

Michael R. Luzader
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Final proposal

Proposal – The impact of the French and Indian War on the colonies and specifically George Washington.

Grade level – Fifth and sixth grade

Seminar Impact

The Teaching American History seminar has had a tremendous impact on my content knowledge of the Revolutionary War and Colonial time periods, as well as my resource library. Also, the seminar has allowed me to network with my peers on something other than mathematics or language arts. I now have a deeper understanding of some of the sacrifices that the men and women of the Revolutionary War and Colonial time periods made. While this is great for my own knowledge and understanding, it also enables me to craft lessons that are rich in historical content and reasoning. The seminar has increased my network of elementary and secondary level teachers. Networking serves my students and me in that I hear about successes and non-successes in the elementary classroom as relating to activities and projects. Also, as I foster relationships with secondary level teachers, I discover what content and skills are essential for my student's continued success beyond my classroom. In conclusion, without the Teaching American History seminar I would still put my all into quality crafted lessons for my students. I would also continue my own personal inquiry into history and maintain my personal and classroom libraries. I would even attempt to cultivate networks with other history teachers. However, doing all of this without the Teaching American History seminar would be, at best, difficult and worst case scenario might prove to be impossible with all the other demands that administrators and governments place upon teachers.

Central Questions

- What role did George Washington play in the French and Indian War?
- What were Washington's/colonists' goals during the French and Indian War?
- What obstacles did the colonists overcome?

Challenge Question

- Who were Washington's allies, and how did they work together?
- Who were Washington's foes, and how did they interact?

Lesson Length

- This will be a three to four day lesson, in a larger unit on the French and Indian War. The emphasis of this lesson will be on George Washington and his role in the French and Indian War. There will be a tight link to how this experience

helped to shape Washington into the leader he became during the War for Independence.

Key Ideas

- Colonial governments were influenced by a power 3,000 miles away.
- The French and Indian War increased the English empire in North America.
- Despite many challenges, the English colonies in North America continued to grow.
- George Washington acquired skill and knowledge as a military leader during the French and Indian War.

Intended Learning Outcomes

- Washington established his role as a military leader during the French and Indian War.
- What life was like during the colonial period in North America?
- What impact the French and Indian War had on North America, the British, the French, the Indians, and on George Washington.

National History Standards

- **Colonization and Settlement (1585-1763)**

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

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

Vermont Grade Expectations

- **H&SS5-6:10**

Students show understanding of past, present, and future time by...

- Identifying the beginning, middle, and end of an historical narrative or story.
- Constructing time lines of significant historical developments in the nation and world, designating appropriate equidistant intervals of time and recording events according to the order in which they occurred.

- **H&SS5-6:16**

Students examine how different societies address issues of human interdependence by...

- Identifying a current or historic issue related to basic human rights (e.g., civil rights; women's movement). **i**
- After examining issues from more than one perspective, defining and defending the rights and needs of others in the, community, nation, and world (e.g., participating in a forum on child slavery). **i**
- Describing differences and similarities among people that arise from factors such as cultural, ethnic, racial, economic, and religious diversity.

- Explaining conditions that contribute to conflict within and among individuals, communities, and nations (e.g., investigating the political, social, and economic causes of the American Revolution). i
- Explaining ways in which conflicts can be resolved peacefully (e.g., melting pot vs. salad bowl).

Preparation for Teaching

For students to be successful with this lesson they will need to have background on

- colonial life
- Washington as a colonist
- the Indian Wars
- the conflict between the French and the English

Primary Sources

- The Diaries of Gorge Washington: Volume I 1748 – 65 edited by D. Jackson and D. Twohig, University Press of Virginia
[http://memory.loc.gov/cgi-bin/ampage?collId=mgwd&fileName=mgwd/gwpagewd01.db&recNum=4&itemLink=r?ammem/mgw:@field\(DOCID+@lit\(wd011\)\)%23wd010005&linkText=1](http://memory.loc.gov/cgi-bin/ampage?collId=mgwd&fileName=mgwd/gwpagewd01.db&recNum=4&itemLink=r?ammem/mgw:@field(DOCID+@lit(wd011))%23wd010005&linkText=1)

This first volume of Washington’s diaries paints a picture of Washington the man. There are numerous entries concerning Washington’s role as a surveyor with maps and print drawings. Also, there is much time devoted to Washington’s Mt. Vernon home and the daily care and concerns regarding this aspect of Washington’s life. The material on this page allows students to see another side of Washington. The sketches, drawings, maps, and lists provide primary source material that allows lower level readers to make use of these materials.

