

The Old Stone House Lesson Plan
Educator's Series One

The Seven Years War in Western
Pennsylvania

Old Stone House Lesson Plan

Grade/Level: 9-12

Subjects: American Studies, History, French and Indian War, and Transportation (Stagecoach Travel)

Outcome: Visiting historic locations such as the Old Stone House affords students of all ages a chance to expand outside the classroom and learn more about their regional history by visiting a local landmark. Slippery Rock University's Faculty and students want to share the Old Stone House with the community and recently has developed a variety of outreach services. These include a series of lesson plans; student workers who provided guided tours of the grounds, as well as additional information encouraging educators, historians, and others to work together professionally.

One of the valuable aspects of teaching outside the classroom is that it generates a sense of excitement and curiosity that is difficult to achieve inside a classroom setting. Students are offered the chance to discover not only the people who lived there, but the events that occurred there. Places like the Old Stone House might be easily over looked at first but these treasures are what make a state or community so special. If we take our time we often find that they offer experiences and information that help make the past come to life.

Students become historians by studying primary sources, historical and contemporary photographs, maps, and other documents. Students should be actively examining places to gather information and to piece together facts until final they get "the big picture," and bridge the past to the present. Visiting the Old Stone House is a great chance for them to do so. By seeking out and exploring the relationship of their own community's history to the themes that have shaped this country student are better able to bridge the gap between the past and present. By making history an active part of your life educators can help students connect to a variety of subjects including social studies, history, and geography.

History of the Old Stone House: Long before the construction of the original Old Stone House, the Indian trail, known as the Venango Trail, passed by this location. It would later to serve as the main military road for both France and Great Britain connecting their series of forts stretching from the forks of the Ohio to Lake Erie. In 1797 the state of Pennsylvania cut a new road through the wilderness from Pittsburgh to Erie. It conformed very closely to the original Venango Trail and passed this site.

In 1798 Andrew Douglass cleared land and erected a log cabin dwelling very near the Old Stone House. When Douglass family relocated shortly thereafter, John Elliot opened the cabin as a tavern and operated it until 1812; when it was purchased by John Brown. Brown's tavern prospered when, in 1821, the Butler-Mercer Pike, was built, and the new road intersected the Pittsburgh-Erie Pike at this location, and Mr. Brown, in anticipation of even greater business, had the original Old Stone House constructed. For nearly fifty years the Old Stone House remained a major stage and transfer point at the juncture of these two historic roads. It served as a tavern, lodging house, and boarding house, for assorted travelers, livestock

drovers, lumber raftmen, teamsters, and oilmen. It was here also the Sam Mohawk, a Seneca lumberman, spent an evening drinking in 1843 prior to murdering the wife and five children of James Wigton, a pioneer farmer who lived a short distance north of this site. In the 1840s the tavern served as a stopover and, perhaps, even the headquarters of two separate bands of coin counterfeiters.

Changing means of economic livelihood and the growth of the railroads caused a decline in business and the Old Stone House's function as a tavern ended in 1885. It served as a private dwelling for various renters until about the turn of the twentieth century, when it was abandoned to decay.

In 1963 the Western Pennsylvania Conservancy, a private philanthropic organization, purchased the land and began the extensive job of reconstructing of the building, utilizing the original stones whenever possible. It was later donated to the Pennsylvania Historical and Museum Commission for their management and maintenance. The Pennsylvania Historical and Museum Commission operated the site until 1981 when fiscal pressures prompted its termination. In February of 1983 its management was transferred to Slippery Rock University.

History of the French and Indian War: Twenty years before American colonists declared their independence from Great Britain, another great conflict was fought between 1754 and 1763 for control of North America. Popularly known as the French & Indian War, the struggle began as a contest for the Ohio River Valley and quickly developed into a multinational struggle fought throughout North America. The war pitted Britain and her American colonists against the French. Native peoples supported both sides, but early in the war France had the upper hand in recruiting Native warriors to her cause. Besides determining that England, not France, would control the American interior, the war had other far-reaching consequences. Many future leaders of America's revolutionary cause received their early military training in this conflict. American attitudes about Native peoples also hardened during the war's long years of violent border warfare.¹

History on Stagecoach travel: Stagecoach travel is a symbol of our nation's image, heritage, and values. How often do you hear see in the old western movies a stagecoach; the answer is just about every single one. Americans are often referred to as cowboys. The truth is stagecoaches were not just used in the west but right here in Pennsylvania and were an interracial part of life. They were built high and wide so that they could handle the rough, rutted roads. The curved frame of the body gave it strength, and perhaps a little extra elbow room. Perfectly formed, fitted, and balanced wheels stood up to decades of wear and tear. The unique feature of these coaches was the suspension. Instead of steel springs, the coach body rested on leather made of strips of thick bullhide. This feature spared the horses from jarring and gave the stagecoach a gentle rocking motion.²

¹ "French and Indian War," Digital History, <http://digitalhistory.uh.edu/> (accessed Summer 2009).

² "The Wells Fargo Stagecoach," Wells Fargo, <https://www.wellsfargo.com/about/history/stagecoach/> (accessed Summer 2009).

Stagecoaches often carried mail, passengers, and express between communities that had no other transportation and connected outlying places with railroads and rivers. In the 1800s roads were rocky, rutted, and sometimes impassible by stagecoach without a good push from behind. Rest stations like the Old Stone House offered travelers a chance to get a bit to eat and a place to rest for the night. The stagecoach was a vital method of transportation in America, and far more comfortable than riding on horseback.³

Stagecoaches remained the principal means of travel for many years. However due to new technology stage line became obsolete as railroads soon became the primary method of transporting both humans and cargo. Trains were still confined to their tracks; however it was actually the introduction of the automobile that finally brought an end to the use of stagecoaches in the early 1900s.⁴

The Old Stone House had a regular flow of passengers stopping at it to spend the night. Stagecoaches could typically make the bumpy trip in approximately thirty six-hours from Pittsburgh to Erie barring breakdowns. As stagecoach travel became more popular, regular schedules were set up. In the 1830s daily runs to and from Pittsburgh were scheduled on three competing lines. The Pioneer Stage Co.'s thirty-hour trip to Pittsburgh traveled to Wellsville on the Ohio River, where passengers boarded a flatboat to their destination. In Pittsburgh they could make connections to Philadelphia, New York, Erie, and Washington.

³ Darla Dollman, "History of the American Stagecoach," Suite 101, http://americanhistory.suite101.com/article.cfm/history_of_the_american_stagecoach#ixzz0KXOFIcQM&C. (accessed Summer 2009).

⁴ Darla Dollman, "History of the American Stagecoach," Suite 101, http://americanhistory.suite101.com/article.cfm/history_of_the_american_stagecoach#ixzz0KXOFIcQM&C. (accessed Summer 2009).

PA- Pennsylvania Academic Standards

- Subject: History
 - Area 8.1: Historical Analysis and Skills Development
 - Grade 8.1.9: GRADE 9
 - Standard A.: Analyze chronological thinking.
 - Key Content: Sequential order of Historical narrative
 - Key Content: Context for event
 - Standard B.: Analyze and interpret historical sources.
 - Key Content: Different historical perspectives
 - Key Content: Data from maps, graphs and tables
 - Key Content: Visual data presented in historical evidence
 - Standard C.: Analyze the Fundamentals of historical interpretation.
 - Key Content: Fact versus opinion
 - Key Content: Reasons/causes for multiple points of view
 - Key Content: Causes and results
 - Key Content: Central issue
 - Standard D.: Analyze and interpret historical sources.
 - Key Content: Historical event (time and place)
 - Key Content: Facts, folklore and fiction
 - Key Content: Primary sources
 - Key Content: Secondary sources
 - Key Content: Conclusions
 - Grade 8.1.12: GRADE 12
 - Standard A.: Evaluate chronological thinking.
 - Key Content: Sequential order of Historical narrative
 - Key Content: Continuity and Change
 - Key Content: Context for event
 - Standard B.: Synthesize and evaluate historical sources.

- Key Content: Data in historical and contemporary maps, graphs and tables
 - Key Content: Different historical perspectives
- Standard C.: Evaluate historical interpretations of events.
 - Key Content: Impact of opinions on the perception of facts
 - Key Content: Issues and problems in the past
 - Key Content: Multiple points of view
 - Key Content: Central issue
- Standard D.: Synthesize historical research.
 - Key Content: Historical event (time and place)
 - Key Content: Facts, folklore and fiction
 - Key Content: Primary sources
 - Key Content: Secondary sources
 - Key Content: Conclusions

National History Standards

- Standards in History for Grades 5-12
 - Standards in Historical Thinking
 - Chronological Thinking
 - Historical Comprehension
 - Historical Analysis and Interpretation
 - Historical Research Capabilities
 - Historical Issues-Analysis and Decision-Making
 - **Era 2** Colonization and Settlement (1585-1763) Standard 1B The student understands the European struggle for control of North America.

Therefore the student is able

- 7-12: Analyze how various Native American societies changed as a result of expanding European settlements and how they influenced European societies.
- 7-12: Analyze the significance of colonial wars before 1754 and the causes, character, and outcome of the Seven Years Wars.

