



THE
UNITED STATES
Through Time
THE EARLY YEARS

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Corporation



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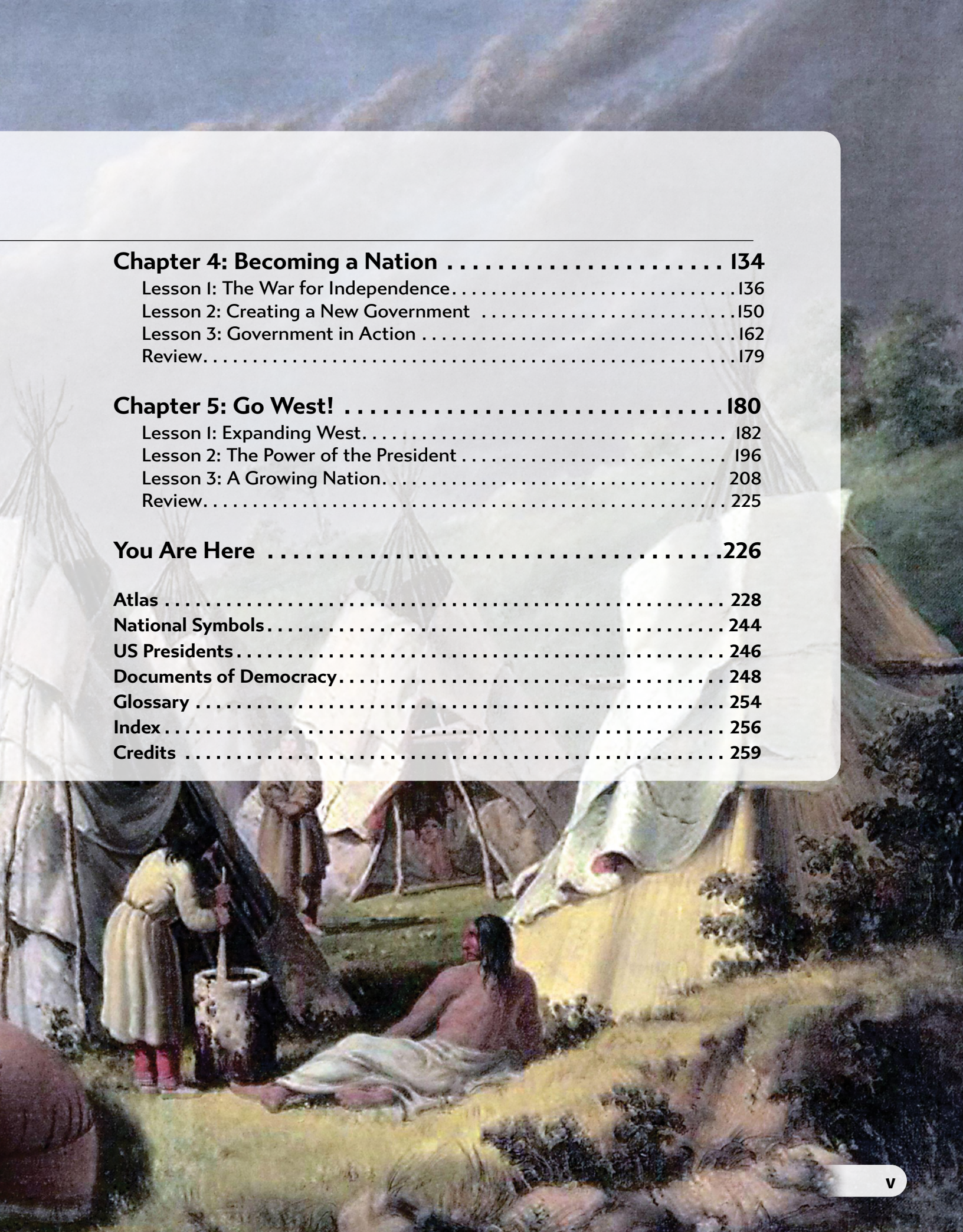
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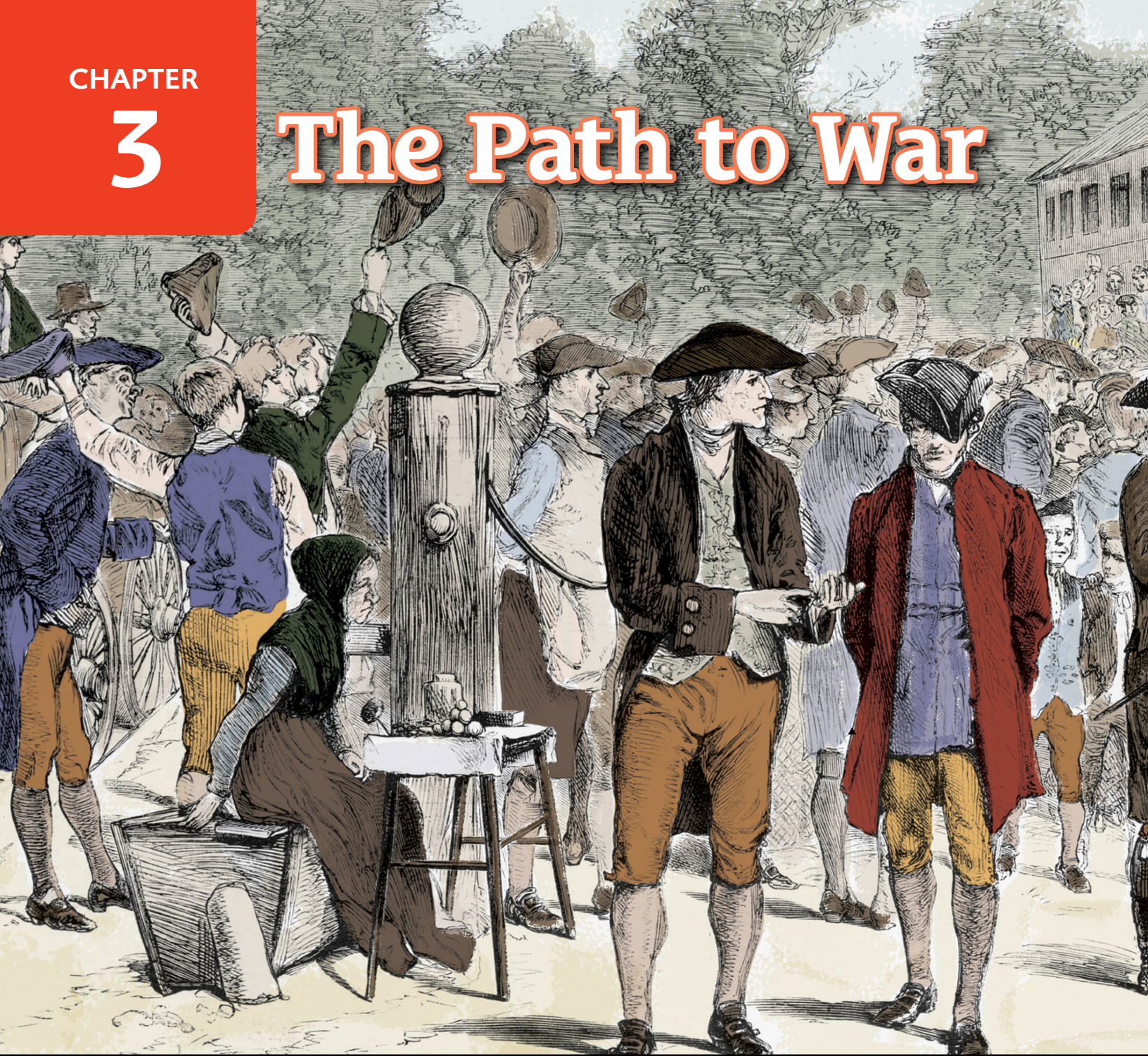
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The Path to War



1730

Attakullakulla meets King George I in Great Britain.

1763

- The Treaty of Paris
- The Proclamation of 1763

1739

Benjamin Franklin prints *Poor Richard's Almanack*.

1764

Sugar Act

1700

1720

1740

1754

Benjamin Franklin publishes "Join, or Die" political cartoon.

1757

Fort Loudoun completed.



The Big Question ?

How did the conflict in the British colonies lead to the Declaration of Independence?

Lesson 1

The French and Indian War

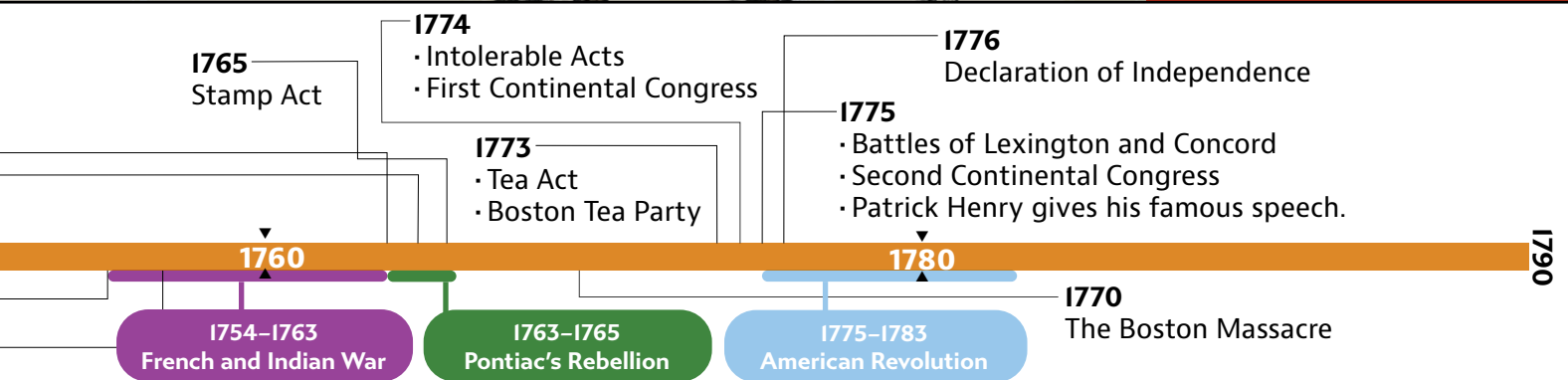
Lesson 2

Unrest in the Colonies

Lesson 3

Declaring Independence

In 1776, people listened to the Declaration of Independence being read aloud. **How do people learn about local and national events today?**



The French and Indian War

Become a Better Reader

Talk Your Thoughts

Read the lesson with a partner. One partner will read a part of the text. The other partner will stop the reader with questions they thought of during the reading.

What questions come to mind while you read?



In the 1700s, France and Great Britain were in conflict over North America. Above, a British ship fires on a French ship named *Alcide* in 1755.

For more than 150 years, Great Britain had ruled its North American colonies. This had worked well. Many of its colonists were happy to be part of the British Empire.

But in the 1700s, a war started between Great Britain and France. Their war reached the North American colonies. This conflict became known as the French and Indian War.



Learning Goals

- I can explain the causes and effects of the French and Indian War.
- I can describe the influence of Benjamin Franklin and his attempts to unify the American colonies.

Key Terms

debt
independent
proclamation
surrender

A War in the Colonies

The Ohio River Valley was a prized region of North America. France wanted to do more fur trading there. But British colonists wanted to settle and trade in the area.

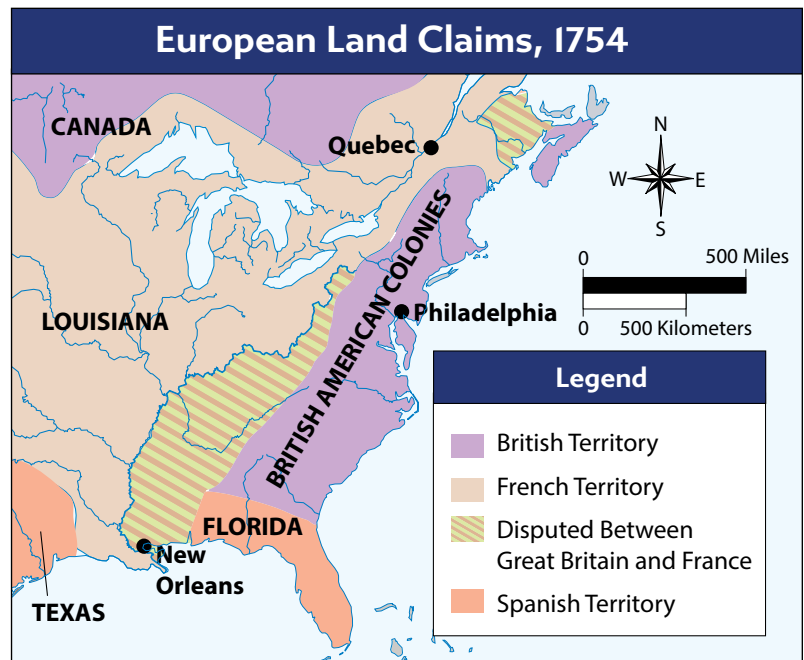
The French built a fort on land that the British claimed was theirs. Fighting between the two groups started.

Choosing Allies

Native American tribes had not done well since colonists had arrived. The tribes suffered disease and war. They were losing their land. Native American leaders faced a hard choice. Who should they support in the war between Great Britain and France?

Many leaders trusted France. The French let tribes hunt and trap furs in the forests. This had led to a good trade relationship. The British got into land conflicts with Native Americans. Some tribes wanted to force them out of North America.

Even so, the Cherokee and other tribes chose to join the British forces.



This map shows North American areas claimed by the British, French, and Spanish. **How might this lead to conflict?**

In this image, Native American warriors join French forces. They stand on the border between French Canada and British New York. **Why did some American Indian groups side with the French?**



A Young Officer

George Washington was a farmer from Virginia. In 1754, Washington was a young officer. He was sent to the Ohio River to tell the French to leave.



Fighting Begins

The French built a fort on the Ohio River. The British colony of Virginia also claimed this land. In 1754, British leaders sent officers to the region. They told the French to leave. The French refused. They claimed that the Ohio River Valley belonged to France.

In response, Great Britain sent an army of soldiers to North America. The war had begun.

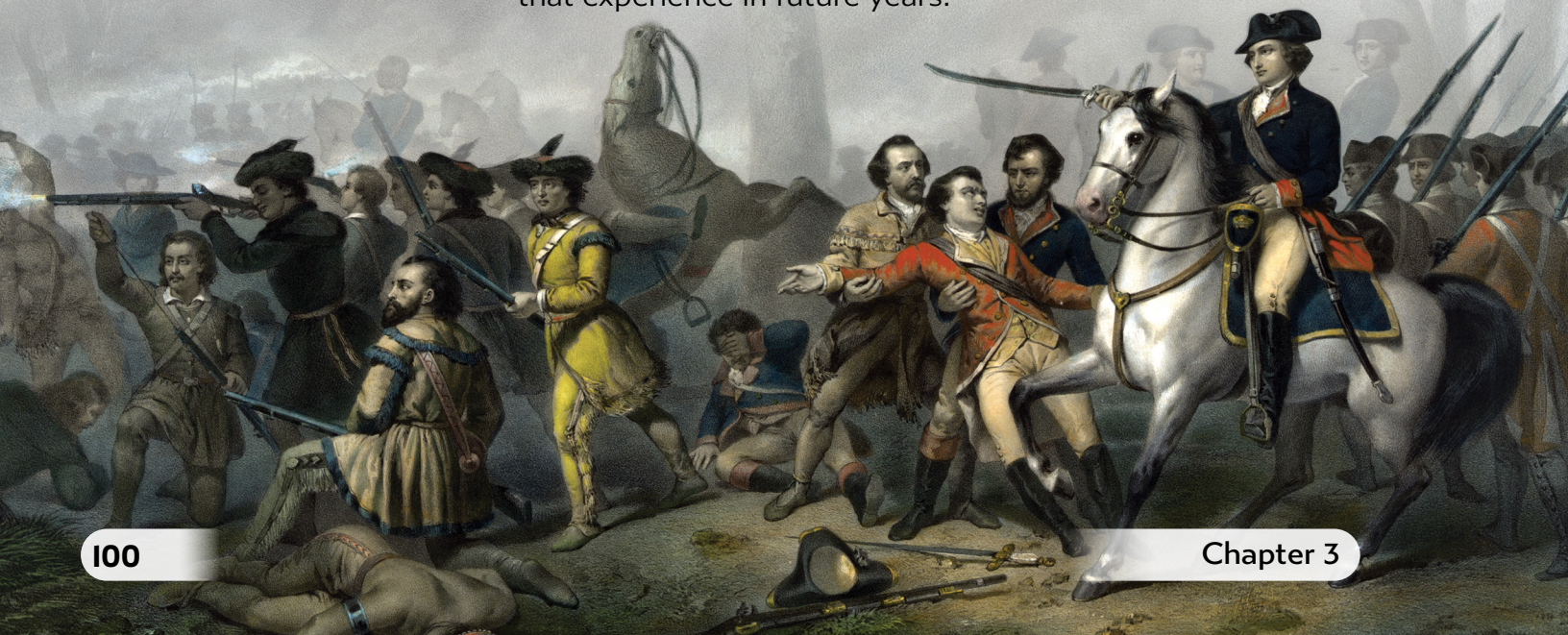
The first years of the war went badly for the British and the colonists. Soon after, with the help of more soldiers and new leaders, they began to win battles.

Benjamin Franklin Gets an Idea

The 13 British colonies did not act together as one group. Instead, each colony had its own way of doing things. Most colonists liked it that way.

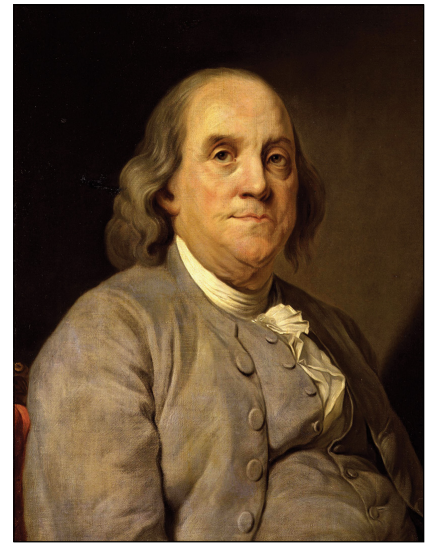
Pennsylvania colonist Benjamin Franklin had a different idea. He believed the colonies needed to join together to help the British defeat the French.

The French and Indian War taught British colonists important skills. Men, such as George Washington (on the horse), got experience leading troops. Washington used that experience in future years.



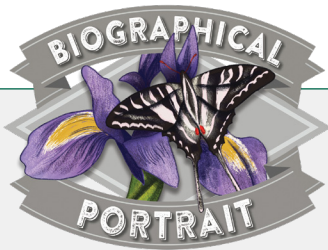
At a meeting in Albany, New York, Franklin suggested that the colonies come together. He called this plan the Albany Plan of Union. In the plan, the colonies would form one large government. Together, this new government would help resolve conflicts with Native Americans and the French.

Benjamin Franklin was inspired by a powerful group of six Native American nations that worked together. Together, they were called the Six Nations. Yet none of the other leaders liked Franklin's plan. Their colonies kept their governments separate.



A voluntary union entered into by the colonies themselves, I think, would be [best].

—Benjamin Franklin, 1751



Benjamin Franklin 1706–1790

Benjamin Franklin was an American inventor, politician, and writer. He went to school for just two years, but he loved reading and learning. Benjamin's first job was in a print shop. Later, he started his own print shop in Philadelphia.

Benjamin was an excellent writer. Readers liked his humor and his style. In 1739, he wrote and printed a book called *Poor Richard's Almanack*. It was a mix of weather forecasts, household hints, humor, and puzzles.

He wanted to know how things worked. Benjamin experimented with electricity by flying a kite during a storm (*right*). This proved lightning and electricity were the same thing.

Benjamin was a leader who worked to improve people's lives. He helped create the country's first library and fire department. He started one of the first US colleges and served in Pennsylvania's government. Benjamin helped write the Declaration of Independence. Later, he helped write the US Constitution.



EXAMINE THE EVIDENCE!



Benjamin Franklin's Messages

Benjamin Franklin stands out as a colonial leader. His messages had an impact on whether the American colonies would go to war. Franklin's words united colonists and helped to shape what became the United States. Examine these sources about Benjamin Franklin and answer the questions.

Political Cartoon, "Join or Die," 1754

Benjamin Franklin published the first political cartoon in American history. Political cartoons are used to make a point about an important topic, person, or event. Franklin hoped this cartoon would convince other colonists to form a union during the French and Indian War.





