

A. Information Components

Lesson Title: French and Indian war simulation

Grade Level: 5th

State Core Standards:

Essential Question: Why did the French, the Native Americans, and the British colonies war over the Ohio River Valley

Lesson Purpose: I want my students to be able to know the causes and effects of the French and Indian War.

Vocabulary Focus:

Native American, French Fur Trapper, British Settler, Ohio River Valley

Materials:

Ohio River Valley Map, Simulation Board map, Game Pieces, Simulation Reflection Sheet. French and Indian War movie questions.

Lesson Time: 50 mins

B. Instructional Procedures.

Engage and Launch: 15 mins

I'll start the lesson with a 7 minute video reviewing information we covered in the last lesson. It covers what the French and Indian War was, who was involved, and the consequences of it. While the students are watching the video they will also be filling out answers on a worksheet I made. After the video we will discuss the answers as a class.

Teacher Role	Asks questions; Assesses prior knowledge; Provides information needed for Explore phase
Student Role	Gains interest; Calls up prior knowledge; Develops a need to know

Explore: 25 min.

I'll then turn on the smart board and go over the essential question. Next I'll ask if any of the kids have to share a room with a sibling? Do you fight? Why? I have a few kids answer to start a discussion. Next I will move into a simulation for the

kids to participate in. There will be six groups with 4-6 kids in each group. The kids start off by selecting their characters by spinner. They can be a Native American, French Fur Trapper, or British Settler. In this game they try to take over territory by spinning the spinner and random scenarios.

Teacher Role	Makes open suggestions; Questions and probes; Provides feedback; Assesses understanding and processes
Student Role	Explores resources and materials; Hypothesizes and predicts; Records observations and ideas;

Explain and Summarize: 5 minutes

1. After the game is finished the students will fill out their simulation reflection and then we will talk about what happened. I will ask questions about what happened in the game? Was each scenario fair? If you could pick your character again, whom would you pick? Is actual war like this game?

Teacher Role	Asks for clarification and evidence from students; Enhances or clarifies student explanations; uses students' experiences as a basis for explaining new concepts; provides new vocabulary; evaluates student explanations.
Student Role	Clarifies understandings discovered; Shares understandings for feedback; Forms generalizations; Seeks new explanations

Evaluate:

After the video I will be able to evaluate their responses from what they wrote on their worksheets as well as the discussion we have afterward.

They also have a simulation reflection that I can collect data from. We will also have a discussion about what happened in the simulation and how well they understand the concepts of the French and Indian War.

Teacher Role	Observe and assess students; Asks open-ended questions;
Student Role	Demonstrate an understanding of a skill or concepts; Evaluates his/her own progress and knowledge; Answers open-ended questions by using observations, evidence, and previously accepted explanations

Adaptations for Special Needs:

There are a few students in my class that have a hard time focusing: Charley, Rayanna, and Abram. For these students I will pay attention and give them reminders to stay on task and help them as needed. Rayannah

can get stressed at times so she may leave the class and go to the conference room to take a breather

I have two ELL learners who are becoming more proficient in their language ability. The video has subtitles and pictures to help them. In their group pairing they sit next to partners who help them stay together with the class. During instruction I will put key vocabulary terms up on the board and define them in simple terms.