want to have her/him talk about library reference books and internet search tools.

Procedure

1. The Activity Worksheet has information about the Eastern Woodland Indians before and during the French and Indian War. The information is divided into four paragraphs.
2. Read all the information with students.
3. After you and the students read the information together, assign the individual paragraphs to small groups of students. (You may have several groups working on each paragraph).
4. Ask the students to use the reference tools at your school (biography cards, text books, reference books, the internet) to research and write three new facts that add new information to their assigned paragraph. The new facts should be written in paragraph form. Have students write down the sources for each of the facts on the back of the worksheet.
5. Have students read their original and new paragraphs to the class, turning what the Activity Worksheet gave them into “A Much Clearer Picture.” Discuss the reference tools the students used. Which did they find the best?



Activity Worksheet

A Much Clearer Picture



Here are some facts about American Indians in the Ohio River Valley before and after the French and Indian War. You are going to do some research and add more information. This will give you “A Much Clearer Picture” of what life was like for American Indians in the 1700s.

1 Many nations lived in the Ohio River Valley in the 1700s. The three largest were the Seneca, the Lenape (LEN-ah-pay) or the Delaware, and the Shawnee.

American Indians wanted to live as they always had. They wanted to hunt, farm, and live in villages. The Ohio River Valley was just right for these nations. It had forests and water for hunting and fishing. It had trees for building homes. It had flat areas for farming. It had rivers that could be used for traveling.

These American Indians were good hunters and farmers. They lived close to nature. They used the animals and plants around them for food, clothing, medicine, and shelter. They traded with the French and the British for other items they wanted. The Seneca were members of the Iroquois Confederacy.

Find three more facts about how the American Indians in the Ohio River Valley lived in the 1700s. (Some ideas of what to look for: Find information about American Indian houses. Learn what they ate, how they dressed, or what they believed. Learn more about the Iroquois Confederacy. Find out what languages were spoken by the Seneca, Delaware, and Shawnee.)



2 Long before they moved to the Ohio River Valley, American Indians had dealt with European colonists. In fact, the Shawnee and Delaware moved to the area because settlers had come to their homelands in the east. In the Ohio River Valley at that time, there were no settlers.

There were British and French traders in the area. The traders bought furs and food from the American Indians. In exchange, the traders sold things like cloth, metal, and firearms.

American Indians wanted to trade. The items they traded for made their lives easier. Traders wanted trading to continue as well. They could make a lot of money from trading.





However, there had been tensions over land since the 1600s. Usually, when settlers moved into an area, they moved American Indians off the land.

Find three more facts about how American Indians interacted with the French and the British during the early and mid-1700s. (Some ideas of what to look for: Find information about what items the American Indians traded with the French and the British. Learn what goods the American Indians got in return. Find out how the American Indians got along with the French and the British. Study how the coming of the Europeans changed the way the American Indians lived.)



3 American Indians were good warriors and scouts. In the battles of the French and Indian War, both the French and the British wanted their support. American Indians often made the difference between who won a battle and who lost.

How did the American Indians decide whom they would support? They looked at what each side had to offer. Sometimes, they sided with the French. Other times, they sided with the British.

They really wanted to live as they always had. They wanted to trade with Europeans but not have the Europeans living on their land.

The British finally won the war. They took control of all the land between the Allegheny Mountains and the Mississippi River.

Find three more facts about the American Indians during the French and Indian War. (Some ideas of what to look for: Find the names of other American Indian nations involved in the war. Learn about some of the chiefs. Find out what battles the American Indians were in. Study how they fought.)



4 Most of the American Indians who lived in the Ohio River Valley were forced off their land after the war. They tried hard for many years to save their land and their way of life. However by 1760, settlers moved in from the east. The settlers built their new homes without thinking about who else might have a claim to the land.

Where did the American Indians go? Many moved west into Ohio and Illinois. Many died of disease and hunger. Today, many live in communities and on tribal lands in the U.S. and Canada.

Find three new facts about what happened to American Indians in the Ohio River Valley after 1760. (Some ideas of what to look for: Study the American Indian leaders who tried to keep the land. Find out about Tecumseh, Pontiac, Seneca Chief Cornplanter, and Delaware Chief White Eyes. Find some facts about how the Shawnee, Delaware, and Seneca nations live today.)

Unit 2

What Were They Fighting For?

“The River Ohio and the rivers which fall into it unquestionably belong to France. It is the most-used communication between Canada and Louisiana. It is of the greatest importance to check the progress of the claims and enterprises of the English.”
—Instructions to the Marquis Duquesne, governor of New France, in 1752³

Background for the Teacher

Read the “What Were They Fighting For?” section of the Teacher Background on the French and Indian War, page 17.

Each of the three groups that wanted to control the Ohio River Valley had different motivations.

Key Teaching Points

- The American Indians lived on the land
- They were fighting to maintain control of their land and their future
- They wanted trade without settlement
- The French claimed the land
- They wanted control of the waterways and the American Indian trade
- The British also claimed the land
- The British settlers wanted to farm the land, the land speculators wanted to sell it to farmers, and the traders wanted to trade with the American Indians

Activity in This Unit

“What Were They Fighting For?”

- This helps students focus on the reasons that each of the powers interested in the Ohio River Valley wanted control of the land.

