

America on the World Stage
Teacher Scholars Program
Module 3

Title- The Ohio River Valley, a Powder Keg!

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Key Words- allies

Grade Level – 5th or 6th

Time Allotted – 50-60 minutes

Lesson Overview	This lesson shows how a conflict over land in the Ohio River Valley escalated into a major struggle for land and power throughout North America between the French and the British?
Guiding Question(s)	What affect did the French and Indian War have on the North American world?

Learning Objectives (SWBAT)

- **Historical Analysis and Interpretation-**Students will analyze primary sources and identify what two major powers fought each other, where they fought, and who was victorious.
- Students will discuss George Washington's role in the French and Indian War.
- Students will describe some of the major battles in the French and Indian War.
- **Historical Comprehension-** Students will interpret the significance of the French and Indian War for North America.

Standards of Learning & Essential Historical Skills Taught:

- USI.1 The student will develop skills for historical and geographical analysis, including the ability to
- a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877;
 - b) evaluate and discuss issues orally and in writing;
- USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by
- a) identifying the political and economic relationships between the colonies and England.
- USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by
- a) identifying the issues of dissatisfaction that led to the American Revolution;

Assessment Tool

- Primary source questions
- Power point note taking guide/ questions
- Sentence facts about important places, names, and events

Materials/Resources

The worksheets, powerpoints, etc, are found in the folder labeled “Day 1” within the “Teachers Resources” folder.

Primary Sources

Modifications (to meet needs of diverse learners)

- In the Primary Sort, only use the pictures in order to save time, or for students with difficulties in reading
- Mix groups heterogeneously.
- Put the documents in order chronologically.
- For the final question, students can list effects instead of writing a paragraph.

Procedures:

Surrender Papers at Fort Necessity: -In this activity students will examine the surrender papers signed by George Washington at Fort Necessity.

1. Begin the class by putting the students in groups anywhere from pairs to groups of 4.
2. Hand each group the [Fort Necessity Capitulation \(1-A\)](#) terms of surrender along with the worksheet, [Capitulation Questions \(1-B\)](#) that will lead the students through analyzing the document.
3. As the students are working, circulate around the room to make sure they are on the right track as they answer the questions.
4. Say “ Now I’m going to give you some letters and images that show the results of George Washington’s actions in the Ohio Valley backcountry. Your job is to analyze each source and answer the questions that go with it.”

Primary Source Sort: - The students will be given a packet of sources that contain depictions of the French and Indian war throughout various locations and times. They will answer the questions to get a sense of how large and spread the conflict that George Washington started became. Each packet that the groups receive should have the exact same images, labeled 1-C through 1-H. However, there are 5 different images labeled 1-I. Each group needs to get a different 1-I source.

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Use the following for every packet.

- Source 1-C – British capture of Fort Duquesne
- [Source 1-D](#) – Scaling cliffs at the Plains of Abraham
- [Source 1-E](#) – Indians attacking soldiers at Fort William Henry
- [Source 1-F](#) – Map of control of North America before and after the war.
**** Cut off the top part of the map so students won't see the title of French and Indian War.
- [Source 1-G](#) – Siege of Louisbourg
- [Source 1-H](#) – Letter describing the plans to attack Fort Ticonderoga

Use one of the following in each group's packet as their 1-I source. These will be used in the second days lesson to show the global impact of the war.

- [Map of Europe \(1-I\)](#)
- Map of Cuba (1-I)
- Austrian Prussian conflict, (1-I)
- Map of Africa (1-I)
- British in India (1-I)

5. Pass out the sources packets, as well as the worksheet entitled, Examining the Sources (1-J), and have the students answer the questions on this sheet.
6. Say "Now we are going to learn more about those images and letters you examined by learning about the major battles and outcome of the French and Indian War."
7. Pass out the power point note taking guide [1-N](#) as well as [Map of the French and Indian War](#). As you go over the powerpoint, instruct the students to use numbers to mark on their maps the order of events during the war. (Ft. William Henry isn't on the map, but it is just south of Lake George.)
8. Go over the powerpoint presentation with the students. Remember to make sure and help the students mark the battles on their maps as you go through the powerpoint.
[power point day 1.ppt](#)

Closure: Have the students write one or two sentence facts for each of the following people or places explaining their importance to the war. (They can use their notes)

- George Washington
- Fort Duquesne
- Great Britain

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- France
- Ownership of land in North America
- Plains of Abraham