Lesson Plans for Week of November 23

U.S. History
Mainstream 8-1, 8-2, 8-4, 8-5

Objectives:

- SWBAT Discuss the importance of the Boston Massacre and Tea Party on the road to revolution and independence.
- SWBAT Describe the actions taken by the First Continental Congress.
- SWBAT Evaluate how the fighting at Lexington and Concord affected the colonies conflict with Great Britain.
- SWBAT Analyze the accomplishments of the Second Continental Congress.
- SWBAT Evaluate the influence of Thomas Paine’s Common Sense on the colonies.
- SWBAT Evaluate the impact of the Declaration of Independence on the colonies.
- SWBAT Identify the main ideas stated in the Declaration of Independence.
- SWBAT Classify the colonists complaints against the British government.
- SWBAT Analyze and draw conclusions from a primary source document.

PA Academic Standards
8.2.9.A Analyze the political and cultural contributions of individuals and groups to Pennsylvania history from 1787 to 1914.
8.2.9.B Identify and analyze primary documents, material artifacts and historic sites important in Pennsylvania history from 1787 to 1914.
8.2.9.D Identify and analyze conflict and cooperation among social groups and organizations in Pennsylvania history from 1787 to 1914.
8.3.9.A Identify and analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.
8.3.9.C Analyze how continuity and change have influenced United States history from 1787 to 1914.

Materials:
- The Boston Tea Party and the Intolerable Acts
- Cost of Having an Army Graph
- Cost of Having an Army Graph Questions
- The Road to Independence Chart
- The Declaration of Independence
- Declaration of Independence: Colonists Complaints against the King Graphic Organizer

Monday: Students will complete a warm up about the Boston Tea Party. Students will then finish “The Boston Tea Party and Intolerable Acts” worksheet which they started on Friday. Each student will then get a copy of the handouts “Cost of Having an Army Graph” and “Cost of Having an Army Graph Questions”. I will go over the content of
the graphs and the vocabulary (revenue, expense, anticipated and actual). After discussing the graphs with the class, the students will work with a partner to answer the questions. Each student will then get a copy of the handout “The Road to Independence Chart”. The students will work with a partner to read pages 184-186 and 190-193 in the text and complete this cause and effect chart as they read. Assessment will be checking for understanding while students are working cooperatively. Students will also be given Lexington and Concord homework.

**Tuesday:** Students will complete math warm up pertaining to the colonial period. Students will then get with partners from Monday and complete “The Road to Independence Chart”. After completing the chart we will come together as a class and discuss the students’ responses. As a summing up activity, I will ask the students the following questions:
- What was the importance of the fighting that took place at Lexington and Concord?
- What was the significance of King George’s rejection of the Olive Branch Petition?
- Why did some colonists remain Loyalists?

**Wednesday:** Students will answer two short Declaration of Independence questions that they should recall from the previous lesson, as a warm-up. Each student will then get a copy of “The Declaration of Independence” and “Declaration of Independence: Colonists Complaints against the King Graphic Organizer.” As a class we will read the first page together so I can model the translation process. Students will then work with a partner and complete the rest of the reading and translation. We will then come together as a class and share their interpretations. With the remaining time I will divide the students up into separate groups in which they will be assigned a few of the complaints against the king on the graphic organizer. They will read their complaints and decide which column of the graphic organizer they go in.

**Thursday:** No School

**Friday:** No School
Concord Hymn

By Ralph Waldo Emerson

SUNG AT THE COMPLETION OF CONCORD MONUMENT, APRIL 19, 1836.

By the rude bridge that arched the flood,
Their flag to April's breeze unfurled,
Here once the embattled farmers stood,
And fired the shot heard round the world,

The foe long since in silence slept,
Alike the Conqueror silent sleeps,
And Time the ruined bridge has swept
Down the dark stream which seaward creeps.

On this green bank, by this soft stream,
We set to-day a votive stone,
That memory may their deed redeem,
When like our sires our sons are gone.

Spirit! who made those freemen dare
To die, or leave their children free,
Bid time and nature gently spare
The shaft we raise to them and Thee.

