DATE:_______, DITTO: #P1

PROJECT: FRENCH & INDIAN WAR

START OF PROJECT: 2/22/16   END OF PROJECT: 3/22/16 - ALL work may be handed in prior to due dates!

A) DIRECTIONS: NO PLAGIARISM!!!
1. Choose from any of the activities on the following pages that might interest you.
2. Each activity is related to your study of the French and Indian War.
3. Each activity is worth a designated number of POINTS. As the point values increase so too does the difficulty - BE AWARE OF THIS!!!
4. Many activities include oral presentations - we will highlight or star these together.
5. Before you hand in a finished product make sure you place: a) your NAME, b) your CLASS NAME, c) point value, and d) the ACTIVITY NUMBER on it. 20% off for failing to do this.
6. All RESEARCH PAPERS are to include a complete bibliography of at least 2 different sources; done in the correct form. (See me for papers on correct bibliographic form OR bibme.org or easybib.com). 20% OFF for failing to do this.

B) GRADE: Your grade for this contract will be determined in the following manner:
1. NEATNESS COUNTS - use straight edges (like a ruler) to make straight lines - do not trust your own hand to make lines neat. Slow down when handwriting something - NEATNESS COUNTS!
2. SOME WRITTEN WORK - MUST be typed. Some written work MAY be typed or handwritten but remember - NEATNESS COUNTS!
   Use TIMES NEW ROMAN or ARIAL or CENTURY GOTHIC font - Size 12.
3. If an activity is handed in late it will lose 20% off its point total each day it is late. Example: If a 5 point project is handed in one day late it will lose one (1) point.
4. Obviously your work will be graded based on my assessment of the care, effort, and thoroughness you put into each activity. Examples of care are: When drawing don’t trace, and don’t use lined paper for drawings; don’t use stick figures, add colors to what you create. LEGOS or snap together blocks are NOT permitted, artistic effort counts, spelling, neatness, and creativity are important. DO NOT use any kits to build buildings, or artifacts. DO NOT use tracing paper or paper that can be seen through. Correct spelling, punctuation, and capitalization count!
5. ORAL PRESENTATION REQUIREMENTS - Use note cards or present from memory. Do not read from note cards - use them as a support. Make eye contact with your audience. Use visuals. Power point presentations are encouraged.
6. To determine your POTENTIAL grade add up all the points from each activity you chose. No more than a total of 100 pts. is permitted. CHOICES ARE DUE in TWO SCHOOL DAYS WITH PARENTAL APPROVAL – SIGNATURES!
7. To determine your REAL grade add up all the points you have EARNED AFTER I have GRADED EACH of your COMPLETED ACTIVITIES.
8. Points are earned by the degree of difficulty given each activity coupled with my assessment of a completed activity’s quality. Therefore, don’t just do the assignment – do it WELL!
9. You may do a specific activity ONCE and ONLY ONCE! Each activity is to be done on separate paper.
10. TOTAL POINTS EARNED: GRADE EARNED:
  90-100 PTS. = A
  80-89 PTS. = B
  70-79 PTS. = C
  65-69 PTS. = D
  0-64 PTS. = F
11. SIGNATURES: I want you to choose the items you would like to do from the following pages (a total of no more than 100 pts.). Then I would like you to discuss your choices with your parents.
   a. STUDENT SIGNATURE:______________________________________________
   b. PARENT/GUARDIAN SIGNATURE:_____________________________________
      (Parents/Guardians this signature simply means you give approval to your child’s choices):
   c. TEACHER INITIALS: _______________

SIGNATURES ARE DUE WEDNESDAY FEBRUARY 24TH
EVERY PROJECT NEEDS THE FOLLOWING INFORMATION:

1. STUDENT’S 1ST AND LAST NAME
2. CLASS NAME
3. POINT VALUE
4. ACTIVITY NUMBER
DATE: ______ , DITTO: #P2

PROJECT: FRENCH & INDIAN WAR

END OF PROJECT: TUESDAY, MARCH 22ND - ALL work may be handed in prior to due dates.

A. DUE BY MONDAY, FEBRUARY 29TH - 5PTS. FOR ANYTHING FOUND IN SECTION A.

_____ 1) Create a slogan, TYPED or written neatly on notebook paper, which will help convince colonists to fight the French and Indians in 1754. The slogan should be serious and include an important historical reason the colonists and/or their king had for fighting the French. I will grade this based on the slogan’s creativity, its accuracy to the historical reasons for fighting this war, the catchiness and/or memorability of the wording. Do not use a slogan more than once… so if you have created a slogan for this project or you’re going to create one don’t use it more than once anywhere on this project.

_____ 2A) Choose five out of the ten people listed in this activity. Then, on a map, locate and label each person’s town of birth. Include each persons’ first and last name. In addition - if the person was American label his birth colony and if the person was born in Europe then label his country of birth. IMPORTANT BRITISH AND AMERICANS: Earl of Loundoun, Edward Braddock, Robert Dinwiddie, William Johnson, William Pitt the 1st Earl of Chatham (the Elder), Robert Rogers, George Washington, James Wolfe, Thomas Gage. IMPORTANT FRENCH: Louis-Joseph de Montcalm. If you need maps see Mr. Saunders or try: http://www.eduplace.com/ss/maps/.