It would be a very strange Thing, if six [Native American] Nations ... should be capable of forming [this] Union ... and yet that a like Union should be [impossible for] English colonies.

Newspaper Editorial, 1754

North of Maryland, six different Native American tribes became allies. Together, they formed a group known as the Six Nations. This group kept peace and good relations among their six tribes.

Benjamin Franklin was a colonial leader who was also a publisher. Franklin wrote an article with his opinion called an editorial.

Look

1. How many parts are there to the snake in the cartoon?
2. What is the "strange thing" Benjamin Franklin is talking about in Evidence 2?

Think

3. What do you think the letters by the different parts of the snake in Evidence 1 stand for?
4. Why do you think Franklin is arguing for the colonies to work together?

Decide

5. Benjamin Franklin's cartoon was shared widely, and hundreds of years later, it is still famous. Why do you think the cartoon is still talked about today?



What Do YOU Think?

Fort Loudoun is shown here. British leaders thought the fort would help their relations with the Cherokee. Why do you think the British believed this?



British officers meet with Cherokee leaders near Fort Loudoun.

Fort Loudoun

During the war, the Cherokee asked Great Britain to build a fort in the west. They wanted protection from the French and their allies. In turn, the Cherokee would fight against the French.

The British agreed and built Fort Loudoun on the Little Tennessee River. It was finished in 1757.

At first, the Cherokee liked having the fort nearby. They went often to visit and trade with the British. But things soon changed.

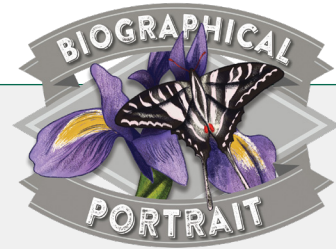
There was a conflict in Virginia. British soldiers killed 29 Cherokee warriors as they returned from battle. The Cherokee wanted revenge. They killed nearby settlers. The peace between the Cherokee and the British ended.

The Cherokee surrounded Fort Loudoun so the people inside could not get food. Soon the settlers were starving. Many were also dying from the heat. They **surrendered** the fort.

But the conflict was not over, and the fighting kept going. Finally, Cherokee leaders signed a peace treaty. In exchange for peace, the Cherokee gave up much of their land.



Today, people can visit Fort Loudoun State Park in Vonore, Tennessee.



Attakullakulla c. 1710–1777

Cherokee leader Attakullakulla defended his homelands against the colonists. He was a powerful speaker and noble leader. He was also a respected warrior. As a young man, Attakullakulla was one of seven Cherokee people who visited Great Britain. He met King George I, and he came to love British culture.

Attakullakulla helped the British during the French and Indian War. He wanted peace at Fort Loudoun. He traded his belongings to buy the freedom of a captured British officer. His Cherokee warriors also defended the British colony of Williamsburg. In exchange, the British agreed to trade with the Cherokee.

Attakullakulla wanted the Cherokee people to be free and **independent**. He worked to build strong connections with French and British traders. But the Cherokee still lost more land to the colonists.

Attakullakulla defended the Cherokee during the American Revolution. He made peace treaties with British colonists. Today, Attakullakulla is remembered as an important Cherokee leader.



Attakullakulla is on the far right of this group of Cherokee men who visited Great Britain. **Why would the Cherokee want to speak to the British king?**

Borders After the French and Indian War, 1763



Signed in 1763, the Treaty of Paris redrew the boundary lines in North America.

Compare this map to the one on page 99. What has changed?

The French and Indian War Ends

After nine years of fighting, the French surrendered. Leaders from Great Britain and France met in Paris. Spanish leaders were there, too. They had joined the war just before it ended. All three nations signed a treaty to end the war.

France gave Spain all the land it claimed west of the Mississippi River. The British Empire doubled in size.

Native American tribes were not invited to Paris. Because of the attack at Fort Loudoun, the Cherokee and British were now enemies. With the French gone, the British no longer needed help from Native Americans.



Colonial Conflicts Keep Going

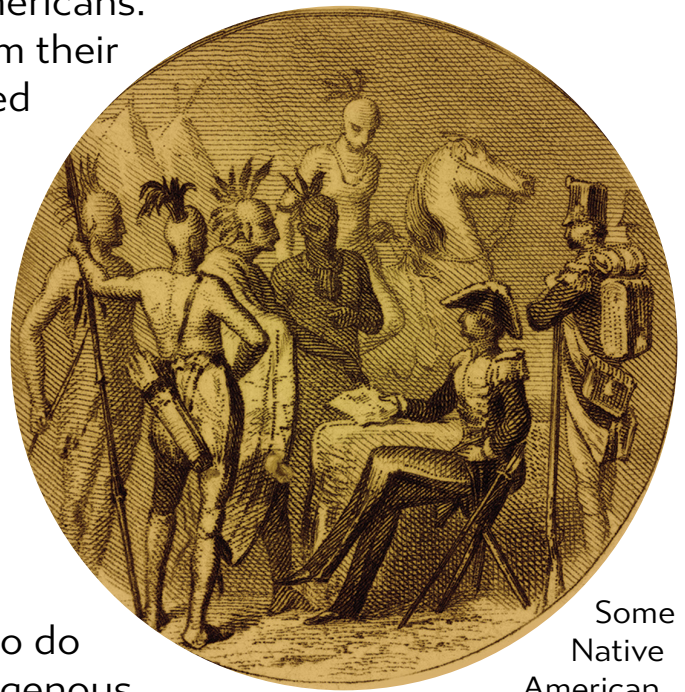
In the end, the war made problems between British colonists and Native Americans worse. The colonists took over lands in the Ohio Valley, and this angered Native Americans. They had already been pushed from their homelands in the East. They wanted to protect their lands.

The Great Lakes were the homeland of the Ottawa nation. In this artwork, Chief Pontiac speaks to a meeting of Indigenous tribes.

Pontiac's Rebellion

In 1763, an Ottawa chief named Pontiac led a rebellion (rĭ-BĚL-yŭn) against the British. By the time it ended, about 2,000 British soldiers and settlers had been killed.

The rebellion convinced the British government that they had to do something to keep peace with Indigenous Peoples. But their solution angered the British colonists.



Some Native American tribes that sided with the French lost their homelands after the war.



The British drew the Proclamation Line to keep the peace with American Indians. **How would this affect the people living in the Ohio River Valley?**

The Proclamation of 1763

The British had a plan to keep Native Americans and the settlers from fighting. The British king, George III, drew a line on a map. That line divided the land on the east and west sides of the Appalachian Mountains. It became known as the **Proclamation** Line. The king said colonists could not settle on the land west of the line. That land was reserved for Native Americans.

The Proclamation Line made many colonists angry. They had fought for the land. They wanted to start new farms and businesses on it. Many colonists ignored the new law. They settled west of the Appalachians anyway.

LINKING THE PAST TO THE PRESENT

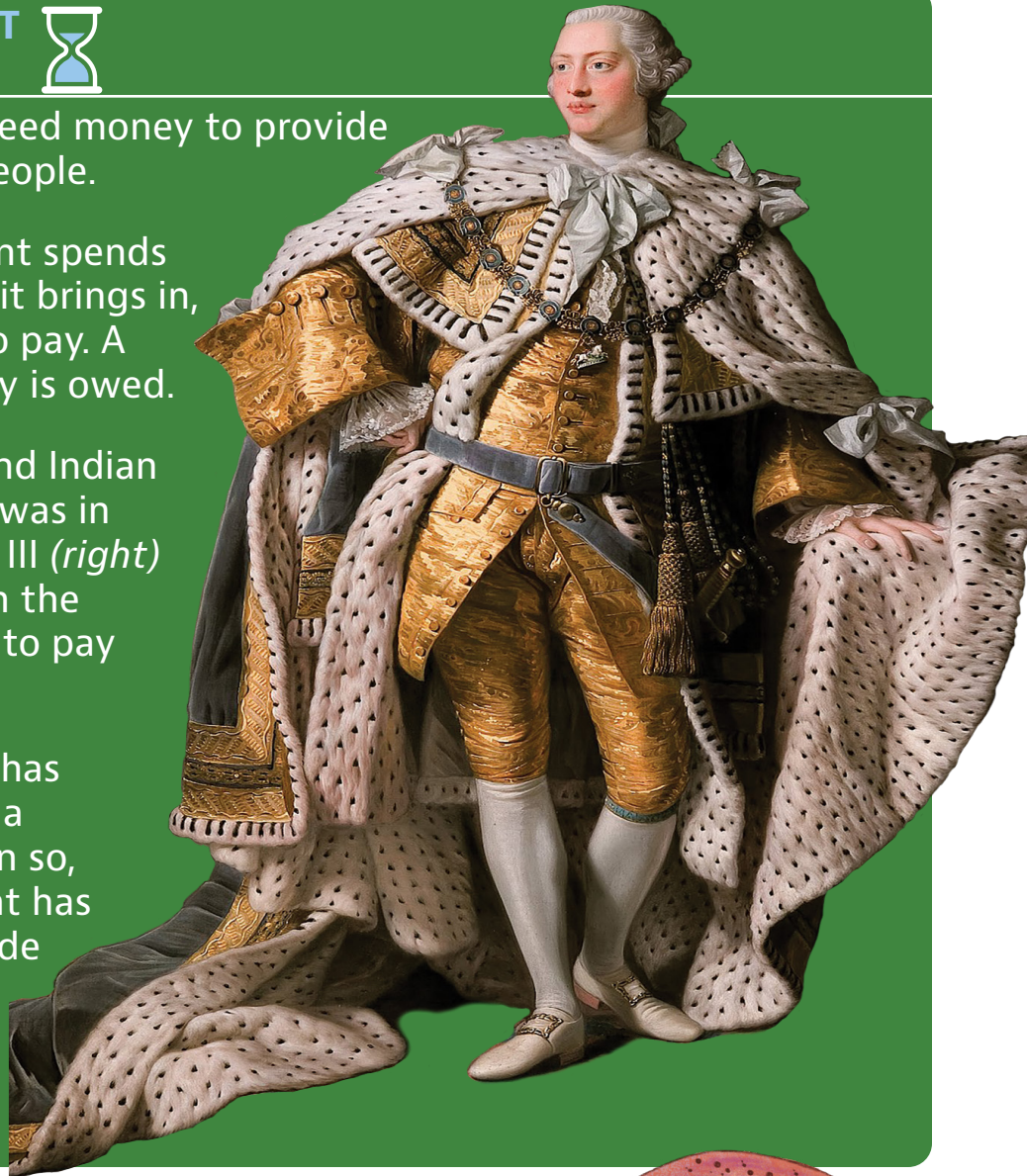


All governments need money to provide services to their people.

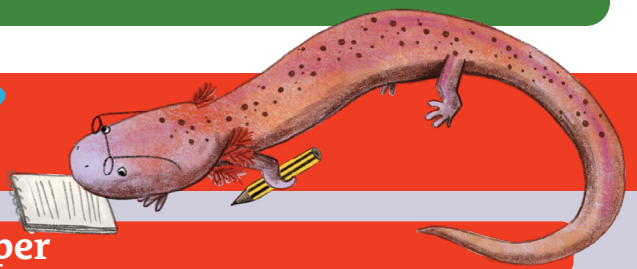
But if a government spends more money than it brings in, it creates a debt to pay. A **debt** means money is owed.

After the French and Indian War, Great Britain was in debt. King George III (*right*) wanted taxes from the American colonies to pay this debt.

The United States has nearly always had a national debt. Even so, the US government has been able to provide important services to its people.



Lesson 1 Check It! ✓

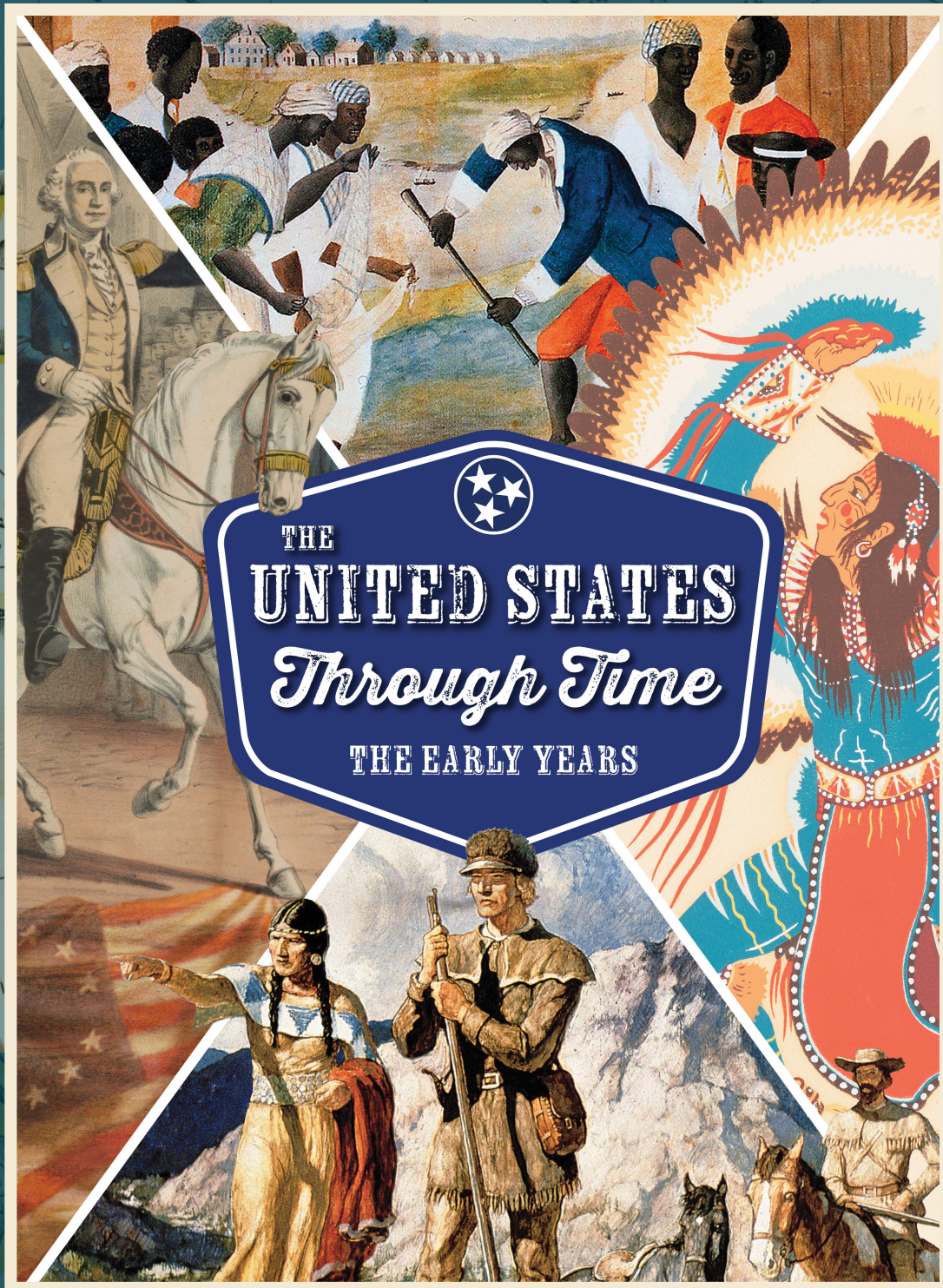


Dig

1. Describe one cause of the French and Indian War.
2. What role did Fort Loudoun play in the French and Indian War?

Dig Deeper

3. What was the Proclamation Line? How did colonists respond to it?
4. Describe the ways that the French and Indian War unified the American colonies. How was the war a step toward American independence?



TEACHER GUIDE

GSE Bookshelf+

The digital learning platform from Gibbs Smith Education

GSE Bookshelf+ hosts award-winning educational programs from Gibbs Smith Education. Accessible on the web and mobile devices, GSE Bookshelf+ brings the power of the digital textbook and digital interactivity to you and your students.



GSE Bookshelf+ Subscription Features

Student Features

The student materials bring the interactive content and tools of your program to life. The platform allows students to:

- Annotate, highlight, mark up, and bookmark content and sync that data across their devices
- Download sections and read offline using the mobile apps
- Easily jump to specific chapters, lessons, pages, key words, bookmarks, notes, and highlights using the GSE Bookshelf+ advanced navigation features
- Take advantage of text-to-speech audio capability
- Translate into specified languages on-the-fly and utilize translated text-to-speech features
- Submit activities within the platform for grading and evaluation
- Use pop-up definitions and pronunciations of glossary terms
- Explore in-platform links to online content such as articles and videos

Teacher Features

In addition to the student features, teachers can:

- Access teacher-facing materials digitally or easily download PDF versions straight from the platform.
- Assign individual activities and sections of the text
- Use AI-assisted grading
- Build and customize printable assessments using the Dynamic Question Bank
- Access robust analytics for grading and standards alignment

Note: All third-party links have been reviewed to ensure credibility and reliability. However, links should be used at the teacher's discretion in line with your school or district's standards regarding data privacy and security.

*These links provide content and activities that are supplemental to the material;
all standards are addressed in a variety of other places within your materials.*

For help navigating GSE Bookshelf+ or to learn more about how to use its features, visit the

[Gibbs Smith Education Knowledge Base](#).

**To gain access to GSE Bookshelf+, contact your school administrator,
district technology director, or curriculum coordinator.**

Apps for all your devices



Teacher Guide

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The Gibbs Smith Education Commitment

At Gibbs Smith Education, we are driven by our mission: to create products that accurately and effectively tell the stories of our collective past in ways that engage, inspire, and motivate students and their teachers. We strive to provide authentic learning experiences in which students not only focus on events but also on building and refining the necessary skills to effectively understand the past and its consequences in our modern world. Our goal is to provide teachers with the classroom tools they need to guide students toward accurate historical understanding and how the past affects our world today.

Crafting high-quality instructional materials is a responsibility and a privilege. The following chart shows how the *The United States Through Time, The Early Years, 2nd Edition's* resources align with the American Institute for Research's recommendations for selecting high-quality social studies instructional materials.

High-Quality Instructional Materials (HQIM) Criterion

Criterion 1: Standards Alignment

Materials are aligned to state social studies standards.

- Gibbs Smith Education uses social studies state standards to drive the development of all the curriculum that is created. Each activity is purposefully crafted to support student mastery of standards-based content and skills. To find which standards each activity aligns to, you can check out the Correlation Guide or the table of contents of each chapter's Teacher Guide.

Criterion 2: Social Studies Practices

Materials emphasize social studies practices and skills students apply when engaging in social studies content.

- The activities developed in this Teacher Guide give students an opportunity to learn and practically apply social studies skills. Each chapter feature and lesson activity provides student an opportunity to think like a historian by getting them to practice source analysis, periodization, continuity and change, and/or contextualization.

Criterion 3: Representation and Perspective

Materials provide content that is representative of a variety of perspectives and experiences.

- History is a collection of multiple voices coming together to create a story of our common past. The story told within this book includes background, examples, and sources from many different experiences. Gibbs Smith Education partners with diverse communities to develop and review our materials to ensure the content in the Student Edition and the Teacher Guide represent history accurately and equitably.

Criterion 4: Usability

Materials support educators' ability to effectively plan and use instructional materials and resources for instruction and develop their content and pedagogical knowledge to further student learning.

- Gibbs Smith Education's curriculum is intentionally crafted to promote best practices and current research-backed educational trends. Throughout this Teacher Guide, you will find detailed instructions and helpful tips on how to effectively implement these pedagogical strategies in your classroom.

Criterion 5: Instructional Supports

Materials provide a variety of instructional supports and strategies for scaffolding learning.

- Throughout this Teacher Guide, you will find guidance on how to differentiate activities to support Approaching Learners and enrichment opportunities for Advanced Learners. There are also suggestions on how to adapt activities to engage Multilingual Learners by connecting to cultural backgrounds, integrating English language development skills, and contextualizing essential academic vocabulary. The Student Support Guide provides accommodated versions of the Student Edition text. Consider utilizing these resources to support the Approaching or Multilingual Learners in your classroom.

Criterion 6: Assessment Practices

High-quality materials provide a balance of formative and summative assessments that clearly measure students' learning progress, inform social studies instruction, and provide feedback to students to improve their own learning.

- Opportunities to formatively assess your students can be found in the Check It! activity for each lesson. Additionally, formative questions at various depth of knowledge levels are available throughout the activities in this Teacher Guide. Summative assessments that measure student mastery of social studies state standards are available in the Chapter Assessments. Common Core standards-aligned rubrics are available in the Teacher Tools and can be used to assess student writing, projects, and discussions.