- 9-12: Analyze Native American involvement in the colonial wars and evaluate the consequences for their societies.
- **Era 2** Colonization and Settlement (1585-1763) Standard 1B the student understands the European struggle for control of North America.
- Revolution and the New Nation (1754-1820s) Standard 1A the student understands the cause of the American Revolution.

Therefore the student is able: Explain the Consequences of the Seven Years War and the Overhaul of English imperial policy following the Treaty of Paris in 1763.

- 5-12: Compare the arguments advanced by defenders and opponents of the new imperial policy on the traditional rights of English people and the legitimacy of asking the colonies to pay a share of the costs of Empire.
- 5-12: Reconstruct the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England.
- 7-12: Analyze political, ideological, religious, and economic origins of the Revolution.
- National History Standard 4: Students understand how science, technology, and economic activity have developed, changed and affected societies throughout history.

National History Standards

- Standard 1. Understands the characteristics and uses of maps, globes, and other geographic tools and technologies.
- Standard 2. Knows the location of places, geographic features, and patterns of the environment.
- Standard 3. Understands the physical and human characteristics of place.
- Standard 5. Understands the concept of regions.
- Standard 6. Understands that culture and experience influence people's perceptions of places and regions.
- Standard 11. Understands the patterns and network of economic interdependence on Earth's surface.

- Standard 13. How forces of cooperation and conflict and conflict among people influence the division and control of Earth's surface.

National History Standards

- Students will understand that:
 - 1. Productive resources are limited (Scarcity)
 - 2. Voluntary exchange occurs only when all participating parties expect to gain.
(Trade)
 - 3. When individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.
(Specialization and Trade)

National Reading and Writing Standards

- Reading and Writing Standard 2: Students write and speak for a variety of purposes and audiences. This includes generating topics and developing ideas for a variety of writing purposes; revising and editing speaking and writing.
- Reading and Writing Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. This includes use correct spelling and grammar in speaking and writing.
- Reading and Writing Standard 5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. This includes paraphrasing, summarizing, organizing, or synthesizing information from a variety of media, reference, and technological sources.

Lesson Outline

French and Indian War

- Opening Activity
- Background on the French and Indian War
- The Wilderness of Pennsylvania
- Conflict in the Wilderness
- Venango Trail
- Problems Early On
- Jumonville
- France and England Go to War
- Early French Victories
- Braddock Road
- Forbes Road
- Turning Point of the War
- Pontiac's War The Battle of Bushy Run
- Native American Captives
- After the War
- Fate of Native Americans
- Impact on Colonies
- The War that Made America
- Review and Assess
- Map Skill
- French and Indian War Timeline

Old Stone House History

- A Brief History of the Old Stone House
- Parlor Room
- Tavern Room
- South Room
- Museum Room
- North Room
- Spring House

Test

Vocabulary

Works Cited

Key Terms

Pelts
Wilderness
Trading Posts
French and Indian War
Treaty of Paris
Proclamation of 1763

Fort
Siege
Captive
Mission
Colonel
Retreat

The Battle of Bushy Run
Native American
Iroquois Confederacy
Albany Congress
Skulking
Seven Years' War

Key People

George Washington
William Pitt
Pontiac

Christopher Gist
Gov. Dinwiddie
Half King

General Braddock
General Forbes
Colonel Bouquet

Key Places

Ohio River Valley
Fort Duquesne
Fort Necessity
Pittsburgh
Laurel Highlands
Great Meadows

Opening Activity Details: Provided below is a detailed explanation of how students will complete the lesson.

Introduce the lesson by asking students what they already know about the French and Indian War in the United States and in general. The teacher should make sure to list all responses on a piece of paper if possible. Their responses will help to create a summary of their views on the topic of the French and Indian War. Then the teacher should take control of the class and lead a discussion to help students distinguish what is true and what is false about The French and Indian War and pass out a fact sheet about it. The teacher at this point should make sure to have covered the following:

- How did the French and Indian war start in North America?
- How did the majority of colonists feel about the war that lived on the frontier compared to those who didn't?
- How does the perspective of the French differ from that of the British and the Indian?
- What can we learn about from the French and Indian War? What might their stories tell us about of early American history?

Next let the students work on their own for a period of time by asking students to take out their notebooks or a piece of paper and write about one of the following topics so that they can understand the differences between their lives today and the lives of a settler living on the frontier during this time period:

- If a stranger were to walk through your home, what might they learn about your family in comparison to a settler living during the French and Indian War?
- If a stranger were to visit your room, what might they learn about you? How would this differ from the someone living during the French and Indian War time period?
- If you were giving a visitor a tour of your home, what things would you show and point out as being important or meaningful to your family? Why? Compare this to a family living during the French and Indian time period.

Have them write for ten to fifteen minutes. Take a few minutes to share and discuss what we can learn about people who live and work in a home by exploring the house and the things in it.

Building the Background

Half a century of conflict between Britain and France over North America resulted in the French and Indian War. When the war began, there were more than 2 million British colonists in America and about 65,000 French in Canada. During the 1700s, the French and British had fought three wars. The Fourth conflict began in 1754 when British colonists moved into North American lands occupied by the French. This conflict is called the French and Indian War because the British were fighting the French and their Native American allies. Fur traders from Pennsylvania and Virginia were eager to trade with Indians in the Ohio River Valley. Leading Virginia planters, who were interested in developing the region, had formed the Ohio Company, and with support of London merchants, had received a royal grant of 200,000 acres in the Ohio River valley in 1749.⁵



The Wilderness of Pennsylvania

The Native Americans were skilled at trapping fur-bearing animals like the beaver, fox, and rabbit. In England and the rest of Europe, people wanted these furs to produce items such as beaver hats. English companies sent fur traders to Native American villages to trade for animal skins which are known as pelts. The fur traders bargained for goods such as cloth, guns, and iron kettles with the Native Americans for their pelts. There were no roads into the wilderness only small paths and trails. As traders traveled to Native American villages in Western Pennsylvania, they rode horses and led packhorse trains. The traders soon found that their packhorses could not carry enough trade goods. They decided to build trading posts in the wilderness. They stored hatchets, knives, beads, lace and other items for trade. Now, men who stayed at the posts could get furs whenever the Native Americans were ready to trade. Later, forts were built to protect these frontier settlements from Native American raids.⁶

⁵ *Our Nation (McGraw-Hill Social Studies)* (New York: Macmillan/McGraw-Hill School, 2003), 245-249.

⁶ Randall Pellow and Gary Bukoski, *Pennsylvania Pride* (Lansdale Pa.: Penns Valley Publisher, 1999), 49.

Conflict in the Wilderness

The European countries of France and England were setting up colonies all over the world. On the North American continent, both countries had begun colonies. Disagreement and conflict began when the two countries claimed the same land for their colonies. French and English traders followed the Native Americans to the forks of the Ohio River in the Western part of the colony, near present day Pittsburgh. As a result, the French and English each believed that their explorers had been the first ones to claim this region. Both sides were ready to fight in order to keep their fur trade with the Native Americans.⁷

Venango Trail

Venango Trail was a Native American trail that ran from present day Pittsburgh to Presque Isle, located in Erie Pennsylvania. The trail itself was named after the Indian village of Venango where French Creek empties into the Allegheny River. George Washington and Christopher Gist travelled along the trail in December of 1753 to deliver a message to the French.⁸

From Pittsburgh the Venango Path runs north to Fort Presque Isle. During the early French and Indian War, the French occupied a large portion of Western Pennsylvania, and the trail became a major military road connecting together a string of French Forts from Lake Erie to Pittsburgh. This road was essential for moving both troops and supplies. When the British drove the French from Western Pennsylvania in 1758, the French burned and abandoned all four forts. The British promptly rebuilt all four again and continued to use the Venango Trail as a military road.⁹

During Chief Pontiac's Rebellion some hostile Indians burned Forts Presque Isle, Le Boeuf and Venango. Following the Battle of Bushy Run, where the British army defeated several hostile tribes, the Indians moved into Ohio and westward. The Venango Trail was no longer used as an Indian trail. All major hostilities ceased in Western Pennsylvania so there was no further major military use of the trail.¹⁰

Problems Early On

In 1754, Washington and his troops were sent back to this region to save the settlement. They had more than one enemy to conquer. Besides the French and their Native American allies, they had to build a crude road through thick forests and over rugged mountain ridges in the Laurel



⁷ Randall Pellow and Gary Bukoski, *Pennsylvania Pride* (Lansdale Pa.: Penns Valley Publisher, 1999), 49

⁸ Louis Waddell and Bruce Bomberger, *The French and Indian War in Pennsylvania, 1753-1763: Fortification and Struggle* (n.p.: Pennsylvania Historical & Museum Commission, May 1997), 5.

⁹ Louis Waddell and Bruce Bomberger, *The French and Indian War in Pennsylvania, 1753-1763: Fortification and Struggle* (n.p.: Pennsylvania Historical & Museum Commission, May 1997), 5.

¹⁰ Louis Waddell and Bruce Bomberger, *The French and Indian War in Pennsylvania, 1753-1763: Fortification and Struggle* (n.p.: Pennsylvania Historical & Museum Commission, May 1997), 6.

