

# Section 1

Step-by-Step Instruction

## Review and Preview

Students have learned about the spread of new ideas about government in the colonies. Now they will focus on how competition between European countries in North America led colonists to begin considering new plans for self-government.

## Section Focus Question

### How did the British gain French territory in North America?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: The British gained control of French territory in North America with military victories during the French and Indian War.*)

## Prepare to Read

### Build Background Knowledge

L2

Ask students to recall from earlier chapters what they have learned about competition between European countries for control of territories in North America. Write all accurate information on the board. Then ask students to preview the section by reading the headings and looking at the images. Ask students to predict what else they will learn about European competition for control of North America. Use the Numbered Heads strategy (TE, p. T24) to elicit responses.

### Set a Purpose

L2

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.

All in One Teaching Resources, Unit 2, Reading Readiness Guide, p. 16

- Have students discuss the statements in pairs or in groups of four, then mark the worksheets again. Use the Numbered Heads participation strategy (TE, p. T24) to call on students to share their group's perspectives. The students will return to these worksheets later.



### Four Bullets Through My Coat

“We were attacked by a body of French and Indians, whose number (I am certain) did not exceed 300 men. Ours consisted of about 1,300 well-armed troops, chiefly the English soldiers . . . I had four bullets through my coat, and two horses shot under me.”

— George Washington, reporting on the defeat of General Braddock's army, 1755

◀ Washington captures French Fort Duquesne, 1758.

## Trouble on the Frontier

### Objectives

- Identify the reasons why fighting broke out between France and Britain in North America.
- Describe the early defeat of the British by the French at the beginning of the French and Indian War.
- Explain how the British gained victory, and explain the results of the French and Indian War.

### Reading Skill

#### Make Inferences

analyzing the details and evidence in the text. As you read about the choices and views of both the Americans and the British in colonial times, think about the inferences you can make from their actions.

### Key Terms and People

George Washington militia alliance cede

**Why It Matters** American colonists expanded their settlements. As they pushed further inland, they came into conflict with the French and Indians. In this power struggle, the future of much of North America was at stake.

**Section Focus Question: How did the British gain French territory in North America?**

### Competing Empires

By the middle of the 1700s, France and Britain each controlled large areas of North America which bordered on each other for thousands of miles. Each country feared the other and sought to increase the area it controlled. These ambitions collided on the frontier and eventually led to war.

Native Americans lived on most of the territory claimed by France and Britain. There were few French settlers. Therefore, they did not threaten to seize Native American lands. However, the need of British settlers for farmland led to conflict with the Native Americans. By the 1740s, British settlers were pushing into the Ohio River valley lands claimed by the French. The pressure soon led to trouble.

**The French and Indian War Begins** In 1753, the French began building forts to back their claim to the land between Lake Erie and the Ohio River. This news alarmed the Virginia Colony, which also claimed the Ohio River valley. The governor of Virginia decided to send soldiers to order the French to leave. He chose a 21-year-old surveyor in the Virginia militia, **George Washington**, as the leader. The militia is a force made up of civilians trained as soldiers but not part of the regular army. Washington made the dangerous journey, returning home to tell the governor that the French had rejected his warning.

140 Chapter 5 The Road to Revolution

## Differentiated Instruction

L1 English Language Learners L1 Less Proficient Readers L1 Special Needs

**Create a Flowchart** As students read, have them create a flowchart to organize the order of events that led to the outbreak

of the French and Indian War. When they have finished, have students compare their charts with a partner before handing them in.

The next year, Washington traveled west again with orders to build a fort where the Allegheny and the Monongahela (muh non goh HEEL uh) rivers meet to form the Ohio River.

Washington arrived too late. The French were there already, building their own fort, which they called Fort Duquesne (du KANE). Washington marched south for about 50 miles and built a small fort of his own. He called it Fort Necessity.

Later, Washington's troops attacked and defeated a small French force. However, a larger French army arrived and forced Washington to surrender Fort Necessity. The French allowed Washington and his men to return home to Virginia with the message that they would never give up the Ohio River valley.