Chapter Overview & Planning Guide

The overview and planning guide is your primary tool to determine what content to teach and when. The overview will show you the standards alignment within the chapter to help you determine where you need to spend the bulk of your time. The planning guide offers a snapshot of each activity, such as whether it includes a discussion/debate element, a differentiation suggestion, or if the activity requires a rubric or evaluation. It also includes the approximate time the activity should take so that you can plan shorter and longer lessons as appropriate to your classroom needs.

Note: It is not necessary to teach every activity in every lesson and chapter. Each standard is covered in a variety of activities, so you may pick and choose what you and your students are most interested in and still meet each target.

Thorough standards-based alignment throughout each chapter and activity

A wide variety of activity types anchored in student-facing content

Fully customizable to fit the time, interests, and needs of your classroom. While each activity includes an approximate time frame, we know that each class moves at a different pace. Each activity is adaptable and generally offers a variety of options that may shorten or lengthen the time you spend. The times listed are an approximation of how long it may take an average class, with diverse learners, to complete the activity.

Lesson Features Lesson 1: First Peoples of North America

Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek 3.RL.CS.4; 3.RL.RRTC.10; 3.SL.CC.3; 3.W.RW.10	Word Webs and Examples: Preview the lesson, introduce Key Terms , and activate curiosity.	14		25 Minutes
Become a Better Reader 3.RL.KID.1; 3.RL.KID.2; 3.RL.RRTC.10; 3.SL.CC.3; 3.W.RW.10	Color Code Text: Practice color coding the text to categorize information and mark important facts, new vocabulary, and questions.	15		25 Minutes
Flex It! SSP.06; 3.01; 3.RL.RRTC.10; 3.SL.CC.3; 3.W.RW.10	Three Sisters Classroom Garden: Use a cross-curricular learning lens to engage with history through science by learning how to grow plants.	24		30 Minutes
Sharpen Your Skills! SSP.01; SSP.05; 3.RL.RRTC.10; 3.SL.CC.1; 3.SL.CC.3; 3.SL.PK.4; 3.SL.PK.6; 3.W.RW.10	Compare Cultural Regions: Compare cultural regions by using a Venn diagram to sort similarities and differences.	25		30 Minutes
Sharpen Your Skills! SSP.01; SSP.05; 3.RL.RRTC.10; 3.SL.CC.1; 3.SL.CC.3; 3.SL.PK.4; 3.SL.PK.6; 3.W.RW.10	Oral History: Explain how oral histories and storytelling can be used to pass along culture by interviewing a family member or friend.	26		30 Minutes
Spotlight On... SSP.06; 3.01; 3.SL.CC.1; 3.SL.CC.2; 3.SL.CC.3; 3.SL.PK.6	Settlement and Trade: Demonstrate how people bartered for goods and services by practicing with trading cards.	27		40 Minutes
Turn & Talk SSP.06; 3.01; 3.SL.CC.1; 3.SL.CC.2; 3.SL.CC.3; 3.SL.PK.6	Environment and Ways of Life: Discuss how the natural environment affected daily life.	28		15 Minutes
Connect It: Cultures 3.SL.CC.3; 3.SL.PK.6; 3.WTP.2; 3.W.RBPK.7; 3.W.RBPK.9; 3.W.RW.10	Respecting People and the Past: Use an interdisciplinary learning lens to connect history to cultures by creating a cultural passport.	29		25 Minutes
Check It! SSP.06; 3.01; 3.02; 3.RL.KID.1; 3.RL.KID.2; 3.RL.KID.3; 3.RL.RRTC.10; 3.W.RBPK.9; 3.W.RW.10	Complete the formative lesson assessment and self-assessment to check for understanding.	31		25 Minutes

There are seven primary symbols used in the Teacher Guide:



Project-Based: activities featuring learning skills that take information from the text and apply it to hands-on exercises



Discussion/Debate: activities that promote speaking and listening skills, as well as forming and supporting opinions



Cross-Curricular: projects or activities that promote analysis through the lens of different disciplines (e.g., art, reading, math)



ML Integration: lessons include specific opportunities to support ML students



Differentiation: lessons include opportunities to differentiate your instruction for both advanced and approaching-level students



Remote Essentials: activities that are designed to be adaptable for blended or remote learning classrooms



Evaluate/Rubric: indicates that the activity requires a rubric and/or evaluation to assess student work and evidence that the student has met the Success Criteria

Symbol Key



Project-Based



Discussion/Debate



Cross-Curricular



ML Integration



Differentiation



Remote Essentials



Evaluate/Rubric

IC

The United States Through Time, The Early Years | Teacher Guide

Use these prompts to start discussions, continue conversations, delve deeper, or review important topics.

TALK ABOUT IT

Teacher Tip

The **Teacher Tools** section includes an assortment of customizable and reusable activity worksheets. Use your favorites to extend or support any activity!



Suggestions on teaching strategies, ML differentiation, remote learning tips, and great educator resources are available to take the guesswork out of your practice.

Teacher Resources & Chapter Features

Teacher Resources

The Teacher Resources include the **Teacher Guide**, **Chapter Assessments**, **Student Support Guide**, **Student Activities**, and **Teacher Tools**.

- The **Teacher Guide** features standards-aligned activities and instruction wrapped around **Student Edition** pages. A range of activities promote higher level thinking for all students.
- The **Student Activities** include digital files of reproducible student worksheets for each lesson and chapter.
- The **Student Support Guide** provides support tools for each lesson, such as a quick tour highlighting the main ideas and key takeaways from each lesson.
- The **Chapter Assessments** contain a catalog of assessment questions for each chapter and lesson, including traditional multiple-choice as well as document-based questions requiring a written response. Accommodated assessments are available for each chapter, and all materials are organized by DOK level and pegged to standards.
- The **Teacher Tools** features an assortment of maps, graphic organizers, rubrics, extensions, and games. Some activities in the **Teacher Guide** will direct you to specific resources in **Teacher Tools**, but we encourage you to use them as you see fit to customize your curriculum to the needs of your class.

Spark It!

Each Spark It! activity is designed to kindle prior knowledge and ignite curiosity. Mix and match each component or use all of them to spark interest and engagement before reading. Each chapter utilizes backwards design, starting with the Big Question. Preview the Big Question to gain an understanding of what your students already know and do not know about each topic. The beautiful artwork and photography on each chapter spread make exceptional conversation points, and chapters that include a timeline have suggestions for analysis.

EXAMINE THE EVIDENCE!

The Examine the Evidence! feature directs students to analyze primary source documents. These range from maps and letters to artifacts. These activities prompt students to move beyond surface-level questions and think critically about what they are studying. You can use each chapter's PowerPoint to project the sources as well as the questions.

Social Studies Station

The Social Studies Station feature emphasizes the skills historians use to understand and interpret history. These skills include analysis, forming fact-based opinions, research, defending a position, and interpreting paintings and poems as primary sources.

Career Corner

The Career Corner feature highlights the wide variety of job opportunities available that utilize historical-thinking skills and it details how students can apply these skills in future career fields. These activities prompt students to consider how historical thinking skills are relevant beyond a classroom.

Inquiring Minds...

Inquiry skills and processes are essential for engagement, understanding, retention, and fostering lifelong learning in students. These skills are cross-curricular and have real-world application. The Inquiring Minds... feature teaches students about the inquiry process, introduces them to supporting and compelling questions, and hones their skills to create their own questions and find credible sources to get answers.

Today's History!

Timelines are great visual tools to help students comprehend how events connect in chronological and sequential order. They are also an excellent comprehension support tool for differentiation. Today's History! incorporates timeline-based activities into each chapter that allows students to preview the time period, recognize cause and effect, understand chronology, and make connections across time.

Tech Tie-In

An important component of a curriculum that aims to teach students the skills they need to not only be successful in school but in the world as well is the integration of technology. The Tech Tie-In feature offers opportunities for students to enhance their technological skills by utilizing a range of resources and creating a variety of products. These activities may take some extra planning, but they offer high rewards in engagement and skills. If technology on a one-to-one ratio is unavailable in your class, you can adapt each activity to group or class projects so that everyone can participate.

Prove It!

The Prove It! feature is a multilayered summative and self-assessment to check student understanding of the concepts and skills they have studied. These assessments are a tool to gauge student understanding of the chapter as a whole and their ability to synthesize what they have learned by answering the Big Question.

Lesson Features

Sneak Peek

Each lesson includes Learning Goals and Key Terms in the Student Edition that directly relate to the Big Question. By phrasing Learning Goals in “I can...” language, students are able to take ownership of their learning and achievement. All Learning Goals align to the state standards and the Big Question. The Key Terms enable students to gain and understand academic and domain-specific vocabulary.

Sharpen Your Skills!

The Sharpen Your Skills! feature encourages students to use skills like periodization, contextualization, analysis of continuities and changes, inquiry, compare and contrast, and more. Students will consider the ways in which these skills can be applied to multiple facets of their everyday lives. These skills are spiraled, scaffolded, and reinforced throughout the textbook.

Spotlight On...

The Spotlight On... feature goes into depth about important topics that are more succinct in the Student Edition by promoting kinesthetic and project-based learning. These activities allow students to not just study history but to connect to it and experience it as well.

Flex It!

It is critical for educators to be able to teach not just history but other disciplines as well. The Flex It! feature is designed to connect what your students study to other disciplines. Each lesson includes a unique cross-curricular content connection to science, art, health, drama, music, math, English, or reading.

ML Adaptations

We encourage you to accommodate your students in any way that makes sense for your classroom and their needs. Each activity is adaptable to students of varying needs and abilities. These resources are designed to be inclusive and accommodating. Utilize the multilingual learner options to offer an equally rich and engaging learning experience to all of your students. There may be ML activities that make sense for you to use in other areas of your curriculum, or even with your entire classroom.



Differentiation

Throughout the Teacher Guide, you will find opportunities to simplify and enhance various activities. Differentiation includes opportunities to increase and decrease difficulty, and options to extend an activity. Guidance is provided for teachers to support differentiated instruction by including appropriate alternatives and extra support for students who are approaching the targeted expectations, and additional activity prompts that are designed to engage students with high interest or who have advanced beyond the performance expectations to develop deeper understanding of the content.

Become a Better Reader

Each lesson includes specific strategies to help students increase their reading aptitude. Strategies include standalone activities but are scaffolded to a chapter strategy as well as into other activities throughout lessons and chapters.

Connect It



Social studies is more than just teaching history. It is the job of educators to provide students with the knowledge, intellectual processes, and dispositions required to be active and engaged participants in public life. The Connect It features are designed to connect history lessons to the other social studies disciplines. Each chapter includes unique content connections to economics, people and culture, geography, politics, and civics.

What Do YOU Think?

The What Do YOU Think? feature is anchored in student-facing content that encourages them to develop and share their opinions with each other and the class as a whole. The questions provided in the Teacher Guide build upon those introduced in the Student Edition. These open-ended questions encourage students to delve deeper into subjects, while allowing you the flexibility to gauge student understanding and extend the learning depending on the needs of your class.

Check It!

Each lesson includes a formative assessment for students to check their understanding of the concepts and content they have studied in the lesson. The assessment includes basic recall questions as well as critical thinking questions that are scaffolded to the Prove It! chapter assessments. Additionally, each Check It! includes a self-assessment for students to gauge their own understanding of the Learning Goals.

Links and Thinks



The Links and Thinks links offer another technology-based way to take the text and curriculum to a new level. In the Teacher Guide, you will find URLs and descriptions of links found in the digital Student Edition, as well as extension activities.

Extra! Extra!

Extra! Extra! indicates opportunities to extend an activity. These extensions are meant to take the activity a step further, engage students through another lens, or deepen understanding through additional critical thinking. Extra! Extra! can also serve as activities for advanced students who may complete the primary activity more quickly.

Turn & Talk!

Turn & Talk! features encourage the development of peer-reliability and communication skills within structured activity settings. You can encourage your students to develop rapport with their classmates and focus on behavioral skills as students build communities and interact with each other.

Chapter 3: The Path to War

Big Question: How did the conflict in the British colonies lead to the Declaration of Independence?

STUDENT OUTCOME: Students will be able to describe how the conflict in the British colonies led to the Declaration of Independence.

Curriculum Overview

THIRD GRADE SOCIAL STUDIES: The History of the United States: Early Americans to Westward Expansion

Standard	Student Edition
SSP.01 Gather information from a variety of primary and secondary sources, including: Printed, Graphic representations, Artifacts, Media and technology sources, Oral History.	L1, L2, L3, ETE, SSS
SSP.02 Critically examine a primary or secondary source in order to: Summarize significant ideas and relevant information, Distinguish between fact and opinion, Draw inferences and conclusions, Recognize author’s purpose and point of view and reliability.	L1, L2, L3, ETE, SSS
SSP.03 Organize data from a variety of sources in order to: Compare and contrast multiple sources, Recognize differences between multiple accounts, Frame appropriate questions for further investigation.	L1, L2, L3, ETE
3.14 Describe the influence of Benjamin Franklin and his attempts to unify the colonies, including the “Join or Die” political cartoon.	L1, ETE
3.15 Identify the causes and consequences of the French and Indian War, and recognize Fort Loudoun’s role in it.	L1
3.16 Explain how political and economic ideas and interests brought about the American Revolution, including: Resistance to imperial policy (e.g., Proclamation of 1763); The Stamp Act, 1765; The Townshend Acts, 1767; Tea Act, 1773; “taxation without representation”; Intolerable/Coercive Acts, 1774; The role of Patrick Henry.	L2
3.17 Explain the different forms of protest colonists used to promote change in British policies (e.g., the Boston Tea Party, tarring and feathering, letter writing, and boycotts).	L2
3.18 Explain the historical and present-day significance of the Declaration of Independence, including the roles of John Adams, Thomas Jefferson, and John Hancock.	L3
3.19 Determine the importance of the following groups to the American Revolution: Loyalists (i.e., Tories), Minutemen, Patriots, Redcoats, Sons of Liberty.	L2, L3, SSS
3.20 Explore major events and battles of the American Revolution (e.g., Midnight Ride of Paul Revere, Battles of Lexington and Concord, Battle of Bunker (Breed’s) Hill, Battle of Saratoga, Valley Forge, Battle of Yorktown).	L3

L1 = Lesson 1; L2 = Lesson 2; L3 = Lesson 3; ETE = Examine the Evidence!; SSS = Social Studies Station

Chapter Features

Use any or all of the following activities to best meet the needs of your classroom.



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Spark It! 3.RI.RRTC.10; 3.SL.CC.3; 3.SL. PKI.6; 3.W.RW.10	Introduce the Big Question , explore the opening image, and examine the timeline.	96		30 Minutes
Career Corner 3.RI.RRTC.10; 3.SL.CC.2; 3.SL. CC.3; 3.SL.PKI.6; 3.W.RW.10	Historical Movie Writer: Explore the career of a historical movie writer.	100		30 Minutes
Examine the Evidence! SSP.01; SSP.02; SSP.03; 3.14; 3.SL.CC.2; 3.SL.CC.3; 3.SL. PKI.6; 3.W.RW.10	Benjamin Franklin's Messages: Compare sources: a political cartoon and an editorial created by Benjamin Franklin.	102		35 Minutes
Social Studies Station SSP.01; SSP.02; SSP.03; 3.19; 3.RI.RRTC.10; 3.SL.CC.3; 3.SL. PKI.6; 3.W.RW.10	Study a Patriot's Uniform: Use historical thinking skills to analyze sources and connect the past to the present by examining a uniform.	132		25 Minutes
Inquiring Minds... 3.RI.RRTC.10; 3.SL.CC.3; 3.SL. PKI.6; 3.W.TTP.3; 3.W.RBPK.8; 3.W.RW.10	Interview Questions: Conduct an interview with a person who was involved in the American Revolution.	132		30 Minutes
Tech Tie-In 3.19; 3.RI.RRTC.10; 3.SL. CC.3; 3.SL.PKI.4; 3.SL.PKI.6; 3.W.RW.10	For Crown or Colony?: Progress through perspectives of people involved in the American Revolution.	133		35 Minutes
Today's History! SSP.05; 3.16; 3.17; 3.RI. RRTC.10; 3.SL.CC.3; 3.SL.PKI.6; 3.W.RW.10	Tension Timeline: Create a timeline of events that created tension and led to the War for Independence.	133		30 Minutes
Prove It! 3.14; 3.15; 3.16; 3.17; 3.18; 3.19; 3.20; 3.RI.KID.2; 3.RI.CS.4; 3.RI. RRTC.10; 3.SL.PKI.6; 3.W.RW.10	Check for understanding through a summative assessment, reflection, and by answering the Big Question . ★ Note: The Prove It! is found in the Chapter Assessments .	CA 24		45 Minutes

Symbol Key



Project-Based



Discussion/Debate



Cross-Curricular



ML Integration



Differentiation



Remote Essentials



Evaluate/Rubric

Lesson Features Lesson 1: The French and Indian War



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek 3.RI.CS.4; 3.SL.CC.2; 3.SL.CC.3; 3.SL.PKI.6; 3.W.RW.10	KWL Charts and Synonyms: Preview the lesson, introduce Key Terms , and activate curiosity.	98	 	25 Minutes
Become a Better Reader 3.RI.KID.2; 3.RI.KID.3; 3.SL.CC.2; 3.SL.CC.3; 3.SL.PKI.6; 3.W.RW.10	Talk Your Thoughts: Practice thinking aloud to gain a more thorough understanding of the text.	99		25 Minutes
What Do YOU Think? 3.I5; 3.SL.CC.1; 3.SL.CC.2; 3.SL.CC.3; 3.SL.PKI.6	Fort Loudon: Discuss the impact of Fort Loudoun on the relationship between the Cherokee and the British.	104		15 Minutes
Flex It! 3.I5; 3.RI.RRTC.10; 3.SL.PKI.6; 3.W.TTP.3; 3.W.RW.10	Two-Voice Poem: Use a cross-curricular learning lens to engage with history through poetry by writing a two-voice poem about the French and Indian War.	106	  	30 Minutes
Sharpen Your Skills! SSP.04; SSP.05; 3.I5; 3.RI.RRTC.10; 3.SL.PKI.6; 3.W.RW.10	Motives and Outcomes: Identify motives and outcomes of the French and Indian War for the groups involved.	107	 	30 Minutes
Spotlight On... 3.I6; 3.RI.RRTC.10; 3.SL.CC.3; 3.SL.PKI.6; 3.W.RW.10	The Proclamation Line: Identify how the Proclamation Line affected colonists and Native Americans by mapping the boundaries it created.	108	 	45 Minutes
Check It! 3.I4; 3.I5; 3.I6; 3.RI.KID.2; 3.RI.CS.4; 3.RI.RRTC.10; 3.SL.CC.2; 3.SL.CC.3; 3.W.RW.10	Complete the formative lesson assessment and self-assessment to check for understanding.	109	 	25 Minutes

Symbol Key

Project-Based

Discussion/Debate

Cross-Curricular

ML Integration

Differentiation

Remote Essentials

Evaluate/Rubric

Lesson Features Lesson 2: Unrest in the Colonies



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek 3.RI.CS.4; 3.SL.CC.2; 3.SL.CC.3; 3.SL.PKI.6; 3.W.RW.10	KWL Charts and Synonyms: Preview the lesson, introduce Key Terms , and activate curiosity.	110	 	25 Minutes
Become a Better Reader 3.RI.KID.2; 3.RI.KID.3; 3.SL.CC.2; 3.SL.CC.3; 3.SL.PKI.6; 3.W.RW.10	Talk Your Thoughts: Practice thinking aloud to gain a more thorough understanding of the text.	111		25 Minutes
Spotlight On... 3.16; 3.SL.CC.1; 3.SL.CC.2; 3.SL.CC.3; 3.SL.PKI.6; 3.W.RW.10	A Taxing Situation: Identify the motivations of colonists protesting taxes by participating in a taxation game.	112	 	45 Minutes
Connect It: Economics 3.16; 3.SL.CC.1; 3.SL.CC.2; 3.SL.CC.3; 3.SL.PKI.4; 3.SL.PKI.6; 3.W.RW.10	Taxes and Services: Use an interdisciplinary learning lens to connect history to economics by participating in a discussion.	113	 	20 Minutes
What Do YOU Think? 3.16; 3.17; 3.19; 3.SL.CC.1; 3.SL.CC.3; 3.SL.PKI.6	"Give Me Liberty or Give Me Death": Discuss the meaning behind the famous Patrick Henry quote.	113		15 Minutes
Sharpen Your Skills! 3.16; 3.17; 3.RI.KID.1; 3.RI.KID.2; 3.RI.RRTC.10; 3.SL.CC.1; 3.SL.CC.2; 3.SL.CC.3; 3.W.RW.10	Boycott of Goods: Discuss reasons people participate in a boycott.	114		30 Minutes
Turn & Talk 3.16; 3.17; 3.19; 3.SL.CC.1; 3.SL.CC.3; 3.SL.PKI.6	Impact of Boycotts: Discuss the economic and political affects boycotts had on the colonies.	116	 	15 Minutes
Flex It! 3.16; 3.17; 3.SL.CC.3; 3.SL.PKI.6; 3.W.RW.10	Time for Tea: Use a cross-curricular learning lens to engage with history through art by discussing the Boston Tea Party and making tea bowls.	118	 	30 Minutes
What Do YOU Think? 3.16; 3.17; 3.19; 3.SL.CC.1; 3.SL.CC.3; 3.SL.PKI.6	Tea Act: Discuss the impact of the tea act on the colonists.	119		15 Minutes
Check It! 3.16; 3.17; 3.RI.KID.2; 3.RI.CS.4; 3.RI.RRTC.10; 3.SL.CC.3; 3.SL.PKI.6; 3.W.RW.10	Complete the formative lesson assessment and self-assessment to check for understanding.	121	 	25 Minutes

