

Conflict in the Colonies

Lesson #1 of the Causes of the Revolutionary War Module

ESSENTIAL QUESTION

How did life in the American Colonies and the French & Indian War lead toward colonial unity and discontent?

OVERVIEW

Life in the British Colonies of North America changed during and after the French and Indian War (1754-1763). The effects of the economic system of mercantilism, the idea of uniting the colonies for a common defense, and the outcomes of the war laid the groundwork for events that led to the Revolutionary War (1775-1783). As the years following the French and Indian War drug on, the colonists—already 3,000 miles away from Britain—grew further and further apart from the mother country.

OBJECTIVES

Upon completion of this lesson, the students will be able to:

1. Knowledge
 - Explain the British reasons for keeping the North American colonies and how they defended them during the Seven Years War.
 - Discuss how the French and Indian War increased British colonial holdings and also laid the groundwork for ideas of uniting the American colonies.
2. Comprehension/Application/Analysis
 - Read through primary source documents and study vocabulary words in context.
3. Evaluation
 - Evaluate the how the French and Indian War began to change life in Colonial America and laid the groundwork for future, increased taxation and thoughts of unity and independence.

ACTIVITIES

1. Use the [Lesson's PowerPoint](#) to explore the context and history; the PowerPoint introduces Essential Questions and lays foundational knowledge about the conflict.
2. Read the Secondary Source ["10 Facts: The French and Indian War"](#)
3. Students will choose a Primary Source and fill out the provided worksheet (see below for Primary Source links).
4. Distribute the [primary source worksheet](#) and have the students read the provided primary sources for this lesson. Students may work on their own or as a group.

- a. 6 selected primary sources are available [under the “Primary Source” section this lesson plan page](#). However, the following three are recommended as most suitable for the activity:
 - i. [George Washington’s Letter](#)
 - ii. [Benjamin Franklin’s Letter](#)
 - iii. [The Albany Plan](#)
5. Students may present their conclusion written or verbally.

STANDARDS

Please visit the [Lesson Plan Page](#) and select the “Common Core and NCSS Standards for Social Studies” to view the details.

RESOURCES

[Visit the Lesson Plan Page](#) to find all resources in one convenient place. You’ll find everything mentioned or linked in this Lesson Plan along with additional videos, articles, primary sources, and biographies.

Quick Links

- [PowerPoint](#)
- [Primary Source Summary Worksheet](#)
- [George Washington’s Letter](#)
- [Benjamin Franklin’s Letter](#)
- [The Albany Plan](#)

OPTIONAL HOMEWORK/ASSESSMENT/ADDITIONAL ACTIVITIES:

Option 1: Colonial Life

Students can explore life in Colonial America. These secondary source articles may be helpful:

[Everyday Life in Colonial America](#)

[Life in Colonial America Prior to the Revolutionary War](#)

[Triangular Trade](#)

[Ruling Colonial America](#)

Have the students consider some of the positive and negative effects of colonial life. Were there different positives and negatives for different ethnic groups? Different positives and negatives for men, women, and children? Did being colonies of Britain provide a stability or a restriction on common life? Encourage a classroom discussion or for the students to write a short essay with their findings and opinions.

Option 2: Biographies

Students read the selected biographies related to this lesson plan and answer the question with a written paragraph or short essay addressing: “What did this individual do during the Colonial Era and/or French and Indian War? At the time, was he in favor of the colonial system?” Selected biographies are [listed here](#).



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