1. Who does Emerson say defended Concord Bridge?
   Embattled farmers.

2. Which stanza tells you the events at Concord took place long ago?
   The first one.

3. The final stanza tells the purpose of those who fought at the bridge. What was it?
   The second paragraph

4. Why was the first shot called "the shot heard round the world"?
   It was such a major event that it would affect the whole world.
Reflection

The piece of evidence I chose to reflect on this week is unique because it is a photograph. The picture is of me wearing an authentic Minuteman hat while instructing students. I chose this picture because it shows a technique I used in order to foster an active learning environment in which students were interested in what they were learning. The lesson I used in this photo involved a class discussion about the first shots fired at Lexington and Concord, which started the Revolutionary War. I also incorporated technology into this lesson by using the ELMO projector to show actual pictures of Concord, Massachusetts. We also read the Concord Hymn, by Ralph Waldo Emerson, which was written about the dedication of the Concord monument. I also showed them present day pictures of this monument. This allowed students to feel as if they were more familiar with what was being talked about in the poem. All of these strategies can correlate to the learning theorist domain because they foster active inquiry among students and create instructional opportunities that a diversity of learners can relate to. I also feel like this evidence shows my development into a curriculum designer because I am adding additional input that varies the lessons. Though wearing the hat and showing photos was not in the Pittsburgh Public curriculum, I feel that adding it into the lessons made students become more interested. This is something that I would use when I develop my own lesson plans. This evidence also strongly displays my improvement as a master practitioner. I did this by implementing technology into my lesson and also using diverse instructional strategies. I also believe that I am becoming a master practitioner because of my own effort to enhance professional growth among my self by building better relationships with students. My evidence of this is my second group of photographs.
I have provided which shows a behavior/discipline chart that I maintained during my time at Arsenal. The chart was designed to let students see their behavior and earn points to qualify to participate in monthly incentives such as dances and field trips. While keeping this chart I was given the opportunity to interact with students and talk with them about their behavior and what they could do to change it.

This week I truly learned the importance of varying instruction in order to keep students interest. The Pittsburgh Public curriculum is very organized and consists of students maintaining order and routine. I was pleased to see that adding my own input into the lesson in order to spark their interest was indeed a success. I also learned this week the importance of building relationships outside of your own classroom. While maintaining the behavior chart here at Arsenal I had the chance to interact with students at all grade levels and simply talk to them about what was going on with their behavior. I feel that by doing this it helped me out in the classroom with some of my students because they realized I was willing to talk to and help them.

As far as the themes of the leading teacher program are concerned, the theme of leadership was one that my evidence this week obviously represents. Maintaining the chart and making my lesson feel more authentic are two things that demonstrate my leadership and my attempts to inspire growth among learners. The theme of diversity connects well to my job of maintaining the behavior chart. I had the opportunity to come in contact with a wide variety of students and was able to talk to them about behavior and being rewarded for improvement and good performance. The use of the ELMO in my lesson in order to show the students slides of current day Concord was something that relates to the technology theme. This method differentiated the learning environment and
acknowledged the importance of technology. Personally I feel that the experience of keeping the chart was one of the most beneficial things I have done while student teaching. I never realized how such a small thing could have benefited me in the classroom, but it definitely did. It provided me the opportunity to build relationships with the students and acquire somewhat of a respect from them that eventually carried over into the classroom.
Lesson Plans for Week of November 16

U.S. History

U.S. History: Mainstream 8-1, 8-2, 8-4, 8-5

Objectives:
• TSWBAT Explain why Great Britain created new taxes for the colonies and discuss the colonists' reactions to the new taxes.
• TSWBAT Describe how the colonists challenged the new taxes
• TSWBAT Discuss the importance of the Boston Massacre and Tea Party on the road to revolution and independence.
• TSWBAT Analyze a work of art and draw conclusions about the artist's purpose.
• TSWBAT Describe the actions taken by the First Continental Congress
• TSWBAT Evaluate how the fighting at Lexington and Concord affected the colonies conflict with Great Britain.
• TSWBAT Analyze the accomplishments of the Second Continental Congress
• TSWBAT Evaluate the influence of Thomas Paine's Common Sense on the colonies
• TSWBAT Evaluate the impact of the Declaration of Independence on the colonies.

PA Academic Standards
8.2.9.A Analyze the political and cultural contributions of individuals and groups to Pennsylvania history from 1787 to 1914.
8.2.9.B Identify and analyze primary documents, material artifacts and historic sites important in Pennsylvania history from 1787 to 1914.
8.2.9.D Identify and analyze conflict and cooperation among social groups and organizations in Pennsylvania history from 1787 to 1914.
8.3.9.A Identify and analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.
8.3.9.C Analyze how continuity and change have influenced United States history from 1787 to 1914.