Highlands. Building a road through the wilderness was a miserable job. During the hot summer days, they had to do back-breaking work such as cutting trees, hacking brush, moving boulders, and bridging streams too deep to forge. They constantly faced pain and danger from things like poisonous snakes, severe thunderstorms, and unsafe drinking water. At night mosquitoes would come in swarms as they tried to rest on the hard ground.¹¹

Jumonville

After building the road, Washington set up camp in an open field know as the Great Meadows. Great Meadows is located about 40 miles from the French Fort. Washington learned from the camp of the Native American chief Half-King, who told the English that a small group of French soldiers might be planning to attack them. Washington decided to attack them first. With a group of 40 men he marched all night. In the morning he took the awaking French by surprise, the fight lasted for 15 minutes and only one French soldier escaped to Fort Duquesne with news of the battle. Controversy surrounds the events that took place at Jumonville Glen, named after the leader of the French detachment, who was killed there.¹²

The Battle in 1754 started the war know as the French and Indian War. The name given to the war can be cause for confusion. Although it sounds like the French were fighting the Indians, in fact the English were the ones who were fighting the French for control of the Ohio River Valley, and on a grander scale, for control of North America. Both European powers enlisted the help of Native American tribes.¹³

France and England Go To War

The pacifist Quakers of Pennsylvania did not believe in fighting. They in turn asked for the assistance of Governor Dinwiddie of Virginia. In 1753, he sent a twenty one year old man named George Washington to order the French out of the area on England's behalf. After a long journey Washington arrived at the French Fort Le Boeuf near present day Erie. Washington delivered a message to the French which asked them to leave the region.¹⁴

In 1754, the Governor of Virginia decided to have a settlement built at the forks of the Ohio River. He thought this action would give England the upperhand. Unfortunately, the French captured this settlement and built their own fort. This fort was called Fort Duquesne. Britain and France both claimed the land in the Ohio River valley. The Ohio River valley lies between the Appalachian Mountains and the Mississippi River. For the first half of the 1700s, Native Americans of the area were successful in keeping both the French and British colonists from settling there. Then some Iroquois began to sell their land to the British colonists. The French were determined to secure the territory against encroaching British and American traders and land speculators and built a chain of forts along Pennsylvania's Allegheny River. The British ministry ordered colonial governors to repel the French advance, "by force" if necessary.

¹¹ Randall Pellow and Gary Bukoski, *Pennsylvania Pride* (Lansdale Pa.: Penns Valley Publisher, 1999), 50-51.

¹² Randall Pellow and Gary Bukoski, *Pennsylvania Pride* (Lansdale Pa.: Penns Valley Publisher, 1999), 51.

¹³ Lucille Wallower, *Pennsylvania: The Keystone State* (Lansdale Pennsylvania: Penns Valley Publishers, 1999), 60-61.

¹⁴ *Our Nation* (McGraw-Hill Social Studies) (New York: Macmillan/McGraw-Hill School, 2003), 240.

France feared the British would take control of the region. Britain saw the forts the French were building as a threat to the British settlers in the area.¹⁵

Meanwhile, representatives of seven colonies met in Albany, New York, with representatives of the Iroquois Confederacy. The goal of the Albany Congress was to solidify friendship with the Iroquois in light of the approaching war with France and to discuss the possibility of an inter-colonial union. Benjamin Franklin presented a "plan of union" at the conference which would establish a Grand Council which would be able to levy taxes, raise troops, and regulate trade with the Indians. The delegates at the congress approved the plan, but the colonies refused to ratify it, since it threatened their power of taxation.¹⁶

Early French Victories

In 1753, Virginia's Governor Robert Dinwiddie, an investor in the Ohio Company, sent George Washington, a 21-year old major in the Virginia militia, to Pennsylvania to demand a French withdrawal from the forts. The French refused.¹⁷

The first battle came in 1754 at Fort Duquesne. The lieutenant governor of Virginia sent a young George Washington to lead a small group of troops to force the French out of the Ohio River valley. When Washington arrived, his troops attacked and defeated a small force of



French soldiers in the woods near the fort. Washington's troops quickly built a temporary fort out of logs and called it Fort Necessity. Soon a larger French army attacked their makeshift fort, and Washington's men were defeated.¹⁸

Washington hurried back to his camp to prepare for an attack from a larger French force from Fort Duquesne. He ordered a round fort built in the meadow which he called Fort Necessity. Later, a force of 600 French and 100 Native Americans attacked his crude fort. In an all-day rain, Washington's troops were fired upon from higher ground. They were outnumbered

¹⁵ *Our Nation (McGraw-Hill Social Studies)* (New York: Macmillan/McGraw-Hill School, 2003), 241

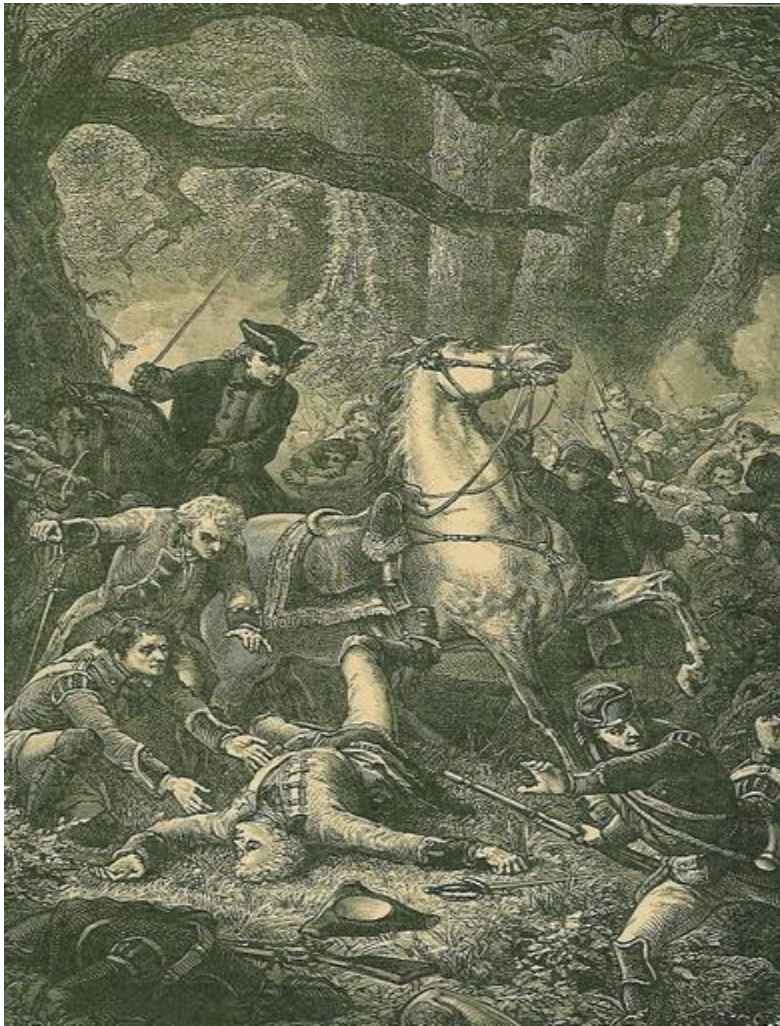
¹⁶ *Our Nation (McGraw-Hill Social Studies)* (New York: Macmillan/McGraw-Hill School, 2003), 241-242

¹⁷ Randall Pellow and Gary Bukoski, *Pennsylvania Pride* (Lansdale Pa.: Penns Valley Publisher, 1999), 50

¹⁸ Walter Borneman, *The French and Indian War Deciding the Fate of North America* (New York: Harper Perennial, 2007), 22.

and many of his men were sick or wounded. Washington surrendered to the French. The French allowed Washington and his men to return to Virginia without their weapons. The fort was ripped apart and burned.¹⁹ The date of the battle of July 4th, and Washington admitted that although the date would be celebrated later in history, he could never partake due to the shame he felt for his time at Great Meadows.

Many of France's early victories were due to the help they received from their longtime allies, the Huron, and other Native American groups. Soon the French mastered the Native American method of warfare known as skulking. They made surprise attacks on the British from behind trees and large rocks or anywhere they could hide. In contrast, the British marched in open battlefield in long rows. This made them easy targets for the enemy.²⁰



Braddock Road

In 1755, the English sent General Braddock with 3,000 Redcoats and colonial militia to capture the French Fort Duquesne. Washington traveled with Braddock's army. About eight miles from the fort, while crossing the Monongahela River, Braddock's army was attacked. Although he greatly outnumbered the French and Native Americans three to one, Braddock's army was badly beaten. Braddock was killed and two-thirds of his soldiers were dead or wounded.²¹

The reason for this was that the French and Native Americans hid behind trees and shot at the English while General Braddock ordered his men to fight in their orderly lined ranks with out cover. Washington had two horses shot from under him. General Braddock was shot in the

chest. A few days later as his army retreated, General Braddock died. He was buried in the middle of the rough road Washington's men had built earlier.²²

¹⁹ Randall Pellow and Gary Bukoski, *Pennsylvania Pride* (Lansdale Pa.: Penns Valley Publisher, 1999), 51

²⁰ Lieutenant Colonel Patrick A. Callahan, Classroom lecture by author, Spring 2009, Slippery Rock, Pa, notes.

