

NAME: Jayme Smith
SUBJECT: Social Studies – PA History

DATE: February 11, 2005
GRADE LEVEL: 5th

I. Objectives

The students will

- A. be able to formulate the environment and atmosphere during the French and Indian war by writing a diary/journal entry that describes the possible thoughts and feelings of those living in the period.
- B. be able to properly structure and write a business letter by writing a 2nd draft of letter to a PA Senator requesting information on their county.

II. PA Standard(s)

- 1.4.5.B Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).
- 8.1.6.A Understand chronological thinking and distinguish between past, present and future time.
 - Sequential Time
- 8.2.6.A Identify and explain the political and cultural contributions of individuals and groups to Pennsylvania history from Beginnings to 1824.
 - Inhabitants
- 8.2.6.B Identify and explain primary documents, material artifacts, and historic sites important in Pennsylvania history from the Beginnings to 1824
 - Artifacts
- 8.2.6.C. Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824
 - Innovations
 - Settlement Patterns
- 8.2.6.C. Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history from the Beginnings to 1824
 - Ethnic and Racial Relationships

III. Materials

A. Teacher

Rope	<i>Griffing</i> Prints (6 sets)
Print Captions (6 sets)	Overhead Projector
<i>Griffing</i> Print Transparency	PA History Text (106-109)
PA History PB (pg. 27)	

B. Student

Rope	<i>Griffing</i> Prints (1 set)
Print Captions (1 set)	PA History Text (106-109)
PA History PB (pg. 27)	Paper
Pencil	PA Senator Letter 2 nd Draft

IV. Procedure

1. Have the students spread out in a circle holding a piece of rope/twine the circumference of the rope. (equal to the size of the cottonwood trees in the PA Woods) Ask the students what would have been this size in the days of the French and Indian War? (Tree trunk)
2. Explain to the students that tree trunks were this big, share the Griffins photo of the cottonwood tree with the class and ask them what they notice about the painting.
3. Provide each group of students (~5 groups of 4 students) with a set of prints depicting the French and Indian War.
4. Have the students in groups come up with a caption for the prints. (Adapted lesson, have the students match the captions to the prints)
5. Discuss the main points of the French and Indian War (PA Perspective) with the students (**Adapted** lesson, guided reading of the class text (pg 106-109))
6. Assign PB (pg. 27) as homework.
7. Play 5 questions to review the French and Indian War
 - a. What two countries claimed land in western Pennsylvania? (France, England)
 - b. What rivers come together to form the Ohio River? (Allegheny and Monongahela)
 - c. Name the French Fort located at the point where the Allegheny and Monongahela rivers come together? (Fort Duquesne)
 - d. What was the name of the Fort George Washington (~22 at the time) build at a place called the Great Meadows? (Fort Necessity)
 - e. In what battle led by the British Colonel Henry Bouquet did the British defeat the Native Americans? (Bushy Run)
8. Have the students select one of the prints to write a journal entry from. Assign as homework if not finished in class.

- a. Select one person in the one of the prints and create a diary/journal entry to describe what was happening at that time.
 - b. Diary/journal entries should be one paragraph (5 sentences of 5 words or more) (**Adapted** – As a class select one print and one person, as a class build a journal entry to define what they may have been thinking)
 - c. Diary/journal entries should contain an approximate date.
9. Provide time for editing the 2nd draft of the “Letter to a State Senator” for the PA History Project.

V. Reflection

VI. Evaluation