

Bellringer: T2D3

Why was **Washington** considered by many to be a hero? Was he really, in your opinion? Defend your answer!

Reminders: The last ~15 minutes of class, we'll be presenting our **Tangibles / Tangible Biographies** to others in the class, and getting feedback. Use the rest of your time to finish preparing for this!

U.S History: Ch. 4.4

The French and Indian War

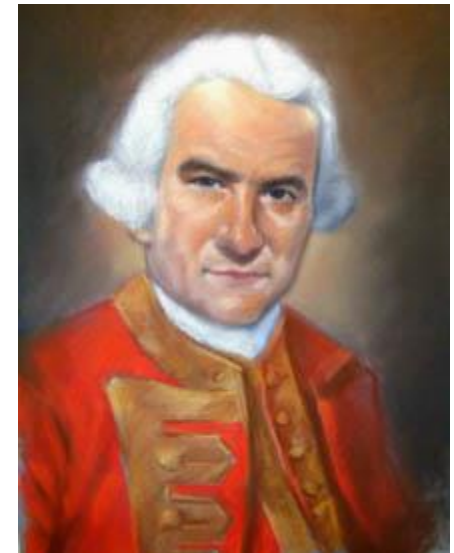
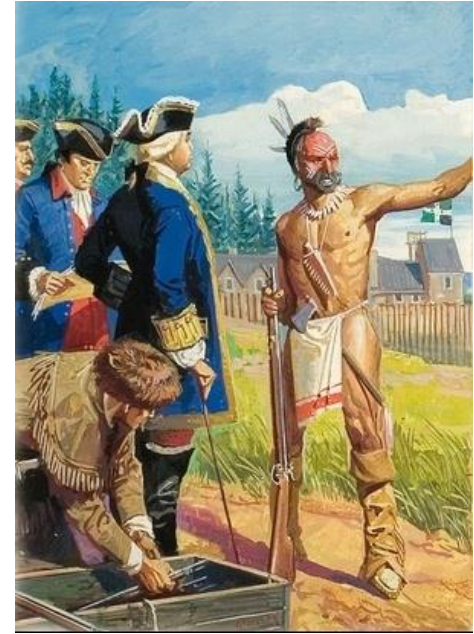
War Breaks Out

As mentioned before, the French and the British were in conflict for many years, most recently from the **100 Years War** which was fought primarily in Europe.

However, that conflict spilled over into the New World as well. War spread around the English North American colonies during the 1750s and 1760s. It became known as the **French and Indian War**.

The French had developed many **alliances** or **unions** with the Native Americans, so that it seemed they controlled everything west of the English Colonies. This did not sit well with the British colonists, who hoped to expand and colonize that same area.

After the defeat of **Washington at Fort Necessity**, the British appointed **General Edward Braddock** in the fall of 1754 as commander of the British forces in America, and sent him to drive out the French from the Ohio Valley, in June 1755: [VID](#) to 2:06



Braddock's Blunder

George Washington is actually serving as an aide to **Gen. Braddock**, along with a number of American Militia troops, besides the 1400 British Soldiers Braddock brings with him. He tells Braddock that traditional European war tactics will not work, as they learned at Fort Necessity.

Braddock **ignores** the **advice**, wasting time *“halting to level every mole-hill and to erect bridges over every brook, by which means we were four days in getting twelve miles”* as Washington related.

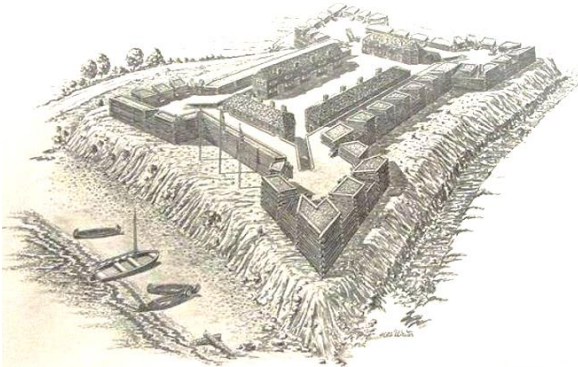
July 9th: French and Native American troops attack, hiding behind boulders and trees, while the British troops stood in the open, with their bright uniforms acting as targets. They didn't do well... [VID](#)

The War Spreads

The war spreads from the Americas, to all across the world. It is known as the **Seven Years' War**. The first several years are not kind to the British and their American colonies. Many British forts are captured, including **Fort Henry**. Afterwards, the French Native American allies go about murdering and killing many people.

William Pitt becomes secretary of war and later Prime Minister. He is a smart man, and makes the difference for Britain. He doesn't worry about making the colonies help pay for the war, but when the British do ask for the money later, it leads to rebellion in the colonies.

His most important contributions are sending good generals and officers to fight against the French in the New World, such as Gen. **James Wolfe**, and Gen. **Jeffrey Amherst**. As a result, the war went very well for the British outside of the American colonies. They conquered several islands from the French in the West Indies, defeated the French in India, and destroyed a French fleet sent to reinforce Canada.



Fort William Henry



Fall of New France

Quebec was situated on a high cliff overlooking the St. Lawrence river. It was thought to be nearly impenetrable. **Gen. James Wolfe** proved that it wasn't. He found a poorly guarded trail on the backside of the cliffs, took out the guards, and moved his army up that trail [VID](#)

With his army, he surprised the French, and at the **plains of Abraham** he defeated them there. Sadly, Wolfe died in the battle, as did the French commander **Marquis de Montcalm**.

The year after, **Montreal** was captured by the British, and so the French surrendered in what became known as the **Treaty of Paris of 1763**. This led to France losing possession of most of its land in the New World. Spain got some of it, and the rest went to Great Britain. Spain gave Florida meanwhile to the British. ([Summary](#))

T2D4: Get out your binders... 😊

What did the French mean when they told the commander of Quebec:

“One does not save the stables when the house is on fire”,

in relation to the **French & Indian War / Seven Years War**?