Materials:
-British Taxes Graphic Organizer
-Documents on the Boston Massacre
-Boston Massacre Graphic Organizer
-Boston Massacre Art Analysis Worksheet
-The Boston Tea Party and the Intolerable Acts
-Cost of Having an Army Graph
-Cost of Having an Army Graph Questions
-The Road to Independence Chart
-The Declaration of Independence
Monday: Students will complete geography warm up on section of new states. Working in pairs, the students will write what they know about the American Revolution in their own words. After the students write, a few volunteers will read their stories aloud. I will then ask the students what they would do if the price of clothing suddenly rose 3 times as much and we will discuss as a class the answers. Students will then read pages 167-172 (top ½ of the page) in the text and complete the “British Taxes Graphic Organizer”. Assessment will be formative through discussions.

Tuesday: Students will complete a geography warm up and answer the question “what does massacre mean?” Students will then complete a graphic organizer in their notebooks based on four documents pertaining to the Boston Massacre. One of the documents is on pg. 172 of the book. Students will then begin the art analysis in their notebooks which can be found on pg. 173 of the book. Assessment will be checking of the students graphic organizers.

Wednesday: Students will complete a geography warm up on section of new states. Students will then be asked to complete their “Paul Revere art analysis.” Students will then read pages 173-175 in the text. After the students finish this reading, I’ll give them a copy of “The Boston Tea Party and the Intolerable Acts” questions to complete. We will then discuss the students’ responses to the questions.

Thursday: Students will complete geography warm up. Each student will then get a copy of the handouts “Cost of Having an Army Graph” and “Cost of Having an Army Graph Questions”. I will go over the content of the graphs and the vocabulary (revenue, expense, anticipated and actual). After discussing the graphs with the class, the students will work with a partner to answer the questions. Each student will then get a copy of the handout “The Road to Independence Chart”. The students will work with a partner to read pages 184-186 and 190-193 in the text and complete this cause and effect chart as they read.

Friday: Students will answer the following questions based on what they read in the last lesson: Who was the main author of the Declaration of Independence? What are the key ideas stated by Jefferson in the Declaration of Independence? Students will then complete geography quiz. After the quiz students will work with partner and complete their “Road to Independence Shart.”
Directions: Write the names of the states on the numbered lines that correspond with the numbers on the map.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________
11. ____________________________
Directions: Match the capitals with their states.

1. Connecticut  A. Albany
2. Delaware     B. Annapolis
3. Maine        C. Augusta
4. Maryland     D. Boston
5. Massachusetts E. Concord
6. New Hampshire F. Dover
7. New Jersey   G. Harrisburg
8. New York     H. Hartford
9. Pennsylvania I. Montpelier
10. Rhode Island J. Providence
11. Vermont     K. Trenton

BONUS QUESTION:
Write two sentences about an item that was in the news this week.

JUST FOR FUN: Draw a Jack O’Lantern.
Directions: Match the states and capitals.

- Kentucky: A. Charleston
- North Carolina: B. Frankfort
- Tennessee: C. Nashville
- Virginia: D. Raleigh
- West Virginia: E. Richmond

WORD BANK:

<table>
<thead>
<tr>
<th>Connecticut</th>
<th>Delaware</th>
<th>Kentucky</th>
<th>Maine</th>
</tr>
</thead>
</table>

New York
Vermont
New Hampshire
Pennsylvania
Rhode Island
North Carolina
Tennessee
Virginia
West Virginia

Directions: Write the name of the state on the line that matches its number on the map.

1. New York
2. Vermont
3. Maine
4. Pennsylvania
5. New Jersey
6. Kentucky
7. West Virginia
8. Virginia
9. Tennessee
10. North Carolina

Name five states that touch the Atlantic Ocean.

North Carolina, Virginia, New Jersey, Vermont, Maine
Reflection

This reflection piece consists of two separate assessments that were conducted in the month of October, and which show a significant amount of improvement by the student. Both of the shown tests were geography tests given in order to enhance the student’s knowledge of the United States and its separate regions. The first test shows that the student struggled with identifying the state’s capitals. The second test shows that the student scored perfect on the capital identification section and nearly perfect on the state identification section. This improvement was especially gratifying because the workload had increased substantially from the time that the first test was given. Students were required to learn six more states and capitals.