²¹ Randall Pellow and Gary Bukoski, *Pennsylvania Pride* (Lansdale Pa.: Penns Valley Publisher, 1999), 51

Forbes Road

In 1758, British General Forbes was sent with a huge army of 8,000 men to capture Fort Duquesne. Again, the road builders were working to construct crude roads.²³ Building his road involved Forbes in two significant difficulties. First, nobody was certain how to penetrate Pennsylvania's largely uncharted western forests, nor where or how to clear an adequate way over four or five steep ridges of the Alleghenies. 1,000 men helped to clear trees, move boulders and create crude roadbed road. These men also helped to guard against attack from the French and Indians. The road flooded repeatedly in the spring time and become impassable. Landslides blocked passage and torrents often washed away the road that the men worked so hard to create. Great numbers of wagons both civilian and military carried supplies between 1,600 and 2,000 pounds these wagons torn up the road. If all this wasn't enough the men who worked on the road were never fed adequately, hundreds of them became ill with respiratory and intestinal infections. Forbes himself became extremely ill throughout the campaign. Despite all these set back the road was completed and helped to lead the captured the French outpost at Fort Duquesne as well as establishing trading routes.²⁴ When the English finally arrived, they found that the French had set fire to their fort and fled. The English built a new, stronger fort at the same location and called it Fort Pitt, which later became known as the city of Pittsburgh. As a result of General Forbes's "victory" in western Pennsylvania, our colony stayed under English rule as part of the Pennsylvania colony.²⁵



Turning Point of the War

In 1756, William Pitt became the king's new chief minister. Viewing America as the place "where England and Europe are to be fought for," Pitt let Prussia bear the brunt of the Seven Years' War in Europe, while concentrating British military resources in America. He united the previously divided colonies by guaranteeing payment for military services and supplies. He also installed younger and more capable officers. In 1757 the British leader, William Pitt, believed that the British could win their power struggle with the French in North American. He began to pour more and more money, troops, and equipment into the effort there. The result was an immediate turn in the War. In 1758 British troops took Fort Duquesne and renamed it Fort Pitt.

²² Lucille Wallower, *Pennsylvania: The Keystone State* (Lansdale Pennsylvania: Penns Valley Publishers, 1999), 60-65.

²³ Randall Pellow and Gary Bukoski, *Pennsylvania Pride* (Lansdale Pa.: Penns Valley Publisher, 1999), 52.

²⁴ "GENERAL FORBES' ROAD TO WAR," ebscohost, <http://web.ebscohost.com/ehost/detail?vid=1&hid=102&sid=7397555e-7eda-4e37-bad7-238d6eab9da3%40sessionmgr109&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d> (accessed Summer, 2009).

²⁵ Lucille Wallower, *Pennsylvania: The Keystone State* (Lansdale Pennsylvania: Penns Valley Publishers, 1999), 66-67.

Britain then tried to convince Native Americans in the area to side with the British. At first the Iroquois refused.²⁶

Pitt's strategy worked. In 1758, the British, with colonial forces assisting, seized Louisbourg, a French fortress guarding the mouth of the St. Lawrence River. In 1759, British forces sailed up the river, laid siege to the city of Québec for three months, and defeated French forces in September. The next year, Montreal also surrendered to the British, ending the fighting in America.²⁷

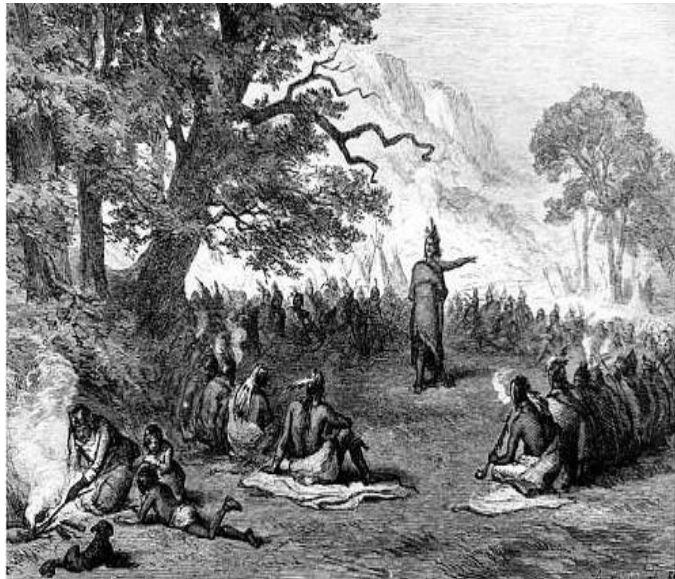
In 1759 the Iroquois decided to join the British against their old enemies, the Huron and the French. In return the British promised to keep the colonists away from Iroquois lands. Later the year, Britain captured the capital of New France, Quebec. Montreal surrendered in 1760.²⁸

In 1762, as the war was ending, France gave Spain much of Louisiana to keep it out of Britain's hands. By the terms of the Treaty of Paris, signed in 1763, Great Britain gained all of France's land in the Ohio River valley and Canada. The war came to an official end in 1763, with the signing of the Treaty of Paris. The treaty gave Britain all French land in Canada except for two tiny fishing islands south of Newfoundland. To the south, the treaty gave Britain all of France's holdings east of the Mississippi river, which now became the boundary between the British colonies and Louisiana, which Spain received from France before ceding Florida to Britain. In effect, triumphant Britain chose to keep Canada rather than the conquered Caribbean slave colonies Guadeloupe and Martinique, which were returned to France.²⁹

Pontiac's War The Battle of Bushy Run

The Native Americans who lived near the Great Lakes were afraid the English would take their land. The English said that they were there only to drive out the French. An Ottawa Chief by the name of Pontiac led a group of Delaware, Shawnee, and Seneca Indians on the warpath. Many settlers were forced to leave their home out of fear during these Indians raids. The Native Americans captured many forts during these raids only three remained.³⁰

In response to these attacks England sent Colonel Henry Bouquet and an army to help the settlers. Bouquet only had 500 men to accomplish this. He had a wagon train of supplies and packhorses. They marched from Philadelphia to Carlisle. When they got there they found the town crowded with people whose homes had been destroyed. On July 18



²⁶ *Our Nation (McGraw-Hill Social Studies)* (New York: Macmillan/McGraw-Hill School, 2003), 245-249.

²⁷ Walter Borneman, *The French and Indian War Deciding the Fate of North America* (New York: Harper Perennial, 2007), 61.

²⁸ Walter Borneman, *The French and Indian War Deciding the Fate of North America* (New York: Harper Perennial, 2007), 62.

²⁹ Walter Borneman, *The French and Indian War Deciding the Fate of North America* (New York: Harper Perennial, 2007), 63.

³⁰ Lucille Wallower, *Pennsylvania: The Keystone State* (Lansdale Pennsylvania: Penns Valley Publishers, 1999), 68.

1963 Bouquet and his army left Carlisle. Spring rains had washed out bridges and Native American hiding in the woods shot many of men as Colonel Henry Bouquet made his way to Fort Bedford and then Fort Ligonier. During this time Bouquet was growing worried over the fact that he had received no word from Fort Pitt.³¹

While at Fort Ligonier Bouquet decided to rest for two days. Then before leaving the Colonel decided to take flour from barrels and put it in bags on the horses. The Wagons and other supplies were left at the fort.³²

On August 5th around noon the army had reached a place near a small stream called Bushy Run. Suddenly there were war whoops. Native Americans shot at the army from all sides. The battle only lasted until dark. Fort Pitt had been under siege for the past four days. Hearing of the coming army, the Native Americans had left the fort to attack Bouquet and his men. More than sixty men were killed or wounded in the first day as well as many of the horses.³³

That night Bouquet took his troops to the top of a hill. The flour bags were packed high in a circle like a fort. This was to help protect the wounded. The next day the Native American began their attack again. Bouquet came up with a plan and told his men to pretend to retreat. Then the Native Americans rushed into the place the men had been and Bouquet and his men lunched a counter attack and fired upon the now surprised and surrounded Indians. Bouquet and his men reached Fort Pitt on August 10th. It was the only time that the British army ever achieved victory over a Native American force to that point.³⁴

After the War

Soon after the war ended, British colonists again began moving west into the Ohio River valley. To preserve Indian hunting grounds, an Ottawa chief, Pontiac, urged the Native Americans there to “drive off your land those who will do you nothing but harm.” In the spring of 1763, Pontiac led an alliance of Delaware, Seneca, Shawnee, and other western Indians in rebellion. Pontiac's alliance attacked forts in Indiana, Michigan, Pennsylvania, and Wisconsin that Britain had taken over from the French, destroying all but three. Pontiac's forces then moved eastward, attacking settlements in western Pennsylvania, Maryland, and Virginia, killing more than 2,000 colonists. Without assistance from the French, however, Pontiac's rebellion petered out by the year's end.³⁵



³¹ Lucille Wallower, *Pennsylvania: The Keystone State* (Lansdale Pennsylvania: Penns Valley Publishers, 1999), 68.