Typical trade items; blanket, gunpowder and shirt



³George F.G. Stanley. *New France: The Last Phase, 1744-1766*. (Toronto, 1968), 45.



What Were They Fighting For?

Standards

National History Standards

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

K-4 Topic 3: 5A

US Era 2: 1B

National Geography Standards

1, 3, 4, 5, 6, 9, 10, 12, 17

Materials You'll Need

- 1 copy of the Student Reading "What Were They Fighting For?" for each student

Beavers were highly sought after for their fur.



In this activity, your students will discuss why each of the three powers interested in the Ohio River Valley wanted control of that land.

Procedure

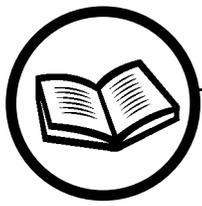
1. Pass out the Student Reading "What Were They Fighting For?" Divide students into three teams. Assign to each team one of the three groups – French, British, or American Indians.
2. Have students read the Student Reading carefully. Or you may decide to read it to them, if you think the reading is too difficult. Then have the students share what they have learned about the reason their group wanted control of the Ohio River Valley.
3. Have the students make an oral presentation about what their group wanted and what they needed to accomplish their goal.
4. Have the students make and complete a graphic organizer.

American Indians	French	British
Wanted to continue their lifestyle and trade with Europeans	Wanted to control the American Indian fur trade on all the land they claimed	Wanted to settle the land west of the Allegheny Mountains for farming
Needed land and forests, trading partners without settlement	Needed to make sure British traders did not cut into their trade	Needed to have uncooperative people (French or American Indians) out of the way

Math Extension Activity

Graph the population of the three powers – the British, the French, and the American Indians – at the start of the French and Indian War.

British: 1.5 million; French: about 70,000; American Indians: about 175,000 in Northeastern North America



In the mid-1700s, the land west of the Allegheny Mountains was a huge forest. American Indians lived there in villages. French and British traders also moved through the area. There were millions of acres of rich forestland. The American Indians, the British, and the French all had their own reasons for wanting to control the land. Who would gain control of this valuable land?

American Indians

About 3,000 to 4,000 American Indians were living in the upper Ohio River Valley at the start of the French and Indian War. Some of them had only lived in the area for about 30 years. They had moved to the area to escape British settlement. Their goal was to keep their land, their way of life, and control over their future. By this time they were using guns, gunpowder, knives, lead for musket balls, and cloth. They didn't want to give up these things. So they wanted to continue trading with the Europeans to get them.

To keep their way of life, American Indians needed land to grow their crops and woods to hunt in. They hunted both for meat to feed themselves and for skins and furs to trade. Without enough land and woods they could not survive.

The Seneca chief, the Half King, said his people were living in "a country between" the French and the British. One approach used by the American Indians during the French and Indian War was to stay neutral and have the British and the French compete for their cooperation. That way both European countries gave them gifts to try to stay on their good side.

As the French and Indian War went on it was harder to stay neutral. Each Indian nation chose a side based on what they thought was best for their people.

Upper Ohio River Valley:

The area drained by the rivers that flow into the Ohio River in what is now western Pennsylvania.

Neutral: When a nation or person does not support either side.



American Indians traded for many items including, blankets, gunpowder and shirts.

Allies: people or groups that join together for a common cause.

The French

Explorers had claimed the Mississippi River and its tributaries for France. By the 1750s the French had settlements in Canada, the “Illinois” country (in what is now the mid-west), and Louisiana (New Orleans and land west of the Mississippi River). There were about 70,000 settlers in all of New France.

The French colonial economy was based on trade with the American Indians. The French did not grow enough food and had to buy some of it. Because they depended on the American Indian trade they saw the American Indians as partners and allies.

To connect the French settlements and to reach American Indian towns, the French used the rivers. The rivers were their main way of traveling.

The French wanted to control the American Indian trade in the Ohio River Valley and keep the Pennsylvania traders out. They also needed the American Indians living there to be their allies. Unlike the British, the French did not plan to settle in the Ohio River Valley. But they did want their priests and traders to be able to move freely through the area.

France always worried about Britain. For hundreds of years, the two countries had fought each other in Europe. In North America, France wanted to keep the British east of the Allegheny Mountains.

In 1752, a new governor of New France, the Marquis Duquesne (mar-KEE dyoo-KAYN) arrived. His job was to keep control of the Ohio River – and to keep the British out.

The British

The British colonists thought the Ohio River Valley belonged to them. Virginia's charter granted it land all the way to the Pacific Ocean.

At the start of the French and Indian war, the British had more than 1 million colonists. And the population in the colonies was quickly growing.

The British colonies had a strong economy. It was based on farming. They grew plenty of food. As the population grew, colonists wanted more farmland. Most of the farmland in the settled parts of the colonies was already taken. One way to get new farmland was by settling in the Ohio River Valley. The problem with the Ohio River Valley was that it was hard to get to over the Allegheny Mountains. The best way to travel was by river and there were no rivers across the mountains. There were no roads either.

Traders from Pennsylvania were trading with the American Indians in the Ohio River Valley. They used small trails and packhorses to bring their goods back and forth across the Allegheny Mountains. They were making a lot of money and wanted to continue trading with the American Indians there.

Neither the farmers nor the traders wanted to see the French in control of the Ohio River Valley. In 1753, when the French started building forts and trading posts in the area, the British colonists became very upset.