One key reason that I feel like the student improved so dramatically was because I as a teacher took a different approach to introducing these states. Instead of introducing them on Monday and telling the students to study all week for the Friday test, I instead touched on the states everyday. I did this by implementing a warm-up activity everyday which went over the states and capitals from the past and the ones in which the students would be tested on come Friday. This type of change on my part shows my development into a learning theorist. I realized the benefit of providing this type of learning opportunity everyday, and it produced positive results. I also believe that this evidence shows my development into a master practitioner because I used self-reflection in order to improve my practice so that students will benefit from it.

This week proved to me just how valuable self reflection can be. The evidence I used to support the student’s improvement was not the only piece of evidence. Many other students in the class’s grade also improved. This large amount of improvement
showed to me that my self-reflection was vital in order to enhance the student’s understanding of the material. I tried something new and different and it worked for the better. I now know that it is a technique that I can use for the remainder of the year. This week the theme of leadership was certainly built upon for the simple fact that the students were clearly showing continuous improvement and growth through their improved test scores.

Overall this week I feel that I have made large strides toward being a distinguished teacher. I proved that recognizing that the student’s poor test grades on the first geography test may have been the result of the way I presented the material to them. This was certainly the case and the massive improvement that the students made truly made me realize how effective my methods can potentially be. The realization of this has certainly been joyful for me, and at the same time it made me wonder just how many of my other teaching methods can be modified to be even more efficient.
Lesson Plans for Week of November 9

Billie Gailey & Ryan Juran  
U.S. History

U.S. History: Mainstream 8-1, 8-2, 8-4, 8-5  

Objectives:
- TSWBAT Explain why many colonists moved to the frontier
- TSWBAT Identify the factors leading to Pontiac’s Rebellion
- TSWBAT Describe the Proclamation of 1763 and analyze its effectiveness
- TSWBAT Explain the causes, major events and consequences of the French and Indian War.
- TSWBAT Explain why Great Britain created new taxes for the colonies.
- TSWBAT Discuss the colonists’ reactions to the new taxes.
- TSWBAT Describe how the colonists challenged the new taxes

PA Academic Standards
8.1.9.A Analyze chronological thinking.
8.1.9.B Analyze and interpret historical sources
8.1.9.C Analyze the fundamentals of historical interpretation.
8.1.9.D Analyze and interpret historical research.
8.2.9.A Analyze the political and cultural contributions of individuals and groups to Pennsylvania history from 1787 to 1914.

Materials:
- A classroom computer and LCD projector and/or access to a computer lab.
- Microsoft PowerPoint
- European Land Claims in North America-1754
- Early Conflicts in North America Chart
- European Land Claims in North America-1763
- British Taxes Graphic Organizer
- Assessment

Procedures:
Monday: Students will complete warm up titled “European Land Claims in North America-1763” and the questions that follow it. Students will then read “Consequences of the French and Indian War” on pages 163-166 of the textbook. As they read, have them complete the Pontiac’s Rebellion section on the “Early Conflicts in North America Chart”. As an assessment activity, we will discuss the following question:
  - When and why did pioneers begin settling in large numbers beyond the Appalachian Mountains?
  - Why did Pontiac and his followers fight the British, and what happened as a result?
  - Why did King George III issue the Proclamation of 1763?
  - How did colonists respond to the Proclamation of 1763?
Tuesday: Students will complete warm up and be given rubric for writing assignment. The students will be asked to write an essay about the causes and consequences of the French and Indian War. I will provide them an essay organizer in order to help them get started. I will be doing formative assessment while walking around the room checking on student’s progress.

Wednesday: No School

Thursday: Students will complete French and Indian warm up and be given the rest of the period to complete their essays. I will circle around the room making sure students organizers are properly put together in order to help them formulate their essay. The assessment again is formative, consisting of me going around checking student’ progress. The essay will also be an assessment because it will be graded.

