






Annotated Resource Set (ARS)

Phase I

1. Title / Content Area:	Shouldn't it be the French, Indian and British War????	
2. Developed by:	Wes Wasylik	
3. Grade Level:	6-12	
4. Essential Question:	Who were the people and what territory was involved in the French and Indian War?. How did the relationships of these people and the location of the territories influence the war and ultimately change the course of US History?	
5. Contextual Paragraph	In North America all land, including the animal and resource rich forests, were controlled by the Indians. European settlers, specifically the French and the British, wished to utilize these lands, but had very different approaches to the native inhabitants. Treatment of the Indians by these colonizing Europeans would eventually lead to alliances that would impact a major war and change the shape of history.	




6. Resource Set

<p>Indians Trade with Europeans</p>	<p>French Settlements 1634-1763</p>	<p>French and Indians</p>	<p>British and Indians</p>	<p>Indians and New France</p>	<p>Incidents leading up to the French and Indian War, 1753–54</p>
<p>What relationship did Indians have with Europeans</p>	<p>French and Indian Territory</p>	<p>French relations with the Indians</p>	<p>British Relations with the Indians</p>	<p>The many roles of Indians in French Colonies</p>	<p>Why did the Indians side with the French?</p>
 <p>Osage Traders by Charles Banks Wilson. Courtesy of the Artist.</p>		<p>The French quickly discovered they could go back to France in the winter months with ships laden with furs they had purchased from the Natives with European wares, such as metal cooking pots, weapons, horses, and other goods not accessible to the Natives at that time. The Natives also accompanied the French on hunting parties and showed them where the good fur animals could be found. The French made it a point to learn the Native languages and ways, and established good relations that were based on equality with all of the tribes in the area.</p>	<p>One of the rationales used by the English for taking Indian land, or seeing it as "vacant," was the belief that the English could put the land to "higher use" by employing European-style agriculture and livestock. It was important for the English to downplay or ignore Indian land usage and the ways in which Indians had "improved" the land. Since the Natives were already farming the land, particularly the best land, this meant that the English had to construct stereotypes of the Indians which portrayed them as nomadic hunters who did not mow or improve the land in order to justify taking the land away from them.</p>		
<p>(http://archeology.uark.edu/indiansofarkansas/index.html?pageName=Indians%20and%20Colonists)</p>	<p>http://geo.msu.edu/extra/geogmich/frenchindian_war.html</p>	<p>https://ancestralfindings.com/the-french-and-native-american-relations/</p>	<p>https://nativeamericannetroots.net/diary/1357</p>	<p>http://memory.loc.gov/intldl/fiahtml/fiatheme3.html#track1</p>	<p>https://history.state.gov/milestones/1750-1775/incidents</p>

American Forests Prior to European Settlements	Taming Forest Land by Indians	Early Colonist view of Forests	Farms replaced Forests	Indians choose their Allies
Richness of US in Forest Land	Indians were not only “hunters & gatherers” but relied on forests heavily around their settlements	Colonists recognized abundance, danger and potential of forests.	How did the Indians feel about this.	Leading up to the French & Indian War, different approaches toward Indians create Allies.
<p>Figure 4. Forests covered about one billion acres, or almost half of the nation's land area, in 1600. Some of this land gave way to agriculture, reducing the acreage of U.S. forestlands. Almost 300 million acres of forest have been converted to other uses since 1600—primarily to agriculture. Today about a third of the nation is forested, more than two-thirds of the area that was forested in 1600. Today's forests are substantially changed from what they were in 1600.</p>		<p>Early European colonists viewed the seemingly endless forest as a mixed blessing. On one hand it provided an abundant and available source of fuel and building materials. It yielded game that for decades after settlement remained an important food source. But the forest was also habitat for wolves, eastern panthers, and other predators that found colonial livestock easy prey and against which the colonists waged unrelenting war. It provided cover for sometimes hostile Indians. But most importantly, it occupied potential cropland that could be liberated only after intensive and back-breaking labor using hand tools.</p>	<p>European Battle for Trade</p> <p>European battles for trade were fought over the control of the Ohio River valley. The French and British both sought to control the Ohio River valley. The French had a strong alliance with the Shawnee, Delaware, and Chickasaw. The British had a strong alliance with the Iroquois. The French and British fought the Seven Years' War (1754-1763) over the Ohio River valley. The British won the war, but the French retained the right to trade goods with the Indians in the Ohio River valley. The British wanted to stop the French from trading with the Indians because they feared the Indians would ally with the British against the French.</p>	
https://foresthistory.org/wp-content/uploads/2016/12/American_Forests.pdf	https://foresthistory.org/wp-content/uploads/2016/12/American_Forests.pdf	https://foresthistory.org/wp-content/uploads/2016/12/American_Forests.pdf	https://foresthistory.org/wp-content/uploads/2016/12/American_Forests.pdf	http://www.mpm.edu/content/wirp/ICW-146.html