Beavers were highly sought after for their fur.





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 Meadows⁴

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

⁴John 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.



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.)

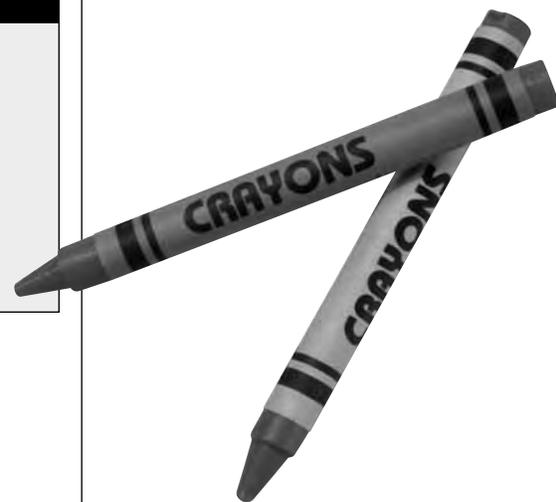


John Buxton's painting Domain of Three Nations

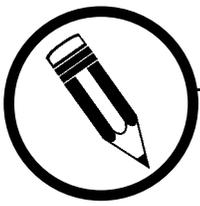
5. Point out George Washington in the painting. Ask students where they are used to seeing Washington's picture (on the one-dollar bill). Ask students to list how Washington is different in this painting. (He is much younger.)
6. Tell your students that this is an artist's idea of what George Washington 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?
<p>Title: Domain of Three Nations</p> <p>Took place in 1753</p> <p>One of the nations is the American Indians.</p> <p>People in the painting are soldiers.</p>	<p>Who are the three nations?</p> <p>What is George Washington doing in this painting?</p>	

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.
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- 



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?





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

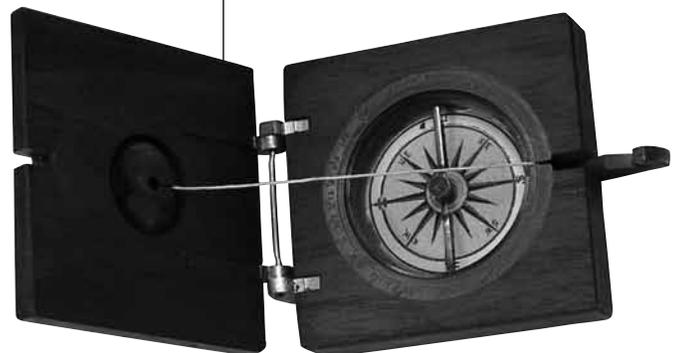
Arrives at Fort LeBoeuf

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.



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 “George Washington and the French and Indian War” for each student
- 1 copy of the Activity Worksheet “George Washington and Me” for each student

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.

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.



Student Reading

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.

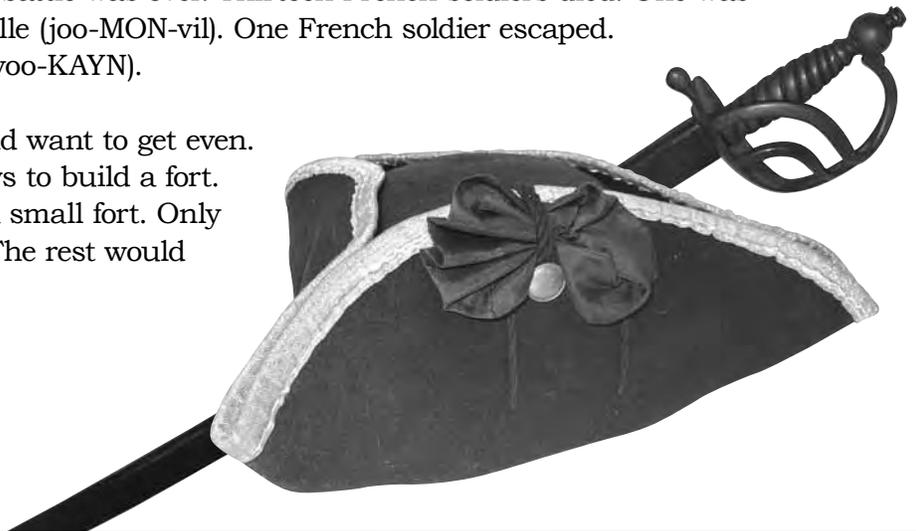
Building the road was hard work. The men were very tired when they came to a place called the Great Meadows. There they set up camp.

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	<p>He crossed the icy river on a raft so he could get back to Virginia. He kept going even after he fell in.</p> <p>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.</p>	Dependability/ Responsibility	
Bravery	<p>At Braddock's defeat, Washington had two horses shot out from under him and four bullets shot through his coat.</p> <p>He ran in front of his troops knocking their guns up with his sword to get them to stop firing on fellow Virginians.</p>	Bravery	

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



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.

Look up in a dictionary:

- Assassination
- Death

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



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.