Friday: Students will complete warm up in which they write a brief explanation of what they know about the American Revolution. They will also answer a question about their favorite clothing costing more than usual. I will ask a few to share their stories. Students will read pg. 167-172 in the text and complete the “British Taxes Graphic Organizer.” As an assessment students will be asked to answer a question about the colonists most successful action they took.
Situation / Stance: The British and French were engaged in other hostilities in Europe. The French and Indian War was largely caused by the competition for lands of the Ohio Valley.

(Key Points)

Transition
First

Both countries wanted to control the rich fur trade. Native American residents of the area included Seneca, Mohawk, and Huron.

In 1753 George Washington, a twenty-three year old Virginian was sent to tell the French to leave the Ohio Valley.

Great Britain's victory gave her control of most of the lands east of the Mississippi, Zura in North America.

Transition
Next

Transition
Finally

In conclusion, the British and French had been engaged in other hostilities in Europe because they both wanted to control the rich fur trade.

Start by restating the thesis using synonyms, alternative sentence structure and a signal word.

(Prove, Explain, Support, Elaborate, Give Examples)
<table>
<thead>
<tr>
<th>Focus</th>
<th>4 (Advanced)</th>
<th>3 (Proficient)</th>
<th>2 (Basic)</th>
<th>1 (Below Basic)</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td><strong>Topic sentence/thesis statement</strong></td>
<td>Draws the reader to the topic in an interesting way using key words from the prompt; task and audience are deliberately and specifically addressed.</td>
<td>Topic sentence/thesis statement has key words from the prompt; task and audience are addressed appropriately.</td>
<td>Topic sentence is attempted but not clearly stated or easily identified; little recognition of task and audience.</td>
<td>Topic sentence is missing; recognition of task and audience is not evident.</td>
<td><strong>Score</strong></td>
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<tr>
<td><strong>Relevant content supports the topic/thesis consistently throughout the essay.</strong></td>
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<td><strong>Conclusion revisits the topic in a unique and interesting way, and draws the reader back to the main topic of the piece.</strong></td>
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<td><strong>Main ideas and supporting evidence are well-chosen and consistently support the topic or prompt.</strong></td>
<td>Main ideas and supporting evidence are relevant and adequately support the topic or prompt.</td>
<td>Main ideas and evidence minimally support the topic or prompt.</td>
<td>Main ideas and evidence do not support the topic or prompt; may be redundant, irrelevant, or confusing.</td>
<td><strong>Score</strong></td>
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<td><strong>Explains the historical problem posed in the prompt.</strong></td>
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<td><strong>Examples, explanations, and/or evidence provide in-depth support and elaboration of main reasons and details on at least 3 occasions.</strong></td>
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<td><strong>All information, including any content vocabulary, is accurate and reveals a thorough understanding of the topic.</strong></td>
<td>All information, including any content vocabulary, is accurate and reveals adequate understanding of the topic.</td>
<td>All information, including any content vocabulary, is minimally accurate and reveals basic understanding of the topic.</td>
<td>Information, including any content vocabulary, is inaccurate and reveals very little understanding of the topic.</td>
<td><strong>Score</strong></td>
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<tr>
<td><strong>Planning/organizer is well detailed.</strong></td>
<td>Paper has a clear introduction, body, and conclusion which are deliberately and effectively organized into paragraphs. (When appropriate for assigned task)</td>
<td>Paper has a clear introduction, body, and conclusion which is organized into paragraphs. (When appropriate for assigned task)</td>
<td>Introduction, body, and conclusion are attempted, but not clearly defined.</td>
<td>Introduction, body, and conclusion are not evident.</td>
<td><strong>Score</strong></td>
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<tr>
<td><strong>Body has reasons, details, or facts that are presented in a logical and highly effective order.</strong></td>
<td>Body has reasons, details, or facts that are presented in a logical order that is appropriate to the response.</td>
<td>Body has reasons, details, or facts that are not consistently presented in a logical order.</td>
<td>Body has reasons, details, or facts, if present, are not presented in a logical order.</td>
<td><strong>Score</strong></td>
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<tr>
<td><strong>Direct and subtle transitions are used within and between paragraphs to logically and effectively move the piece forward.</strong></td>
<td>Appropriate transitions move the piece forward.</td>
<td>Some transitions, but may be overly simplistic or minimal for the task and audience.</td>
<td>Transitions are missing, repetitive, or inappropriate.</td>
<td><strong>Score</strong></td>
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<tr>
<td><strong>Very few errors, if any, in grammar, usage, spelling, capitalization, and other punctuation; does not interfere with reading.</strong></td>
<td>Some errors in grammar, usage, spelling, capitalization, and other punctuation; does not interfere with reading.</td>
<td>Many errors in grammar, usage, spelling, capitalization, and punctuation; sometimes interferes with reading</td>
<td>Filled with errors in grammar, usage, spelling, capitalization, and punctuation; extremely difficult to read</td>
<td><strong>Score</strong></td>
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The Causes and Consequences of the French and Indian War
Unit 2 Module 1 Assessment