- “William Trent’s Journal” 28 Aug. 2007, 4 Apr. 2008
<http://www.hsp.org/default.aspx?id=639>

The journal of William Trent provides insight into daily fort life and the hardships that come with the military. There are detailed accounts of Indian sieges and aggression towards the settlers. Trent was an Indian trader, land speculator, and also helped build Fort Duquesne. This source is a great way for students to get a real firsthand look at what war does to real people. As typical with most web pages there are many other links concerning the French and Indian War on this page that are worthy of investigation.

- Art, song, and propaganda of the day

Secondary Sources

For teacher background

- America’s First World War: The French and Indian War, 1754-1763

Todish, Timothy J., Purple Mountain Press, 2002

This is not at all a complete history of the French and Indian War, but is organized in a very readable format; by year. This compact history of the French and Indian War is useful for a quick overview of the major events and players. What Todish does very well

is clarify military maneuvers and tactics of the period that would be pertinent to the geography of this war. This book is a must for any teacher who teaches the French and Indian War.

I found this book in the Fort Ticonderoga Book Store. I have also found this book at Amazon.com.

- Alexander Hamilton

Randall, Willard Sterne, Harper Collins Publishers, 2003

This is a very readable biography of Hamilton; it is great for teacher background, but would be unapproachable for 5/6 grade students. This work shows the intricate workings of one of the originators of our nation. For teachers who want to increase their background knowledge of both the Colonial time period and Hamilton the man and the leader this is a quick and engaging way to do both.

This book was given to me through the Teaching American History Grant sponsored by Castleton College.

- Revolutionary Mothers

Berkin, Carol, Random House, 2005

This book is great! Berkin's book is a very readable account of women in the colonial and revolutionary time period. Here are the stories of real women's role in the colonies. Berkin's work looks at well to do women, common women, African American women, and Native American women, she examines both the hardships and successes in prose that paints a picture of women that I didn't get in any of my history classes. While this book is geared for the adult reader there are some sections of the book that could be used as a guided reading in the 5/6 grade classroom.

This book was given to me through the Teaching American History Grant sponsored by Castleton College.

- War That Made America, The

Anderson, Fred, Penguin Group, 2005

If you don't have time to read Anderson's other work on the North American conquest Crucible of War (1999), this volume chronicles primarily the events of the French and Indian War. This companion to the PBS four part documentary does a stellar job showing not just the conflict between the French and the British, but Anderson documents how the conflict was between three nations; the French, the British, and the Iroquois Confederation. The component of this work that is especially appealing to me is that while the text is not something that I would expect my students to take on, the companion documentary is very doable for them, so I am able to share the content of the book through a different medium with my students.

I came across this volume at my favorite book store, Amazon, but it is available through other fine book sellers in your local area, too.

- Whig Interpretation of History, The

Butterfield, Herbert, W.W. Norton, 1965

Butterfield's work is a bit thick and formal, but once the reader gets past that this work will help with historical thinking. While this work is completely unapproachable for the typical fifth or sixth grade student the elementary school teacher who wants to engage historical thinking in his/her students will get a lot from this work. The biggest lesson that I came away with and that I include in my social studies classes is that when we engage in historical inquiry we need to leave our modern thoughts and ideas and engage in the mindset of the period we are studying. This is not an easy task for fifth and sixth grade students, but as they work towards this kind of historical thinking they are able to make meaningful connections to the past.

This book was given to me through the Teaching American History Grant sponsored by Castleton College.

- 1776

McCullough, David, Simon and Schuster, 2005

David McCullough is a great storyteller and 1776 is a great story to tell. McCullough does a fine job tailoring which parts to include in this work so it doesn't take up too much room on the book shelf. This is a great and engaging way for teachers to "bone up" on the time period. There are some sections that 5/6 grade teachers could use as a guided reading lesson with a class, and some of the paintings that are reproduced could easily be used as a primary source that students could analyze and interpret. In my opinion this should be on the "must have" list of any teacher that teaches this time period.