Standards

National History Standards

K-4 Topic 2: 3B, 3D

K-4 Topic 3: 4B

US Era 2: 1B

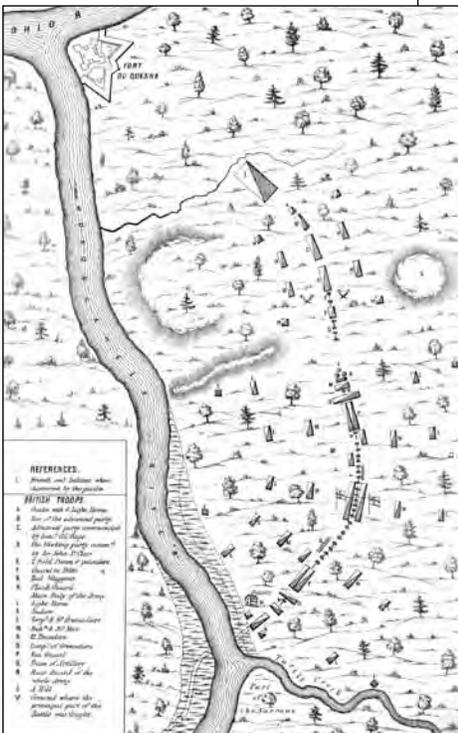
Materials You'll Need

- 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

Unit 4

How Did The War Progress?

“The blow which has knocked the French in the head.”
—Col. Henry Bouquet, on the Treaty of Easton, referring to the Ohio River Valley Indians’ agreement in the treaty not to fight for the French⁵

Background for the Teacher

Read “How Did the War Progress?” in the Teacher Background on the French and Indian War, pages 22-24.

There were two distinct phases of the war as it progressed in North America. In this unit, you and your students will follow the progress of the war and analyze some of the reasons why the fortunes of the French, the British, and the American Indians changed over time.

Key Teaching Points

- Britain formally declared war on France
- French General Montcalm arrived in Canada
- Lord Loudoun became the commander-in-chief of all British troops in North America
- The French, using their American Indian allies, were successful in 1756 and 1757
- William Pitt made changes to war policies which were favorable to the colonists, and the colonists responded with overwhelming support for the war
- The British captured the fortress at Louisbourg, Fort Frontenac, and Fort Duquesne in 1758
- The British made peace with the Ohio River Valley Indians in the Treaty of Easton in 1758
- In 1759, Fort Niagara, Fort Ticonderoga, Crown Point, and Quebec all fell to the British
- The British began to build Fort Pitt
- The fall of Montreal in 1760 ended the fighting in North America

Activity in This Unit “Time Line of the French and Indian War”

- This helps students put the events of the French and Indian War in chronological order.

A view of Quebec, 1759, with many ruined buildings after a summer of being bombed



⁵ S.K. Stevens, Donald H. Kent, Autumn L. Leonard, editors. The Papers of Henry Bouquet, vol. II. (Harrisburg, PA: The Pennsylvania Historical Museum and Commission, 1951), 611.



Time Line of the French and Indian War

Standards

National History Standards

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

K-4 Topic 3: 5A

US Era 2: 1B

National Geography Standards

1, 4, 5, 13, 17

Materials You'll Need

- 1 copy of the Activity Worksheet "Time Line" for each student
- 1 copy of the map "Indian Nations and French and Indian War Forts 1754-1763" for each student
- 1 long piece of shelf paper or butcher paper for each student
- Glue
- Reference works – reference books, computers with access to the internet, biography cards



The major events in the French and Indian War are complicated and can be confusing. This time line will help your students put events in chronological order.

Some of the dates are shaded. These events deal with the arrival of new commanders, new alliances, or new policies.

There is a lot of flexibility in this activity. If completing the entire time line is too time consuming, direct the students to complete only specific years or only the un-shaded events.

Procedure

1. Give students copies of the Activity Worksheet "Time Line."
2. Review the events on the time line with students.
3. Each row makes one strip. Thus each strip has one "Date/Event/What took Place." The entire time line has 33 strips.
4. Have students cut out each strip of the time line.
5. Students can create their own time lines using long rolls of paper. Work with the class to design the time line spacing. Students should attach the time line strips above the date line.
6. Have students add additional information to the time line. Ask the students what else was going on in the world during the time of these events. Add the new information below the line.
7. Have students locate on the map the French and Indian War forts that were key to the progress of the war. Label when they were captured and/or whether they were British or French forts.

Extension Activity

Have students create a time line of George Washington's military service in the French and Indian War.



Activity Worksheet

Time Line

Date	Events	What Took Place
Spring and Summer 1753 	French build forts	The French build Fort Presque Isle and Fort LeBoeuf in the upper Ohio River Valley
April 17, 1754 	Forks of the Ohio captured	The French capture the Forks of the Ohio and begin to build Fort Duquesne. They now control the Ohio River Valley.
May 28, 1754 	Jumonville skirmish	The first shots of the French and Indian War are fired when George Washington's soldiers surround the French. The French commander, Jumonville, is killed.
July 3, 1754 	Great Meadows Battle or Battle at Fort Necessity	The skirmish with Jumonville leads to the Battle at Fort Necessity. Washington surrenders. The war in North America has begun.
July 9, 1755 	The Battle of the Monongahela (Meh-NON-gah-HAY-lah)	General Edward Braddock and an army of 2,400 set out to capture Fort Duquesne. A few miles from the fort, they fight with the French and their American Indian allies. It is a terrible defeat for the British.
After July 9, 1755	Ohio Valley American Indians choose	After Braddock's defeat many American Indians decide to fight for the French. Other American Indians who are loyal to the British leave the Ohio River Valley

