

PRODUCE THE PODCAST: TELL US HISTORY

Lesson Plan

Lesson 6

WEEKLY WORK:

Length: One or two approximately 5-10 -minute asynchronous video with virtual instructor each week, homework will be assigned for the rest of the week. The video will drop on Sunday nights.

LESSON 6: 1754 - 1763: The French and Indian War

Weekly Homework:

- Review the Videos / Materials
- **Podcast Assignment: 1754 – 1763: The French and Indian War**
 - See the assignment description in the materials.
 - Post it in your Podcasting US History MS Team in the Posts in the General Channel.
 - Use the Soundtrap Playbook if needed still!

Watch the Weekly Video:

- <https://logcabinschoolhouse.com/course-catalog>

Materials:

- Lesson Plan Week 6
- Podcast Assignment: 1754 – 1763: The French and Indian War

Podcast Assignment: The French and Indian War (1754-1763)

Overview:

You and a partner will collaborate on a podcast episode focused on the **French and Indian War**. You will have **two weeks** to complete this assignment, including research, recording, and editing your podcast. Choose one of the following options for your podcast episode.

Podcast Assignment Options:

1. Debate Podcast: British vs. French Strategies

- **Objective:** Debate the military strategies of the British and the French during the war.
 - **Roles:** One student represents the British, the other represents the French.
 - **Key Points to Discuss:**
 - Military tactics and use of alliances with Native American tribes.
 - Key battles that illustrate the strengths and weaknesses of each side's strategies.
 - How the strategies impacted the outcome of the war.
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2. Historical Figures Interview Podcast

- **Objective:** Create a podcast where one student interviews a key historical figure from the war.
 - **Roles:** One student plays the interviewer, the other plays a historical figure (e.g., George Washington, General Braddock, or Chief Pontiac).
 - **Key Points to Discuss:**
 - The figure's experiences, decisions, and role in key events.
 - Their perspective on the French and Indian War and its outcomes.
 - How they view the war's impact on their nation or colony.
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3. Podcast on Indigenous Alliances

- **Objective:** Discuss the role of Native American alliances during the war.
- **Roles:** Each student represents a different Native American tribe or perspective.
- **Key Points to Discuss:**
 - How different tribes aligned with the French or British.
 - The impact of alliances on the war and the future of Indigenous tribes.
 - How Indigenous strategies influenced the course of the conflict.

4. Podcast on Key Battles

- **Objective:** Analyze one of the significant battles of the war (e.g., Fort Necessity, the Battle of Quebec).
 - **Roles:** Both students work together to research and discuss the battle.
 - **Key Points to Discuss:**
 - The causes and lead-up to the battle.
 - Strategies used by both sides and how the battle unfolded.
 - The battle's significance in the overall outcome of the war.
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5. Treaty of Paris Analysis Podcast

- **Objective:** Discuss the **Treaty of Paris (1763)** and its effects on the outcome of the war.
 - **Roles:** One student takes the British perspective, the other the French perspective.
 - **Key Points to Discuss:**
 - Territorial and political consequences of the treaty.
 - How the treaty affected future relations between Britain and the American colonies.
 - Long-term impact of the treaty on North America.
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6. Colonial and British Relations Podcast

- **Objective:** Explore how the war impacted the relationship between the American colonies and Britain.
 - **Roles:** One student takes the British perspective, the other the colonial perspective.
 - **Key Points to Discuss:**
 - How the war influenced British policies like taxation and governance.
 - How colonial dissatisfaction began to grow after the war.
 - The connection between the French and Indian War and the American Revolution.
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7. Daily Life During the War Podcast

- **Objective:** Discuss how daily life was affected during the French and Indian War.
- **Roles:** One student represents a British colonist, the other a French settler.
- **Key Points to Discuss:**
 - The impact of the war on trade, family life, and the economy.
 - How civilians dealt with the challenges of living in a war zone.

- Cultural and social differences between British and French colonial life.
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Assignment Details:

- **Partner Selection:** You are responsible for finding a partner to collaborate with.
- **Due Date:** Your final podcast episode is due in **two weeks**.
- **Length:** The podcast should be **5-10 minutes long**.
- **Format:** Record your podcast using **Soundtrap** and include background music if appropriate.
- **Submission:** Submit your final podcast file and a transcript to the Podcasting **Team in the Posts**.

Things to Include in Your Podcast:

- Introduction of the topic and why it's important to understanding the French and Indian War.
- Clear roles for each student with engaging dialogue.
- Accurate historical facts with proper research and context.
- Creative elements (e.g., sound effects, music) to enhance the storytelling.