Directions: Write an essay in which you describe the causes, major events and consequences of the French and Indian War. Use the information you have recorded on your Early Conflicts in North America chart to help you organize your thoughts for the essay.

The British and French had been engaged in other hostilities in Europe. The French and Indian War was largely caused by the competition for lands of the Ohio Valley. First, both countries wanted to control the rich fur trade. Native American residents of the area included Senecas, Mohawks, and Leni-Lenape. The French and British each formed alliances with Native Americans.

Next, in 1753 George Washington, a twenty-three-year-old Virginian, was sent to tell the French to leave the Ohio Valley. Also, in 1755 a British army commanded by General Edward Braddock arrived in America. He set off to take Fort Duquesne from the French. Then in 1763 the Treaty of Paris was signed, giving British control of most of...
eastern North America.

Finally, the Great Britain's victory gave her control of most of the lands east of the Mississippi River in North America. The war was long and costly to the British, leaving King George III with huge debts.

In conclusion, the British and French had been engaged in other hostilities in Europe because both British and French wanted to control rich fur trade.
French and Indian War

REASONS FOR THE WAR:

The British and French had been engaged in other hostilities in Europe. The French and Indian War was largely caused by the competition for the lands of Ohio Valley. Both countries wanted to control the rich fur trade. Native American residents of the area included Seneca, Mohawk and Leni-Lenape. The French and the British each formed alliances with Native Americans.

1753:
George Washington, a twenty-three year old Virginian was sent to tell the French to leave the Ohio Valley.

1754:

The French refused to leave western Pennsylvania and sent a group of forty soldiers to capture the area at the confluence of the Allegheny, Monongahela and Ohio Rivers at present day Pittsburgh. There, in April 1754, they knocked down a partially built British fort and erected Fort Duquesne.

George Washington returned. On his way to Fort Duquesne, he met a small French force at Great Meadows in present day Fayette County. On May 28, 1754, Washington's force (about forty men) attacked the French who were commanded by Ensign Joseph Coulon de Villiers de Jumonville. The fifteen minute battle was a British victory. (Remember Washington was British at this time.)

Tanaghrisson, one of Washingotn’s Indians allies walked up to the wounded Jumonville and killed him. Washington retreated to Great Meadows and built Fort Necessity. This led to the outbreak of the French and Indian War.

The French attacked Fort Necessity on July 3rd. On July 4th, Washington surrendered the fort and signed a confession (written in French) admitting to the murder of Jumonville.

1755:

A British army, commanded by General Edward Braddock arrived in America. He set off to take Fort Duquesne from the French.

Braddock engaged the French at the Battle of the Monongahela near present day Kennywood Park. Braddock was wounded and died a couple of days later.

British victory at Fort Lake George.

1756:

French victory at Fort Oswego.

1757:

The French, under General Montcalm captured Fort William Henry.

1758:

British Prime Minister William Pitt's policies led to more British victories, including the recapture of the forks of the Ohio. (Pittsburgh)

French victory at Fort Ticonderoga.

British victory at Fort Louisbourg, opening a route into Canada.

French surrendered Fort Frontenac, losing their lines of communication in Canada.

1759:

British victories at Fort Niagara and Crown Point.

The British under General James Wolfe defeated the General Montcalm at Quebec. His surrender ended the war.
1763:

The Treaty of Paris was signed, giving Britain control of most of eastern North America.

CONSEQUENCES OF THE WAR:

Great Britain's victory gave her control of most of the lands east of the Mississippi River in North America.

The war was long and costly to the British, leaving King George III with huge debts.

Following the French and Indian War, Native Americans fought to keep the colonists out of their lands in a conflict known as Pontiac's Rebellion. This, too, proved costly for King George III.

The British drew a line along the Appalachian Mountains. The Proclamation of 1763 stated that colonists should not cross the line into Indian territory. Colonists in North America generally ignored this decree.

