



Road to Revolution: The French and Indian War Lesson Plan

Topic:

- French and Indian War
- Causes of the American Revolution

Essential Question: How did the French and Indian War set the stage for the American Revolution?

Grade Level: 9-12

Time: 1 class period

Standards Alignment:

Common Core Standards

- CCSS.ELA-LITERACY.RH.6-8.2
 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

History and Social Studies Standards of Learning for Virginia Public Schools

- United States History to 1865
 - USI.5 The student will apply social science skills to understand the factors that shaped colonial America by
 - Explaining the political and economic relationships between the colonies and Great Britain.
 - USI.6 The student will apply social science skills to understand the causes and results of the American Revolution by
 - Explaining the issues of dissatisfaction that led to the American Revolution.

Summary: During the French and Indian War, the British Army and its colonies fought alongside one another to prevent French economic and territorial expansion in North America. Yet, only ten years later, the colonies and the British Empire were on the brink of war. What created the shift in the colonial mindset? What set the colonies on the road to revolution?

Learning Objectives:

At the conclusion of this lesson, students will be able to:

- Compare and contrast colonial opinion towards the British government during and after the French and Indian War.
- Summarize the impacts of the French and Indian War.
- Assess the conflict's impact on the Revolutionary War.



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Historical Context:

The end of the French and Indian War brought changes to the American colonies. Those changes created the conditions that transformed how the colonists viewed Great Britain.

The Treaty of Paris ended the French and Indian War and ceded French land holdings in North America to the British. The colonists had hoped to benefit from the new land and expand westward. However, the Proclamation of 1763, issued by King George III, prevented the colonists from settling in land west of the Appalachian Mountains. To enforce the stipulations of the proclamation as well as protect American Indian tribes living in the territory, the British left ten thousand troops behind in the colonies. Those troops were stationed in Canada, Florida, and along the new western border. Finally, to fund the war effort and to pay for the soldiers stationed in the colonies, the British imposed a series of new taxes and enforced import and export taxes that had been overlooked by the government for years.

Closing the frontier, the visible presence of the British army in the colonies, and the new taxes all contributed to how the colonists viewed the British government.

Procedures:

- Introduction
 - Consider two letters written by Benjamin Franklin 12 years apart.
 - Franklin's letter to Henry Home Kames celebrating the British victory during the French and Indian War.
 - Franklin's unpublished letter to William Strahan in 1775.
 - Ask students to compare and contrast the sentiments expressed by Franklin in 1763 and 1775.
 - Guiding Question: What caused Franklin's attitude toward the British to change?
- Assignment
 1. Divide students into three groups. Assign each group a set of primary sources.
 2. Each group will review a primary source set. For each primary source set, the group should identify the following:
 - First Impressions**

What do you notice at these documents on first glance?

 - What kind of document is this?
 - Closer inspection**

Looking closer – for each document, identify the following:

 - Is there a date on the document? Do you know when it was created?
 - Who created the document?
 - Who is the audience?
 - What is the purpose of the document?
 - What is the document implying or conveying?



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Compare and Connect

After reading all the documents, who do they relate?

- What is the relationship between the documents?
 - What is similar between the two documents? What is different?
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- Discussion:
 - Facilitate a discussion about the sentiments identified in each primary source set.
 - Ask each group to identify
 - What issues do the colonists identify?
 - How are these issues related to the French and Indian War?
 - How do these outcomes impact the American Revolution?