Grading Criteria:

- **Content Accuracy (30%):** Are the facts presented correctly, and is there a deep understanding of the topic?
 - **Collaboration (20%):** Did both partners contribute equally to the project?
 - **Creativity and Engagement (20%):** Is the podcast engaging, creative, and well-structured?
 - **Clarity and Quality (20%):** Is the audio clear, and is the podcast well-organized?
 - **Transcript (10%):** Is a clear, written transcript submitted along with the audio file?
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Next Steps:

1. **Choose a partner** and decide which podcast topic you will work on.
2. Research your topic and gather the facts, points, and perspectives you'll discuss.
3. Write an outline or script for your podcast to help guide your conversation.
4. Record, edit, and submit your podcast and transcript by the deadline.

If you have any questions or need help getting started, feel free to reach out to me!

Lesson Transcript: The French and Indian War (1754-1763) — As Told by George Washington

Opening:

"Greetings, Trailblazers. I am George Washington, and today I will recount the events of a war that forever changed the fate of North America and set the stage for the American quest for independence—the French and Indian War. I was there when it all began, and I fought in the thick of it. Let me take you back to 1754 when tensions between Britain, France, and Native tribes boiled over into war."

Slide 1: Image of Colonial Map of North America, 1750s

"Here's the lay of the land before the war. To the east, the British colonies stretched along the Atlantic, while the French held much of the land west of the Appalachian Mountains, including the vital Ohio River Valley. This land was crucial—rich in resources and strategically important. Both the French and the British sought to control it, and alliances with the Native tribes added to the complexity. Tensions rose, and I soon found myself at the heart of it."

Causes of the War:

Slide 2: Image of fur trade and European settlers in conflict

"In 1754, both Britain and France wanted the fertile land for different reasons. The French were focused on the fur trade, working closely with the Native tribes. But the British wanted to expand their colonies into these regions. I was sent, as a young officer, to deliver a message to the French, telling them to leave the Ohio Valley. When they refused, it became clear that conflict was inevitable."

Major Events:

Slide 3: Image of George Washington at Fort Necessity, 1754

"It was at Fort Necessity where I first led men into battle. It wasn't my finest moment. We were outnumbered and outmaneuvered by the French and their Native allies. We had to surrender. But that skirmish marked the beginning of what would become a full-scale war across North America."

Slide 4: Image of the Battle of Quebec, 1759

"As the war raged on, one of the most decisive moments came in 1759 during the Battle of Quebec. The British, under General Wolfe, defeated the French on the plains outside the city, which was a turning point in the war. The fall of Quebec gave Britain control of Canada and much of the French territory in North America."

Outcomes of the War:

Slide 5: Image of Treaty of Paris, 1763

"By 1763, the war ended with the signing of the Treaty of Paris. Britain emerged victorious, but at great cost. The French were forced to give up nearly all their lands in North America."

However, the war had left Britain deep in debt. To pay for it, Parliament imposed new taxes on the American colonies—the Stamp Act, the Sugar Act, and others.”

Slide 6: Image of colonists protesting British taxes

“Those taxes didn’t sit well with us colonists. Many of us, including myself, felt betrayed. After all, we had fought alongside the British in this war, but now we were being forced to pay for it without any say in the matter. This growing resentment would soon spark the fires of revolution.”

Closing:

“Looking back, I realize the French and Indian War was the beginning of our journey toward independence. Though we fought as loyal British subjects, the seeds of rebellion were sown. It was a hard-fought victory, but it left a bitter taste in the mouths of the colonists, one that would lead us to fight for our freedom just years later. Do you have any questions about my experiences in the war?”

THINGS TO THINK ABOUT: The French and Indian War (1754-1763)

Part 1: Causes and Key Players

1. **What Sparked the Conflict?**
 - What were the key reasons behind the rivalry between France and Britain in North America?
 - How did competition for land and control over the fur trade lead to tensions between the French, British, and Indigenous nations?
 2. **Major Participants in the War:**
 - Who were the main groups involved? Consider the roles of the British, French, Native American tribes, and colonial militias.
 - How did the alliances with different Native American tribes shape the strategies and outcomes for both the British and the French?
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Part 2: Strategies and Battles