Lesson Features Lesson 3: Declaring Independence



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek 3.RI.CS.4; 3.SL.CC.2; 3.SL.CC.3; 3.SL.PKI.6; 3.W.RW.10	KWL Charts and Synonyms: Preview the lesson, introduce Key Terms , and activate curiosity.	122		25 Minutes
Become a Better Reader 3.RI.KID.2; 3.RI.KID.3; 3.SL.CC.2; 3.SL.CC.3; 3.SL.PKI.6; 3.W.RW.10	Talk Your Thoughts: Practice thinking aloud to gain a more thorough understanding of the text.	123		25 Minutes
Sharpen Your Skills! 3.19; 3.RI.KID.1; 3.RI.KID.2; 3.RI.CS.4; 3.RI.RRTC.10; 3.SL.CC.1; 3.SL.CC.2; 3.SL.CC.3; 3.SL.PKI.6; 3.W.RW.10	Take Sides: Practice speaking and listening skills and examine history from multiple perspectives by participating in a class debate.	124		30 Minutes
Flex It! 3.18; 3.20; 3.RI.KID.2; 3.RI.KID.3; 3.RI.RRTC.10; 3.SL.CC.1; 3.SL.CC.3; 3.SL.PKI.6; 3.WTP.2; 3.WTTP.3; 3.W.RW.10	"Paul Revere's Ride": Use a cross-curricular learning lens to engage with history through language arts by writing a poem.	126		30 Minutes
Flex It! 3.18; 3.20; 3.RI.KID.2; 3.RI.KID.3; 3.RI.RRTC.10; 3.SL.CC.1; 3.SL.CC.3; 3.SL.PKI.6; 3.WTP.2; 3.WTTP.3; 3.W.RW.10	Write a Declaration: Use a cross-curricular learning lens to engage with history through literature by writing a declaration.	128		30 Minutes
Spotlight On... 3.18; 3.RI.RRTC.10; 3.SL.CC.1; 3.SL.CC.3; 3.SL.PKI.6; 3.W.RW.10	Create Your Own Quill Pen: Examine the importance of the signing of the Declaration of Independence by making a quill pen and signing a declaration.	129		45 Minutes
Check It! 3.18; 3.19; 3.20; 3.RI.KID.2; 3.RI.CS.4; 3.RI.RRTC.10; 3.SL.CC.2; 3.SL.CC.3; 3.SL.PKI.6; 3.W.RW.10	Complete the formative lesson assessment and self-assessment to check for understanding.	131		25 Minutes

Symbol Key

Project-Based

Discussion/Debate

Cross-Curricular

ML Integration

Differentiation

Remote Essentials

Evaluate/Rubric



Online Resource Addresses

Links and Thinks	Description and Website	Page
★ French and Indian War	The French and Indian War Explained: https://www.youtube.com/watch?v=9n-gsgqaUo0	99
Boston Tea Party	PBS High Tea in Boston Harbor website: https://www.pbs.org/ktca/liberty/chronicle_boston1774.htm	119
★ Concord Museum	Concord Museum's "Shot Heard Round the World": https://concordmuseum.org/april-19-1775-exhibit/	127
Museum of the American Revolution	Primary sources and virtual exhibits: https://www.amrevmuseum.org/interactives/season-of-independence	128

★ = Optional activity associated with link

Features	Description and Website	Page
What Do YOU Think? "Give Me Liberty or Give Me Death"	Patrick Henry's Famous Speech in 1775: https://www.colonialwilliamsburg.org/learn/deep-dives/give-me-liberty-or-give-me-death/	113
Flex It! "Paul Revere's Ride"	"Paul Revere's Ride": https://www.youtube.com/watch?v=MuzwbmZm4g	126
Tech Tie-In For Crown or Colony?	For Crown or Colony?: https://www.mission-us.org/games/for-crown-or-colony/ Mission US Site: www.mission-us.org	133

Tips	Description and Website	Page
The Declaration Resource Project	Harvard University Declaration resources: https://declaration.fas.harvard.edu/	128

Notes

Spark It!

Ignite Curiosity & Activate Prior Knowledge

Discuss the **Big Question**, opening image, and timeline to preview the chapter.

- Display the **Big Question**: *How did the conflict in the British colonies lead to the Declaration of Independence?*
- Distribute the **Notice and Wonder** worksheet found on page 14 in the **Teacher Tools**.
- Have students preview the chapter by scanning the images throughout. Instruct them to make "notice and wonder" notes in the appropriate columns as they scan images. Explain that in the "Notice" column, they should write down observations they make, and in the "Wonder" column they should write down questions that they have as they scan.
 - **Ask**: Based on the images in this chapter in comparison to **Chapter 2**, what are some changes you notice happening to the United States?
 - **Ask**: What are you curious about in the chapter? What questions did you have as you scanned the images in the chapter?

Teacher Tip

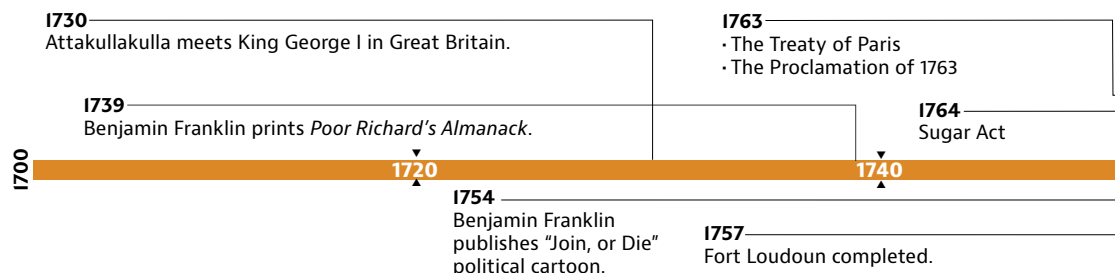


Within each activity, you can pick and choose the elements you want to focus on with your students. Adapt or rearrange the order of the **Spark It!** pieces throughout each chapter for variation or to fit the needs of your class.

CHAPTER

3

The Path to War



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Put Yourself in the Picture

- Direct students to look at the image on the opening spread and study it closely.
 - **Ask**: Which people are the main focus of the painting? What do you think they are doing based on the events in the timeline?
 - **Ask**: What can you predict about this chapter from this picture?
- Have students imagine they are a part of the scene in the picture. Instruct them to write about what they might be thinking in that moment from their own perspective. Instruct them to be descriptive and use sensory words to explain their thoughts and feelings. You may determine the length of the writing piece depending on time.
- ★ **Note**: Consider using the **Question Formulation Technique** handouts and worksheets on pages 66–69 of the **Teacher Tools** to engage with this illustration.



The Big Question ?

How did the conflict in the British colonies lead to the Declaration of Independence?

Lesson 1

The French and Indian War

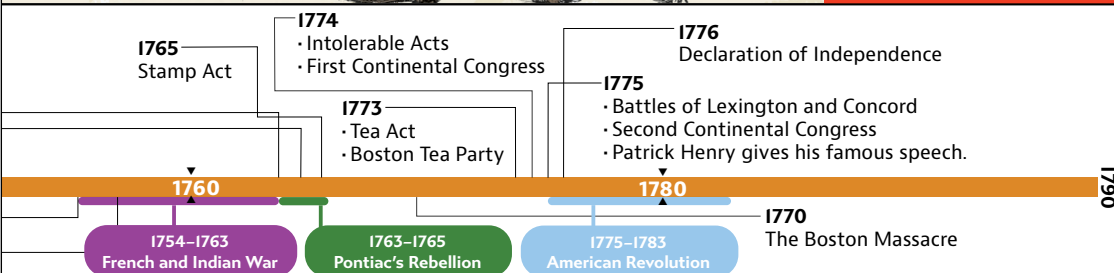
Lesson 2

Unrest in the Colonies

Lesson 3

Declaring Independence

In 1776, people listened to the Declaration of Independence being read aloud. **How do people learn about local and national events today?**



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Learning Objectives

Skills Objectives

- Students will practice thinking through their thoughts to uncover meaning in the text.
- Students will use primary and secondary sources to analyze Benjamin Franklin's editorial messages.
- Students will use historical thinking skills to analyze sources and connect the past to the present by examining a uniform.

Content Objectives

- Students will describe the causes and effects of the French and Indian War, and they will examine the influence of Benjamin Franklin on the American colonies.
- Students will explain why colonists thought the British government was treating them unfairly and how the colonists protested.
- Students will identify the events that led to the American Revolution and outline the main ideas and principles of the Declaration of Independence.

Examine the Timeline

- As a class, examine the events on the timeline.
 - **Ask:** What events are you most curious about?
 - **Ask:** Based on what you already know, what timeline event do you think is the most important? Why?
- Next, put students into pairs and have them select an event from the timeline and create their own artistic representation of what they think the event might have looked like, similar to the picture in the opening spread. This could be a drawing, painting, collage, or any other visual representation.
- Instruct students to come up with two to three questions they have based on their picture and the timeline event they illustrated that they want to find the answers for as they read the chapter.

Sneak Peek

Preview the Lesson Strategies: KWL Charts and Synonyms

- As a class, read the **Learning Goals** for this lesson.
- Distribute the **KWL Chart** on page I3 in the **Teacher Tools** to students. Have them complete the first two sections of the chart before reading the lesson, then complete the third section after reading the lesson.
- At the end of the lesson, have students hold up fingers to indicate their level of understanding for the **Learning Goals**:
1—they do not get it
2—they kind of get it, but still need help
3—they definitely get it and are ready to move on
- Students will revisit the **Learning Goals** at the end of each lesson in the **Check It!** activities.

Key Terms

- For the **Key Terms** for this lesson, have students focus on synonyms using the **Synonym Web** worksheet on page 32 in the **Student Activities**. Use the definitions below to help students complete the activity:
 - » **debt** (noun): the state of owing money
 - » **independent** (adjective): free from the control of another person or group
 - » **proclamation** (noun): a publicly declared announcement
 - » **surrender** (verb): to stop fighting, to give in

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Sneak Peek | Synonym Web | Chapter 3: Lesson 1

Instructions: Write the key terms in the middle boxes of the webs. Then fill in the boxes around each term with synonyms. Remember that synonyms are words that are like or mean the same thing as the key term. Try to find words from the text that are synonyms, or fill in boxes with words you think are the same. If you are unsure, you may use a thesaurus to complete the activity.

LESSON

1

The French and Indian War

Become a Better Reader

Talk Your Thoughts

Read the lesson with a partner. One partner will read a part of the text. The other partner will stop the reader with questions they thought of during the reading.

What questions come to mind while you read?



In the 1700s, France and Great Britain were in conflict over North America. Above, a British ship fires on a French ship named *Alcide* in 1755.

For more than 150 years, Great Britain had ruled its North American colonies. This had worked well. Many of its colonists were happy to be part of the British Empire.

But in the 1700s, a war started between Great Britain and France. Their war reached the North American colonies. This conflict became known as the French and Indian War.



Learning Goals

- I can explain the causes and effects of the French and Indian War.
- I can describe the influence of Benjamin Franklin and his attempts to unify the American colonies.

Key Terms

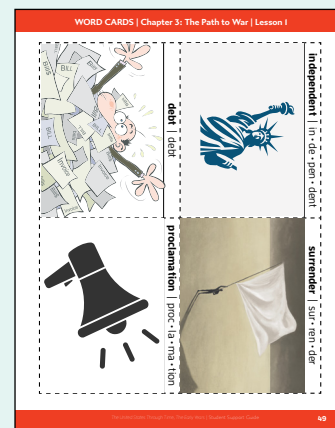
debt
independent
proclamation
surrender

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Chapter 3

ML Support: Key Terms

- Use the **Word Cards** worksheet found on page 49 in the **Student Support Guide** to help students visualize and better understand the **Key Terms**. Encourage students to make connections to what they already know or what the picture translates to in their primary language.
- If appropriate for your classroom, strategically pair ML students with non-ML students to have them look up words together. They can then discuss their understanding of the word with each other.
- Word Card** terms: **debt**, **independent**, **proclamation**, **surrender**



A War in the Colonies

The Ohio River Valley was a prized region of North America. France wanted to do more fur trading there. But British colonists wanted to settle and trade in the area.

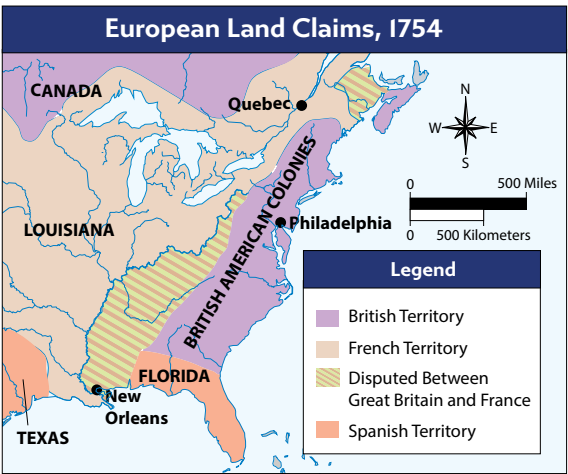
The French built a fort on land that the British claimed was theirs. Fighting between the two groups started.

Choosing Allies

Native American tribes had not done well since colonists had arrived. The tribes suffered disease and war. They were losing their land. Native American leaders faced a hard choice. Who should they support in the war between Great Britain and France?

Many leaders trusted France. The French let tribes hunt and trap furs in the forests. This had led to a good trade relationship. The British got into land conflicts with Native Americans. Some tribes wanted to force them out of North America.

Even so, the Cherokee and other tribes chose to join the British forces.



This map shows North American areas claimed by the British, French, and Spanish. **How might this lead to conflict?**

In this image, Native American warriors join French forces. They stand on the border between French Canada and British New York. **Why did some American Indian groups side with the French?**



The Path to War

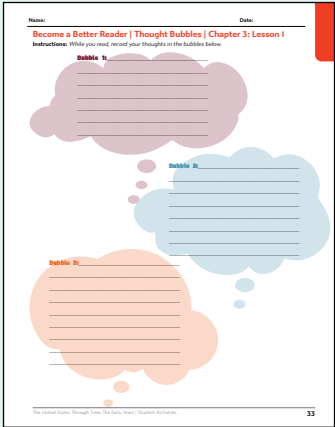
99

Become a Better Reader

Success Criteria: Students will practice thinking through their thoughts to uncover meaning in the text.

Talk Your Thoughts

- As a class, read the **Become a Better Reader** prompt on page 98 of the **Student Edition**.
 - Explain to students that as they read, they should say their thoughts about what is read out loud and connect those thoughts to their prior knowledge.
 - Distribute to all students the **Thought Bubbles** worksheet found on page 33 in the **Student Activities**.
 - Model this strategy for students. Assign a student to act as your partner. Instruct your partner to use the **Thought Bubbles** cards to write down ideas or questions that come up as you read the first paragraph of **Lesson I**. Encourage students to pause at least two times.
 - At each pause, instruct them to ask you one of the questions or thoughts they wrote down. For example, "I read _____. It reminded me _____."
 - In pairs, have students take turns sharing their thoughts as they read **Lesson I**.
- ★ **Note:** This activity aligns with core practices for reading.



Links and Thinks

The French and Indian War

- Have students watch the short video [The French and Indian War Explained](#) as a class, individually, or in pairs.
- As students watch the video, have them map out the following information in their notes:
 - Who was on each side
 - What the sides were fighting for
 - Major outcomes
- Once students are finished taking notes and watching the video, divide the class into new pairs and have them review their notes together, checking for accuracy and adding helpful pieces from one another's work.

ML Support: Sneak Peek

- Distribute a copy of the **Quick Tour** for the lesson found on pages 37–40 in the **Student Support Guide**. Emphasize the images throughout the text. Pause periodically to check for understanding and allow students to discuss observations and questions.
- Consider having ML students review the **Check It!** questions for the lesson and discuss the answers before reading in the **Student Edition**. This will help develop any prior knowledge required to comprehend the topic, personalize the information, increase motivation for reading, and provide a clear focus for retention.

Big Question

How did the conflict in the British colonies lead to the Declaration of Independence?

In other words...

How did conflict lead to the writing of the Declaration of Independence?

Learning Goals:

- I can explain how Andrew Jackson was elected president and how his strong opinions affected the nation.
- I can describe the importance of the Indian Removal Act and the effect it had on Native Americans.
- I can summarize how a national belief in Manifest Destiny helped expand the nation by war and treaty.

Key Terms:

- add (verb):** the state of adding money
- independent (adjective):** free from the control of another person or group
- proclamation (noun):** a publicly declared announcement
- surrender (verb):** to stop fighting, to give in

Visual Literacy Activity:

For this activity, you are going to analyze the opening chapter image on pages 96–97 of your textbook. As you look at the painting, answer the following questions:

What is the setting of the painting?

Who are the people in the painting?

What is going on in the painting?

After reading the lesson, come back to the painting. Do you think the painting is an accurate representation of what was going on during this time period? Why or why not?

Career Corner

Historical Movie Writer

- Explain that historians can work as researchers or writers in a variety of fields, including in the movies.
 - ▶ **Ask:** Have you ever watched a documentary film or a movie about a particular historical event or time period? What was the film about?
 - ▶ **Ask:** What kind of details did the filmmakers pay attention to for the film to be historically accurate?
- Explain that historians help to write the scripts, research the evidence, design the costumes, and pick the settings for some of the best historical movies.
- Have students scan **Chapter 3** for moments leading up to and during the Revolution that they would want to see in a historical movie.
- Next, have students use the **Make a Storyboard** worksheet found on page 34 in the **Student Activities** to outline a short scene for a movie about the American Revolution.
- Then instruct students to use their storyboard to write a two- to three-paragraph script for their scene. Have students make sure to include any key details, such as the setting, costumes, and dialogue. Inform them that they will need to refer to the **Student Edition** and conduct research to ensure that their scripts and storyboards are historically accurate.
- When all students are finished, consider having students break into small groups and act out each other's scenes.



Differentiation: Career Corner

Consider the following alternative approaches to this activity to meet the needs of your class.

- **Advanced Learners:** Have students create a second scene that includes an anachronism. Explain that an anachronism is something that does not belong in the time period.
 - **Approaching Learners:** Accept the storyboard as the full assignment instead of both a storyboard and script.
- ★ **Note:** This activity aligns with core practices for differentiation.

A Young Officer

George Washington was a farmer from Virginia. In 1754, Washington was a young officer. He was sent to the Ohio River to tell the French to leave.



Fighting Begins

The French built a fort on the Ohio River. The British colony of Virginia also claimed this land. In 1754, British leaders sent officers to the region. They told the French to leave. The French refused. They claimed that the Ohio River Valley belonged to France.

In response, Great Britain sent an army of soldiers to North America. The war had begun.

The first years of the war went badly for the British and the colonists. Soon after, with the help of more soldiers and new leaders, they began to win battles.

Benjamin Franklin Gets an Idea

The 13 British colonies did not act together as one group. Instead, each colony had its own way of doing things. Most colonists liked it that way.

Pennsylvania colonist Benjamin Franklin had a different idea. He believed the colonies needed to join together to help the British defeat the French.

The French and Indian War taught British colonists important skills. Men, such as George Washington (on the horse), got experience leading troops. Washington used that experience in future years.