**The Albany Congress** Expecting war to break out soon, the British government called a meeting of colonial leaders. It took place in Albany, New York. The British wanted the colonies to agree to cooperate in defending themselves against the French. The British also invited the Iroquois tribes to the meeting. They hoped to form an alliance with the Iroquois against the French. An **alliance is an agreement between countries to help each other against other countries.**

The Iroquois refused to make an alliance, in part because they expected the French to defeat the British in a war. The colonial leaders tried to work out a plan to defend themselves. Benjamin Franklin of Pennsylvania believed the colonies had to succeed. To make that point, his newspaper, the *Philadelphia Gazette*, published a picture of a snake chopped into pieces with the warning "Join, or Die."



**Make Inferences**

How did Virginia's governor view George Washington? Give one detail that supports your inference.

**Teach**

**Competing Empires**

p. 140

**Instruction**

12

- **Vocabulary Builder** Before teaching this lesson, preteach the High-Use Words **resolve** and **phase**, using the strategy on TE p. T21.
- **Key Terms** Following the instructions on p. 7, have students create a See It–Remember It chart for the Key Terms in this chapter.
- To help students better understand the concept of power, which is important to the understanding of this section and chapter, use the Concept Lesson Power. Provide students with copies of the Concept Organizer.

**All in One Teaching Resources, Unit 2,**

Concept Lesson, p. 23; Concept Organizer, p. 6

- Read *Competing Empires* with students using the Paragraph Shrinking strategy (TE, p. T23).
- Discuss the Albany Plan of Union. Ask: **How would an alliance with the Iroquois have helped the British?** (*If the Iroquois joined the British in an alliance, then the French would have had to defend against two armies.*)

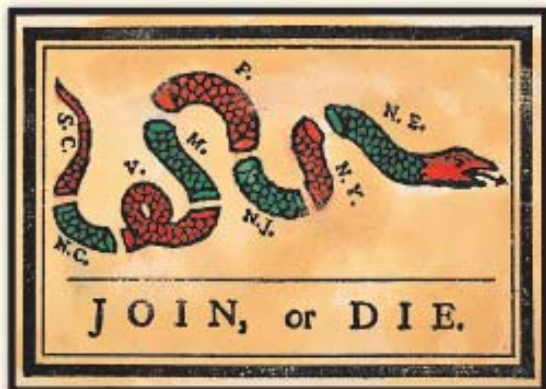
**Independent Practice**

Have students begin to fill in the Study Guide for this section.

**Monitor Progress**

As students fill in the Notetaking Study Guide, circulate to make sure students understand the importance of the Albany Congress. Provide assistance as needed.

**Join, or Die**



**Reading Political Cartoons Skills Activity**

Benjamin Franklin's 1754 cartoon was a plea for unity in defending the colonies during the French and Indian War.

- (a) **Distinguish Relevant Information** Identify the eight sets of initials that label the eight pieces of the snake.
- (b) **Draw Conclusions** What point is Franklin making about the importance of colonial unity?

**Vocabulary Builder**

Use the information below to teach students this section's high-use words.

High-Use Word	Definition and Sample Sentence
resolve, p. 143	<i>n.</i> strong determination to succeed in doing something The goal of gaining land for Spain strengthened Columbus's <b>resolve</b> to find a sea route to Asia.
phase, p. 143	<i>n.</i> stage of development Puritan ideas strongly influenced the early <b>phase</b> of colonial development.

**Answers**

**Reading Skill** He thought Washington was a capable leader because he sent him on an important mission even though Washington was only 23 years old.

**Reading Political Cartoons** (a) South Carolina, North Carolina, Virginia, Maryland, Pennsylvania, New Jersey, New York, New England (b) Possible answer: Without sticking together, the colonies would not survive.

## Early British Defeats

p. 142

### Instruction


L2

- Have students read Early British Defeats. Remind students to look for sequence of events.
- Ask: **How did the British defeats affect the chances of a British alliance with the Iroquois?** (*They made an alliance less likely because the Iroquois thought it was likely that the French would win the war against the British.*)
- Ask: **How would a French victory in the French and Indian War affect the British colonies and colonists in North America?** (*Possible answer: Britain would probably have to give up its colonies, and its colonists would either have to return to Britain, move to another of its colonies, or agree to live under French rule.*)
- Show students the transparency The French and Indian War.

**Color Transparencies,** The French and Indian War

### Independent Practice

Have students continue to fill in the Study Guide for this section.