1. **Military Strategies:**
 - How did both the French and British differ in their military strategies during the war? Consider how terrain, fortifications, and local alliances influenced their tactics.
 - What role did guerrilla warfare and traditional European battle tactics play in determining the outcomes of various engagements?
 2. **Key Battles:**
 - What were some of the major battles of the war, such as the Battle of Fort Necessity or the Battle of Quebec?
 - How did these battles contribute to the overall outcome of the war and the eventual British victory?
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Part 3: Impact on Indigenous Peoples

1. **Indigenous Alliances and Strategies:**
 - How did different Native American tribes choose to align themselves, and what were the benefits or consequences of these alliances?
 - How did the war affect Indigenous land, autonomy, and influence in North America?
2. **Long-Term Effects on Native Tribes:**
 - After the Treaty of Paris, how were Native American lands and sovereignty impacted by British policies?

- How did the French and Indian War set the stage for future conflicts between Native American nations and European settlers?
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Part 4: Consequences and Aftermath

1. Political and Economic Consequences:

- How did the war change the political landscape of North America? Consider the territorial changes after the Treaty of Paris in 1763.
- How did the financial strain of the war contribute to growing tensions between Britain and its American colonies?

2. Prelude to Revolution:

- How did the French and Indian War lead to the growing resentment between the American colonists and the British government?
 - What policies, such as the Proclamation of 1763 and new taxes, contributed to colonial dissatisfaction, eventually leading to the American Revolution?
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Part 5: Comparative Analysis

1. French vs. British Colonial Strategies:

- Compare the French and British approaches to colonization and relations with Native Americans. How did these approaches differ during the war, and how did they influence the outcome?
- How did the French emphasis on trade and alliances contrast with British land expansion efforts?

2. Critical Thinking:

- In your opinion, did the British victory in the French and Indian War help or harm the American colonies in the long run? Why?
 - Could the French and Indian War have ended differently if the alliances had shifted? Consider alternative outcomes based on key battles or strategic decisions.
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Part 6: Reflection and Modern Connections

1. Reflection:

- How does the French and Indian War compare to modern conflicts over territory and resources? What lessons can we learn about diplomacy and alliances?
- What lasting impacts of the French and Indian War can still be seen in North America's political and cultural landscape today?

2. Connection to the American Revolution:

- Reflect on how the French and Indian War laid the groundwork for the American Revolution. What connections can you draw between the two conflicts?

Part 7: In-Person Discussion Activities

1. **Debate: "Did the British Truly Win the French and Indian War?"**
 - Divide the class into two groups: one arguing that the British won the war, and the other arguing that the long-term consequences were more harmful than beneficial for Britain and its colonies.
 - Discuss which side presents the stronger case in terms of political, economic, and social consequences.
2. **Role-Playing Activity: "Native American Council Meeting"**
 - Assign roles representing different Native American tribes that were involved in the war. Debate the benefits and risks of aligning with either the French or the British.
 - Reflect on how these alliances influenced the outcomes of the war and the tribes' futures.
3. **Group Timeline: "The War's Major Events and Outcomes"**
 - Have students create a timeline showing the major battles, key treaties, and the war's long-term consequences.
 - Discuss how each event contributed to the shifting balance of power between the French, British, and Native American tribes.
4. **Gallery Walk: "Life During the French and Indian War"**
 - Set up stations with maps, images of battles, treaty documents, and depictions of life for Native Americans, settlers, and soldiers.
 - Have students make notes on how the war affected different groups and end with a discussion on the war's significance.
5. **Simulation: "Surviving in the Ohio River Valley"**
 - Divide students into groups representing British settlers, French traders, and Native American tribes. Pose challenges such as food shortages, hostile territory, and strategic alliances.
 - Each group must decide how to survive and thrive in the contested region. Reflect on how alliances and geography played a crucial role in the war's outcome.

CCSS:

The Common Core State Standards (CCSS) do not have specific standards for U.S. History alone. However, U.S. History can be taught within the framework of the **Common Core Standards for Literacy in History/Social Studies** for grades 6-12. These standards focus on developing students' abilities to read, analyze, and write about historical texts.

Here's a breakdown of the relevant Common Core Literacy Standards for History/Social Studies for grades 6-12:

Grades 6-8:

1. Key Ideas and Details

- **RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **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.
- **RH.6-8.3:** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

2. Craft and Structure

- **RH.6-8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **RH.6-8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- **RH.6-8.6:** 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).

3. Integration of Knowledge and Ideas

- **RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text.
- **RH.6-8.9:** Analyze the relationship between a primary and secondary source on the same topic.