³² Lucille Wallower, *Pennsylvania: The Keystone State* (Lansdale Pennsylvania: Penns Valley Publishers, 1999), 69.

³³ Lucille Wallower, *Pennsylvania: The Keystone State* (Lansdale Pennsylvania: Penns Valley Publishers, 1999), 60.

³⁴ Lucille Wallower, *Pennsylvania: The Keystone State* (Lansdale Pennsylvania: Penns Valley Publishers, 1999), 70.

³⁵ “French and Indian War,” Digital History, <http://digitalhistory.uh.edu/> (accessed Summer 2009).

Britain feared a long and costly war. To prevent another revolt, Britain issued the Proclamation of 1763. This proclamation, or official announcement, set aside all British land west of the Appalachians for Native Americans. Its goal was to protect the fur trade and draw new settlers to Canada or other British colonies. To prevent colonists from moving further into the region, Britain sent soldiers to the frontier. The colonists were angered by being kept out of western lands and the fur trade.³⁶

Fate of Native Americans

As a result of the Seven Years' War, Native Americans were no longer able to play the French off against the British and found it increasingly difficult to slow the advance of white settlers into the western parts of New York, Pennsylvania, North and South Carolina, and Virginia. Indians in western New York and Ohio also faced encroachment onto their lands. With the French threat removed, the British reduced the price paid for furs, allowed settlers to take Indian land without payments, and built forts in violation of treaties with local tribes.³⁷

Impact on Colonies

Unlike many modern revolutions, the American Revolution was not rooted totally in economic deprivation or in the struggle of an oppressed class against entrenched elite. But this does not mean that the colonists did not suffer from serious grievances.³⁸

The Revolution was the product of 40 years of abuses by the British authorities that many colonists regarded as a threat to their liberty and property. But people do not act simply in response to objective reality but according to the meaning that they give to events. The Revolution resulted from the way the colonists interpreted events.³⁹

The American patriots were alarmed by what they saw as a conspiracy against their liberty. They feared that the corruption and the abuses of power by the British government would taint their own society. And, further, they were troubled by the knowledge that they had no say over a government three thousand miles away.⁴⁰

The French and Indian War ravaged not only the colonies but Europe as well from 1756 to 1763. The French and Indian War or the Seven Years' War was one of the bloodiest war in American the 18th century. Sadly though this war is one that is often over looked even if it took more lives than the American Revolution, involved people on three continents, including the Caribbean. As you now know the war was the product of an imperial struggle, a clash between the French and English over colonial territory and the wealth that went with owning that land. Some of the major results that came about as a result of the Seven Years' War were that the British National Debt As a Result of 25 Years of War was 140 million pounds sterling. The was a vast new territory to be secured and who was going to secure this vast empire. As well as what was the regular army mission defense or occupation? And who will pay for the cost of this very

³⁶ "French and Indian War," Digital History, <http://digitalhistory.uh.edu/> (accessed Summer 2009).

³⁷ Lieutenant Colonel Patrick A. Callahan, Classroom lecture by author, Spring 2009, Slippery Rock, Pa, notes.

³⁸ "Seeds of Discontent," Digital History, <http://digitalhistory.uh.edu/> (accessed Summer 2009).

³⁹ "Seeds of Discontent," Digital History, <http://digitalhistory.uh.edu/> (accessed Summer 2009).

⁴⁰ "Seeds of Discontent," Digital History, <http://digitalhistory.uh.edu/> (accessed Summer 2009).

costly struggle? Cost of war to Americans were to pay for volunteers/militia, casualties, disabled, dislocated, Bankruptcies all of which were a result of the were. Tensions soon arose between Colonials and “Englishmen”. Britain soon realized that warfare in North America largely unlike that in Europe. The French who were defeated in the Seven Years were aching for revenge after 1763 a chance they would get a shortly during the American Revolution.⁴¹

⁴¹ Lieutenant Colonel Patrick A. Callahan, Classroom lecture by author, Spring 2009, Slippery Rock, Pa, notes.

List below are some of the Acts that increased tensions between the colonies and Britain.

- 1733: The Molasses Act, which levied a stiff tax on rum, molasses, and sugar produced in the British West Indies for sale to the colonies, produced vigorous opposition on the grounds that it sought to protect English economic interests at the colonists' expense.
- 1750: After Parliament passed the Iron Act, which impeded the development of iron manufacturing in the colonies, Benjamin Franklin published a treatise denouncing the absurdity of restraining the colony's economic growth.
- 1751: The British government vetoed colonial laws that would prohibit convicts from entering the colonies, leading Benjamin Franklin to suggest that the colonists ship rattlesnakes to Britain.
- 1754: For the fourth time since the 1680s, Britain and France go to war. The conflict is known as the Seven Years' War in Europe and the French and Indian War in North America. When it ended in 1763, France ceded Canada and the Ohio River Valley to British rule.
- 1763: To prevent the colonists from rushing into territories vacated by the French and provoking conflict with the Indians, Parliament adopted the Proclamation of 1763, forbidding the colonists from purchasing land west of the Appalachians. To enforce the Proclamation, the royal government stationed 10,000 troops in the colonies--the first time a standing army has been stationed in the colonies in peacetime.
- Britain also ordered western settlers to vacate Indian land and restricted Indian trading to traders licensed by the British government. For the first time, westward expansion was placed in the hands of royal officials.
- 1764: To maintain the army and repay war debts, Parliament decided to impose charges on colonial trade. It passed the Sugar Act, imposed duties on foreign wines, coffee, textiles, and indigo imported into the colonies, and expanded the customs service. Britain required colonial vessels to fill out papers detailing their cargo and destination. The royal navy patrolled the coast to search for smugglers, who were tried in special courts without a jury.
- 1764: The Currency Act prohibited colonial governments from issuing paper money and required all taxes and debts to British merchants to be paid in British currency.
- 1765: To increase revenues to pay the cost of militarily defending the colonies, Parliament passed the Stamp Act, which required a tax stamp on legal documents, almanacs, newspapers, pamphlets, and playing cards. This was the first direct tax Parliament had ever levied on the colonies and a violation of the principle that only the colonies' legislative assemblies could impose taxes. Suspected violators were tried in admiralty courts without juries. Colonists boycotted British goods and intimidated stamp distributors into resigning. They protested the Stamp Act on two grounds: that it represented taxation without representation and that it deprived colonists of the right to trial by jury. Outside of Georgia, no stamps were ever sold. London merchants ultimately persuaded Parliament to repeal the act. The Stamp Act made many Americans realize for the first time that the British government could act contrary to the colonies' interests.

- 1765: Parliament unanimously passed the Declaratory Act, asserting its right to make laws governing the colonists.
- 1765: Parliament approved the Quartering Act, requiring colonial governments to put up British soldiers in unoccupied buildings and provide them with candles, bedding, and beverages. When the New York Assembly resists, the British governor suspended the assembly for six months.
- 1767: Chancellor of the Exchequer, Charles Townshend, imposed new duties on imports of glass, lead, paint, paper, and tea to the colonies. The Townshend Acts also expanded the customs service. Revenue from the acts paid the salaries of colonial governors and judges and prevented colonial legislatures from exercising the power of the purse over these officials.
- 1770: British soldiers under Captain Thomas Preston fired on a Boston crowd, killing five and wounding six. In a subsequent trial, in which John Adams defended the soldiers, all but two of the soldiers were acquitted of murder. After discovering that the Townshend duties have raised only 21,000 pound sterling (while sales of British goods in the colonies have fallen more than 700,000 pounds), the British government repealed all the Townshend duties, except the duty on tea, to remind the colonists of Parliament's power to tax.
- 1773: Parliament passed the Tea Act that authorized the East India Company to bypass American wholesalers and sell tea directly to American distributors. Cutting out the wholesalers' profit would make English tea cheaper than tea smuggled in from Holland. Colonists in Boston, disguised as Indians, boarded three vessels and dumped 342 canisters of British tea into Boston harbor. The British government responded harshly; it closed Boston harbor to trade; modified the Massachusetts colonial charter; forbid town meetings more than once a year; called for the billeting of British troops in unoccupied private homes; provided for trials outside the colonies when royal officials are accused of serious crimes; and named a general to serve as Massachusetts' royal governor.
- 1774: The Quebec Act enlarged French Quebec to cover the area as far west as the Mississippi River and as far south as the Ohio River. French law prevailed in this area and the Catholic Church would have a privileged status there.
- 1774: Virginia took the lead in opposing British policies. Local committees called for the support of Boston and the elimination of all trade with Britain.
- 1774: In September, the first Continental Congress met in Philadelphia to orchestrate resistance to British policies. It declared that all trade with Britain should be suspended.
- 1775: British General Thomas Gage was ordered to use military force to put down challenges to royal authority in the colonies. To curtail colonial military preparations, he dispatched royal troops to destroy rebel supplies at Concord, Massachusetts. On the night of April 18, Paul Revere and William Dawes alerted patriots of the approach of British forces. Revere was seized and Dawes was turned back at Lexington, Mass., but the Concord militia moved or destroyed the supplies and prepared to defend their town. On April 19, British redcoats arrived at Lexington and ordered 70 armed "Minutemen" to disperse. A shot rang out and drew fire from the British soldiers. Eight Americans were killed. The British moved on to Concord, destroyed the supplies they found, then

returned to Boston, as American patriots fired from behind hedges and walls. British losses were 65 dead, 173 wounded, and 26 missing. American casualties were 49 dead and 46 wounded or missing.

