TPS Primary Source Learning Activity

Section I

1. **Title of Lesson:** Examining the Causes of the French and Indian War: The Fight for the Ohio Valley...and the beaver.

2. **Overview:**

Students will analyze art and primary source documents to identify the cause of conflicts over the Ohio Valley among the Native Americans, the British, and the French. They will study and analyze maps and journals to make connections to the local sites that were important during the conflict and identify the forks of the Ohio River and the rich local resources, particularly the beaver and fur trade, to be a primary cause of the war. After analyzing documents, students will write a narrative to relate the reasons each nation wanted possession of this valley and to sequence the events that led directly to the beginning of the war.

Students may benefit if they have prior knowledge of Marquette and Jolliet’s exploration of the Mississippi and of La Salle’s expedition during which he claimed the land of the Mississippi River and all of its tributaries for France.

(This task lesson is part of a larger unit covering the entirety of the French and Indian War in North America)

3. **Learning Goals:**

- Identify the cause of conflicts over land among the British, French, and Native Americans
- Analyze historical art and maps to visualize the setting and events of the French and Indian War
- Identify and analyze the location of sites important in start of the French and Indian War
- Analyze and compare journal entries of key people making expeditions into the Ohio Country to infer underlying motives for relationships and actions by each of the nations involved
- Describe and sequence events that led to the beginning of the French and Indian War
- Evaluate evidence, placing a source in time and place
- Evaluate evidence, contextualizing the source
- Evaluate the importance of people, time, and events in a primary source
- Convey a deep knowledge of how events unfolded over time
- Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)
- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

4. **Time Required/Duration of Activity:** Seven to nine 42-minute class periods

5. **Recommended Grade(s):** Grade 5

6. **Subject:** Social Studies and English Language Arts.
8. **LDC Teaching Task:**

What was so special back in 1753 about the Ohio Valley, this valley in which we now live, that both the French and the English were so interested in it? After reading maps and excerpts from primary source journals of expeditions into the Ohio Valley, write a narrative in which you relate the reasons why possession of the Ohio Valley was so important to each of the three nations involved and sequence the events that led to a war over this land. Support your discussion with evidence from the journals.

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**Section II**

**PA Common Core Standards:** CC.8.3.5.D, CC.1.4.5.W, CC.1.2.5.C, CC.1.2.5.D, CC.1.2.5.I, CC.1.4.5.M, CC.1.4.5.N, CC.1.4.5.O, CC.1.4.5.P

9. **Materials Used:**

- Chromebooks
- Laminated Cardstock Copies of: Maps and Prints
- Handouts of specific journal pages
- Primary Source Analysis Tools
- Projector & Computer with Internet Access and Mimio, Smart or other interactive technology

10. **Resources Used:**


Section III

11. Instructional Procedures:

**Mini Task #1:** (one or two 42-minute class periods) Analyze maps to understand location of the Ohio Valley relative to Pennsylvania and surrounding areas of settlement.

1. Present guiding question: What was it like in what is now Western PA back in the mid-1700s? Why would people have wanted to come here? What was considered the "Ohio Country? " Tell students they will analyze maps and journals to find the answer to those questions.
2. Have students open Chromebooks and login. Pass out laminated maps, Primary Source Analysis Tool pages, and link lists while they are logging in. Once logged in, they will type the link for the map into the address bar to access the first map.
3. On computer with projector, model how students will analyze the Library of Congress map. Demonstrate the use of the zoom tool, showing students the navigation box on the main map. Leave image of map up on projector.
4. Have students analyze the first map independently. Facilitate to assist students having difficulty with access or with using Primary Source Analysis Tool.
5. After students have completed the analysis, have them turn and talk to share their observations with their shoulder partners. Have students share out with entire class and write observations on board. Students can add to their analysis page from the discussion if they choose. They can place a star next to notes taken from board.
6. Ask students to place second Primary Source Analysis Tool on top of first and type in second map link. Have them analyze second map and facilitate and assist students needing help.
7. After students have completed the analysis, have them turn and talk to share their observations with their shoulder partners. Have students share out with entire class and write observations on board.
8. Students can add to their analysis page from the discussion if they choose. They can place a star next to notes taken from board.
9. Ask students to compare their observations of both maps. Discuss, and make notes on board. Ask students to share out their reflections from both of the Primary Source Analysis Tool pages.
10. For homework, have students write a brief summary of the location of the Ohio Valley and their ideas about its value based on their study of the two maps and the evidence on their analysis tool pages.
**Mini Task #2:** (one 42-minute class period) Identify who was in the Ohio Valley in the mid-1700s and for what purpose.