100

Chapter 3

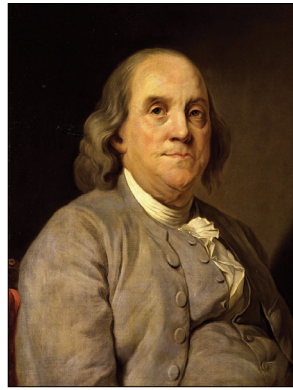
Storyboard worksheet template with four empty boxes for drawing scenes and lines for writing descriptions.

Storyboard Worksheet Template

Instructions: Use the information you have learned throughout this chapter to make a storyboard about the events leading up to the American Revolution. Pick four key moments for your story, and draw a picture to represent each event. Write a short paragraph to describe each event.

At a meeting in Albany, New York, Franklin suggested that the colonies come together. He called this plan the Albany Plan of Union. In the plan, the colonies would form one large government. Together, this new government would help resolve conflicts with Native Americans and the French.

Benjamin Franklin was inspired by a powerful group of six Native American nations that worked together. Together, they were called the Six Nations. Yet none of the other leaders liked Franklin's plan. Their colonies kept their governments separate.



A voluntary union entered into by the colonies themselves, I think, would be [best].

—Benjamin Franklin, 1751



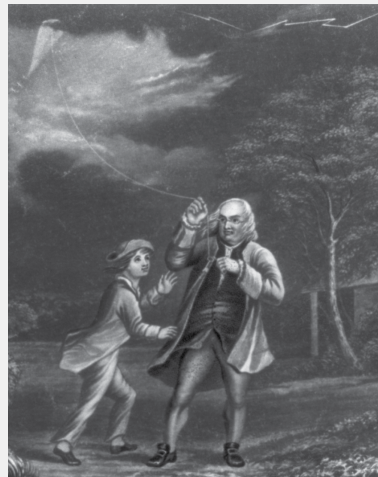
Benjamin Franklin 1706–1790

Benjamin Franklin was an American inventor, politician, and writer. He went to school for just two years, but he loved reading and learning. Benjamin's first job was in a print shop. Later, he started his own print shop in Philadelphia.

Benjamin was an excellent writer. Readers liked his humor and his style. In 1739, he wrote and printed a book called *Poor Richard's Almanack*. It was a mix of weather forecasts, household hints, humor, and puzzles.

He wanted to know how things worked. Benjamin experimented with electricity by flying a kite during a storm (*right*). This proved lightning and electricity were the same thing.

Benjamin was a leader who worked to improve people's lives. He helped create the country's first library and fire department. He started one of the first US colleges and served in Pennsylvania's government. Benjamin helped write the Declaration of Independence. Later, he helped write the US Constitution.



TALK ABOUT IT

How do people share ideas today? What is similar to Franklin's printing press, and what is different?

Notes

EXAMINE THE EVIDENCE!

Success Criteria: Students will use primary and secondary sources to analyze Benjamin Franklin's editorial messages.

Benjamin Franklin's Messages

Students will compare evidence: a political cartoon and an editorial created by Benjamin Franklin.

- Either display the text and evidence using the **Chapter 3 PowerPoint** or have students analyze them from the **Student Edition**.
- Introduce the students to the sources created by Benjamin Franklin. Explain that one source is a quotation from an editorial, while the other is a political cartoon.
 - ▶ **Ask:** What is the difference between an editorial and a political cartoon? How are they similar? *Answers will vary, but students should identify that a political cartoon is an illustration, while an editorial is an opinion-based letter to a newspaper. They are similar because they both highlight the creator's opinion on a particular topic, and they both work to persuade their audience.*
- After your discussion, have students work independently, in pairs, or in groups to answer the questions.

EXAMINE THE EVIDENCE!



Benjamin Franklin's Messages

Benjamin Franklin stands out as a colonial leader. His messages had an impact on whether the American colonies would go to war. Franklin's words united colonists and helped to shape what became the United States. Examine these sources about Benjamin Franklin and answer the questions.

Political Cartoon, "Join or Die," 1754

Benjamin Franklin published the first political cartoon in American history. Political cartoons are used to make a point about an important topic, person, or event. Franklin hoped this cartoon would convince other colonists to form a union during the French and Indian War.



EVIDENCE №1

Notes



It would be a very strange Thing, if six [Native American] Nations ... should be capable of forming [this] Union ... and yet that a like Union should be [impossible for] English colonies.

Newspaper Editorial, 1754

North of Maryland, six different Native American tribes became allies. Together, they formed a group known as the Six Nations. This group kept peace and good relations among their six tribes.

Benjamin Franklin was a colonial leader who was also a publisher. Franklin wrote an article with his opinion called an editorial.

Look

1. How many parts are there to the snake in the cartoon?
2. What is the “strange thing” Benjamin Franklin is talking about in Evidence 2?

Think

3. What do you think the letters by the different parts of the snake in Evidence 1 stand for?
4. Why do you think Franklin is arguing for the colonies to work together?

Decide

5. Benjamin Franklin’s cartoon was shared widely, and hundreds of years later, it is still famous. Why do you think the cartoon is still talked about today?

Look

1. The snake has eight pieces.
2. Benjamin Franklin is stating that if six Native American Nations could come together and work in unity, it would be strange that the colonies could not do the same. Note: It may be worth noting that this comparison is an insensitive and problematic one to make about Native Americans, and it would be inappropriate to do so today.

Think

3. The letters by the different parts of the snake stand for colonies, and go from south (the tail) to north (the head): SC = South Carolina, NC = North Carolina, V = Virginia, M = Maryland, etc.
4. Answers will vary.

Decide

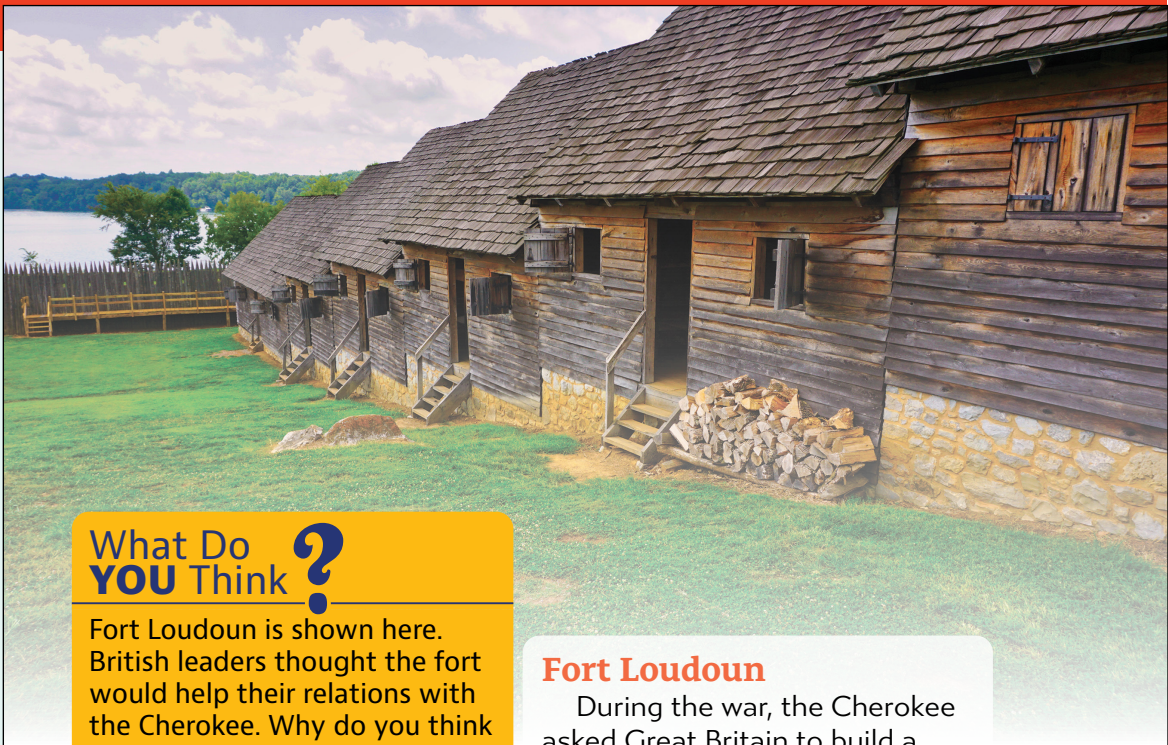
5. Answers will vary.

Notes

What Do YOU Think?

Fort Loudoun

- Have students review the **Student Edition**, and prompt them to answer the question in the **What Do YOU Think?** feature on page 104 as part of a class discussion.
- **Ask:** Why did the Cherokee ask for a fort to be built? How might a fort nearby have been helpful to them?
- **Ask:** How would it have affected British success in the war if the Cherokee were not on their side?



What Do YOU Think?

Fort Loudoun is shown here. British leaders thought the fort would help their relations with the Cherokee. Why do you think the British believed this?



British officers meet with Cherokee leaders near Fort Loudoun.

Fort Loudoun

During the war, the Cherokee asked Great Britain to build a fort in the west. They wanted protection from the French and their allies. In turn, the Cherokee would fight against the French.

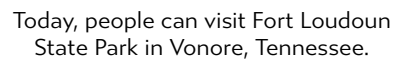
The British agreed and built Fort Loudoun on the Little Tennessee River. It was finished in 1757.

At first, the Cherokee liked having the fort nearby. They went often to visit and trade with the British. But things soon changed.

There was a conflict in Virginia. British soldiers killed 29 Cherokee warriors as they returned from battle. The Cherokee wanted revenge. They killed nearby settlers. The peace between the Cherokee and the British ended.

Notes

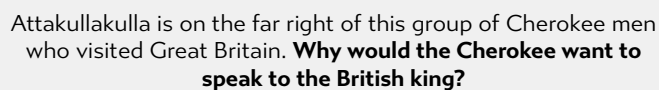
But the conflict was not over, and the fighting kept going. Finally, Cherokee leaders signed a peace treaty. In exchange for peace, the Cherokee gave up much of their land.



The logo is a shield-shaped emblem. At the top, a grey banner contains the word "BIOGRAPHICAL" in white, serif, all-caps font. In the center, a black and white butterfly with yellow markings is perched on a purple iris flower with yellow centers. At the bottom, another grey banner contains the word "PORTRAIT" in white, serif, all-caps font.

Attakullakulla helped the British during the French and Indian War. He wanted peace at Fort Loudoun. He traded his belongings to buy the freedom of a captured British officer. His Cherokee warriors also defended the British colony of Williamsburg. In exchange, the British agreed to trade with the Cherokee.

Attakullakulla defended the Cherokee during the American Revolution. He made peace treaties with British colonists. Today, Attakullakulla is remembered as an important Cherokee leader.



Think the discussion is over? Try asking one more question and pushing for one more level of depth. You might be surprised at the connections and understanding gained with one more push.

Notes

Flex It!

Learning Target: Students will use a cross-curricular learning lens to engage with history through poetry by writing a two-voice poem about the French and Indian War.

Two-Voice Poem

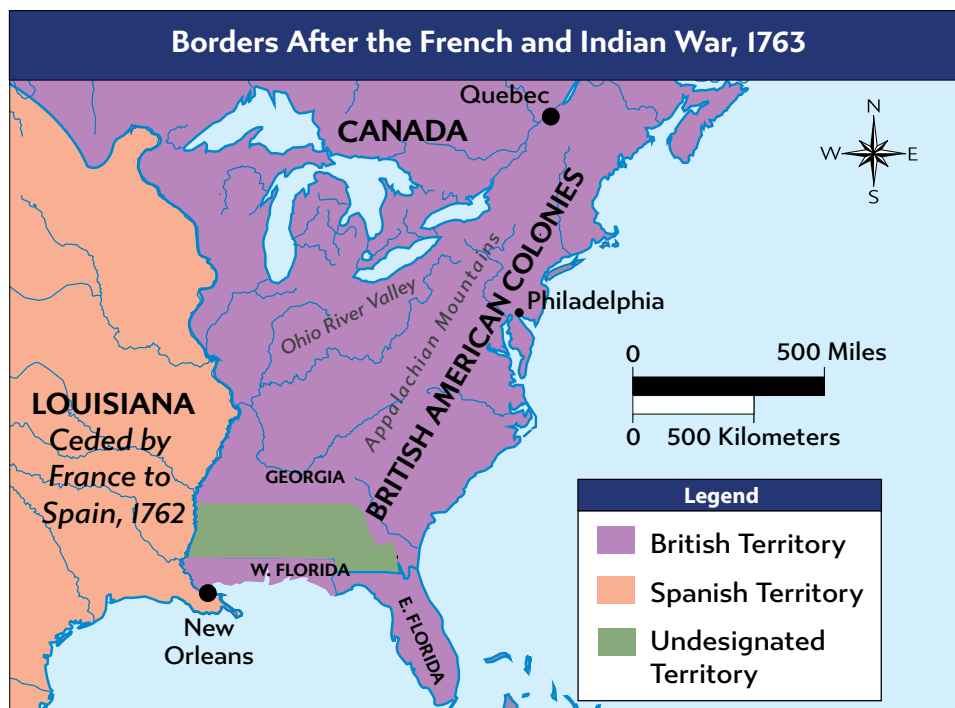
- Explain to students that a poem in two voices offers a unique way to showcase two different perspectives, or to compare and contrast two items. It is written for two people to perform out loud. It is usually written in two columns so one person speaks at a time and the two voices go back and forth like a conversation. If the poet wants the voices to come together as one, the words are either written in the center of the page or on the same line in each of the two columns.
 - Instruct students to create a two-voice poem from the perspectives of both sides of the French and Indian War.
 - Distribute the **Two-Voice Poem** worksheet found on page 35 in the **Student Activities**. As a class, brainstorm words, ideas, and phrases that could be used in their poems. Instruct students to think about how the voices are similar to and different from one another.
 - When students are finished drafting and revising their poem, allow them to practice reading it out loud with a partner, then present it to the class.
- ★ **Note:** Consider using the **Rapid Rubric | Writing** on page 95 of the **Teacher Tools** to evaluate this activity.



Differentiation: Flex It!

Consider the following alternative approaches to this activity to meet the needs of your class.

- **Advanced Learners:** Have students use personification to write a poem from the perspective of an inanimate object or event like a book or a battleground.
 - **Approaching Learners:** Allow students to work in pairs to write the poem. Each student can take a single perspective and then write the poem together to create the two voices.
- ★ **Note:** This activity aligns with core practices for differentiation.



Signed in 1763, the Treaty of Paris redrew the boundary lines in North America. **Compare this map to the one on page 99. What has changed?**

The French and Indian War Ends

After nine years of fighting, the French surrendered. Leaders from Great Britain and France met in Paris. Spanish leaders were there, too. They had joined the war just before it ended. All three nations signed a treaty to end the war.

France gave Spain all the land it claimed west of the Mississippi River. The British Empire doubled in size.

Native American tribes were not invited to Paris. Because of the attack at Fort Loudoun, the Cherokee and British were now enemies. With the French gone, the British no longer needed help from Native Americans.

Flex It! | Two-Voice Poem | Chapter 3: Lesson 1

Instructions: Choose two individuals to represent each side of the French and Indian War and create your own two-voice poem. Only write lines for each voice to say individually in their separate columns. For lines you want both voices to say the same words together, use the middle column.

Lines for Voice #1	Lines for Both Voices	Lines for Voice #2
Line 1		Line 1
Line 2		Line 2
Line 3		Line 3
Line 4		Line 4
Line 5		Line 5
Line 6		Line 6
Line 7		Line 7
Line 8		Line 8
Line 9		Line 9
Line 10		Line 10

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Colonial Conflicts Keep Going

In the end, the war made problems between British colonists and Native Americans worse. The colonists took over lands in the Ohio Valley, and this angered Native Americans. They had already been pushed from their homelands in the East. They wanted to protect their lands.

Pontiac's Rebellion

In 1763, an Ottawa chief named Pontiac led a rebellion (rĭ-BĔL-yŭn) against the British. By the time it ended, about 2,000 British soldiers and settlers had been killed.

The rebellion convinced the British government that they had to do something to keep peace with Indigenous Peoples. But their solution angered the British colonists.

The Path to War

The Great Lakes were the homeland of the Ottawa nation. In this artwork, Chief Pontiac speaks to a meeting of Indigenous tribes.



Some Native American tribes that sided with the French lost their homelands after the war.

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Sharpen Your Skills!

Success Criteria: Students will identify motives and outcomes of the French and Indian War for the groups involved.

Motives and Outcomes

- Explain to students that in wars and conflicts all sides involved have their own motives for entering. Similarly, the effects of the war or conflict is different for all involved.
- Distribute the **3-Column T-Chart** found on page 17 of the **Teacher Tools** to all students. Instruct students to fold the chart in half horizontally and then draw a line on the crease. Explain that students now have two **3-Column T-Charts** for this activity.
- Have students write "Motives" in the center of the top of the first T-chart. Then have students write "Outcomes" in the center of their second T-chart. Instruct students to label each column separately "Indigenous People," "British," and "French."
- Instruct students to scan **Lesson 1** first, searching for the motives for each of the groups listed at the top of their T-chart. Have them summarize each group's motive in their appropriate column.
- After searching for motives, have students scan again, this time have students identify the outcome and make note of how each group was affected by the war.
- Once everyone is finished with their charts, bring the class together for a discussion.
 - **Ask:** What was each group fighting for?
 - **Ask:** How was each group affected by the French and Indian War?



Differentiation: Sharpen Your Skills!

Consider the following alternative approaches to this activity to meet the needs of your class.

- **Advanced Learners:** Have students research one of the groups role in the war on a deeper level. Then instruct them to include their additional findings on their T-chart.
- **Approaching Learners:** Allow students to work in small groups of three. Assign each student one column of the T-chart to be responsible for filling in notes. Then have the group share notes with one another in order to complete all columns of the T-chart.
- ★ **Note:** This activity aligns with core practices for differentiation.

Spotlight On...

Success Criteria: Students will identify how the Proclamation Line affected colonists and Native Americans by mapping the boundaries it created.

The Proclamation Line

King George III issued a proclamation in 1763 that forbade colonists from settling land west of the Appalachian Mountains. This affected both colonists and Native Americans.

- Divide the class into two groups and have groups stand on separate sides of the classroom. Explain that there is a divide, or an imaginary line, across the center of the room that separates them. Instruct students not to cross the line.
- Arrange items students need on one side of the divide, such as pencils or textbooks. Discuss the divide with both groups.
- Lead a discussion with the side without textbooks and pencils using the following questions:
 - ▶ **Ask:** How do you feel not having the materials you need?
 - ▶ **Ask:** What would you do to get the materials?
- Then, lead a discussion with the side with the textbooks and pencils using the following question:
 - ▶ **Ask:** How would you feel if the other students came across the divide and took your materials when they are not supposed to? Why would you feel that way?
- Distribute the **Proclamation Line** worksheet on page 36 in the **Student Activities**. Have students use colored pencils to complete their worksheet, then have them discuss their answers as a class.
 - ▶ **Ask:** Did the Proclamation Line resolve conflicts?
 - ▶ **Ask:** How did the Proclamation Line impact the area that you live in today?
 - ▶ **Ask:** Imagine a principal from another school declared the line in your classroom that you could not cross. How would you feel about it coming from someone far away?

Student Activities

Spotlight On... | Proclamation Line | Chapter 3: Lesson 1

Instructions: Label the Proclamation Line and the mountain range that created the border between settlers and Native Americans. Select five different colors of pencils. Use three colors to show the colonial regions. Use another color to label the Spanish territory. Use your last color to indicate land left reserved for Native Americans. Complete the map by filling in the boxes with the colors you choose. Then answer the questions.

1. If many settlers were to cross the Proclamation Line, how would that affect the lives of Native Americans?

2. Some settlers crossed the line in spite of the king's law. Why did they do that?



The British drew the Proclamation Line to keep the peace with American Indians. **How would this affect the people living in the Ohio River Valley?**

The Proclamation of 1763

The British had a plan to keep Native Americans and the settlers from fighting. The British king, George III, drew a line on a map. That line divided the land on the east and west sides of the Appalachian Mountains. It became known as the **Proclamation** Line. The king said colonists could not settle on the land west of the line. That land was reserved for Native Americans.

The Proclamation Line made many colonists angry. They had fought for the land. They wanted to start new farms and businesses on it. Many colonists ignored the new law. They settled west of the Appalachians anyway.

ML Adaptation: Spotlight On...

Consider the following alternative approaches to this activity to meet the needs of your class.