Activity Worksheet - Time Line

Date	Events	What Took Place
May 1756	French General Montcalm (mon-KAHLM) arrives in Quebec	He does not like depending on American Indian allies. Over time he changes the way the French fight the war.
May 17, 1756	War declared	The British formally declare war on the French. Fighting spreads to the West Indies, India, and Europe.
July 23, 1756	British Lord Loudoun arrives in New York	Lord Loudoun threatens the colonies and treats them badly. They do not like his behavior and resist helping him. This hurts the British war effort.
August 14, 1756	Fort Oswego captured	The French capture the British Fort Oswego and take control of Lake Ontario.
August 9-10, 1757	Fort William Henry captured	The French capture Fort William Henry. However, they do not talk with their American Indian allies about the surrender. The surrender agreement angers the American Indians, and the next day they capture or kill hundreds of British.
March 10, 1758	British Secretary of State William Pitt sets a new policy	A letter arrives from Pitt that changes the policies of Lord Loudoun. Now the colonies are very supportive of the war.



Activity Worksheet - Time Line

Date	Events	What Took Place
May – November 25, 1758 ✂	General Forbes' campaign	General John Forbes builds a road through Pennsylvania. He builds forts along the road. The last fort is called the "post at Loyalhanna," later Fort Ligonier (lig-oh-NIHR).
July 8, 1758 ✂	Fort Ticonderoga (TEYE-kon-duh-ROH-guh) battle	Despite having many more troops, the British do not take Fort Ticonderoga.
June 8 – July 26, 1758 ✂	Fortress at Louisbourg captured	The British capture the fortress at Louisbourg. This opens the St. Lawrence River and the water route to Canada.
August 25-27, 1758 ✂	Fort Frontenac (FRAHN-tay-nak) captured	The British capture Fort Frontenac. This fort supplied all the French forts in the Ohio River Valley and further west.
October 8-26, 1758 ✂	Treaty of Easton negotiated	The Ohio River Valley American Indians sign the treaty promising not to fight for the French. In return the British promise not to settle the lands west of the Allegheny Mountains after the war.
November 24-25, 1758 ✂	Fort Duquesne destroyed	The French abandon Fort Duquesne and destroy it before they go. The British take control of the abandoned fort site.

Activity Worksheet - Time Line

Date	Events	What Took Place
July 1759	The Iroquois ally with the British	The Iroquois decide to ally with the British and help them defeat the French at Fort Niagara.
July 10-25, 1759	Fort Niagara captured	The French surrender the fort to the British after a long fight.
July 26, 1759	Fort Ticonderoga and Crown Point captured	The French army retreats and the British capture Fort Ticonderoga and Crown Point.
Summer 1759	Fort Pitt built	The British begin building Fort Pitt at the Forks of the Ohio.
September 13, 1759	Battle of Quebec	The French surrender the city of Quebec after the British defeat them in an early morning battle just outside the city.
September 8, 1760	Montreal captured	The British capture Montreal. Fighting ends between the French and the British in North America. The British and French are still fighting in other parts of the world.
Fall 1761	Jeffery Amherst changes trade policy	Amherst changes the trading practices with the American Indians. The new rules cause the American Indians to suffer great hardship.



Activity Worksheet - Time Line

Date	Events	What Took Place
<p>June 8 – August 13, 1762</p> 	<p>Havana, Cuba, captured</p>	<p>The British capture the Spanish city of Havana and bring another European power into the war.</p>
<p>February 10, 1763</p> 	<p>Treaty of Paris implemented</p>	<p>The Spanish, French, and British sign a peace treaty at Paris. Much of North America changes hands.</p>
<p>April 27, 1763</p> 	<p>Pontiac holds a council</p>	<p>Pontiac holds a council and plans to attack Fort Detroit. He unites many American Indian nations in an effort to drive British soldiers off their land.</p>
<p>May 9, 1763</p> 	<p>Pontiac's War begins</p>	<p>Pontiac and his warriors attack Fort Detroit.</p>
<p>May 16 – June 21, 1763</p> 	<p>Eight British Forts are captured</p>	<p>The American Indians capture and burn British forts and settlements. Both Fort Pitt and Fort Detroit are surrounded without help or supplies.</p>
<p>August 5-6, 1763</p> 	<p>Battle of Bushy Run</p>	<p>Colonel Henry Bouquet (Boo-KAY) attempts to relieve Fort Pitt. On August 5, near Bushy Run, American Indians attack. The next day Bouquet tricks the Indians and drives them off.</p>

Activity Worksheet - Time Line

Date	Events	What Took Place
October 7, 1763	Proclamation of 1763 issued	In an effort to stop all the American Indian fighting, King George III signs the Proclamation of 1763, which requires British colonists to live east of the Allegheny Mountains.
Fall 1765	Pontiac's War ends	The British change their policy regarding trade with the American Indians, which the American Indians find agreeable. The American Indians make peace with the British and end Pontiac's War.



Unit 5

How Did the Conflict End? What Were the Consequences?

“Why don’t [the British] and French fight on the sea? [They] come here only to cheat the poor Indians, and take their land from them.”
—Shamokin Daniel, a Delaware, 1758⁶

Background for the Teacher

Read the “How Did the Conflict End? What Were the Consequences?” section of the Teacher Background on the French and Indian War, pages 25-26.