1. Ask guiding question: What would this place, where we are sitting right now, have been like in 1753? What would it have looked like? Who might have been here? Have students write five lines or more to answer the question. Have students turn and talk, then share out.

2. Show image of “We Dined in a Hollow Cottonwood Tree” on projector, and pass out laminated copies of print and analysis tool pages. Have students analyze print, documenting observations, reflections, and questions on analysis tool page. Have students share out and discuss with class, circling what they notice with Mimio, Smart, or other technology.

3. Relate the Griffing print back to the map study. Who were these people and what were they doing here? Exactly where were they? How did the author know what to paint? Explain that the author painted the picture based on the words "We dined in a hollow cottonwood tree" which came from an actual journal kept by one of the people in the picture. Introduce the Journal of Father Bonnecamps and the Expedition of Celoron and tell students that in their next task, they will read parts of those journals.

**Mini Task #3:** (one 42-minute class period) Analyze excerpts of the journals of Father Bonnecamps and of Celoron to find out why the expedition was sent here to the Ohio Valley in 1749.

1. Ask students to think about what the word “journal” means. Have them write five lines or more explaining what they think a journal is and why someone would write it. Turn and talk, share out with class and discuss to make sure students understand what a journal is.

2. Tell students they will read and analyze excerpts from the journals of Father Bonnecamps and of Celoron. Give them their purpose for reading: Why was the French expedition sent here to the Ohio Valley in 1749? What did they do while they were here?

3. Distribute Primary Source Analysis Tool pages and copies of excerpts from journals. Have students read and analyze with a partner:

   - Introduction under Governor Galissoniere's picture (bottom page 4)
   - Burying of the lead plates laying claim of the land for France (on page 18)
   - 29 men dining side by side in tree and visit to Logstown (on pages 86-87)
   - Mention of visit to Queen Aliquippa (on page 28 and note #48 referencing Washington’s comments about Queen Aliquippa)
   - Notes regarding Logstown (12.) and the correct naming of the hollow tree (11.) (on page 101)

Facilitate discussion and check for understanding.

4. Assignment: Write a paragraph to summarize your learning and answer the questions: Why was the French expedition sent here to the Ohio Valley in 1749? What did they do while they were here?
**Mini Task #4:** (two 42-minute class period) Use closing reading to analyze journal entries to establish an understanding of the relationships among the Native Americans, the English, and the French in the Ohio Country.

1. Ask students to think about Celoron and Fr. Bonnecamps on this expedition. Who will they encounter as they journey along the rivers? Tell students we will read sections of the journal and analyze the interactions and relationships among the people traveling as they encounter others living in these areas. Ask students to write five lines or more explaining what they think we might find out as we read. Have them turn and talk to share with a neighbor, and then briefly share out as a class.

2. Pass out Primary Source Analysis Tool pages and have students take excerpts from their folders. Tell students to figure out who was speaking to whom, what the message was, and how the message was received as they analyze.
   - Speech from the governor delivered by Celoron to the Native Americans on page 21
   - Speech made by Native Americans in reply to governor's speech on pages 22-23
   - Speech from the governor delivered by Celoron to the Native Americans on page 33
   - Notes on page 68 (54)

3. Ask students what inferences they can make about what had been going on in the Ohio Valley prior to the expedition. Facilitate discussion and check for understanding.

4. Discuss how trade affected the lives of the Native Americans. Ask students to provide support from speeches to support their ideas. Read aloud from "How Could a Beaver Start a War?" (Project article if desired, to show list of trade items.)

5. Have students write a summary of who had been in the Ohio Country, what the prior existing relationships had been like, and what messages were exchanged between the French and Natives of the area during the Expedition of Celoron. Use rubric to assess student understanding before going further.

**Mini Task # 5:** (approximately two to four 42-minute periods) Use closing reading to analyze journal entries to recreate immediate events foreshadowing war.

1. Pass out print “Domain of Three Nations” and Primary Source Analysis Tool. Have students analyze independently. Have students share with a partner and compare ideas of what was going on in the picture. Facilitate class discussion of the analysis, and tell students they will read entries from two journal sources to understand what is happening in the print.