- **Accommodated Option:** Instead of writing their answers to the worksheet, put students in pairs and have them answer the questions verbally.
 - **Integrated Option:** If applicable, have students fill out the worksheet using their primary language.
 - **Cooperative Option:** Strategically pair ML students with non-ML students to work collaboratively on worksheet.
- ★ **Note:** This activity aligns with core practices for ML adaptations.

LINKING THE PAST TO THE PRESENT

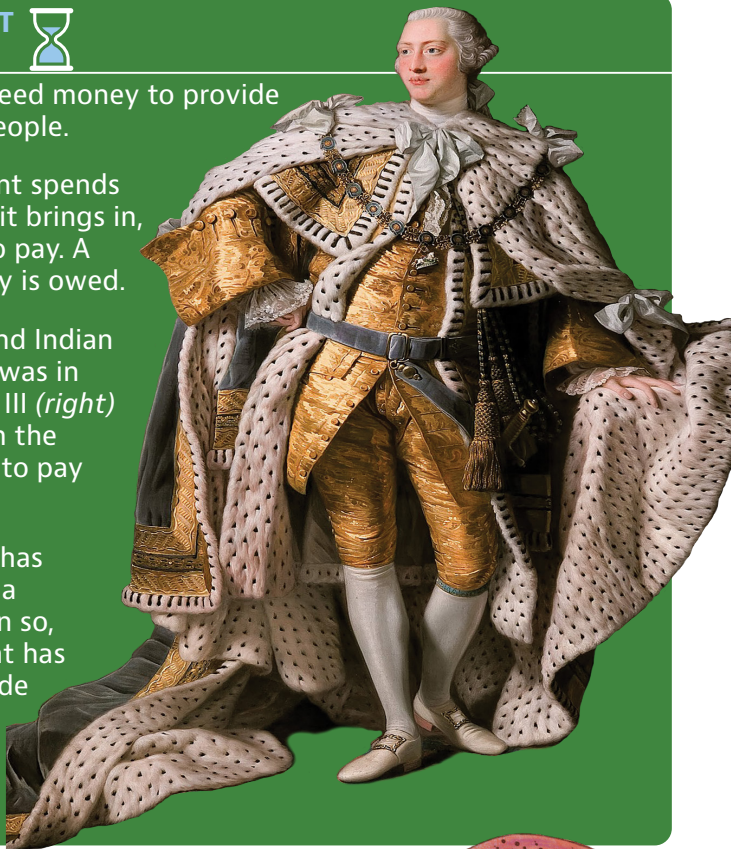


All governments need money to provide services to their people.

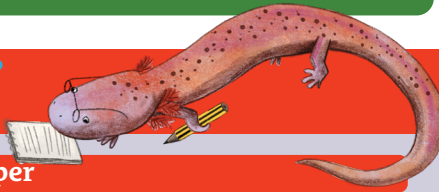
But if a government spends more money than it brings in, it creates a debt to pay. A **debt** means money is owed.

After the French and Indian War, Great Britain was in debt. King George III (*right*) wanted taxes from the American colonies to pay this debt.

The United States has nearly always had a national debt. Even so, the US government has been able to provide important services to its people.



Lesson 1 Check It!



Dig

1. Describe one cause of the French and Indian War.
2. What role did Fort Loudoun play in the French and Indian War?

Dig Deeper

3. What was the Proclamation Line? How did colonists respond to it?
4. Describe the ways that the French and Indian War unified the American colonies. How was the war a step toward American independence?

The Path to War

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Special Education Tip



If students struggle with the **Check It!** questions, consider rephrasing the questions. You may even provide students with answers to the specific questions. Then, task students with finding the location of these answers in the textbook. This allows students a way to engage with the text in a way that is low stakes and high success.

Check It!



Check for Understanding

Use this formative assessment to check for understanding and ability to meet the **Learning Goals**, and reteach as necessary.

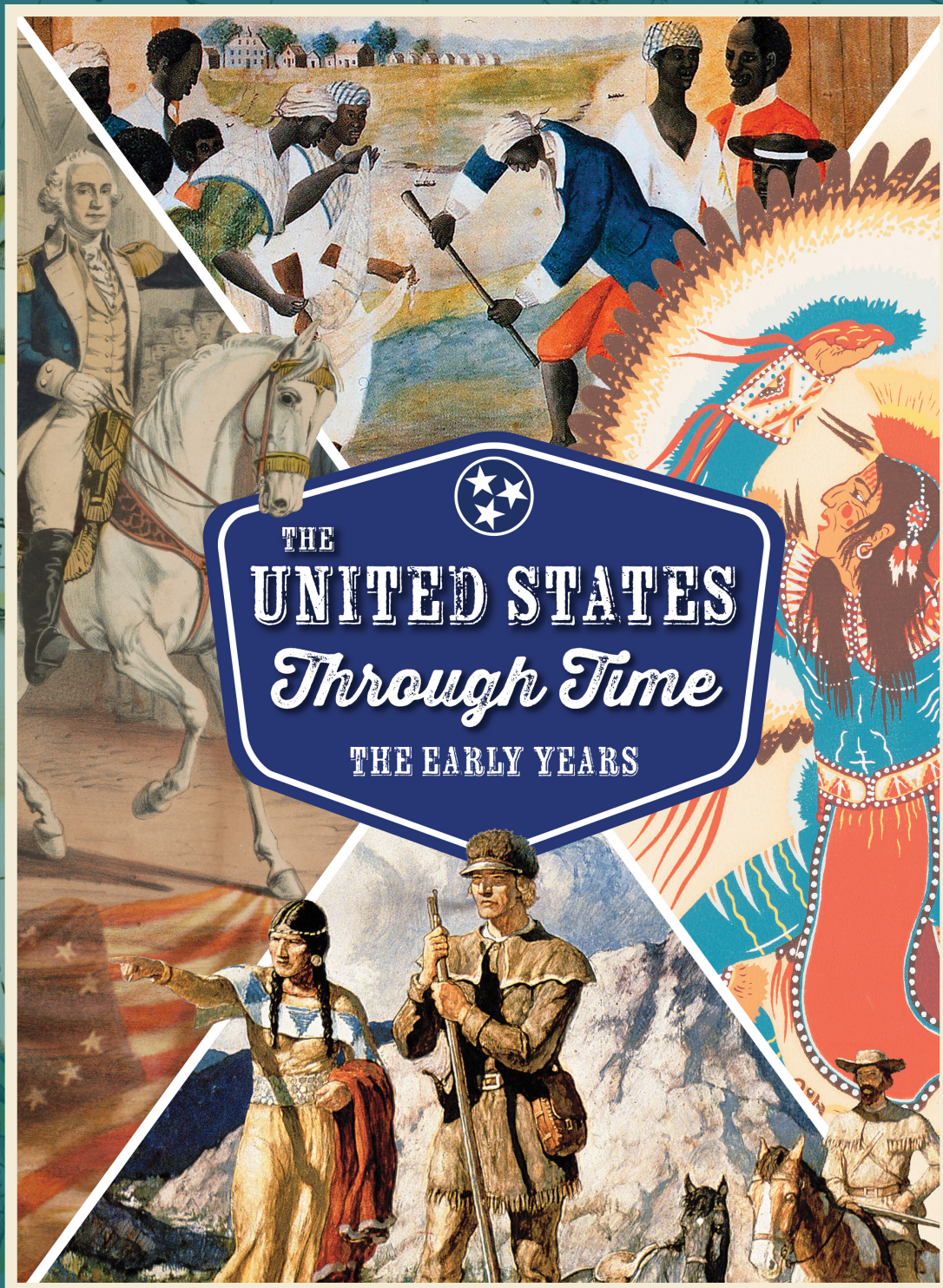
- After students finish the assessment, read the answers and have them grade their work. Discuss their ideas for **Dig Deeper** questions as a class. Alternatively, students can answer the questions, discuss their ideas, and receive feedback using the **GSE Bookshelf+** digital platform.
- Have students complete the **Lesson 1 Check It!** self-assessment and reflection worksheet found on page 23 in the **Chapter Assessments**.

Dig

1. Britain, France, Spain, and the United States fought over land in North America, including the Ohio River Valley. Native Americans were forced to choose sides.
2. The fort was meant to protect the Cherokee in exchange for the Native Americans siding with the British. Instead, conflict broke out between the Cherokee and British at Fort Loudoun during the French and Indian War. The British surrendered the fort to the Cherokee.

Dig Deeper

3. King George III of England drew a line along the top of the Appalachian Mountains that divided the land for colonists and Native Americans. Colonists did not like being told they could not settle on the land, and many ignored the proclamation.
4. Answers will vary, but students should identify that the French and Indian War was the first time the independent colonies worked together to defeat an enemy. Benjamin Franklin called for unity of the 13 colonies. When they won the war, leaders in the colonies realized that they could come together for a bigger cause. This would eventually lead to the colonies fighting for their own independence from England.



STUDENT SUPPORT GUIDE

QUICK TOUR

Chapter 3: The Path to War

CHAPTER OVERVIEW

Textbooks are full of new words and ideas. It can be hard to know what information is the most important. Read through the boxes below to learn about the tools you are given to help you grow as a learner.

Big Question



Each chapter has a Big Question. You should be able to answer the Big Question once you are done reading a chapter. To make sure you remember the question, you will read it at the beginning of each lesson.

Key Terms

Key Terms are the new words that you will learn in each lesson. In the text, these new words are highlighted yellow. You will also see some other words that are **bold**. These words are not Key Terms, but words that will help you understand what you are reading. The definitions for these words will be written in the margins, or the space off to the side of the main text.

Learning Goals



Learning goals are topics that you should be able to talk about at the end of each lesson. The learning goals change for each lesson, so you will read through them before you start to read the Quick Tour.

Check It!



Before you read the text, review the questions at the end of the lesson. By knowing what the questions are, you can look for the answers in the text.

Big Question

How did the conflict in the British colonies lead to the Declaration of Independence?

In other words...

How did conflict lead to the writing of the Declaration of Independence?



Learning Goals:



- I can explain how Andrew Jackson was elected president and how his strong opinions affected the nation.
- I can describe the importance of the Indian Removal Act and the effect it had on Native Americans.
- I can summarize how a national belief in Manifest Destiny helped expand the nation by war and treaty.

Key Terms

- **debt** (noun): the state of owing money
- **independent** (adjective): free from the control of another person or group
- **proclamation** (noun): a publicly declared announcement
- **surrender** (verb): to stop fighting, to give in

Visual Literacy Activity

For this activity, you are going to analyze the opening chapter image on pages 96–97 of your textbook. As you look at the painting, answer the following questions:

-What is the setting of the painting?

-Who are the people in the painting?

-What is going on in the painting?

-After reading the lesson, come back to the painting. Do you think the painting is an accurate representation of what was going on during this time period? Why or why not?

A War in the Colonies

- France wanted to trade furs in the Ohio River Valley. British colonists wanted to settle and trade in the area.
- The French built a fort on land that the British claimed was theirs. Fighting between the two groups started.

Choosing Allies

- Native American leaders trusted France. The French let tribes hunt and trap furs. This made a good trade relationship.
- The British got into land conflicts with Native Americans. Tribes wanted to force them out of North America.
- The Cherokee and other tribes joined British forces.

Fighting Begins

- The French built a fort on the Ohio River. The British colony of Virginia claimed this land.
- British officers told the French to leave. The French did not leave. They said that the Ohio River Valley belonged to France.
- Great Britain sent an army of soldiers to North America. War had started.

Benjamin Franklin Gets an Idea

- Benjamin Franklin thought the colonies needed to help the British win against the French.
- Franklin made the Albany Plan of Union. In the plan, the colonies would form one large government. This government would help solve conflicts with Native Americans and the French.
- The other colony leaders did not like this plan. They decided to keep their governments separate.

Fort Loudoun

- The Cherokee asked Great Britain to build a fort in the west. This fort was for protection.
- The British built Fort Loudoun. The Cherokee liked having the fort nearby. They went to visit and trade with the British.
- There was a conflict in Virginia. British soldiers killed 29 Cherokee warriors.

- The Cherokee wanted revenge. They killed nearby settlers. The peace between the Cherokee and the British ended.
- The Cherokee **surrounded** Fort Loudoun. People inside could not get food. The settlers were starving.
- Settlers **surrendered** the fort.
- The fighting kept going. Cherokee leaders signed a peace treaty.
- The Cherokee gave up much of their land for peace.

Biographical Portrait: Attakullakulla

- The Cherokee leader was Attakullakulla. He defended his homelands against the colonists.
- He helped the British during the French and Indian War.
- He wanted the Cherokee people to be free and **independent**.
- He defended the Cherokee during the American Revolution.
- He made peace treaties with British colonists.



Word Alert!

surround
 \sŭ-RŌWND\
 (v.): to be on
 all sides of
 something

British officers
 meet with
 Cherokee
 leaders near Fort
 Loudoun.

The French and Indian War Ends

- After nine years of fighting, the French surrendered.
- Leaders from Great Britain and France met in Paris. Spanish leaders were there, too. All three nations signed a treaty to end the war.
- France gave Spain all the land it claimed.
- The British Empire doubled in size.
- Native American tribes were not **invited** to Paris. The British no longer needed help from Native Americans.

Colonial Conflicts Keep Going

- The war made problems between British colonists and Native Americans worse.
- The colonists took over lands in the Ohio Valley. This made Native Americans angry. They wanted to protect their lands.

The Proclamation of 1763

- The British drew the **Proclamation Line** on a map. The king said colonists could not settle on the land west of the line. That land was **reserved** for Native Americans.
- The Proclamation Line made colonists angry. Many did not follow the new law. They settled west of the line anyway.

Linking the Past to the Present

- All governments need money to provide services to their people.
- If a government spends more money than it brings in, it creates a debt. A debt means money is owed.
- King George III wanted taxes from the American colonies to pay **debt**.
- The United States has nearly always had a national debt.

Word Alert!

invite
 \in-VĪT\
 (v.): to request presence of

Word Alert!

reserve
 \rĭ-ZŪRV\
 (v.): to set aside for a particular use

The Proclamation Line



The British drew the Proclamation Line to keep the peace with American Indians. **How would this affect the people living in the Ohio River Valley?**

Check It!

Dig

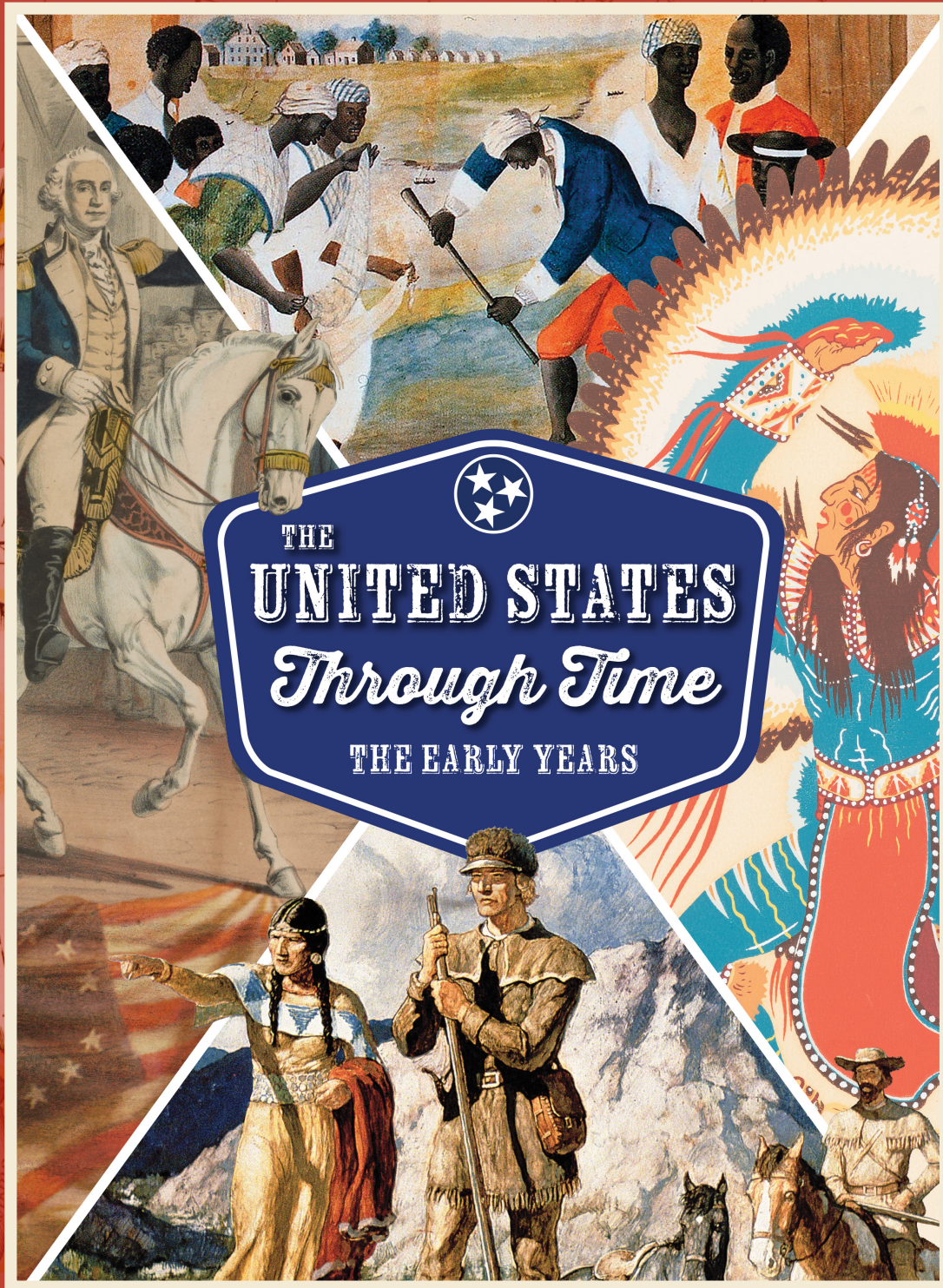
1. Describe one cause of the French and Indian War.

2. What role did Fort Loudoun play in the French and Indian War?

Dig Deeper

3. What was the Proclamation Line? How did colonists respond to it?

4. Describe the ways that the French and Indian War unified the American colonies. How was the war a step toward American independence?