How does this reflect the **attitude** of the Mother Country towards its Colonies, in context of the **Mercantilist Ideas** that were dominant during this period?

Reminders: The last ~15 minutes of class, we'll be presenting our **Tangibles / Tangible Biographies** to others in the class, and getting feedback. Use the rest of your time to finish preparing for this!



1750s –
Claims
to North
America



1763 – Claims to North America

After the signing of the **Treaty of Paris**, in 1763, this is what North America looked like:

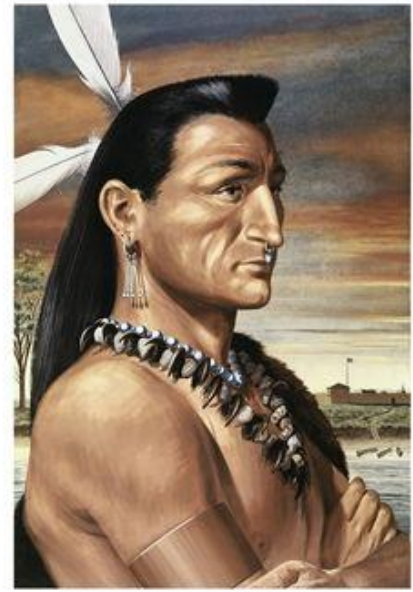
Trouble on the Frontier

As a result of the defeat of the French, the Native Americans were in a tight spot. The allies of the French in the Ohio Valley had lost a valuable trading partner and ally. British settlers were now moving in, and the native Americans were NOT paid for use of their land like the French had done.

Pontiac, a Native American chief of the Ottawa tribe, sees that if the Native Americans don't stand up now, their way of life will be lost. He gets the tribes to unite in an alliance, and captures many of the British forts throughout the former French territory in the Great Lakes region. This series of conflicts are known as **Pontiac's War**. [VID](#)

They failed to take several key forts, including Detroit, Niagara, and Fort Pitt, and after several defeats Pontiac signs a **peace treaty** with the British in July 1776.

Meanwhile, as a way to avoid conflict with the Native Americans, **King George III** signs the **Proclamation of 1763**, which tells American colonists they are NOT allowed to settle West of the Appalachian Mountains. This led to more friction between the British Crown and the British Colonies. [VID](#), [Hip Hughes](#)



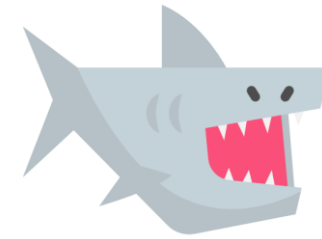
Remainder of Class:

Continue working on your Part II / Tangibles, or your Part III Poster for your Apprentice Presentation.

The last 20 minutes of class, we'll be presenting the Tangibles and Tangible Biographies to each other for feedback.

I'll also be doing a binder check in the meantime, along with helping offer ideas and help as you work on your tangible 😊

Feedback Attack!



Instructions:

Ok! So, now you are going to **individually** (NOT as a group) go and find other people you aren't working with, and you will take your **Feedback Attack Worksheet** with you. Grab a clipboard to do this, or do so at a table.

30 s - 1st: Find a listener (someone who isn't working with you already, if possible); swap your **Feedback Attack Sheets** with each other

1 Min - 2nd: Explain your Product and show your Product Biography. Your "listener" will be taking notes on your sheet as this time, in order to give you feedback.

1 Min - 3rd: Now, the "Listener" and the "Speaker" swap roles. Spend another two minutes, speaker, and share your tangible.

1 Min - 4th: Give each other feedback (Hearts = things you liked; & Wishes = Things that could be improved)

Start over, with a new listener!

*Tangible Fishbowl: Last ~10 min.

Grab your **tangible**, and be ready to share both your **tangible** as well as your **product biography**! Share some interesting things that you learned about your topic, the process of making the tangible, photos, etc..

Next, let's get some **volunteers**! I need several people (4-6) to gather around the center table, with your **tangible** and **product biography**, and to sit down. One of you will start discussing your tangible, and what you learned for just a moment. Then, anyone else in the circle, feel free to chime in and respond to what they said, as well as how it relates to your project.

If you are **not** one of the people in the **fishbowl**, wait for someone to comment, and then tap them, and swap spots (after they've shared at least once). Then, join in the conversation! Once **everyone has shared their tangible** (yes, I want to hear from ALL of you), we'll review and end the activity.

Reminders (No BR)

Today your **Poster Board Draft** is due! We will be giving **feedback** on these to each other. This will occur at the **end of class**, so you don't have to be 100% done, but you really ought to be as **close to ready** as possible!

We'll be reviewing and taking our **Ch. 4 Quiz today, T2D5**, first thing! Have your **guided notes ready!**

T2D6: We'll spend the first half of class finalizing our **Apprenticeship Poster, Tangibles, etc.**, and then we'll do a **jigsaw activity** to allow you to **practice talking about your project!**

Otherwise, we will see you all **Nov 9th, at 4:00 PM** in the Commons **to prep for the PBL Showcase!** See you there!

T2D5: Final Day!

Bellringer: Get to work!

Reminder: We will be presenting our **final project, all ready to go, with both Poster Board and Tangible** today to some of your fellow classmates at the end of class today. The last **30 minutes** of class will be dedicated to that!

Otherwise, let's roll!

Peer Presentation Practice

Fill out 2 of the **Public Forum Notes**. You'll finish filling these out at our **Public Event**!

Prizes will be give for the **best projects**, so keep that in mind!