 **Interactive Reading and Notetaking Study Guide,** Chapter 5, Section 1 (Adapted Version also available.)

### Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand the importance of the British military setbacks. If students do not seem to have a good understanding, have them reread the section. Provide assistance as needed.

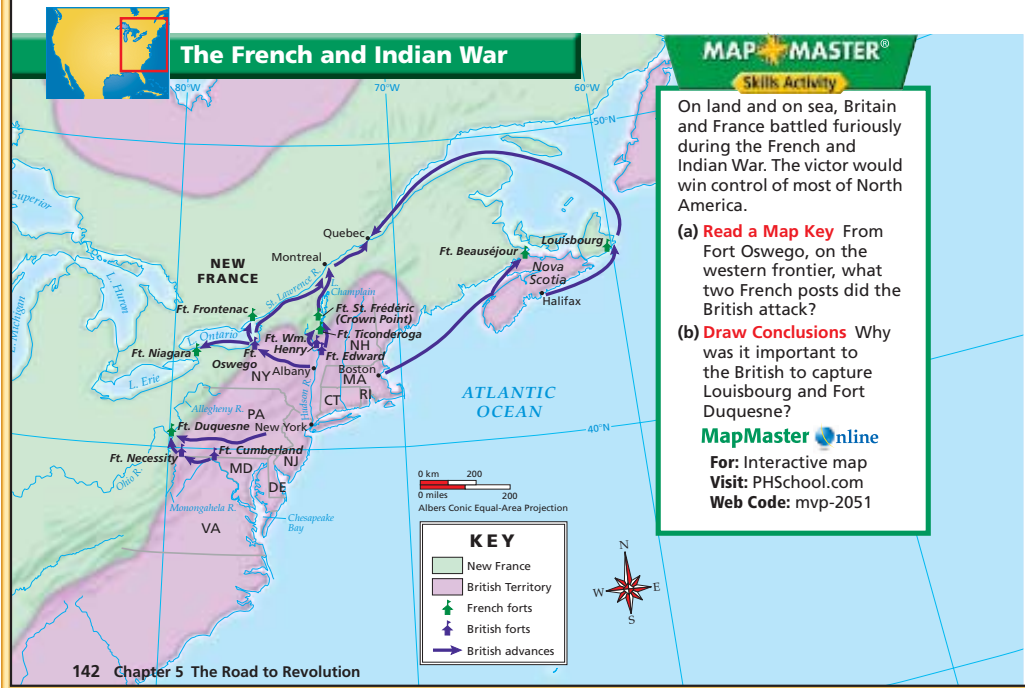
Franklin drew up a plan, called the Albany Plan of Union. It called for a council of representatives elected by the colonial assemblies. The council would have authority over western settlements, relations with Native Americans, and other urgent matters. It also could organize armies and collect taxes to pay its expenses.

The Albany Congress approved Franklin's plan, but the colonial assemblies rejected it. The colonies wanted to control their own taxes and armies. Franklin complained that "everyone cries, union is necessary," but they behave like "weak noodles" when the time comes to take action.

 **Checkpoint** Why were the British concerned about French activity in the Ohio River valley?

## Early British Defeats

Soon after Washington's return, the British government decided it had to push the French out of the Ohio River valley. In 1755, it sent General Edward Braddock to Virginia with orders to capture Fort Duquesne. Braddock arrived with a large force of regular British troops and Virginia militia. Colonel George Washington joined Braddock's force as a volunteer.




## Differentiated Instruction

**L3** Advanced Readers

**L3** Gifted and Talented

### Answers

 **Checkpoint** The British also claimed the Ohio River valley.

 (a) Fort Frontenac and Fort Niagara (b) Capturing these two areas would give the British control of important naval routes and limit French power.

**Predicting** Have students work in pairs to select a major event from this chapter. Tell each pair to assume that the event chosen either had not occurred, or that it had a different outcome. For example, what if George Washington rather than Edward Braddock had been killed in the battle near

Fort Duquesne, or the French had won the French and Indian War? Have each pair give a brief presentation to the class in which they predict how subsequent events in American history might have been different.