This book was given to me through the Teaching American History Grant sponsored by Castleton College.

- "George Washington: The Soldier Through the French and Indian War"

15 Nov. 2007, 5 Apr. 2008

<http://www.ushistory.org/valleyforge/washington/george1.html>

This source provides a brief biography of Washington the military leader. While there are a few primary sources embedded in the narrative this is not primary source material. It does, however provide some good background to how Washington shaped his beliefs and philosophies. There are links to other sources that focus on Washington and others from the colonial period. However, the reading level would be a bit difficult for most 5/6 grade students.

For Student use

- Colonial America

Baicker, Karen, Scholastic, 2002

This is a great source book for the upper elementary grades. It is loaded with reproductions of primary sources, maps, drawings, documents, photos, and journal entries

are all here. Each source has background for the teacher and students, and this book also has a document evaluation tool. The “Evaluate that Document” tool asks students probing questions that get students to do more than simply look at the document/artifact. The evaluation skills that are introduced in the evaluation tool teach students to think critically with these documents and others that they may encounter in history class.

This book is a Scholastic publication, I picked it up in a teachers store in Massachusetts, but it is readily available in fine book stores everywhere.

- Colonial America: A New World

Traugh, Steven, Creative Teaching Press, 2002

This book and CD kit has a wide variety of songs and narrative readings on the accompanying CDs, and the book had many ideas that could complement a lesson on Colonial America. However, most of the activity ideas are fairly generic, and did not fit into what I was already teaching. The songs and readings did give students insights into Colonial life and song is a great way to incorporate primary sources. If I use this source again it will probably be through the music program at my school.

I found this kit at the Hubberdton Battlefield book shop, and have not seen it anywhere else in my travels.

- Colonial Wars, The

Carter, Alden R., Grolier Publishing, 1992

This is a great book to set the stage for the struggle between the British and the French for North America. It chronicles the Indian Wars and the alliances that were formed. This book does a fine job detailing the clashes between the British and the French. This is a very approachable book for grades 5 and 6 and could be used as either a homework reading or a guided reading. Because this book is only 58 pages and is filled with paintings and illustrations it is perfect for setting the stage for the French and Indian War, and or as a complement to a unit on the Colonies.

I found this book at a Borders Books.

- French and Indian War 1754-1763, The

Schwartz, Seymour I., Simon and Schuster, 1994

This book is rich with prints, maps, drawings and etchings from the French and Indian War. It is a great concise history of the time and parts of the book could be used to teach the French and Indian War to grades 5 and 6, but it would take more time than I would want to devote, if my class were to use this as a main text. It is a great resource for student research, and the maps, drawings, etchings, and prints could be used with an Elmo or an overhead in order to give the whole class the opportunity to work with these types of materials.

I purchased this book from Amazon, and it is available as of March of 2008.

- History of US book 3: From Colonies to Country 1710-1791
Hakim, Joy, Oxford University Press, 1999

This would be a great primary text for students in 7th or 8th grade, but is also approachable to the 5th and 6th grade student. I have never used this book for a homework assignment because of the reading level. However, this book is a great tool to teach text book reading. The best lessons that come from this book are pre-reading strategies. There is a lot to see and do on every page; students have pictures, captions, bolded words, sidebars, and section headings to explore before even beginning to read the text. Hakim also does a fine job of telling the story of how events impacted real people, and she gets to the historical significance from the back door and holds the attention of my students, even if the text is tough going.

I first heard of this series from a colleague, and then later it was recommended to me by the Teaching American History Grant staff.

- Life in the American Colonies: Daily Lifestyles of the Early Settlers
Perspectives on History Series, Discovery Enterprises, 1995

This book is a nice smattering of perspectives on Colonial life. Through song, diet, views of the south verses the north, song, punishment, and a very wide assortment of other elements of Colonial life students get to see firsthand what life was like. This small volume has served my students well as a research resource, sometimes I will do a reading or have a student do a reading and the class can have a discussion on the topic; the possible uses of this book are endless. This book is not my primary text, but adds to the content of my primary text.