- 1775: In May, the second Continental Congress convened in Philadelphia and appoints George Washington commander-in-chief.
- 1776: On July 2, the Continental Congress approved a resolution that begins: "that these United Colonies are, and of right ought to be, free and independent."⁴²

⁴² "Seeds of Discontent," Digital History, <http://digitalhistory.uh.edu/> (accessed Summer 2009).



The
War
that made
America

The War that Made America

- **Preview before using:** As with any resource, it is recommended that the teacher preview any segment before using it in class. The film The War that Made America portrays eighteenth century life and warfare may require some special introduction to prepare students to view the more challenging aspects of the clips.
- **About the Film:** The film The War that Made America is a PBS miniseries about the French and Indian War Much of the story focuses upon George Washington, connecting his role in the war with the later American Revolution. Pontiac's Rebellion, which followed the French and Indian War, is also covered in the series.
- **Research Activities:** Assign the following research projects to small groups of three to four students. The research activities are based on key elements of the French and Indian War.
 - **Investigate:** George Washington's experiences in the French and Indian War and draw conclusions about how well they prepared him to be a military leader.
 - **Read:** "The Humble Address of the Officers of the Virginia Regiment", delivered to George Washington by his officer when he retired as commander of the Virginia Regiment in 1758.
 - **Discuss:** What the "Humble Address" by his officers reveals about Washington as a leader of the Virginia Regiment.
 - **Write:** A letter to the Continental Congress assessing Washington's abilities as a military leader, citing specific examples from his experiences in the French and Indian War.

Review and Assess

Questions

1. Write one sentence for each key terms, person and place.
2. What was the major business activity that drew early settlers deeper into the wilderness?
3. What two European powers were fighting for control of the North American continent during the 1750s and 1760's?
4. What was George Washington's mission?
5. Why did the English feel the land belonged to them?
6. Why did the French feel they owned the land?
7. Why did the Indians fight on the side of the French?
8. What problems did Washington have on his return trip?
9. Why was Fort Necessity built?
10. Why did Fort Necessity seem to have such an appropriate name?
11. What mistake had Washington made in building the fort at Great Meadows?
12. What problems did the British army have traveling?
13. How did the French know where the British were coming?
14. Why did the British lose so many soldiers?
15. Why were the Native Americans so angry?
16. Why was General Forbes sent to capture Fort Duquesne?
17. What mistakes had Braddock made that cost the lives of so many soldiers?
18. What did the British do to help stop the Native Americans raids?
19. Why was Colonel Bouquet sent to help the settlers?
20. What were some of the problems Colonel Bouquet had?
21. How were the Native Americans tricked?
22. Why were settlers taken captive?
23. Why didn't some captives leave the Native Americans when rescued?
24. How were the European settlers cruel?
25. Who was Chief Pontiac and what did he do?
26. How did North America change as a result of the French and Indian War?
27. Why did the British issue the Proclamation of 1763?
28. How long did the French and Indian War last?
29. Which European power won the French and Indian War to control the North American continent?
30. What was another name for the French and Indian War?

Critical Thinking Questions

1. What other name would you give to The French and Indian War to more accurately describe it?
2. What do you think might have happened to our country if George Washington would have been killed in the battle in which General Braddock died?

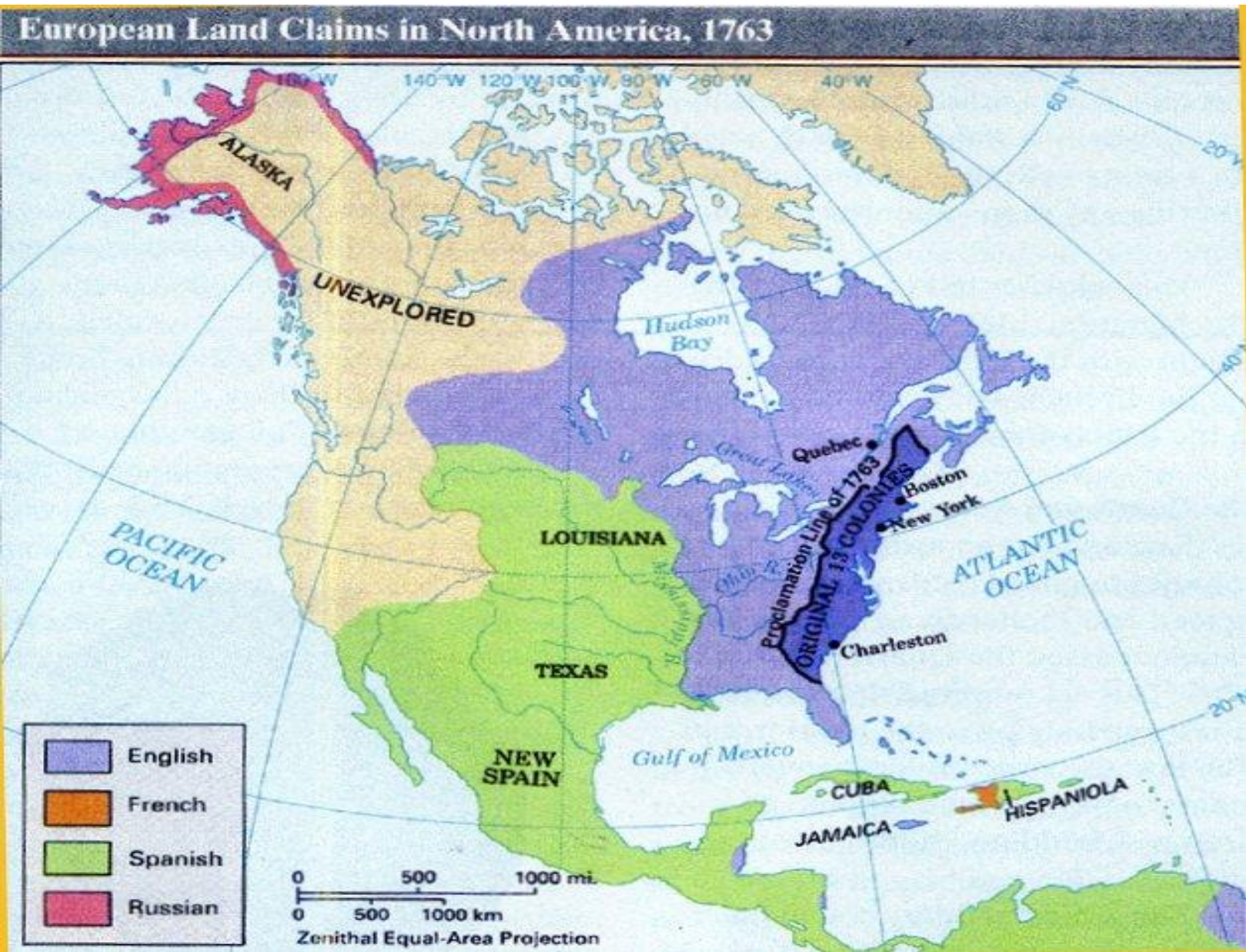
Activities

1. Draw a flag that represents what the U.S. would be today if these changes had not occurred.
2. Write a letter to a relative from the point of view of a British colonist in 1754. Explain how the French and Indian War is affecting your life.
3. Make a time line showing the major events of the French and Indian War. You can either write the names of the events and/or make drawings to show what happened. Include the month and year wherever possible.
4. Describe how your life would have been miserable as a road builder in the wilderness in the 1750s as compared to building a road today.
5. Re-design General Braddock's plan to help secure a victory for the British.



Map Skills

1. What country claimed the Colony of Florida?
2. About how much of North America was claimed by Great Britain?



Map Skills

1. What part of North America did Great Britain gain at the end of the War?

2. Which country claimed Louisiana?

French and Indian War Time Line (1753-1763)

1753, Washington goes to Fort Le Beoeuf to Find out intentions of French.

Jan. 1754, Washington returns to Virginia with French reply.

Governor Dinwiddie has fort built at the forks of the Ohio River.

French attack and capture unfinished fort. They finish it and call it Fort Duquesne.

Washington builds Fort Necessity.

July 1754, Washington surrenders Fort Necessity.

July 1755, Gen. Braddock's army nears Fort Duquesne. They fail to take the Fort.

1758, Army marches toward Fort Duquesne. Colonel Bouquet builds forts along the way.

1758, 2,500 men attack Fort Duquesne. The French set fire to the Fort and Flee.

1758, Fort Pitt is built on the site of Fort Duquesne.

1758, Easton Treaty with Indians help to stop raids.

1763, Battle of Bushy Run. Colonel Bouquet defeats Indians to research Fort Pitt.

1763, French and Indian War Ends.

