

Title – A World War?

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Key Words – allies, revenue, debt, statistics

Grade Level – 5th or 6th

Time Allotted – 50 to 60 min.

Lesson Overview	This lesson uses statistics to show the global effects of the French and Indian War/ 7 Years War. In addition to this, it also uses statistics to show the amount of debt accrued by the British government. By giving an understanding of the British debt, this brings the students to the brink of the taxation laws of the 1760s.
Guiding Question(s)	Why is this war considered by some to be the first world war? & What impact did the enormity of this war have on Great Britain's finances?

Learning Objectives (SWBAT)

- Students will analyze and interpret data from a bar graph to compare the number of battles fought throughout the world during the 7 Years War.
- Students will create a bar graph of the estimated number of deaths in the 7 years war to gain a sense of the immensity of the war.
- Students will map the basic areas of conflict in the 7 Years War
- **Historical Analysis and Decision Making** -Students will decide how they would reduce the debt if they were King of England

Standards of Learning & Essential Historical Skills Taught:

- USI.1 The student will develop skills for historical and geographical analysis, including the ability to
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(s)

- Analyzing a bar graph
- Creating a bar graph
- Revenue vs. Cost worksheet
- Ranking the king's choices to get out of debt and describing what they would do as a king to ease the debt

Materials/Resources

The worksheets, maps, etc. are hyperlinked in the lesson.

Modifications (to meet needs of diverse learners)

- Struggling math students could have both graphs made for them and all they have to do is interpret them.
- Pair students to do the graphing and chart analyzing activities.
- Advanced students could write a paragraph/ essay explaining if they agree or disagree with the statement that the 7 Years War was the first world war.

Procedures

1. Say "Were there any images from the sources you received yesterday in the **Primary Sort** that weren't discussed yesterday as being part of the French and Indian War?" (Map of Europe, Cuba, Africa as well as British in India and Battle of Prague)
2. Say "The places represented by those pictures were very important to the war, but none of them represent anything that happened in North America, which is what we learned about yesterday. What I didn't tell you was that this war became a global war fought on 4 different continents."
3. Then, display the copies of the Map of Europe, Map of Cuba, Map of Africa, British in India, and Battle of Prague resources from day 1. Have students come up to the board and see if they can tape/pin the pictures on the correct place on

basic world map you have in hanging in your classroom. (You may need to guide them or even do this yourself.)

Mapping the War:

Show the world map. Map of Global Conflict, showing the places of battle throughout the world. Say, "The war became so big with so many participants that the North American part of the war is usually referred to as the French and Indian War while the European part of the war is named the **7 Years War.**"

4. Give the students their own world map and have them put Xs on the general places where conflicts took place. (Leave the interactive map up for the students to see.)

Graphing the War:

5. Pass out the bar graph entitled major conflicts of the 7 Years War/French and Indian War. Have the students analyze the graph and answer the questions that go along with it.
6. Next, in order for the students to understand just how massive of a war this was, have them use the table entitled, [2-C Estimated Deaths](#), to create a bar graph of the different groups and how many estimated casualties they had. This table has the statistics and instructions for creating the graph.
7. Say "With such a big war going on, it must have cost the British government a lot of money. What are some of the expenses from a war?"
8. List their answers on the board.

Debt Analysis-At this point you may want to do a demonstration with your students to show what debt is. Use the following story problem- Jason has his dad's credit card, and he buys \$20 worth of candy, when the bill comes due, he only has \$15 to pay off the card. After he pays his \$15, he's still in debt \$5.

9. Say – "With so many battles taking place and soldiers spread out all over the world, the British government was getting further and further in debt." Hand out the chart entitled, [2-D Revenue vs. Cost](#). Have the students answer the questions. Allow them to use calculators to speed things up. Go over the answers with them.
10. Explain to the students that in 1763 the Treaty of Paris was signed and the 7 years war/ French and Indian War was officially over. While the wars didn't

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change much in Europe, the British were given lots of land in North America by the French and were able to control the trading ports in India. All of this was part of the terms of the Treaty of 1763. Since the wars were over, King George III could now turn to matters of addressing the debt.

Closure

World War?

Winston Churchill claimed that the French and Indian War/7 years War, was the First World War. Do you agree with this statement? Write a paragraph explaining your view point.

If You Were King:

Brainstorm with the students a list of ways the king could get out of debt. Then distribute a list of options the king had and have the students for homework rank the possible solutions in order from most likely to least likely and choose the one that makes the most sense to them.

Use the worksheet entitled, Ways to get out of Debt, for this activity.