The end of the war had a dramatic impact on each of the groups who took part in it. This unit helps students understand the consequences of the end of the war for the French, the British, and the American Indians.

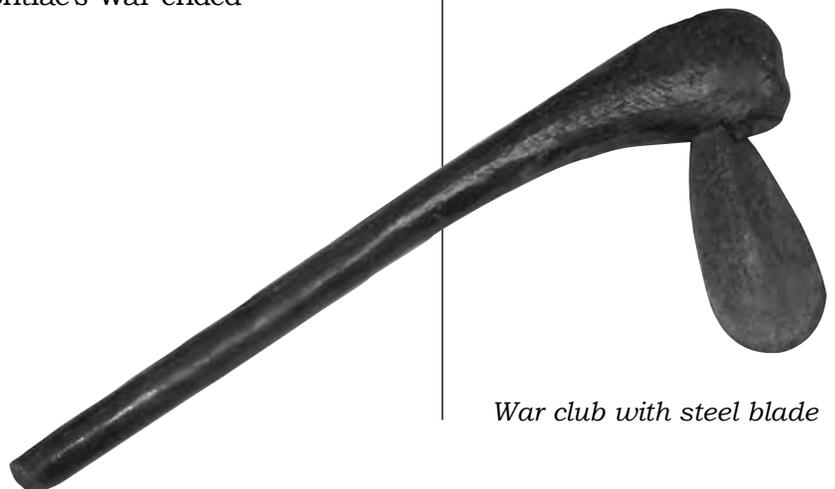
Key Teaching Points

- Treaty of Paris 1763
- Fort Pitt was constructed
- Settlers moved west of the Allegheny Mountains
- Amherst changed American Indian trade policy
- American Indians united under Pontiac and the British forts fell
- Bouquet battled the American Indians at Bushy Run
- Royal Proclamation of 1763
- Trade policies changed and Pontiac’s War ended

Activity in This Unit

“Making Peace”

- This will help your students understand the consequences of the end of the conflict for each of the three groups who took part. They will use what they have learned to negotiate a peace treaty.



War club with steel blade

⁶ Winthrop Sargent. *The History of an Expedition against Fort Duquesne in 1755*. (Lewisburg, PA: Wennawoods Publishing, 1997), 101.



Standards

National History Standards

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

K-4 Topic 3: 5A

US Era 2: 1A, 1B

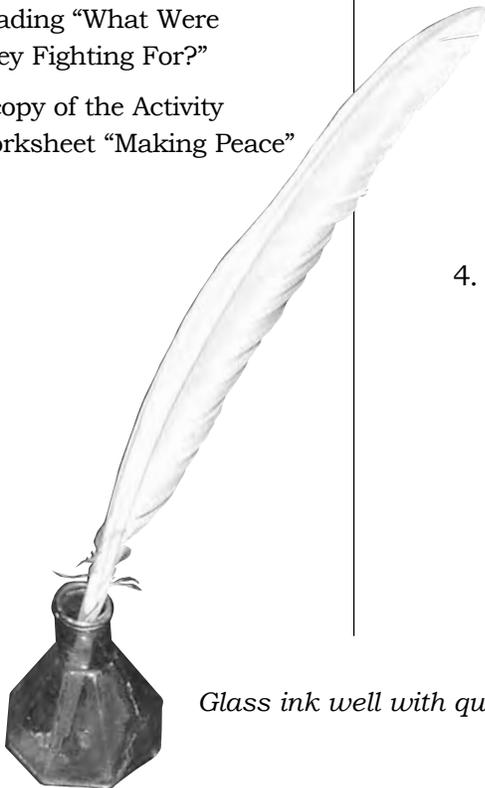
World Era 6: 4A

National Geography Standards

1, 4, 5, 9, 13, 17

Materials You'll Need

- 1 copy of the map "Before Treaty of Paris" and "After Treaty of Paris" for each student
- 1 copy of the Time Line
- 1 copy of the Student Reading "What Were They Fighting For?"
- 1 copy of the Activity Worksheet "Making Peace"



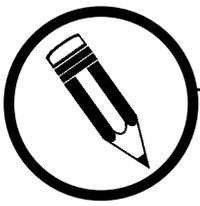
Glass ink well with quill

This activity allows the students to evaluate the fairness of the peace process. It also gives them an opportunity to read maps in order to draw conclusions about the outcome of the Treaty of Paris.

Procedure

1. Review the time line with your students. Point out the events that led to the end of the war.
2. Tell students that the French and Indian War did not formally end until the Treaty of Paris was implemented on February 10, 1763. This treaty spelled out the terms for peace between Britain and France.
3. Have the students look at the map "Before Treaty of Paris" and "After Treaty of Paris." Through questions and examination of the map have the students determine the changes that resulted from the treaty.
 - What happened to Canada? (It became British)
 - What happened to the disputed land? (It became British)
 - What happened to the French land east of the Mississippi? (It became British)
 - What happened to the French land west of the Mississippi? (It became Spanish)
 - What happened to Florida? (It became British)
 - What happened to Havana, Cuba? (The British gave it back to Spain)
4. Remind students that the Treaty of Paris did not involve American Indians. The new trade policies the British had enacted caused great hardship and suffering among the American Indians. In May of 1763 Pontiac united warriors from many nations to attack Fort Detroit. Within two months the American Indians had captured eight British forts, and both Fort Pitt and Fort Detroit were under siege.