1753

1758

1763

British in North America



French Forts in North America



Ohio Country



Forks of the Ohio



Indian Peoples and European Empires, 1750-1763

NATIVE PEOPLES AND EUROPEAN EMPIRES, C.1750-1763



Test A

Subject Matter: The French and Indian War, Old Stone House, and Stagecoach History

Name	Subject	Period	Date
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Multiple Choice: 2 Points Each

1. What was preliminary conflict to the French and Indian War?
(A) King Phillip's War
(B) King James' War
(C) King George's War
(D) Burger King's War
2. What was the main pressure leading up to the French and Indian War?
(A) Concern for the Indians
(B) Desire for land
(C) A war in Europe
(D) Different political philosophies
3. Who was the governor of Virginia that sparked the conflict by sending a messenger to the French in late 1753?
(A) Robert Dinwiddie
(B) Robert Fiddlesticks
(C) Thomas Penn
(D) John Brown
4. Who was that messenger?
(A) Alexander Hamilton
(B) Andrew Jackson
(C) Benjamin Franklin
(D) George Washington
5. What was the name of the fort erected by that messenger's troops after the first fight of the war?
(A) Necessary
(B) Necessity
(C) Temporary
(D) Ineffective
6. Where was this fort erected?
(A) Green Fields
(B) New Meadows
(C) Great Meadows
(D) Green Meadows
7. What was the ironic date of the fort's surrender to the French?
(A) December 25
(B) July 4
(C) October 31
(D) July 14
8. What year did France and England declare war?
(A) 1755
(B) 1754
(C) 1756
(D) 1777
9. In what year did the tide begin to turn for the British?
(A) 1758
(B) 1778
(C) 1756
(D) 1759

10. When the British conquered Fort Duquesne, what did they rename it?
(A) Fort Washington (C) Fort Braddock
(B) Fort Pitt (D) Fort George
11. Today, what is the name of the city where that fort stood?
(A) Albany (C) Pittsburgh
(B) Hershey (D) Philadelphia
12. When was the Treaty of Paris signed?
(A) 1763 (C) 1765
(B) 1760 (D) 1761
13. What did France give up, and to whom?
(A) All of its colonial territories to the British (C) All territory east of the Mississippi to the British; all territory west of the Mississippi to the Spanish
(B) Nothing (D) Just Louisiana, to the British
14. What was France allowed to keep?
(A) New France (Canada) (C) Nothing
(B) All its territory west of the Mississippi (D) New Orleans, Martinique, Guadeloupe, St. Lucia
15. What Indian nation did Pontiac belong to?
(A) Delaware (C) Seneca
(B) Ottawa (D) Cherokee
16. When did "Pontiac's War" break out?
(A) March 1765 (C) April 1763
(B) November 1764 (D) October 1767
17. How long did "Pontiac's War" last?
(A) 7 months (C) 2 weeks
(B) 10 days (D) 7 years
18. What conflicts did the French and Indian War leave unsolved?
(A) The presence of the French in America (C) Conflict between colonists and the Dutch
(B) Conflict with colonists, land claims (D) None

Short Answer

1. Discuss the importance of Indian policy in regards to the French and Indian War. How did alliances with the Indians alter the course of the war?
2. Indians played a crucial war in both battle and the overall course of the war.
3. How did the French and Indian War prepare the colonists for the American Revolution?
4. What were the land pressures that led to the French and Indian War?
5. Discuss the importance of landscape in crafting battle strategy for both the French and the English.
6. How did the French and Indian War heighten the conflict between Britain and the American colonies?
7. Discuss the effects of "Pontiac's War" and its implications for further conflict between the British and the Indians.
8. Why were the British unable to attract and retain Indian allies for much of the war?
9. Discuss the elements of successful and unsuccessful policy among different English leaders: Braddock, Forbes, and Pitt. What worked and what didn't work?
10. Who used the Conestoga wagon?
11. What was the Conestoga wagon's purpose?
12. What is unique about the Conestoga wagon?
13. In what time period was the Conestoga wagon used?
14. What types of animals pulled the Conestoga wagon?
15. When was the wagon first invented and seen?
16. In what country or countries were the first wagons viewed?
17. What form of transportation took the Conestoga wagon's place?
18. How did the invention of the Conestoga wagon affect the economy?

Test A

Subject Matter: The French and Indian War, Old Stone House, and Stagecoach History

Name	Subject	Period	Date
------	---------	--------	------

Multiple Choice: 2 Points Each

2. What was preliminary conflict to the French and Indian War?

- | | |
|------------------------|------------------------------|
| (E) King Phillip's War | (G) King George's War |
| (F) King James' War | (H) Burger King's War |

2. What was the main pressure leading up to the French and Indian War?

- | | |
|-----------------------------|--------------------------------------|
| (E) Concern for the Indians | (G) A war in Europe |
| (F) Desire for land | (H) Different political philosophies |

3. Who was the governor of Virginia that sparked the conflict by sending a messenger to the French in late 1753?

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| (E) Robert Dinwiddie | (G) Thomas Penn |
| (F) Robert Fiddlesticks | (H) John Brown |

4. Who was that messenger?

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|------------------------|------------------------------|
| (E) Alexander Hamilton | (G) Benjamin Franklin |
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5. What was the name of the fort erected by that messenger's troops after the first fight of the war?

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| (E) Necessary | (G) Temporary |
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| (E) Green Fields | (G) Great Meadows |
| (F) New Meadows | (H) Green Meadows |

7. What was the ironic date of the fort's surrender to the French?

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| (E) 1755 | (G) 1756 |
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| (E) 1758 | (G) 1756 |
| (F) 1778 | (H) 1759 |

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(F) All its territory west of the **(H) New Orleans, Martinique, Guadeloupe, St. Lucia**
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10. Who used the Stagecoaches?
11. What was the Stagecoach's purpose?
12. What is unique about the Stagecoach?
13. In what time period was the Stagecoach used?
14. What types of animals pulled the Stagecoach wagon?
15. What form of transportation took the Stagecoach's place?
16. How did the invention of the Stagecoach affect the economy?

Vocabulary

Key Terms

- **Pelts**: The hair, fur or wool that covers an animal's skin that has been stripped off the animal.
- **Wilderness**: A wild and uncultivated region, as of forest or desert, uninhabited or inhabited only by wild animals; a tract of wasteland.
- **Trading Posts**: A store established in an unsettled or thinly settled region by a trader or trading company to obtain furs and local products in exchange for supplies, clothing, other goods, or for cash.
- **French and Indian War**: The war in America in which France and its Indian allies opposed England 1754–60: ended by Treaty of Paris in 1763.
- **Treaty of Paris**: The Treaty of Paris ended the Seven Years' War.
- **Proclamation of 1763**: Was issued October 7, 1763, by King George III following Great Britain's acquisition of French territory in North America after the end of the French and Indian War/Seven Years' War. The purpose of the proclamation was to organize Great Britain's new North American empire and to stabilize relations with Native North Americans through regulation of trade, settlement, and land purchases on the western frontier.
- **Fort**: A strong or fortified place occupied by troops and usually surrounded by walls, ditches, and other defensive works; a fortress; fortification.
- **Siege**: The act or process of surrounding and attacking a fortified place in such a way as to isolate it from help and supplies, for the purpose of lessening the resistance of the defenders and thereby making capture possible.
- **Captive**: A prisoner.
- **Mission**: Military. an operational task, usually assigned by a higher headquarters
- **Colonel**: An officer in the U.S. Army ranking between lieutenant colonel and brigadier general.
- **Retreat**: The forced or strategic withdrawal of an army or an armed force before an enemy.
- **The Battle of Bushy Run**: Occurred 1763 between British commander Colonel Henry Bouquet and a combined force of Delaware, Shawnee, Mingo, and Huron warriors during Pontiac's Rebellion, 1763-65.
- **Native American**: The indigenous peoples of the Americas are the pre-Columbian inhabitants of the Americas, their descendants, and many ethnic groups who identify with those peoples. They are often also referred to as Native Americans.
- **Iroquois Confederacy**: Is a group of Native Americans that originally consisted of five nations: the Mohawk, the Oneida, the Onondaga, the Cayuga, and the Seneca. A sixth tribe, the Tuscarora, joined after the original five nations were formed.
- **Albany Congress**: Was a meeting of representatives of seven of the British North American colonies in 1754 specifically, Connecticut, Maryland, Massachusetts, New Hampshire, New York, Pennsylvania, and Rhode Island. Representatives met daily at

Albany, New York from June 19 to July 11 to discuss better relations with the Indian tribes and common defensive measures against the French.

- **Skulking**: To move about stealthily.
- **Seven Years' War**: The war in America in which France and its Indian allies opposed England 1754–60: ended by Treaty of Paris in 1763.