PEOPLE:

Edward Braddock was a major general in the British Army. He was sent to America to strengthen British positions after Washington's loss at Great Meadows. Braddock ignored Indian allies and over estimated the strength of his army. He suffered a crushing defeat at the Battle of the Monongahela in July 1755. He died from wounds inflicted at that battle.

Ange Duquesne de Menneville, Marquis Duquesne was the governor-general of New France from 1752 to 1755. Duquesne built a series of forts from Lake Erie to the Ohio Valley.

Louis Joseph de Montcalm-Gozon, Marquis de Montcalm was a major general in the French military. He commanded all French forces in North America after 1756. In 1759, he lost the final battle of the war at Quebec. Montcalm and his opponent, British General James Wolfe were both killed at the Battle of Quebec.

William Pitt was British secretary of state during the French and Indian War and later served as Prime Minister of Great Britain. Pitt decided to commit all necessary forces to win in North America. By 1758, the British had 50,000 troops in North America. Pitt's policies led to victory but also increased Britain's debt.

Tanaghrisson was born a Catawba but was adopted by the Senecas, a member of the Iroquois League. He became a chief, but was labeled the "Half King" because all of his decisions had to be approved by the Iroquois Council. Around 1750, he was sent by the Council to restore Iroquois control over the Ohio Valley. Tanaghrisson forged an alliance with the British and took steps to provoke a war between the British and the French by slaughtering French soldiers after they surrendered to George Washington and his provincial militia at the Great Meadows in 1754.

George Washington was a young officer in the Virginia provincial militia, Washington was dispatched in 1753 and 1754 to warn the French out of the Ohio Valley. The second mission led to his defeat at Fort Necessity. In 1755, he returned with General Edward Braddock and the army of British regulars that would be defeated at the Battle of the Wilderness (Battle of Monongahela). For the next three years, Washington served as the commander of the Virginia Regiment, defending British settlements in the Shenandoah Valley. Washington earned recognition in America and England for his bravery during the British defeat at the Battle of the Wilderness. By the war's end, he had become a symbol for American colonists of the military prowess of their militia.
Reflection

The piece of evidence I chose to reflect on this week is an assessment that is mandated by Pittsburgh Public School curriculum and involves students writing an essay about causes and consequences of the French and Indian War. First and foremost this reflects on me becoming a curriculum designer because although this was required in the Pittsburgh Public curriculum, I was forced to adapt it in order to fit the needs of different students. One method I used to do this was to provide the student with an extra source in which they could get information from. I realized that searching through the book for answers became difficult for students, especially those in the inclusion class. To supplement this I gave them a sheet which provided key events and dates from the war. Another thing I did was provide the students with a graphic organizer for this lesson which helped them organize their thoughts and map out their essays. This scaffolding method can also relate to me becoming a learning theorist. I say this because it proves that I am providing learning opportunities that will help students of all learning levels develop. Lastly I believe that this relates to the master practitioner domain because I am developing a competence in my strategies. I am seeing my teaching methods develop and work which in turn makes me realize how effective they can be if used consistently.

This week I definitely gained some very useful and important knowledge that will help me become a leading teacher. I realized how much supplementation can provide students with a much more productive learning experience. Rather than simply handing them an assignment and telling them to do it, one must realize that providing additional support can help learners at all levels. This knowledge that I gained was a result of a
conversation between my cooperating teacher and I in which we discussed the need to provide additional support for the students while doing the curriculum.

This week’s knowledge I required clearly correlates to the themes of leadership and diversity, when talking about becoming a leading teacher. I say leadership because continuous improvement is something that this evidence clearly represents. It encourages students to continue to learn and grow by showing them a more clear way to go about an assignment. I say diversity because this evidence clearly shows that students of all abilities were facilitated in creating this assignment.

This week I truly learned the importance of differentiating instruction in order to support students of all abilities. One thing that I have been told constantly while teaching here is to follow the curriculum because students at all schools need to be on the same page. This is because of such a large number of transfers that occur during the school year. One skill that I have acquired though is supplying additional support to the curriculum because it certainly is rigorous. I realized that without the additional support a majority of the students are immediately displeased and defiant in doing the work because it is too hard. When I add in the scaffolds I noticed that students are more willing to work.