5. Tell the students that British policy makers became concerned as bad news continued to arrive from the colonies regarding the Pontiac's War. In the fall of 1763, the British government decided to enact the Proclamation Line of 1763. It drew a line down the Allegheny Mountains. Everything from the line west to the Mississippi was reserved for the American Indians. There were to be no settlements or permanent forts, only trading posts. They hoped this proclamation would make peace with the American Indians. It was their first attempt at organizing the post-war empire. However, it was very vague and many of its regulations were impossible for the British military commanders on the frontier to enforce.
6. Let the students know that when writing the Proclamation Line of 1763, the British government did not consult with the American Indians or the American colonists.
7. Ask students whether they think the terms of the Treaty of Paris were fair. There is no right or wrong answer to this question, but do expect your students to back up their opinion with fact.
8. Ask them whether the Proclamation Line of 1763 was fair. How would the American Indians and the American colonists have viewed it?
9. Challenge students to come up with their own Treaty of Paris and hold a peace conference with the American Indians. Remember what they have learned about the goals of each of the three powers. Would it be possible to craft a peace treaty that would satisfy all or most of the requirements of the three powers?
10. Assign roles. Some students should represent each of the three powers. What would be the most important requirement for the American Indians? The British? The French? Others should act as the negotiators. If the parties are stuck, how can the negotiators help them figure out a solution?
11. Set up a formal peace conference in your classroom. Create a large table so that everyone can sit together.
12. Once your students have negotiated their treaty, write up the terms and have everyone sign it.



Activity Worksheet

Making Peace?



As you negotiate your peace treaty, make sure you answer these questions. Start by filling out the left column. State your goals. Then as you work through the treaty, write down what you actually gained (or lost).

Group I am representing _____

Our goal:	Our treaty gave us:
What is most important to our group? Land? The chance to live in a certain way? Write your goal here:	
How much land do we want to control? Can other people live on the land? Write your goal here:	
How will our people live? What do we need to protect our way of life? Write your goal here:	



Unit 6

How Did the French and Indian War Set the Stage for the American Revolution?

“They know not the character of Americans.”
—John Adams, reflecting on the negative reaction by the colonists to the passage of the Stamp Act⁷

Background for the Teacher

Read the “How Did the French and Indian War Set the Stage for the American Revolution?” section of the Teacher Background on the French and Indian War, page 27.

The French and Indian War changed the relationship between the British colonies and the mother country. After the 1763 Treaty of Paris, the British had a huge new empire to manage. The British began to enact policies that set the stage for the American Revolution.

Students who begin their study of American history with the Revolutionary War are left with many questions. Why did the British pass so many taxes in the 1760s? Why were the colonists able to come together? In this unit students will learn how the end of the French and Indian war affected the Revolution.

Key Teaching Points

- Britain was in debt and had a huge new empire to manage
- To cover costs of troops, the colonists were taxed
- The colonists rebelled
- After the American Revolution began, many colonists used their military training and experience from the French and Indian War
- France allied with the Americans during the Revolution in part to get revenge on Britain after losing the French and Indian War
- Pontiac’s War was the last war in which the American Indians had enough resources to change the outcome of the wars they waged against the British and Americans

Activities in This Unit

“The French and Indian War Sets the Stage for the American Revolution”

- This reading outlines four ways the French and Indian War set the stage for the American Revolution.

“Join or Die”

- This helps students learn to interpret primary source documents that are visual. Students will examine Benjamin Franklin’s cartoon to see if they can “read” its message.



Spanish dollar and two British coins

⁷Fred Anderson. *Crucible of War*. (New York: Alfred A. Knopf, 2000), 656.



The French and Indian War Sets the Stage for the American Revolution

Standards

National History Standards

K-4 Topic 3: 4A, 4B, 4C

US Era 3: 1A, 1C

World Era 6:

4A

Materials You'll Need

- 1 copy of the student reading "The French and Indian War Sets the Stage for the American Revolution" for each student



George III, King of Great Britain during the American Revolution

The French and Indian War set the stage for the American Revolution and influenced its outcome. This lesson plan explores four ways the French and Indian War was influential.

The reading is broken up into short passages followed by questions. Having students reflect on what they have read is one good way to increase their comprehension. The questions ask the students their opinions and don't necessarily have right or wrong answers.

Procedure

1. Hand out the Student Reading. Have the students read "The French and Indian War Sets the Stage for the American Revolution."
2. Have the students answer the questions in the reading and discuss. The questions are opinion questions; however, the students should support their opinions.
3. Ask the students if they can name four ways the French and Indian War helped set the stage for the American Revolution or influenced the outcome of the war.
 - The British gain a large amount of land from the French at the end of the French and Indian War. Since it was expensive to have soldiers in North America the British government began taxing the colonists to pay for these soldiers. The American colonists were upset by the taxes.
 - The American colonists had worked together during the French and Indian War making it easier to work together against the British government.
 - Many Americans gained military experience during the French and Indian War.
 - The French joined the American Revolution to get revenge on the British. They were bitter about losing the French and Indian War.