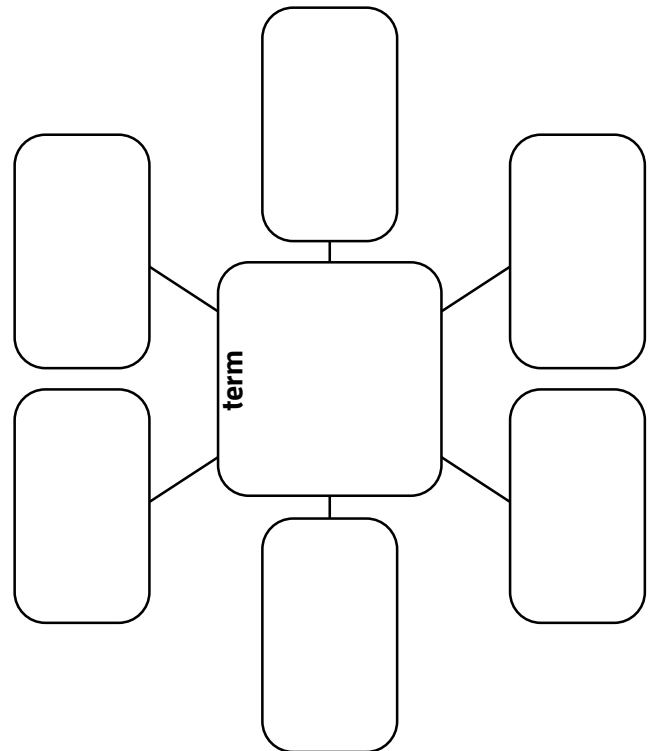
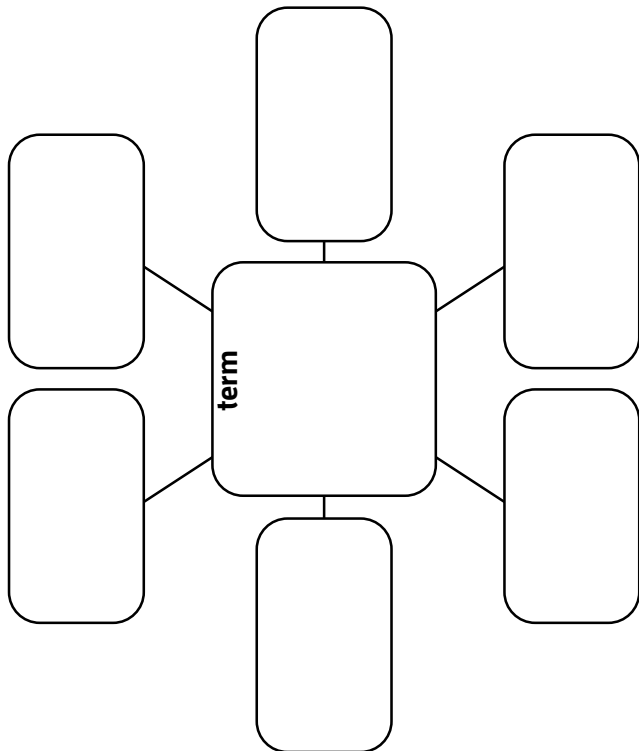
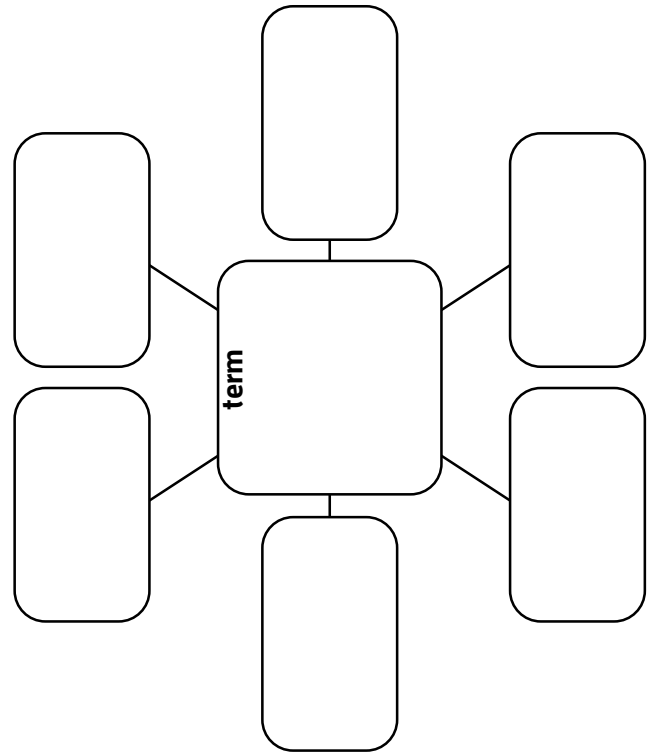
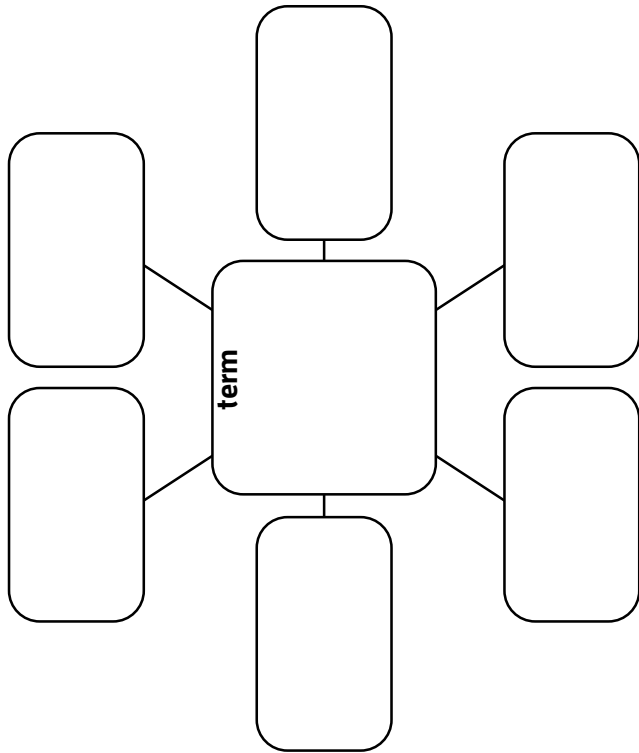
STUDENT ACTIVITIES

Name: _____

Date: _____

Sneak Peek | Synonym Web | Chapter 3: Lesson 1

Instructions: Write the Key Terms in the middle boxes of the webs, then fill in the boxes around each term with synonyms. Remember that synonyms are words that are like or mean the same thing as the Key Term. Try to find words from the text that are synonyms, or fill in boxes with words you think are the same. If you are unsure, you may use a thesaurus to complete the activity.



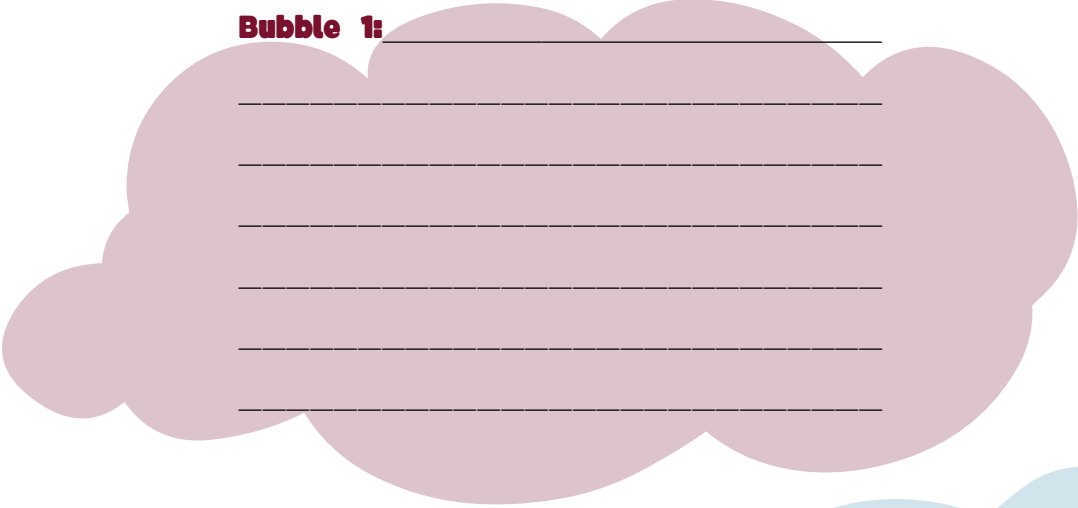
Name: _____

Date: _____

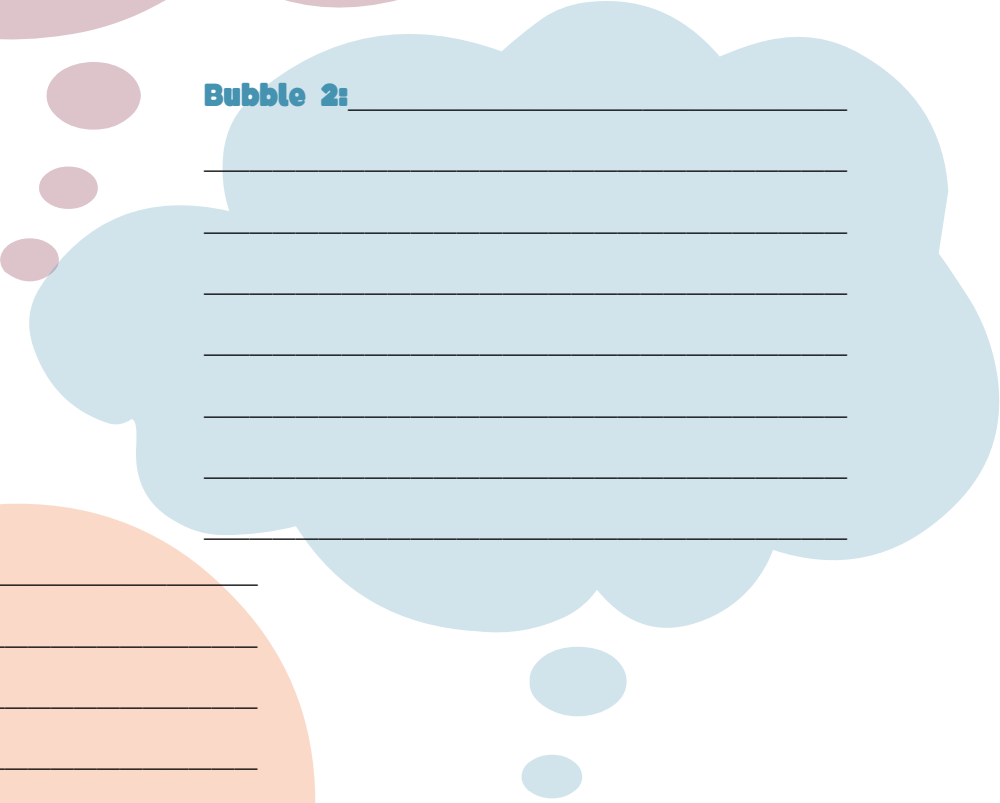
Become a Better Reader | Thought Bubbles | Chapter 3: Lesson 1

Instructions: While you read, record your thoughts in the bubbles below.

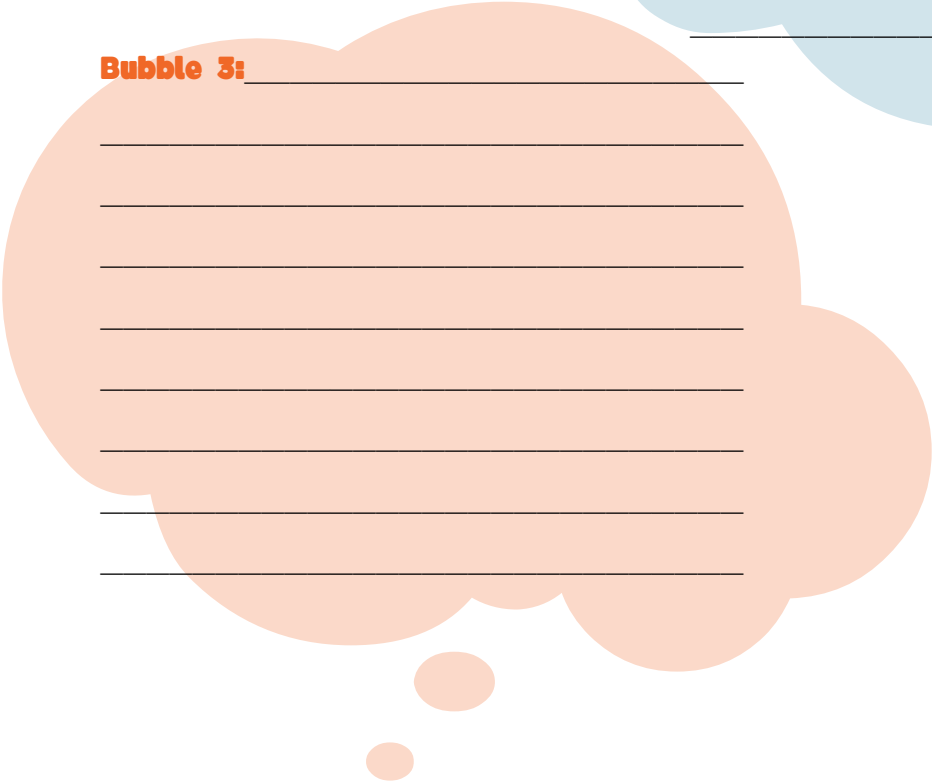
Bubble 1:



Bubble 2:



Bubble 3:



Name:

Date:

Career Corner | Make a Storyboard | Chapter 3: Lesson 1

Instructions: Use the information you have learned throughout this chapter to make a storyboard about the events leading up to the American Revolution. Pick four key moments for your story, and draw a picture to represent each event. Write a short paragraph to describe each event.

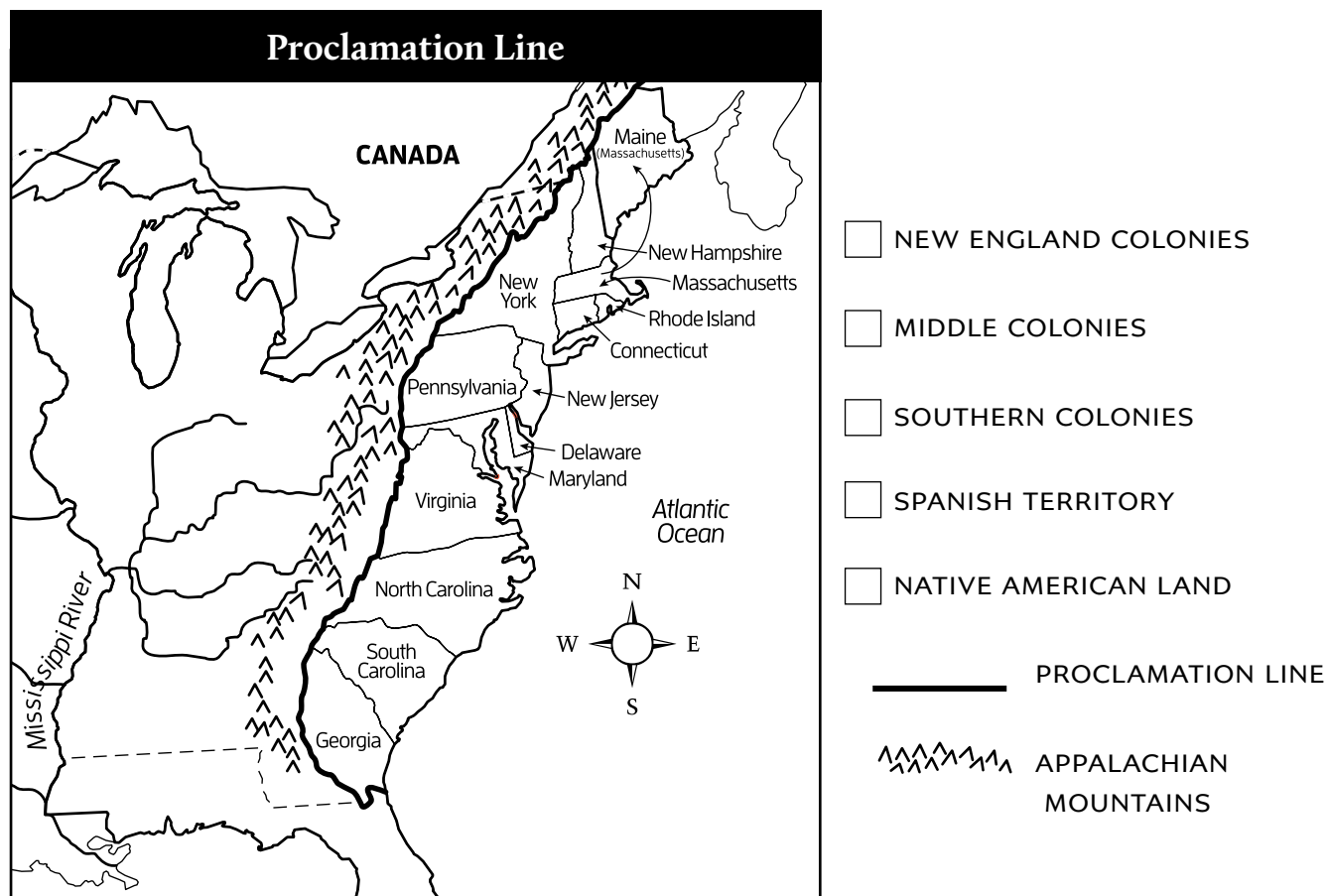
Date:

Instructions: Choose two individuals or representatives of both sides of the French and Indian War and create your own two-voice poem. Only write lines for each voice to say individually in their separate columns. For lines you want both voices to say the same words together, use the middle column.

Lines for Voice # 1	Lines for Both Voices	Lines for Voice # 2
<i>I am</i> _____		<i>I am</i> _____

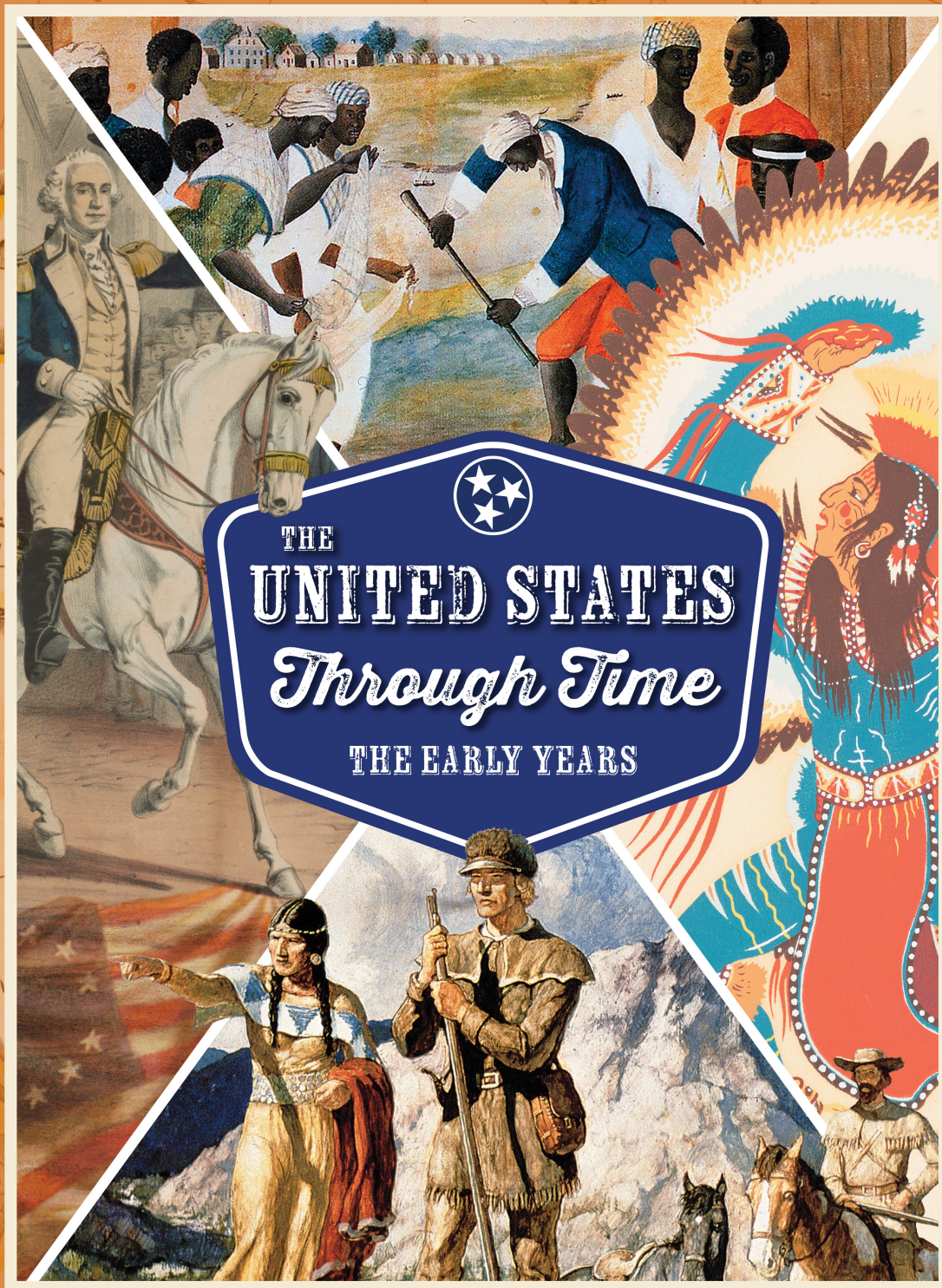
Spotlight On... | Proclamation Line | Chapter 3: Lesson 1

Instructions: Label the Proclamation Line and the mountain range that created the border between settlers and Native Americans. Select five different colors of pencils. Use three colors to show the colonial regions. Use another color to label the Spanish Territory. Use your last color to indicate land kept separate for Native Americans. Complete the map key by filling in the boxes with the colors you choose. Then answer the questions.



1. If many settlers were to cross the Proclamation Line, how would that affect the lives of Native Americans? _____

2. Some settlers crossed the line in spite of the king's law. Why did they do that? _____



TEACHER TOOLS

Notice and Wonder

Notice	Wonder
1. _____ _____ _____	1. _____ _____ _____
2. _____ _____ _____	2. _____ _____ _____
3. _____ _____ _____	3. _____ _____ _____
4. _____ _____ _____	4. _____ _____ _____
5. _____ _____ _____	5. _____ _____ _____

3-Column T-Chart

--	--	--

Question Formulation Technique (QFT) | Instructions



Step 1: Identify the Topic

First, identify the topic for your questions. A question topic can be based on a(n)...



picture



video



song



writing

Then, describe what the question topic is in your own words.