2. Have students work in groups of four to analyze excerpts from journals written by George Washington and Christopher Gist from "Journey to the French Commandant" and "Expedition to the Ohio"
   - Governor Dinwiddie’s letter to the French page 127
• Washington’s instructions from Governor Dinwiddie, including the instructions to travel to Logstown and the mention of telling Washington to request the assistance of the Half King and Monacatoocha page 127-128
• Washington arrives at Fort Le Boeuf and delivers the letter to the Commandant 147-152
• Gist’s entries of same bottom of pages 149-150, 152
• French letter in reply to Governor Dinwiddie’s letter page 151

Based on student engagement and time required for close reading, use this as stopping point and facilitate discussion to check for understanding before assigning remaining reading.

• Washington’s entries of interest page 155 (raft) -156 including note 64 (Queen Aliquippa)
  Point out Washington’s entry of encounter with Indian, and then compare it with that of Gist’s account of same encounter on page 157
• Gist’s entries about the French in canoes page154, 158 (the raft)
• Dinwiddie’s orders and expectations for Washington’s expedition back to the Fork of Ohio page 162
• Washington’s comments about the Battle of Fort Necessity (Great Meadows) and Jumonville age 169 -170
• de Villiers comments about Jumonville bottom page 169

Have students write a summation of the events about which they read and add to it each day until all sources have been read and discussed. When finished, students should have completed a chronological summary of the events on their notes pages.

Section IV

12. Assessment:

Formative Assessment: Student understanding will be assessed through the evaluation of a writing assignment following Mini-task 4 with a formative assessment rubric. The rubric will assess the following skills:

Evaluation of evidence -

• Sourcing - placing a source in time and place
• Contextualizing - understanding what was going on when the source was created and how those events shaped the creation of a source.

Historical knowledge-

• Significance - evaluate the importance of people, places, and events.
• Narrative - deep knowledge of how events unfolded over time.

Summative Assessment: Student responses to the teaching task will be evaluated using the Narrative Teaching Task Rubric for grades 6-12.
**Assignments:**
Write a summary of who had been in the Ohio Country, what the prior existing relationships had been, and what messages were exchanged between the French and Natives of the area during the Expedition of Celoron.

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<thead>
<tr>
<th>Rating Description</th>
<th>Below Expectations</th>
<th>Approaching Expectations</th>
<th>Meets Expectations</th>
<th>Advanced</th>
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<tr>
<td>Rating Value</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Evaluation of Evidence: Contextualizing</td>
<td>Student indicates little or no understanding of the interests of the French, English, and natives as well as the purposes of the expedition, journals, and speeches</td>
<td>Student indicates some understanding of the interests of the French, English, and natives as well as the purposes of the expedition, journals, and speeches</td>
<td>Student indicates a clear understanding of the interests of the French, English, and natives as well as the purposes of the expedition, journals, and speeches</td>
<td>Student indicates in-depth understanding of the interests of the French, English, and natives as well as the purposes of the expedition, journals, and speeches</td>
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<tr>
<td>Understanding what was going on &amp; how events shaped creation of source</td>
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<tr>
<td>Historical Knowledge: Historical Information</td>
<td>Student includes few or no important ideas and information to show insufficient historical knowledge &amp; indicates many misconceptions</td>
<td>Student includes some important ideas and information to show partial historical knowledge &amp; may include one or two errors</td>
<td>Student includes most important ideas and information to show sufficient historical knowledge &amp; indicates no errors or misconceptions</td>
<td>Student includes all important ideas and information to show significant historical knowledge &amp; includes no errors or misconceptions</td>
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<td>Recognize and recall important factual information</td>
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<td>Historical Knowledge: Significance</td>
<td>Student indicates little or no recognition of the importance of the people, places, and events that were key to the war</td>
<td>Student indicates some recognition of the importance of some of the people, places, and events that were key to the war</td>
<td>Student indicates clear recognition of the importance of all of the people, places, and events that were key to the war</td>
<td>Student indicates clear recognition of the importance of all of the people, places, and events that were key to the war</td>
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<tr>
<td>Evaluate the importance of people, places, and events</td>
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<td>Historical Knowledge: Narrative</td>
<td>Student shows an insufficient understanding of the events and indicates multiple errors in the sequence in which they occurred over time</td>
<td>Student shows an insufficient understanding of the events and indicates errors in the sequence in which they occurred over time</td>
<td>Student shows a clear understanding of the events and has no errors in the sequence in which they occurred over time</td>
<td>Student shows a in-depth understanding of the events and has no errors in the sequence in which they occurred over time</td>
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<tr>
<td>Convey deep knowledge of how events unfolded over time</td>
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