4. Range of Reading and Level of Text Complexity

- **RH.6-8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Grades 9-10:

1. Key Ideas and Details

- **RH.9-10.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

- **RH.9-10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
 - **RH.9-10.3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 2. Craft and Structure**
- **RH.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
 - **RH.9-10.5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
 - **RH.9-10.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 3. Integration of Knowledge and Ideas**
- **RH.9-10.7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
 - **RH.9-10.8:** Assess the extent to which the reasoning and evidence in a text support the author's claims.
 - **RH.9-10.9:** Compare and contrast treatments of the same topic in several primary and secondary sources.
- 4. Range of Reading and Level of Text Complexity**
- **RH.9-10.10:** By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Grades 11-12:

- 1. Key Ideas and Details**
- **RH.11-12.1:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
 - **RH.11-12.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
 - **RH.11-12.3:** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- 2. Craft and Structure**
- **RH.11-12.4:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
 - **RH.11-12.5:** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
 - **RH.11-12.6:** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

3. **Integration of Knowledge and Ideas**

- **RH.11-12.7:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **RH.11-12.8:** Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
- **RH.11-12.9:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

4. **Range of Reading and Level of Text Complexity**

- **RH.11-12.10:** By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

These literacy standards help guide the integration of U.S. History content within the Common Core framework by ensuring students develop critical reading, writing, and analytical skills relevant to understanding historical texts and contexts.

AP US History by the College Board:

Yes, there are standards for Advanced Placement (AP) U.S. History (APUSH). However, these standards are developed by the College Board, not the Common Core State Standards. The AP U.S. History course framework outlines the skills and knowledge students should acquire to be successful on the AP exam and in future college-level history courses.

AP U.S. History Course Framework:

The APUSH framework is organized into nine historical periods, each with key concepts, themes, and historical thinking skills:

1. **Historical Thinking Skills:**

- **Analyzing Evidence:** Ability to analyze and interpret primary and secondary sources.
- **Argument Development:** Crafting coherent historical arguments using evidence.
- **Contextualization:** Placing historical events within a broader context to understand their significance.
- **Comparison:** Comparing historical developments across time, geography, and cultures.
- **Causation:** Understanding cause-and-effect relationships in history.
- **Continuity and Change Over Time:** Identifying patterns of continuity and change over time.
- **Synthesis:** Connecting insights from different historical events or processes to develop new understandings.

2. **Thematic Learning Objectives:** APUSH is structured around seven themes that help students make connections between different historical periods:

- **American and National Identity (NAT)**
- **Work, Exchange, and Technology (WXT)**

- **Geography and the Environment (GEO)**
 - **Migration and Settlement (MIG)**
 - **Politics and Power (PCE)**
 - **America in the World (WOR)**
 - **American and Regional Culture (ARC)**
 - **Social Structures (SOC)**
3. **Key Concepts by Period:**
- **Period 1 (1491-1607):** The development of indigenous societies in North America before European contact and early European exploration and colonization.
 - **Period 2 (1607-1754):** European colonization, regional differences, and conflicts with indigenous peoples.
 - **Period 3 (1754-1800):** The American Revolution, the creation of the U.S. Constitution, and the early Republic.
 - **Period 4 (1800-1848):** The rise of American democracy, market economy, and social reforms.
 - **Period 5 (1844-1877):** Manifest Destiny, the Civil War, and Reconstruction.
 - **Period 6 (1865-1898):** Industrialization, urbanization, and the Gilded Age.
 - **Period 7 (1890-1945):** The Progressive Era, World Wars, and the Great Depression.
 - **Period 8 (1945-1980):** The Cold War, civil rights movements, and postwar prosperity.
 - **Period 9 (1980-present):** Contemporary U.S. history, including globalization, technological change, and shifts in social and political dynamics.

AP U.S. History Exam Format:

The APUSH exam assesses students' understanding of these periods, their ability to think critically, and their skills in analyzing historical evidence. The exam includes multiple-choice questions, short-answer questions, a document-based question (DBQ), and a long essay question (LEQ).

APUSH Skills and Practices:

- **Practice 1:** Analyzing and interpreting primary and secondary sources.
- **Practice 2:** Making historical arguments.
- **Practice 3:** Using historical evidence.
- **Practice 4:** Contextualization.
- **Practice 5:** Making connections across periods, regions, and themes.

These standards ensure that AP U.S. History students are prepared to engage in college-level historical analysis and develop a deep understanding of U.S. history across different periods and themes.