Step 2: Create Questions

Second, create a list of questions you have about the question focus within the time limit. The rules for your questions are:

1. Ask as many questions as you can.
2. Do not stop to discuss, judge, or answer the questions.
3. Write down every question exactly as you think of it.
4. Change any statements into questions.



Step 3: Sort Your Questions

Third, sort your questions. A question can be open or closed.



Closed questions
can be answered
with one word.
Examples: "yes" or
"no"

Open questions
need an
explanation to
be answered.
Example:
"...because..."



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Question Formulation Technique (QFT) | Instructions

Step 4: Choose Your Star Question

Next, choose a star question. A star question is the question you think is most interesting or important to answer. It should be something you want to learn more about. A star question must come from your list of open questions.



Step 5: Think, Share, Plan

There are three parts in this step. Take a closer look at your star question and decide how to use it:

1. Think about whether the answer will help you solve a problem or learn more about a person or place.
2. Share your thoughts with your teacher, a partner, or a small group.
3. Make a plan for how to find the answer to your question. What information do you need to answer the question? How can you find that information?



Step 6: Reflection

Finally, look back at the information you gathered in steps one through five. Ask yourself the following questions:

1. What did I learn?
2. How can I use what I learned?

You can think about how this information could be useful in school, at home, or in your future.



Question Formulation Technique (QFT) | Worksheet

Instructions: Complete the chart below based on the question focus provided by your teacher.

Step 1: Identify the Topic



The question topic is a... (circle one)



picture



video



song



writing

Describe the question topic:

Step 2: Create Questions



Rules

1. Ask as many questions as you can.
2. Do not stop to discuss, judge, or answer the questions.
3. Write down every question exactly as you think of it.
4. Change any statements into questions.

Is your question open or closed? Sort your question numbers in the boxes below.

Closed Question Numbers

Open Question Numbers



Sylfda/Shutterstock.com; Maksym Drozd/Shutterstock.com; UI/Shutterstock.com; omibomotu/Shutterstock.com; Creative Stall/Shutterstock.com

Question Formulation Technique (QFT) | Worksheet

Instructions: Complete the chart below based on the question focus provided by your teacher.

Step 4: Choose Your Star Question



Which question do you think is most important? Why?

Step 5: Think, Share, Plan



- A. Think about your question.
- B. Share it with someone.
- C. Make a plan to find the answer to your question.

A. Think

The answer to this question will help me... (check one)

☐

Solve a problem

☐

Learn about a place

☐

Learn about a person

B. Share

I shared my thoughts with (name): _____

C. Make a Plan

List of Information I Need:

I will find this by...

--	--

Step 6: Reflection



1. What did you learn?

2. How can you use what you learned?

Rapid Rubric | Writing

Name

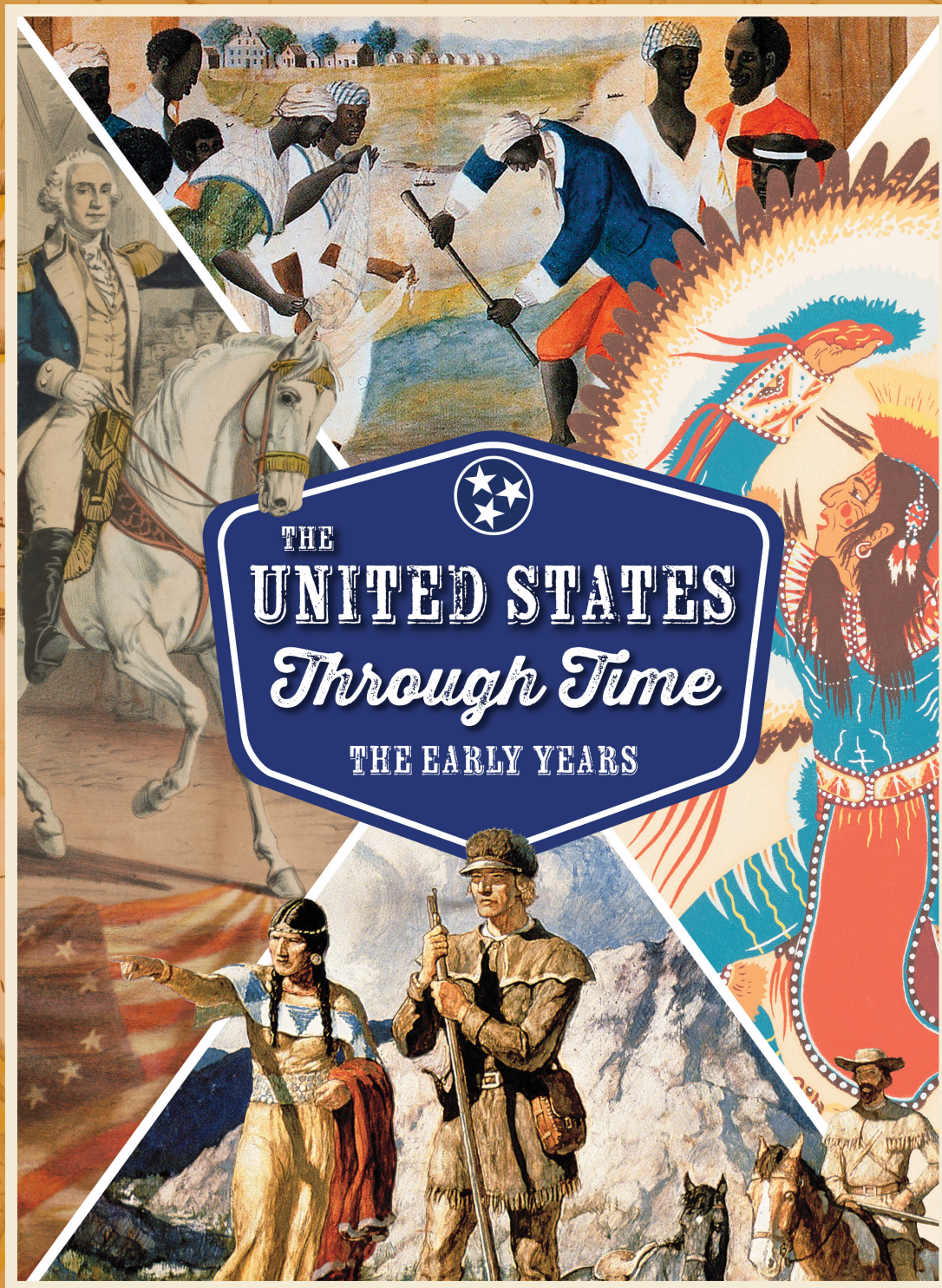
Date

Writing Project Title

Score

- 4** — The student followed instructions carefully to write the specified content and may have put in extra work. The writing is detailed, creative, and neat. The piece is organized and ideas flow from one thought to the next. There are only a few mistakes in grammar, spelling, and punctuation.
- 3** — The student followed instructions to complete the writing assignment. The work is neat but may need more detail, creativity, and effort. The piece is mostly organized and most of the ideas flow from one thought to the next. There are only a handful of mistakes in grammar, spelling, and punctuation.
- 2** — Most of the writing assignment is finished and the student tried to follow instructions. Some of the work isn't done very well and there is not enough detail. The student did not understand parts of the information. There is some organizations but ideas do not flow. There are quite a few mistakes in grammar, spelling, and punctuation.
- 1** — The student did less than half of the project and did not do a good job. The student's work shows that they do not understand the information or did not try hard enough to be able to understand it.

Teacher's Comments



CHAPTER ASSESSMENTS

Name: _____

Date: _____

Check It! | Chapter 3

Instructions: At the end of each lesson, circle the number of stars that most closely resembles your success in meeting the goal.



Did not meet goal



Somewhat met goal



Totally met goal

Lesson 1

- I can explain the causes and effects of the French and Indian War. ★ ★ ★
- I can describe the influence of Benjamin Franklin and his attempts to unify the American colonies. ★ ★ ★

Why I think this best describes my learning: _____

What I still have questions about: _____

What I can do better next time: _____

Lesson 2

- I can explain why colonists thought the British government was treating them unfairly. ★ ★ ★
- I can describe how colonists protested new British laws and taxes. ★ ★ ★

Why I think this best describes my learning: _____

What I still have questions about: _____

What I can do better next time: _____

Lesson 3

- I can describe the events leading up to the American Revolution and how the colonies responded. ★ ★ ★
- I can explain the main ideas and principles of the Declaration of Independence. ★ ★ ★

Why I think this best describes my learning: _____

What I still have questions about: _____

What I can do better next time: _____

Prove It! | Part I: Multiple Choice | Chapter 3

Instructions: Choose the correct answer for each question.

1. What was the cause of the French and Indian War?
 - A. Britain and France both claimed the Ohio River Valley as their own.
 - B. British officers told the French to leave their fort on the Ohio River.
 - C. France refused to leave the region.
 - D. all of the above
2. What was the Albany Plan?
 - A. Benjamin Franklin's idea to unite the 13 colonies to help resolve conflicts with other groups
 - B. Benjamin Franklin's plan to improve the town of Albany, New York
 - C. Benjamin Franklin's plan for his electricity experiments
 - D. Benjamin Franklin's plan to open a new print shop in Albany, New York
3. Which of the following best describes the Proclamation Line of 1763?
 - A. boundary separating the North from the South
 - B. border that colonists were ordered by King George III not to cross
 - C. entire British territory boundary
 - D. none of the above
4. What was the Stamp Act?
 - A. an act that taxed items such as sugar and molasses
 - B. creation of the post office that would later become the United States Postal Service
 - C. an increased tax on mailed goods
 - D. a tax on certain printed papers and documents
5. What did colonists mean by "No taxation without representation?"
 - A. Taxes should not be imposed upon the colonists if they did not have a say in them.
 - B. Taxes should not be imposed on the colonists at all.
 - C. Taxes should be decided in court.
 - D. Taxes needed to be represented by a stamp.
6. What happened during the Boston Massacre?
 - A. soldiers died in Boston after colonists opened fire
 - B. colonists drowned in the Boston Harbor
 - C. a colonist and a British guard began to argue when soldiers fired into the crowd
 - D. None of the above
7. The Declaration of Independence says all men are born with "certain _____ rights."
 - A. patriotic
 - B. unalienable
 - C. American
 - D. important
8. According to the map below, which colonies had the most mixed support?
 - A. North Carolina, South Carolina, and New Jersey
 - B. Massachusetts, Virginia, and New York
 - C. South Carolina, Pennsylvania, and New Hampshire
 - D. Rhode Island, Delaware, and Maryland

Areas of Patriot and Loyalist Support



Name:

Date:

Prove It! | Part 2: Key Terms and Connections | Chapter 3

Key Terms: Choose **two** pairs of Key Terms. For each pair, write at least two sentences describing how the two words are connected.

independent
surrender

protest
boycott

congress
delegate

- I. _____
- _____
- _____
- _____
2. _____
- _____
- _____
- _____

Name It!: Match the people, places, and events from the list on the left to their descriptions on the right.

- | | |
|--------------------------|---|
| 3. ___ Benjamin Franklin | A. group of colonists who wanted to break away from Great Britain and rule themselves as a free country |
| 4. ___ loyalists | B. involved a group of colonists disguised as Mohawk Native Americans |
| 5. ___ Attakullakulla | C. American inventor, politician, and writer who helped write the Declaration of Independence and US Constitution |
| 6. ___ Crispus Attucks | D. a series of laws that increased British control over colonists after the Boston Tea Party |
| 7. ___ Boston Tea Party | E. considered to be the first person to die in the American Revolution |
| 8. ___ Tea Act | F. colonists who supported the British |
| 9. ___ patriots | G. allowed for one British company to have control over tea trade |
| 10. ___ Intolerable Acts | H. Cherokee leader who visited Great Britain and worked to fight for Cherokee freedom and independence |

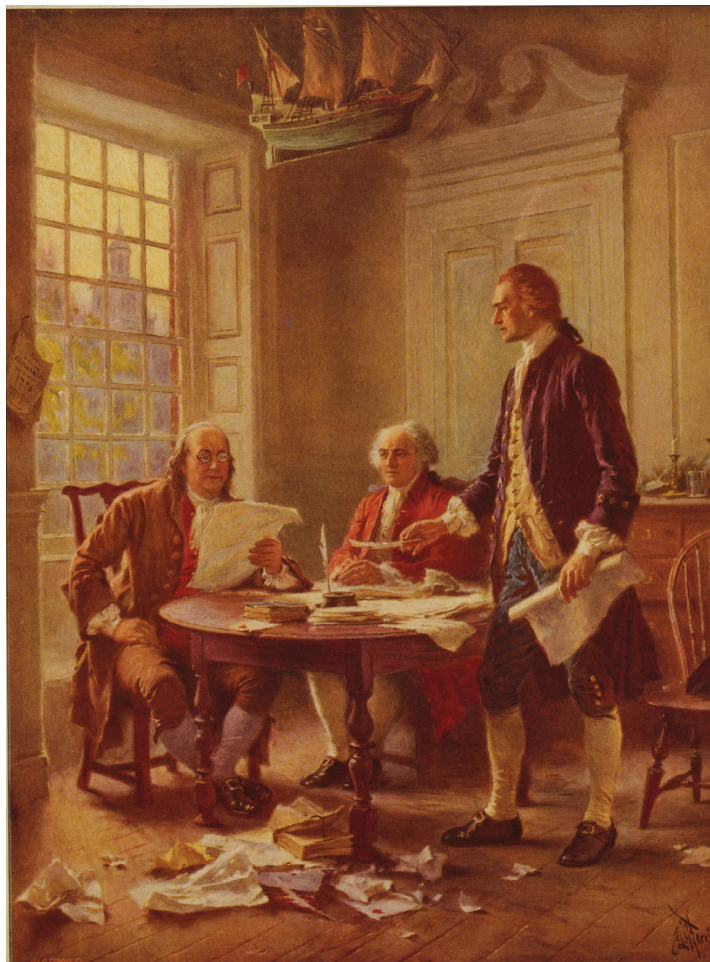
- II. Choose any **two** terms from the list above and explain how they are connected to the **Big Question:**
How did the conflict in the British colonies lead to the Declaration of Independence?

Prove It! | Part 3: Document-Based Questions | Chapter 3

Instructions: This painting shows Benjamin Franklin, John Adams, and Thomas Jefferson writing a draft of the Declaration of Independence. This document was very important to the new, young country because it stated the beliefs of the people. Drafting and revision were essential to getting it right. Using evidence from the painting, answer the following questions.

1. What do you notice about the people in the room?
What do their facial expressions tell you?

2. How do you think writing the Declaration of Independence compares to when congresspeople write laws today?



Library of Congress, LC-USZC4-9904

3. What documents, assignments, or projects do you think may require drafts and revisions like the Declaration of Independence?

Prove It! | Part 4: Self-Assessment and Reflection | Chapter 3

Instructions: After completing the chapter and the various activities, revisit the picture on the chapter opener and answer the following questions.

What details have changed that you did not know or see at the start of the unit? What details can you add or be more specific about? Add at least two new details or specifics about previous details.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

Can you answer the questions you had at the start of the unit? If so, what are the answers?

- | |
|----------|
| 1. _____ |
| 2. _____ |

Using complete sentences, answer the **Big Question**.

Describe your favorite part of this chapter and tell why it is your favorite. (It could be a person, event, activity, or idea that you studied.)

Prove It! | Accommodated Assessment | Chapter 3

Instructions: Answer the following questions.

1. What was the cause of the French and Indian War?

9. What did colonists mean by "No taxation without representation?"

For questions 2–7, match the people, places, and events from the list to their descriptions below.

2. ____ Benjamin Franklin

3. ____ loyalists

4. ____ Crispus Attucks

5. ____ Boston Tea Party

6. ____ patriots

7. ____ Intolerable Acts

- A. considered to be the first person to die in the American Revolution
- B. colonists who wanted to break away from Great Britain and rule themselves as a free country
- C. colonists who supported the British
- D. series of laws that increased British control over colonists after the Boston Tea Party
- E. American inventor, politician, and writer who helped write the Declaration of Independence and US Constitution
- F. involved a group of colonists disguised as Mohawk Native Americans

8. What was the Proclamation Line of 1763?

10. Using complete sentences, explain the Stamp Act.

- II. Using complete sentences, answer the **Big Question**.

12. Describe your favorite part of this chapter and tell why it is your favorite. (It could be a person, event, activity, or idea that you studied.)

Prove It! | Answer Key | Chapter 3

Prove It! Standards Alignment: 3.14; 3.15; 3.16; 3.17; 3.18; 3.19; 3.20.; 3.RI.KID.2; 3.RI.CS.4; 3.RI.RRTC.10; 3.SL.PKI.6; 3.W.RW.10

Part 1: Multiple Choice

- | | |
|--------|--------|
| 1. (D) | 5. (A) |
| 2. (A) | 6. (C) |
| 3. (B) | 7. (B) |
| 4. (D) | 8. (A) |

Part 2: Key Terms and Connections

1. independent and surrender: *Independent means not ruled by anyone else, or acting on your own. Surrender means to give up. Those who surrender may no longer be independent.*

protest and boycott: *Protest means to complain or speak out against an action or idea. Boycott means to stop buying something in order to make a point. Boycotts are a form of protest.*

Congress and delegate: *Congress is the branch of government that makes laws. A delegate is someone chosen to speak or act for a group of people. Those who serve on Congress are delegates.*

2. See above.
3. (C)
4. (F)
5. (H)
6. (I)
7. (B)
8. (G)
9. (A)
10. (D)
12. Answers will vary.

Part 3: Document-Based Questions

1. *Answers will vary. The people in the room are all White men. They also seem wealthy based on their clothes and their hairstyles. It looks like they are all educated men because they are reading and writing. There are crumpled papers on the floor and books stacked around the room. These details show that the writing process has not been easy. The men's facial expressions may show that they are tired but focused.*

2. *With laws written now, multiple congresspeople work together, like men writing the Declaration of Independence. Laws today also take time and revision to get it right.*

3. *Answers will vary, but students may talk about a particular assignment that caused them to draft, revise, and make edits. They also might talk about a project that was very difficult for them and required help from others.*

Part 4: Self-Assessment and Reflection

Answers will vary but should reflect students' ability to accurately describe how the conflict in the British colonies led to the Declaration of Independence.

Accommodated Assessment

1. *The French and Indian War occurred because the British and French both claimed the Ohio River Valley as their own and refused to give up their claims on the area.*

2. (E)

3. (C)

4. (A)

5. (F)

6. (B)

7. (D)

8. *The Proclamation Line of 1763 was a border that colonists were ordered by King George III not to cross.*

9. *The phrase, "No taxation without representation," meant that taxes should not be imposed upon the colonists if they did not have a say in them.*

10. *The Stamp Act placed a tax on paper goods used by the colonists. The stamp served as proof that a tax was paid on the item.*

11. *Answers will vary but should demonstrate the ability to answer the Big Question.*

12. *Answers will vary.*



David Rumsey Map Collection, David Rumsey Map Center, Stanford Libraries

Lesson 1

The French and Indian War

- **I can explain the causes and effects of the French and Indian War.**
- **I can describe the influence of Benjamin Franklin and his attempts to unify the American colonies.**

The Big Question

How did the conflict in the British colonies lead to the Declaration of Independence?



Library of Congress, Prints and Photographs Division, LC-DIG-pga-02466

Examine the Evidence!

Benjamin Franklin's Messages

Benjamin Franklin stands out as a colonial leader. His messages had an impact on whether the American colonies would go to war. Franklin's words united colonists and helped to shape what became the United States. Examine these sources about Benjamin Franklin and answer the questions.

Examine the Evidence!

Political Cartoon, “Join or Die,” 1754

Benjamin Franklin published the first political cartoon in American history. Political cartoons are used to make a point about an important topic, person, or event. Franklin hoped this cartoon would convince other colonists to form a union during the French and Indian War.



Library of Congress, Prints and Photographs Division, LC-USZC4-5315

Examine the Evidence!

Newspaper Editorial, 1754

North of Maryland, six different Native American tribes became allies. Together, they formed a group known as the Six Nations. This group kept peace and good relations among their six tribes.

Benjamin Franklin was a colonial leader who was also a publisher. Franklin wrote an article with his opinion called an editorial.

It would be a very strange Thing, if six [Native American] Nations ... should be capable of forming [this] Union ... and yet that a like Union should be [impossible for] English colonies...