I came by this book through the Social Sciences Coordinator at the Vermont Department of Education, but I have found other copies at Amazon and other fine bookstores in my neighborhood.

- The New Americans
Maestro, Betsy and Giulio, Harper Collins Publishers, 1998

Maestro covers North American Colonization in a comprehensive manner. The author did an excellent job of including multiple perspectives of all people involved in the colonization period. This book is a great student research resource, written as a narrative with a comprehensive index. This book also serves as a great read-a-loud book for my SSR reading. There are colorful pictures on every page that back up the text and 5th and 6th grade student interest is kept as I read to them this history of the colonies; a great book for grades five and six.

I found this book at Amazon.

- Struggle for a Continent: The French and Indian Wars
Maestro, Betsy and Giulio, Harper Collins Publishers, 2000

Like The New Americans this work is a tremendous resource for 5th and 6th historical inquiry. The text is written in a lively narrative style that keeps the reader engaged.

Complete with an extensive index and a small glossary this book, like its companion, is a great research tool. Again, because of the wonderful pictures and maps I will sometimes read sections as my read-a-loud during my SSR time, students thoroughly enjoy having it read. Arguably, this book could be the single text for a study on the French and Indian War for a 5th or 6th grade class.

As with most of my library I came across this work at Amazon.

- “Col. Washington’s French and Indian War Travels” 12 Jul. 2007, 18 Feb. 2008
<http://www.fortedwards.org/maps/gw-fimap.htm>

This is a very student friendly page with links to some nice maps from the era and the area of the French and Indian War. The maps that are linked to this page cover all of the themes of geography and put a wealth of geography information in the hands of students. Beyond the maps this site has a wealth of other student-friendly material.

Activities

- History pose
After reading from textbooks or diary entries students “pose” the scene that they read. Students should be instructed to pose as if they are in a picture of the reading. Students who pose should become the person they are posing as, students who are not posing act as the audience and try to guess the scene that is being posed. After the audience makes their best educated guess the teacher should interview the students who are posing, asking questions like: Who are you? How do you feel?, What makes you feel that way?, What is important to you, why?
- “Wax Museum”
After researching either the French or the English (see attached note taking sheet) students write a paragraph or two describing what life would have been like for the person they researched. After the writings are complete students assume the role of the character that they have researched. Next, students could create costumes, or the teacher could borrow some and have students dress up as French or English colonists and become wax figures of their characters. This is a good time to invite parents or other students from the school to come and interact with the “wax figures”. As the wax figures are being interacted with they could recite their writings.
- Drawing colonial vocabulary
After new vocabulary has been introduced student partners illustrate that vocabulary in their notebooks and share their reasoning with the larger group. Student pairs or groups could also play Vocabulary Charades. This is an activity where a pair or small group act out some of the new

vocabulary and the rest of the class has to guess which piece of vocabulary is being acted out.

- Lecture/discussion and note taking
After a reading or a role playing simulation students and teacher discuss the learning and the teacher models how to take notes on the overhead while students take same or similar notes.

Assessments

- Writing prompts
Using notebook notes students provide a detailed answer to a specific question (see attached examples).
- Wax Museum
The Wax Museum can be used as an assessment, too (see attached rubric). It may be helpful to collect the writings from students as a part of the assessment, but not necessary.
- Power Point Presentations
After research students put together a Power Point slide show to communicate their new learning (see attached rubric and requirements).