Student Reading

The French and Indian War Sets the Stage for the American Revolution

The end of The French and Indian War influenced both the colonial Americans as well as the officials in the British government. In many ways, it led them on a path to the American Revolution. Then it continued to influence people and their actions even after the Revolution began.

Fighting the French and Indian War was very expensive for the British government. It had borrowed money and needed to pay it back. The British had gained a lot of land from the French in North America, including many forts. After the war, they stationed British soldiers in the former French forts, which was expensive. In order to help pay for the soldiers, the British government decided to start taxing the American colonists, which they had never done before. The colonists had only been taxed by their own colonial governments. The first taxes were the Sugar Act of 1763 and the Stamp Act of 1764. The Americans didn't think the taxes were fair because they had no elected representatives in the British government.

Question: Do you think it was fair for the British government to tax the Americans in order to pay for soldiers who were protecting the American colonies?

The American colonists protested the taxes and the British government did away with them; however, the British government thought it had the power to tax the colonists, so they voted for another tax. After the American colonists protested, they did away with that one, too. This went on for about ten years. When some Massachusetts colonists dumped chests of tea into the harbor to protest the tax on tea, the British government became angry. They decided to punish the colony. Among other things, they closed the port of Boston and took away much of Massachusetts' power to govern itself. Many American colonists were upset by this. They didn't think the British government had the right to do these things to any colony. Twelve of the colonies decided to send representatives to a meeting of the first Continental Congress in the fall of 1774 so that they could coordinate their opposition to the British government's actions.

Most of the time the colonies acted independently, but things were changing. During the French and Indian War, the American colonists had acted together under the command of the British military to fight the American Indians and the French. Now the colonists were coming together to protest how the British government was treating them.

Student Reading - The French and Indian War Sets the Stage for the American Revolution

Question: When you have a disagreement, does everyone have the same ideas about how to resolve it?

The first shots of the American Revolution were fired six months later, in April 1775. The second Continental Congress met and appointed George Washington as the commander of the American army, which was called the Continental Army.

The Americans tried to resolve their disagreement with the British government, but they could not find a solution. Finally, on July 4, 1776, they issued the Declaration of Independence, stating that they planned to break away from the British and form their own government.

Washington and many other soldiers in the Continental Army had gained experience by fighting as British soldiers in the French and Indian War. This knowledge and experience would help the Americans fight against the very powerful British army.

Question: If the French and Indian War had not occurred, do you think the Continental Army would have been experienced enough to fight the British army?

Student Reading - The French and Indian War Sets the Stage for the American Revolution

The Continental Army had some great victories and some terrible defeats. In 1778, the French decided to recognize America as an independent country and send money, weapons, ships and soldiers. The French helped in the final major battle of the war, at Yorktown, Virginia, that allowed the Americans to win. After that victory, the British were ready to make peace with the Americans and allow the United States of America to be an independent country.

What made the French join the Americans? Mainly, it was revenge that drove the French into helping the Americans. The king of France did not support colonies revolting against him. At the end of the French and Indian War, the French resented their loss. They wanted to get back at Britain and make sure that the British did not get too powerful.

Question: Do you think revenge is a good reason for the French to join the American Revolution?

Shortly after winning the French and Indian War, the British government decided to reserve all the land between the Appalachian Mountains and the Mississippi River for American Indians. The American colonists were very angry at that decision. They wanted to settle that land, even though it was where the American Indians lived.

Twenty years later, at the end of the American Revolution, the Americans no longer had to pay attention to the British decision and began to settle the area. As more Americans moved into the Ohio River Valley, the American Indians needed to decide whether to fight, move out of the area or change their way of life and become like the American settlers.

Question: Should the United States government have kept the area between the Appalachian Mountains and the Mississippi River reserved for the American Indians?



Join or Die

Standards

National History Standards

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

K-4 Topic 3: 4B

US Era 2: 1B, 2A

US Era 3: 1A

World Era 6:

4A

Materials You'll Need

- 1 copy of the Activity Worksheet "Join or Die" for each student

In 1754, Benjamin Franklin created a political cartoon that conveyed a powerful message. It was a drawing of a snake cut into eight parts. Each of the parts represented one or more of the 13 colonies (South Carolina, North Carolina, Virginia, Maryland, Pennsylvania, New Jersey, New York, and New England). The cartoon's simple message was "Join or Die."

At the time the colonists didn't think they needed to join together. They thought the British government would take care of them. The cartoon did not become popular until after the rebellion against the British started and the colonists began to see the need to unite. It was during the French and Indian War that the colonists saw how effective and powerful they could be when they worked together.

This worksheet will help your students learn how to interpret this critically important American history document.

Procedure

1. Pass out the Activity Worksheet.
2. Have students work alone or in small groups to answer the questions.



1754 Join or Die political cartoon



Activity Worksheet

Join or Die

There's an old saying that a picture is worth a thousand words. Benjamin Franklin understood that saying.

Here is a drawing that he created in 1754, during the French and Indian War. It was not popular at that time. However, it became popular later, during the American Revolution.



Look at the drawing. What do you see?

Look carefully at the sections of the snake's body. How many sections are there? Do you see letters by each section? What could those letters represent?

What do you suppose Franklin is saying with this picture?

Why do you suppose it wasn't popular at first and became popular later?

What was one thing the colonists learned from the French and Indian War?