**Disaster at Fort Duquesne** General Braddock understood military tactics used in Europe, where armies fought in formation on open fields. But he knew nothing about fighting in North America, where conditions were very different. Braddock did not respect colonial soldiers. He did not listen to warnings that soldiers marching down a narrow road through a dense forest in red uniforms were perfect targets for an enemy fighting from behind trees and bushes. When Benjamin Franklin warned him about the danger of ambushes, Braddock said they were no threat to his well-trained troops.

As Braddock's force neared Fort Duquesne in early July, it was ambushed by French troops and their Native American allies. More than half of Braddock's men were killed or wounded, with the general himself among the dead.

**More British Defeats** The British had other setbacks during 1755. An army led by the governor of Massachusetts failed to take Fort Niagara on Lake Ontario. Further east, an army of British colonists and Native Americans was ambushed and suffered heavy losses near Lake George. These defeats may have strengthened Iroquois leaders' resolve not to ally with Britain.

In May 1756, Britain declared war on France, marking the official beginning of the Seven Years' War between the two countries. Shortly thereafter, French troops led by General Louis de Montcalm captured and destroyed Britain's Fort Oswego on Lake Ontario. In 1757, Montcalm captured Fort William Henry on Lake George.

**Checkpoint** What fatal errors did General Edward Braddock make?

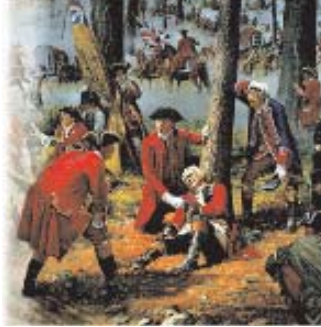
## The British Turn the Tide

The situation improved for Britain during 1757 when William Pitt became prime minister. Pitt sought top generals who had genuine military talent. He chose James Wolfe, who was only 30 years old when he became one of Britain's top generals.

With Pitt's generals in command, the war entered a new phase. In the summer of 1758, Britain scored its first major victory in the war. It captured the fort at Louisbourg. In the fall, the British took Fort Duquesne. The British renamed the post Fort Pitt, in William Pitt's honor. It later became the city of Pittsburgh.

These and other victories led the Iroquois to side with the British. More victories in 1759 set the stage for the British attack on Quebec and the key battle of the war.

Quebec, the capital of New France, was located on a high cliff, overlooking the St. Lawrence River. General Montcalm commanded the French defenders, and General Wolfe led the British attack. At first, the British made little progress. Then, at night, they found an unguarded trail that allowed them to climb the cliffs protecting the city without being discovered. In September 1757, approximately 4,000 British soldiers defeated 4,500 French soldiers on the plains in



General Edward Braddock

### Vocabulary Builder

**resolve** (ree SAHLV) **n.** strong determination to succeed in doing something

### Vocabulary Builder

**phase** (fayz) **n.** stage of development

## The British Turn the Tide

p. 143

### Instruction

L2

- Have students read *The British Turn the Tide*. Remind students to look for details to answer the Section Focus Question.
- Ask: **What lands did the British gain in the Treaty of Paris?** (*French Canada, Spanish Florida, and all French lands east of the Mississippi except New Orleans*)
- Ask: **How did the battle for Quebec affect the war?** (*It was a turning point for the British because the French could no longer defend the rest of their North American territory.*)

### Independent Practice

Have students complete the Study Guide for this section.



**Interactive Reading and Notetaking Study Guide**, Chapter 5, Section 1 (Adapted Version also available.)

### Monitor Progress

- As students complete the Notetaking Study Guide, circulate to make sure students understand the importance of the British victory. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.



**All in One Teaching Resources, Unit 2**, Reading Readiness Guide, p. 16

## History Background

**Seven Years' War** Most of the great powers of Europe fought in the Seven Years' War (1756–1763). Although alliances shifted, the war generally pitted France, Austria, Saxony, Sweden, and Russia against Prussia, Hanover, and Britain. In addition

to North America, the countries also fought battles across Europe and in the West Indies, Africa, and India. Britain's victory over France, its main rival for colonies, gave it control of much of North America and India.

### Answer

**Checkpoint** He tried to fight using tactics that worked in Europe and did not adapt to North American conditions.

## Assess and Reteach

### Assess Progress

L2

Have students complete Check Your Progress. Administer the Section Quiz.

**All in One Teaching Resources, Unit 2,**  
Section Quiz, p. 24

To further assess student understanding, use the Progress Monitoring Transparency.

