

# THE FRENCH AND INDIAN WAR BRINGS CHANGE

Unit 7 Lesson 1

# Standards & Objectives

**CORE CONNECTIONS** – I can describe events connecting the French and Indian War to the American Revolution based on specific information found in lesson texts. [RI.4.5; SL.4.4, SL.4.5, SL.4.6; L.4.1, L.4.3, L.4.6]

**READING** – I can justify the colonists' growing discontent and anger toward Britain by referring to details and examples in lesson texts. [RI.4.1, RI.4.2, RI.4.3]

## KUB:

**K-** We will **KNOW** how the French and Indian war is connected to the American Revolution.

**U-** We will **UNDERSTAND** that the French and Indian war is connected to the American Revolution.

**B-** We **BE ABLE TO** orally summarize how the French and Indian war was connected to the American Revolution and annotate a map of the 13 colonies and Great Britain.

**I CAN...**

**CORE CONNECTIONS** – I can describe events connecting the French and Indian War to the American Revolution based on specific information found in lesson texts.  
[RI.4.5; SL.4.4, SL.4.5, SL.4.6; L.4.1, L.4.3, L.4.6]

**A revolution is an attempt by many people, often with violent fighting, to end the rule of one government and start a new one.**

**Independence means freedom from outside control or support.**

**A person who is independent is not controlled or financially supported by someone else.**

**A country that is independent is not controlled or ruled by another country.**

# **American Revolution**

# MAP of COLONIAL AMERICA (p. 91)







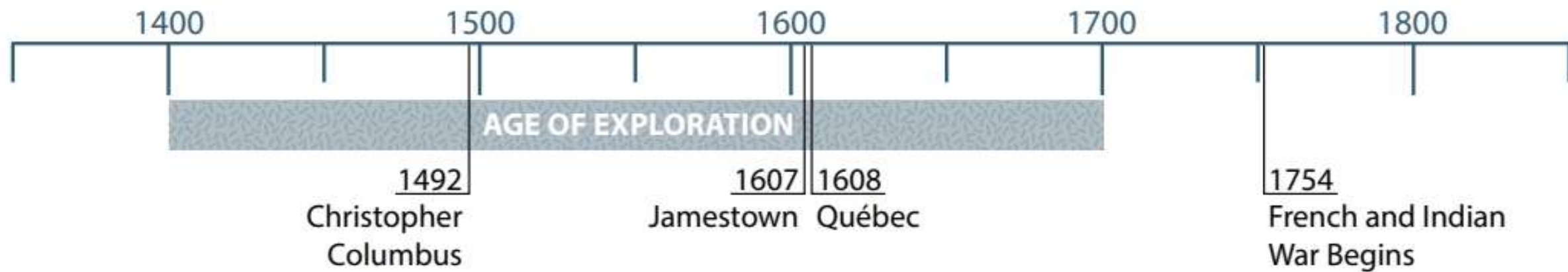


# Events that led up to the American Revolution

- **Scene I: European Explorers and the “New World”**
- **Scene II: Native American Alliances**
- **Scene III: Competing for the Same Land**
- **Scene IV: A Long, Long War**

**Summarize what you have learned in this lesson in a diagram or annotated map.**





**I CAN...**

**READING** – I can justify the colonists' growing discontent and anger toward Britain by referring to details and examples in lesson texts. [RI.4.1, RI.4.2, RI.4.3]

# ACADEMIC VOCABULARY

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alter, v. to make a change to something

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essential, adj. necessary, very important

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incorporate, v. to include

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recall, v. to remember

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relate, v. to make a connection between things; to have a relationship

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series, n. a list or group of things in a particular order

# Core Vocabulary

**conflict**, n. a fight or struggle for power or authority (2)

**turning point**, n. a time when an important change occurs (2)

**burden**, n. something that is heavy or difficult to accept (burdens) (4)

**impose**, v. to force or require (imposed) (5)

**tax**, n. money a government charges for services it provides to the people (taxes) (5)

**assembly**, n. people who gather to write laws for a government or organization (assemblies) (5)

**petition**, n. a document people sign to show their agreement or disagreement with something (petitions) (6)

**opposition**, n. disagreement with or disapproval of something (8)

**mastermind**, n. a person who takes the lead in planning and organizing something important (8)

**militia**, n. ordinary people trained to be soldiers but who are not part of the full-time military (9)



## **THE BIG QUESTION**

**Why did the British government tax the colonists, and why did that make the colonists angry?**

**Read to learn why the British government taxed the colonists and why doing so angered the colonists.**

# Chapter 1 “Bills to Pay”

(page 2 – 4)

1. What was the turning point in the French and Indian War?
2. What was the French and Indian War? Who was fighting and why?

# MAP of COLONIAL AMERICA (p. 91)



# Chapter 1 “Bills to Pay” (page 5)

1. What was the Stamp Act, and how did the colonists feel about it?
2. What were Great Britain’s new responsibilities and financial burdens?
3. Why did the British government think the colonists should help pay the money back?



