

## Alexander Palma

Alexjmpalma.com    contact@alexjmpalma.com

### Social Studies

#### 4th Grade French-Indian War Lesson Plan

**1. Goal –**

The learning goal for this lesson is for students to review understanding of French and English colonial expansion in North America during the 1700's and the effects those had on Native American populations by focusing on reasons each of the powers had for control over the Ohio River Valley.

**2. The national and/or state standard addressed are English Language Arts Common Core Standards:**

5.C.1.b. Explain the interactions between colonists and the British during the pre-revolutionary period

**3. Overall 30 day goal(s) –**

- A. Students will understand key events leading up to the American Revolution
- B. Compare the different perspectives different groups had during the events leading up to and during the American Revolution.

**4. Week (1) Learning Target(s) –**

- A. Identify the different power groups in North America leading up to the American Revolutionary War.
- B. Interpret the different motivations groups had for controlling power resources in North America during this time.

**5. Connections –**

- A. This lesson builds on previous lessons by having students recall what they've learned about the thirteen original English colonies, French territories, and Native American tribes in North America during the 1700's. The students will be doing an activity that will focus on the needs of each of these groups when conflict between them arose in the Ohio River Valley.

**6. Instructional Activities**

**Introduction:**

Students will first be encouraged to think of a time when they wanted something different from someone else and what happened because of that. Teacher will lead class discussion of the conflict of interest they may have had in the past how that made them feel. Teacher then leads this discussion into the material by displaying a map of North America in 1750 displaying colonial boundary lines and students will recall previous knowledge by identifying French, British, and Spanish lands on the map using map key. Students will then mark the different territories on their "Colonial map of

## Alexander Palma

Alexjmpalma.com    contact@alexjmpalma.com

America” worksheet and shade in the area of the Ohio River Valley.

### **Activity:**

The Teacher will then separate the class into 3 groups, representing the French, British, and Native American powers during this period. Teacher explains that each group will receive a “what were they fighting for” worksheet about their side during the French-Indian War. There will be 5 roles for each group- discussion director, map expert, super summarizer, strength finder, and weakness finder. Students will receive a description of their role and role assignment from the teacher.

### **Activity:**

Students will work in their groups analyzing the information from the “What Were They Fighting For” worksheet, maps, and textbook to first find the reasons why their side wanted to control the Ohio River Valley. They will then work together to find the advantages and disadvantages their side had during that time to construct an argument about what their group wanted and how they would accomplish that.

### **Discussion:**

After groups have made progress in constructing their arguments about their side during the conflict, the teacher will then project a breakdown of the populations of each side during that time to help extend their critical thinking. Students are then told to organize their arguments and prepare for an oral defense of their side during the war.

### **Wrap up:**

Bring the class back to whole group instruction. Each group will come up to the front of the class and designate a primary speaker to present their argument on what their side wanted and how they’d accomplish that goal. Each of the other two groups will be given time to give a response to the presentation.

## **7. Instructional resources and materials –**

Social Studies Textbook

1750 Colonial Map of North America worksheet

“What Were They Fighting For” Worksheets (1 set French, 1 set British, 1 set Native American)

## **8. Assessment –**

The formative assessment will be exit slips with an empty three column chart with one of the powers from the French-Indian War in each column. The students will then put what they think was that side’s main strength and main weakness in each of the columns for all three sides. Monitoring during group activity by teacher will help assess any individual learning gaps.