Notes/Comments:

Why the French Traded with the Indians	Short History Channel Summary of French &	Competition could lead to better Indian Trade	Video Facts about French & Indian War	The Forks of the Ohio
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	Indian War	Deals		
Building relationships before the War	Outline of Conflict	Up Until the French & Indian War Indians used competition to their advantage at times	Why is it called the French AND Indian War and other facts	Students use NPS Map to identify areas of conflict (follow website directions)
<p>Overall, the French managed to integrate two very different economic philosophies. European economic was focused on material goods and was guided by a philosophy that emphasized the individual accumulation of goods. French society was stratified, that is, it was divided into social classes. On the other hand, Indian societies were egalitarian. Typically, the Indians focused on the accumulation of cultural wealth. Those who acquired wealth, spent it easily, and in this way, gained social prestige.</p> <p>Many of the European trade goods which the French traders brought to the Indians—beads, mirrors, bells, and caps—were valued by the Indians for aesthetic, decorative, and/or spiritual reasons. Some of the metal items, such as axes, knives, arrowheads, bells, and pans, and tools, were incorporated into Indian cultures as substitutes for similar non-metal goods. When iron tools were scarce, guns and ammunition allowed the tribes to expand militarily. Guns, along with the gunpowder and the lead balls that they required, were in great demand among the Indians and were often a prestige item within the Indian nations.</p> <p>Most of the Indian nations with which the French had trading relations were agricultural. In these cultures, such as that of the Huron, the women did the farming while the men hunted. With the fur trade, men's economic importance increased as they now hunted not just for sustenance, but for trade goods. As their hunting ranges increased, the conflict between more conflicts with other tribes.</p>	 <p>French and Indian War</p> <p>HISTORY.COM EDITORS - 7/1/15 - 1:55</p> <p>The History Channel</p>	<p>Deer skin trade</p> <p>The English deer trade began in the late 1600s. By the early 1700s more than 50,000 deer skins a year were exported from the harbor at Charleston, South Carolina. English traders paid well for skins. Indians spent more time hunting and relied less and less on hunting rituals. They were able to accumulate wealth in new ways. This gave them more power within tribal councils.</p> <p>As Indians grew more dependent on trade, they became more involved in colonial affairs and also more vulnerable to the demands of colonial governments. The ability to speak and read European languages became a prized skill among Indians.</p> <p>This allowed them to <i>negotiate</i> and understand the treaties offered by Europeans and later the colonists. European concepts of government required that leaders make their agreements binding on all tribal members—in other words, that power be centralized and consolidated at the tribal rather than the village level.</p> <p>Yet, Indians maintained their independence and their identities throughout this process. The clan system continued to organize social relations. Indian women continued to have more freedom and power than white women. Christianity did not replace native religious beliefs and practices until well into the 1800s.</p> <p>Indian leaders became skilled at playing the two major colonial interests (the French and the English) against one another. They negotiated the best trade and treaty terms possible, and frustrated European efforts to exert control over the Tennessee region. It wasn't until the late 1700s that Indians in Tennessee began to lose control over their land and their lives.</p>		
https://nativeamericannetroots.net/diary/1036	https://www.history.com/topics/native-american-history/french-and-indian-war-video	http://www.tn4me.org/major_cat.cfm/era_id/2/major_id/32	https://www.youtube.com/watch?v=GUYW5O8ip5E	https://www.nps.gov/common/uploads/teachers/lessonplans/FI%20Unit1(508)2.pdf

Notes/Comments:

Phase II

Foundations Annotations

7. Curriculum Connections

The French and Indian War is a pivotal conflict in the history of the United States. While it is often taught in a way that sets up the Revolutionary War and introduces General George Washington, there are many other layers of information that can be explored including the relationship of the American Indians to the land that was being colonized, the role of the rich forests of the United States in the development of expansion strategies and the relationship of the French to the Indians as opposed to the British with the Indians with regard to the land.

8. Curriculum Standards

COMMON CORE STANDARDS:

6-8.RH.1, 6-8.RH.2, 6-8.RH.4, 6-8.RH.6, 6-8.RH.7, 4.RI.1, 4.RI.2, 4.RI.3, 4.RI.4, 4.RI.6, 4.RI.7, 4.RI.9, 4.RI.10, 5.RI.1, 5.RI.2, 5.RI.3, 5.RI.4, 5.RI.6, 5.RI.9, 5.RI.10, 6.RI.1, 6.RI.2, 6.RI.3, 6.RI.4, 6.RI.5, 6.RI.9, 6.RI.10

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards

D2.Geo.7.3-5

D2.Geo.6.3-5.