Accommodations

- Writings could be done untimed, and/or taken home for homework
- Difficult readings may be done in:
 - pairs
 - small groups
 - teacher reads to whole class first, then class rereads
 - broken into small sections

Power Point Rubric

	Research	Presentation	Accuracy	Details
4	Used more than three sources and have sited all of your sources.	You have more than five slides in your presentation. You have used one background and only two different fonts.	You had no historical errors and have made deep historical extensions.	Each slide has a graphic, separate title, and speaking points that come in separately.
3	Used three sources and have sited some of your sources.	You have five or fewer slides. You have used one background and no more than three different fonts.	You may have one or two minor historical errors and have made some type of an extension to your research.	Some slides don't have a graphic, title, or speaking points that come in separately.
2	Used two sources and may or may not have sited your sources.	You have fewer than four slides. You have used more than one background or more than three different fonts.	You have some major historical errors and may not have any extensions.	Many slides don't have a graphic, title, or speaking points, and they don't come separately.
1	Used one or fewer sources and have not sited your sources.	You have fewer than three slides. You have used more than one background and more than three different fonts.	There is nothing that is historically accurate in you work and have not attempted to make an extension.	Most slides don't have a graphic, title and speaking points that come in separately.

Notes for Wax Museum Presentation

Who are you? French, British? Commander, infantryman?

Where are you from? Why are you here?

What skills do you have? What skills do you use most? What job do you have?

What customs do you have? Why are they important to you?

How has the French and Indian war changed/shaped your life?

What are your views of the American Indians? Why?

Example of Wax Museum writing

I am a French infantry man and I will fight until my death. I will do this so the French can win the war for North America. I am from France and one reason I am here is because the French want to claim the Ohio River Valley and the rest of North America for themselves. Another reason is because the French wanted to see what the British had been trading with the American Indians. Some of the skills I have are, being able to hunt, trap and shoot a gun. These skills are important because I will be able to sneak up on the enemy, and perhaps capture him. Also, if I am of my regiment are attacked I will be able to defend myself and my friends. One of the jobs I have here in North America is that of a scout, I must see if the British are trying to sneak up on, or attack the French. Because I am a fast runner, I am also sent as a messenger, carrying important letters and documents. Since I'm an infantry man I have to suffer from sleeping in the rain and cold, and also from being captured or killed. I think of the American Indians as savages because they have no gentlemanly ways. They often dance around the fire with barley any clothes on and paint themselves. Their war tactics are brutal; they often kill the innocent and defenseless for no apparent reason. To make my hatred for them greater, some of their kind has killed my comrades. The only reason I fight with them and not against them is because my commander has told me it is necessary.

The Wax museum Rubric

	Class participation/historical thinking	Inquiry	Working with your group/partner	Attitude towards learning
4	<i>Thinks like a historian and is always willing to share with the class</i>	<i>Always digging deeper into history and continues to question history</i>	<i>Works respectfully with group and always contributes to the overall learning of the group</i>	<i>Truly enjoys learning and is always respectful to the group and the teacher</i>
3	<i>Thinks like a historian usually shares with the group</i>	<i>Digs into history and asks questions about history</i>	<i>Works with group and contributes to group learning</i>	<i>Enjoys learning and is usually respectful to the group and teacher</i>
2	<i>Working towards historical thinking and is reluctant to share with the group</i>	<i>Skims through history and seldom asks questions about history</i>	<i>Does not always work with the group and/or rarely contributes to group learning</i>	<i>Sometimes enjoys learning or is sometimes respectful to group and teacher</i>
1	<i>Struggles with historical thinking and/or argues disrespectfully with the group</i>	<i>Avoids searching history and never asks questions about history</i>	<i>Needs to work alone and can not contribute to group learning</i>	<i>Avoids learning and is rarely respectful to group and teacher</i>

The French and Indian War

Please write a one paragraph summary for each of the four questions. While grammar and spelling will not be graded harshly, if I can not read your response I will have nothing to assess.

- 1) What was George Washington's role in the French and Indian war? How did his role help him in the future?

- 2) Who fought whom in the French and Indian war? What were they fighting over?

- 3) Robert Rogers was a New Englander who was raised in the wilderness. How his background as a New Englander raised in the wilderness help with the war effort? What did he do to help the war effort?

- 4) Who won the French and Indian war? What did they win? Why was that important?

Who's Land?

We have been researching the worldview of both the English and the French and their roles in the French and Indian War.

- We also did some map work to determine where New France was and where New England was.
- We found that there was land between New France and New England that was not claimed by either country.
- The French just wanted to trap on the land and trade with the natives,
- English needed more land for farming and wanted to settle more land than they already had.

What role did the land play in the conflict between the French and the English? How else could the French and the English have settled their disagreement?