### Progress Monitoring Transparencies,

Chapter 5, Section 1

### Reteach

L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

**Interactive Reading and Notetaking Study Guide,** Chapter 5,  
Section 1 (Adapted Version also available.)

### Extend

L3

Explain to students that the French and Indian War was one part of the Seven Years' War between Britain and France. Have students research the Seven Years' War. Ask them to summarize in their own words the reasons for and the outcomes of the war, and then write a few sentences explaining its impact on Britain.

### Extend Online

**For:** Help in starting Extend activity  
**Visit:** PHSchool.com  
**Web Code:** mve-0134

### Progress Monitoring Online

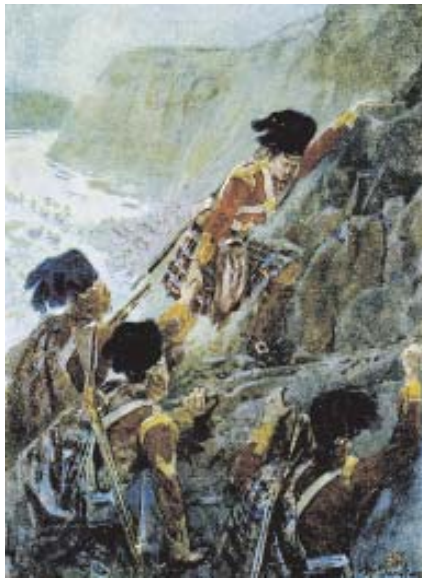
Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

### Answer

**✓Checkpoint** The British defeated the French, who were no longer able to defend the rest of their North American territory.

### Section 1 Check Your Progress

- (a) The colonies could expand farther west after the war.  
(b) Possible answer: Most probably wanted to help the British because they



The British attack Quebec.

front of the city. More than 2,000 soldiers were killed or wounded in the battle, including both Wolfe and Montcalm.

After losing Quebec, France could no longer defend the rest of its North American territory. Montreal, the other major French city in Canada, fell in 1760. In February 1763, Britain and France signed the Treaty of Paris. France lost almost all of its North American possessions. France **ceded, or surrendered,** French Canada to Great Britain. Great Britain also gained all other French territory east of the Mississippi, with the exception of New Orleans. Britain also received Spanish Florida. New Orleans, along with all French territory west of the Mississippi, went to Spain.

Native Americans also lost a great deal. Without French help, the Native Americans could not stop British settlers from moving on their lands.

**✓Checkpoint** What was the outcome of the Battle of Quebec?

**★ Looking Back and Ahead** The defeat of the French left the British in control of a vast area in North America. However, whatever sense of triumph British leaders felt at the war's outcome was soon replaced by a nagging realization. The victory had substituted one set of problems for another.

## Section 1 Check Your Progress

### Comprehension and Critical Thinking

- (a) **Summarize** How did the French and Indian War affect the 13 colonies?  
(b) **Detect Points of View** How did most colonists feel about helping the British? Explain.
- (a) **Recall** How did the war go for the British before 1757?  
After 1757?  
(b) **Make Predictions** How might the outcome influence relations between the British and the American colonists?

### Reading Skill

- 3. Make Inferences** Think about how the Iroquois felt about the Ohio River valley. Why do you think the Iroquois may have preferred to be neutral in the conflict between France and England? What can you infer about how the Iroquois felt about European conflicts in North America?

### Key Terms

- 4.** Write two definitions for each key term: **militia, alliance.** First, write a formal definition for your teacher. Second, write a definition in everyday English for a classmate.

### Writing

- 5.** Write two or three sentences identifying the problems facing the Albany Congress. Were these problems solved? Explain your answer in three or four sentences.

- wanted to be safe from the French and their Native American allies.
- (a) Before 1757, the British were losing many important battles, but after 1757 they began winning key battles.  
(b) Answers will vary, but students should indicate that colonists might feel grateful to Britain for pushing back the French and Native Americans.
  - Possible answer: The Iroquois probably preferred to remain neutral because

- they did not want to be on the losing side. They probably wanted only to protect their own interests and so did not care which of the European countries won the conflict.
- Answers will vary, but students' definitions should be accurate.
  - Answers will vary, but students should show an understanding of the Albany Congress and the problems it faced.