D2.Geo.2.3-5.

D2.Eco.14.3-5.

. THINKING SKILLS:

Understanding: Understand the main idea of material heard, viewed, or read. Interpret or summarize the ideas in own words. Applying: Apply an abstract idea in a concrete situation to solve a problem or relate it to a prior experience.

9. Content & Thinking Objectives

Students will be able to discuss and explain:

Why were forests important to the American Indians? How were they perceived by the French and the English?

Where did this conflict take place and why?

What were the British fighting for? What were the French fighting for?

How did the French treat American Indians before the war? How did the English treat American Indians before the war?

How and why were the various Native American tribes involved in the war?

What were the consequences to the British, the French and the colonists at the end of the war?



10. Inquiry Activities & Strategies



Students will explore a variety of sources – paintings and diagrams, maps, videos and texts to gain an understanding of the events that led up to the French and Indian War. They will work in groups and by themselves and use a variety of analytical tools including graphic organizers and the LOC Primary Source Analysis Tool found at <http://www.loc.gov/teachers/primary-source-analysis-tool/>

Students will also be divided into two teams – The British and The French after reviewing all the materials and have to present their viewpoint on why the war is necessary and who their Indian allies will be based on all the research they have done.



11. Assessment Strategies



Formative:

1. Teacher observation and monitoring during small group/partner discussions
2. Student completion of the graphic organizer, essential question answers, Primary Source Analysis Tool and presentation preparation materials

Summative:

1. Students will present (as a group with each issue allocated to one student):
 - a. Why the Indians valued the land?
 - b. How the European settlers in that area treated the Indians and how did this impact allied relationships later for the war?
 - c. Why trading and the resources of the forest had such an impact in North America?
 - d. Why that country felt the disputed land belonged to them?
 - e. What was the outcome of the conflict and how did the Indians play a part?

Other Resources



12. Web Resources



Interactive Timeline: http://www.thewarthatmadeamerica.org/index_76.php

Hidden Pictures (lower grades) http://www.warforempire.org/learn/hidden_pictures.pdf



13. Secondary Sources



Gilder Lehrmen Lesson Plan on French & Indian War: <https://www.gilderlehrman.org/content/french-and-indian-war>

Detroit Historical Society Lesson Plan of French and Indian War: <https://detroithistorical.org/sites/default/files/lessonPlans/FrenchAndIndianWarFINAL.pdf>



14. Print and Other Media Resources



Primary Source Diary Lesson Plan: Perspectives - <https://dp.la/primary-source-sets/perspectives-on-the-french-and-indian-war/teaching-guide..> And <https://dp.la/primary-source-sets/perspectives-on-the-french-and-indian-war>

ARS Component Guide

Phase I Components

- 1. Title / Content Area:** Provide the title of the ARS. If the title doesn't explicitly denote the sets theme, please also provide a content area (e.g. Environment, Government, Immigration, War/Military, Women's History, etc.).
- 2. Developed by:** Provide your name and any other contributors to the ARS.
- 3. Grade Level:** Provide the grade level(s) for which the set is to be taught.
- 4. Essential Question:** Provide an essential question that encompasses the set theme and that could be used as a launching point for use in the classroom.
- 5. Contextual Paragraph for Resource Set:** Provide a short paragraph explaining the resource set and describing the context in which the set is to be used
- 6. Resource Set:** Provide titles, context, thumbnails and addresses for specific resources. It isn't necessary to provide a thumbnail for all resources (e.g. audio and video files).
Important: Be sure to use a permanent URL and check your hyperlinks for all resources.

Phase II Components

- 7. Curriculum Standards:** Provide local, state or national standards that could be addressed through the use of the ARS and subsequent activities
- 8. Curriculum Connections:** Provide other curriculum areas to which this set of resources could be applied
- 9. Content & Thinking Objectives:** Provide objectives to be met through the use of the ARS and subsequent activities
- 10. Inquiry Activities & Strategies:** Provide specific strategies and learning activities which the ARS will be used to support
- 11. Assessment Strategies:** Provide assessment methods which will be used to demonstrate student learning after the use of the ARS and subsequent activities

Other Resources

12. **Secondary Sources:** Provide any secondary sources that could be used to supplement the ARS
13. **Web Resources:** Provide links to any additional web resources that could be used to supplement the ARS
14. **Print and Other Media Resources:** Provide other resources that could be used to supplement the ARS