

Unit 1: Geography and Battle over Territory

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 1**
Length: **8 Weeks**
Status: **Published**

Brief Summary of Unit

Students will uncover reasons leading to the French and Indian War as well analyze maps to enhance their skills and understanding of spatial terms and geography.

Standards

LA.5.CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
SOC.6.1.8.B.3.a	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
SOC.6.1.8.B.3.c	Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
SOC.6.1.8.D.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
SOC.6.1.8.D.3.c	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
SOC.6.1.8.D.3.f	Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.

Transfer

Essential Questions

- • What affect does war have on an environment and the people who inhabit it?
- • How did conflict over territory affect the Natives?
- • How do friends and enemies affect us?
- • How does geography impact conflict?
- • How does your character affect your reputation?
- • What affect did the Treaty of Paris have on France?
- • Why did conflict arise in North American between France and Great Britain?

Essential Understandings

- • conflict over territory leads to war
- • Native American resistance led to the French and Indian War.
- • outcome of war can lead to more war.
- • treaties have both positive and negative effects.
- • war can depict a reason to move.

Students Will Know

- • definitions and use of key terms and prominent names: Washington, Benjamin Franklin, William Pitt, Seven Year War, Treaty of Paris, Proclamation of 1763.
- • major battles of the French and Indian war and their location in space and other forms of geography.
- • the growing bitterness between France and Great Britain as a reasons leading to war.
- • the power of the Iroquois Confederacy and their tactics of skillful play between the French and the British that led to an imbalance of power.
- • Washington's inexperience as a leader and perseverance during the battle at Fort Necessity led to his great leadership during the Revolution.

Students Will Be Skilled At

Evidence/Performance Tasks

- • break students into groups to become expert on area and become tour guides, create brochures and materials
- • compare and contrast the relationship between Native Americans and the French with Native Americans and the British.
- • create a map- highlight sites where major battles took place during the French and Indian War. Use symbols to ID which side won each of the major battles/forts/arrows to ID movements of the different armies/ colors for land claims for both British and France. Use two colors to designate the land that was under dispute
- • take on the persona of one of the prominent figures of this time and create a diary entry, include thoughts and feelings (internal dialogue).
- • write a short newspaper article, editorial, or another genre of writing, describing the battle at Fort Necessity.
- • write dialogue between two fur trappers and their feelings about the Treaty of Paris

Learning Plan

- • Longevity Study on George Washington as development of character (through writing).
- • Create “Fort Diorama.”
- • Create a diagram identifying the causes of increasing rivalry.
- • Identify through story mapping/steps the events that led to the solution. List all possible outcomes or Build a Timeline.
- • Map of desired territories.
- • Unitedstreaming.com for videos on battles and Seven Year War
- • Vocabulary assessment.

Materials

- • Growing Up in New World (1607-1775) by Brandon Marie Miller.
- • <http://www.kidport.com/RefLib/UsaHistory/FrenchIndian/FrenIndWar.htm>
- • <http://www.socialstudiesforkids.com/articles/ushistory/frenchandindianwar1.htm>
- • http://www.warforempire.org/learn/hidden_pictures.pdf
- • Iroquois Indians by Caryn Yacowitz.
- • The French and Indian Wars: Struggle for a Continent by Betsy Maetro.
- • Treaty of Alliance with France <http://www.ourdocuments.gov>

Suggested Strategies for Modifications

- • Allow students choice of genre for written outcomes.
- • Break assignments down to aid in organization and focusing on task at hand.
- • Incorporate Technology where applicable.
- • Pair lower-level students with a buddy.
- • Provide higher level student(s) with opportunity for enrichment (CHALLENGE BY CHOICE).
- • Refer to any special education students IEP/504 plans for modifications to be made to this lesson.