Key People

- **George Washington**: In his youth, Washington worked as a surveyor, and acquired what would become invaluable knowledge of the terrain around his native Colony of Virginia.
- **William Pitt**: Was a British Whig statesman who achieved his greatest fame leading Britain during the Seven Years' War.
- **Pontiac**: Was an Ottawa leader who became famous for his role in Pontiac's Rebellion 1763–1766, an American Indian struggle against the British military occupation of the Great Lakes region following the British victory in the French and Indian War.
- **Christopher Gist**: Was one of the first white explorers of the Ohio Country in what would become the United States. He was credited with providing the first detailed description of the Ohio Country to Great Britain and her colonists. At the outset of the French and Indian War, Gist accompanied George Washington on missions in the Ohio Country.
- **Gov. Dinwiddie**: Was a lieutenant governor who is commonly cited as precipitating the French and Indian War. He wanted to limit French expansion in Ohio Country, an area claimed by the Virginia Colony and in which the Ohio Company, of which he was a stockholder, had made preliminary surveys and some small settlements.
- **Half King**: Was an American Indian leader who played a pivotal role in the beginning of the French and Indian War. He was known to European-Americans as the Half King, a title also used to describe several other historically important American Indian leaders. His name has been spelled in a variety of ways.
- **General Braddock**: Was a British soldier and commander-in-chief for North America during the actions at the start of the French and Indian War 1754–1763. He is generally best remembered for his command of a disastrous expedition in 1755, in which he lost his life.
- **General Forbes**: Was a British general in the French and Indian War. He is best known for leading the Forbes Expedition that captured the French outpost at Fort Duquesne and for naming the city of Pittsburgh, Pennsylvania after British Secretary of State William Pitt the Elder.
- **Colonel Bouquet**: Was a prominent British Army officer in the French and Indian War and Pontiac's War. Bouquet is best known for his victory over Native Americans (American Indians) at the Battle of Bushy Run, lifting the siege of Fort Pitt during Pontiac's War.

Key Places

- **Ohio River Valley**: Had great significance in the history of the Native Americans, and served, at times, as a border between Kentucky and Indian Territories. It was a primary transportation route during the westward expansion of the early U.S. The Ohio flows through or along the border of six states, and its drainage basin encompasses 14 states, including many of the states of the southeastern U.S.
- **Fort Duquesne**: Was a fort established by the French in 1754, at the junction of the Allegheny and Monongahela rivers in what is now downtown Pittsburgh in the state of Pennsylvania. It was destroyed and replaced by Fort Pitt in 1758; over two centuries later, the site formerly occupied by Fort Duquesne is now Point State Park.
- **Fort Necessity**: Was the fort built by Washington and the site of one of the first battles of the French and Indian War and George Washington's only military surrender. The battle, along with the May 28 Battle of Jumonville Glen, contributed to a series of military escalations that resulted in the global Seven Years' War.
- **Pittsburgh**: Is the county seat of Allegheny County, Pennsylvania, United States, and the second largest city in the state.
- **Laurel Highlands**: Is a region in southwestern Pennsylvania, encompassing Fayette County, Somerset County and Westmoreland County.
- **Great Meadows**: Is the site where The Battle of Fort Necessity took place July 3, 1754. The engagement was one of the first battles of the French and Indian War and George Washington's only military surrender.

Student Old Stone House Lesson Packet

Key Terms

Pelts	Fort	The Battle of Bushy Run
Wilderness	Siege	Native American
Trading Posts	Captive	Iroquois Confederacy
French and Indian War	Mission	Albany Congress
Treaty of Paris	Colonel	Skulking
Proclamation of 1763	Retreat	Seven Years' War

Key People

George Washington	Christopher Gist	General Braddock
William Pitt	Gov. Dinwiddie	General Forbes
Pontiac	Half King	Colonel Bouquet

Key Places

Ohio River Valley	Fort Necessity	Laurel Highlands
Fort Duquesne	Pittsburgh	Great Meadows

List below are some of the Acts the increased tensions between the colonies and Britain.

- 1733: The Molasses Act, which levied a stiff tax on rum, molasses, and sugar produced in the British West Indies for sale to the colonies, produced vigorous opposition on the grounds that it sought to protect English economic interests at the colonists' expense.
- 1750: After Parliament passed the Iron Act, which impeded the development of iron manufacturing in the colonies, Benjamin Franklin published a treatise denouncing the absurdity of restraining the colony's economic growth.
- 1751: The British government vetoed colonial laws that would prohibit convicts from entering the colonies, leading Benjamin Franklin to suggest that the colonists ship rattlesnakes to Britain.
- 1754: For the fourth time since the 1680s, Britain and France go to war. The conflict is known as the Seven Years' War in Europe and the French and Indian War in North America. When it ended in 1763, France ceded Canada and the Ohio River Valley to British rule.
- 1763: To prevent the colonists from rushing into territories vacated by the French and provoking conflict with the Indians, Parliament adopted the Proclamation of 1763, forbidding the colonists from purchasing land west of the Appalachians. To enforce the Proclamation, the royal government stations 10,000 troops in the colonies--the first time a standing army has been stationed in the colonies in peacetime.

- Britain also ordered western settlers to vacate Indian land and restricted Indian trading to traders licensed by the British government. For the first time, westward expansion was placed in the hands of royal officials.
- 1764: To maintain the army and repay war debts, Parliament decided to impose charges on colonial trade. It passed the Sugar Act, imposed duties on foreign wines, coffee, textiles, and indigo imported into the colonies, and expanded the customs service. Britain required colonial vessels to fill out papers detailing their cargo and destination. The royal navy patrolled the coast to search for smugglers, who were tried in special courts without a jury.
- 1764: The Currency Act prohibited colonial governments from issuing paper money and required all taxes and debts to British merchants to be paid in British currency.
- 1765: To increase revenues to pay the cost of militarily defending the colonies, Parliament passed the Stamp Act, which required a tax stamp on legal documents, almanacs, newspapers, pamphlets, and playing cards. This was the first direct tax Parliament had ever levied on the colonies and a violation of the principle that only the colonies' legislative assemblies could impose taxes. Suspected violators were tried in admiralty courts without juries. Colonists boycotted British goods and intimidated stamp distributors into resigning. They protested the Stamp Act on two grounds: that it represented taxation without representation and that it deprived colonists of the right to trial by jury. Outside of Georgia, no stamps were ever sold. London merchants ultimately persuaded Parliament to repeal the act. The Stamp Act made many

Americans realize for the first time that the British government could act contrary to the colonies' interests.

- 1765: Parliament unanimously passed the Declaratory Act, asserting its right to make laws governing the colonists.
- 1765: Parliament approved the Quartering Act, requiring colonial governments to put up British soldiers in unoccupied buildings and provide them with candles, bedding, and beverages. When the New York Assembly resists, the British governor suspended the assembly for six months.
- 1767: Chancellor of the Exchequer, Charles Townshend, imposed new duties on imports of glass, lead, paint, paper, and tea to the colonies. The Townshend Acts also expanded the customs service. Revenue from the acts paid the salaries of colonial governors and judges and prevented colonial legislatures from exercising the power of the purse over these officials.
- 1770: British soldiers under Captain Thomas Preston fired on a Boston crowd, killing five and wounding six. In a subsequent trial, in which John Adams defended the soldiers, all but two of the soldiers were acquitted of murder. After discovering that the Townshend duties have raised only 21,000 pound sterling (while sales of British goods in the colonies have fallen more than 700,000 pounds), the British government repealed all the Townshend duties, except the duty on tea, to remind the colonists of Parliament's power to tax.
- 1773: Parliament passed the Tea Act that authorized the East India Company to bypass American wholesalers and sell tea directly to American distributors. Cutting out the

wholesalers' profit would make English tea cheaper than tea smuggled in from Holland.

Colonists in Boston, disguised as Indians, boarded three vessels and dumped 342

canisters of British tea into Boston harbor. The British government responded harshly; it

closed Boston harbor to trade; modified the Massachusetts colonial charter; forbid town

meetings more than once a year; called for the billeting of British troops in unoccupied

private homes; provided for trials outside the colonies when royal officials are accused

of serious crimes; and named a general to serve as Massachusetts' royal governor.

- 1774: The Quebec Act enlarged French Quebec to cover the area as far west as the Mississippi River and as far south as the Ohio River. French law prevailed in this area and the Catholic Church would have a privileged status there.
- 1774: Virginia took the lead in opposing British policies. Local committees called for the support of Boston and the elimination of all trade with Britain.
- 1774: In September, the first Continental Congress met in Philadelphia to orchestrate resistance to British policies. It declared that all trade with Britain should be suspended.
- 1775: British General Thomas Gage was ordered to use military force to put down challenges to royal authority in the colonies. To curtail colonial military preparations, he dispatched royal troops to destroy rebel supplies at Concord, Massachusetts. On the night of April 18, Paul Revere and William Dawes alerted patriots of the approach of British forces. Revere was seized and Dawes was turned back at Lexington, Mass., but the Concord militia moved or destroyed the supplies and prepared to defend their town. On April 19, British redcoats arrived at Lexington and ordered 70 armed "Minutemen" to disperse. A shot rang out and drew fire from the British soldiers. Eight Americans

were killed. The British moved on to Concord, destroyed the supplies they found, then returned to Boston, as American patriots fired from behind hedges and walls. British losses were 65 dead, 173 wounded, and 26 missing. American casualties were 49 dead and 46 wounded or missing.

- 1775: In May, the second Continental Congress convened in Philadelphia and appoints George Washington commander-in-chief.
- 1776: On July 2, the Continental Congress approved a resolution that begins: "that these United Colonies are, and of right ought to be, free and independent."

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Special thanks to Mr. John Scobbie for designing and organizing this lesson plan.