# Chapter 1 “Bills to Pay”

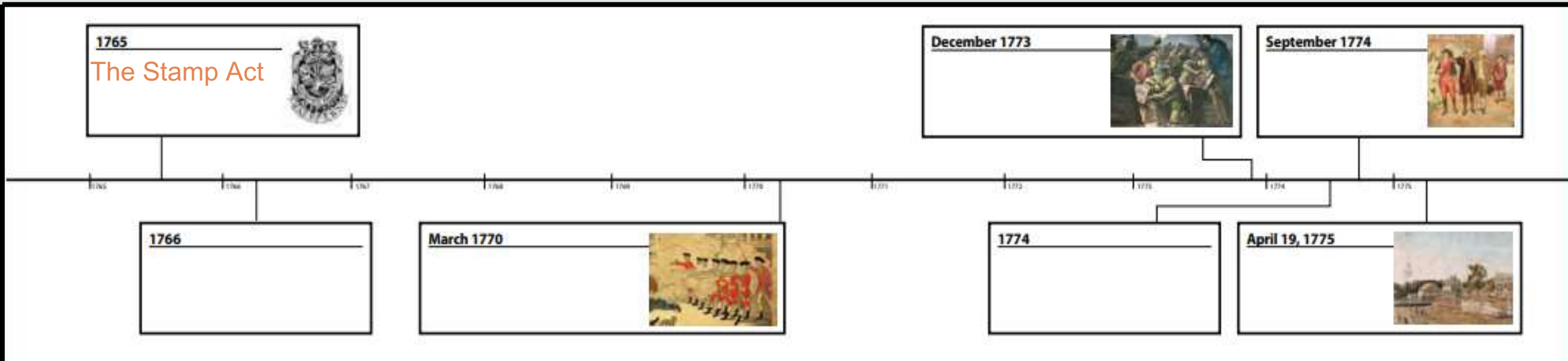
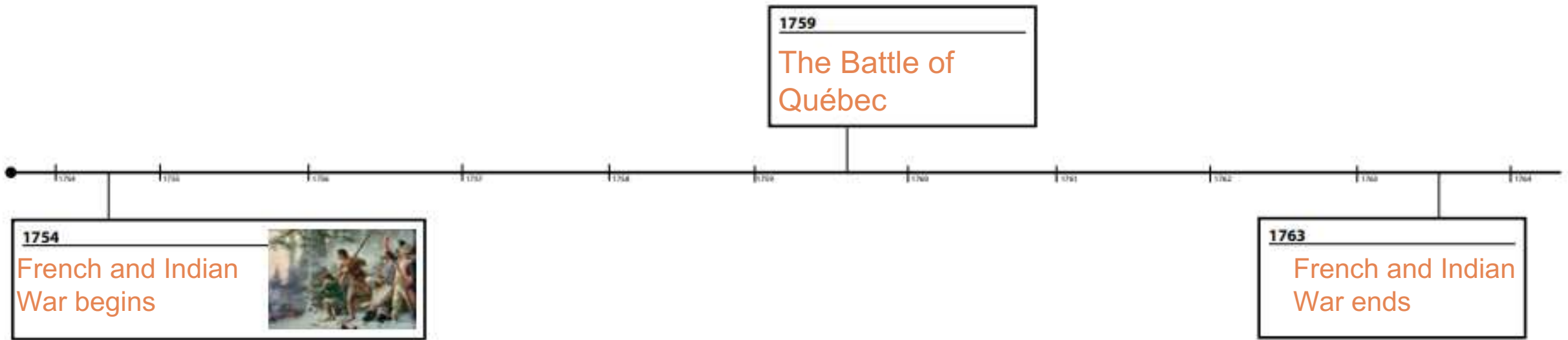
(page 6 -

8)

1. Why did the colonists feel the Stamp Act was unfair?
2. Think-Pair-Share. Based on the information in the text, what factors may have contributed to the breakdown in relations between the British government and the colonists?
3. Did the colonists express their unhappiness with the Stamp Act in peaceful or violent ways?

# Chapter 1 “Bills to Pay” (page 9)

1. *Emerge* means “to develop or come into being.” How did Washington emerge as a leader?
2. Why did the British government tax the colonists, and why did that make the colonists angry?
3. Think-Pair-Share. Do you think the Stamp Act was fair? Do you think the colonists should have paid their share?



“In this **conflict**, the British fought the French for control of land in North America.”

**Conflict** means “a fight or struggle for power or authority.”

The **conflict** between the two countries resulted in war.

What is an example of a **conflict** that you have experienced?

**WORD WORK: CONFLICT**



1. Jordan wanted to use the television to watch a movie but his brother wanted to use it to play a video game. They argued over who got to use the television
2. Justine wanted to stay up late, but her mother told her it was time to go to bed. Justine listened to her mother and got ready for bed. »
3. Francisco and Daniel took turns using the skateboard.
4. The British and the French fought each other for land during the French and Indian War
5. Colonists disagreed with the Stamp Act issued by the British government.

**WORD WORK: CONFLICT**

# EXIT TICKET

The thirteen colonies that rebelled against the Stamp Act were not the only British colonies in the New World. Others existed nearby in Canada, Florida and in the Caribbean. Although they also suffered from the new British taxes, these colonists chose not to rebel. They felt the benefits of their relationship with Great Britain outweighed the cost of giving it up.

What do you think? Were the thirteen colonies right to rebel?