_____ 2B) Add 5 pts. to the above for locating all five of the above places of birth on one of my pull down maps in front of the class - Do this from memory. Also briefly explain (note cards are permitted) to the class what part each person played in the French and Indian War.

_____ 3A) Draw a “BIRD’S EYE VIEW” representation of FORT NECESSITY on paper no smaller than 8 1/2” x 11”. Make sure you color it accurately as well and label it by identifying various features in your drawing. “BIRD’S EYE VIEW” means the drawing is from a point of view about 20 – 30 feet high and angled at 40 degrees – NOT directly over head. Do not use lined paper.

_____ 3B) Add 5 pts. for explaining your drawing to the class. Include: the history behind why this fort was built. What was George Washington’s original military mission or goal for going to that area? Why made Washington build Ft. Necessity? Why did Washington pick this location for his fort of necessity? What was the forts shape or design? What materials were used to build it? What was the outcome of the battle for Fort Necessity and what was the significance of the battle to the war? O.P.

_____ 4) Draw a representation on paper of the British Union flag of 1606 used during the war. The paper is to be no smaller than 8 1/2” x 11”. Make sure you FILL THE PAGE with the flag and color it accurately as well. Do not use lined paper.

_____ 5A) Draw & Label a representation of an important weapon used in this war either by the French, the British , the American colonists, or the Indians. The paper is to be no smaller than 8 1/2” x 11”. Make sure you color it accurately and label it by identifying the name of the weapon as well. Do not use lined paper.

_____ 5B) Add 5 pts. for explaining your drawing to the class. Include the weapon’s history and how it would be used in war. What materials were used to make the weapon? O.P.

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Highlight the ORAL PRESENTATIONS (see O.P.) in GREEN.

TURN PAGE for 10 pointers >>>>>
B. DUE BY FRIDAY, MARCH 4TH - 10PTS. FOR ANYTHING FOUND IN SECTION B.

____ 6A) Make a TYPED list of 10 things - BE SPECIFIC – that were ESSENTIAL to an 18th Century Soldier or Native American warrior of the Great Lakes Region and/or Ohio River Valley. BE SPECIFIC by naming SPECIFIC ESSENTIAL SPECIFIC foods, SPECIFIC weapons, SPECIFIC forts, SPECIFIC articles of clothing, SPECIFIC tools, etc. Explain what made each item essential. This MUST be typed. **THIS DOES NOT INCLUDE** a person’s senses or physical traits. **DO NOT INCLUDE WATER** as one of your essential items because that is a given – all life must have water. --- BE SPECIFIC!

For the soldier SEE: http://footguards.tripod.com/01ABOUT/01_dictionary.htm ALSO SEE: www.outwatersmilitia.com/clothing.html --- BE SPECIFIC!

____ 6B) Add 5 pts. for explaining, orally to the class, what made each item essential. Do an oral presentation in front of the class. In addition pick two of these and show pictures of them to the class. O.P.

____ 7) Explain to the class what made conquering Quebec such a difficult task for the British. Also explain why it was so important to the British to conquer it. Include the importance of its location, how its geography made it difficult to defeat, etc. Also include in your presentation at least the use of one of my wall maps but other visuals are encouraged. Present this to the class from memory. O.P.

____ 8) Using 81/2” x 11” blank white paper – Draw an original design for a MEDAL, by hand, to be given to a British/American war hero for bravery in a battle of the French and Indian War. Be bright, colorful and patriotic! Use large, readable print. Neatly write or TYPE an explanation of the design’s symbolism, use of color and meaning completely. Identify the materials it is made out of – for example: gold, silver, jewels, etc. Also include what the medal is honoring – what achievement? Creativity and neatness count – **DO NOT USE COMPUTER GRAPHICS.**

____ 9A) In writing explain the short story* of the “Bullet Proof George Washington”. Include the Indian’s interpretation of what happened. Include why the Indians believed this. What evidence did they use on which they based their belief? 75 words or more.

MUST BE TYPED. **NOTE:** This is NOT the book version. It IS the on-line short story.

____ 9B) Add 10 pts. to the above if you come in dressed as one of the characters in the story – Washington or an Indian warrior (school appropriate face paint of course) and present your line short story. Be expressive and in character – explain it like you were an eye witness. O.P.

____ 10A) Write a poem about the war (5 stanza minimum). Include ten (10) important aspects of the war.

See http://www.jonathancarriel.com/timeline.htm as well as other sources. **Inappropriate wording will earn a zero.**

____ 10B) Add 5 pts. for reciting from memory this in class. Using 3x5 note cards for support is acceptable BUT it should be for support only DO NOT READ from them. O.P.

____ 11A) Create a Power Point presentation that explains the important aspects of the Treaty of Paris (1763) often called the Peace of Paris, or the **TREATY OF 1763. DO NOT do the Treaty of 1783.** Your Power Point presentation is to consist of no less than 6 slides including the cover slide (may include more than 6). Three (3) of the slides MUST have pictures and words! - **NO BIBLIOGRAPHY REQUIRED.**

____ 11B) Add 10 pts. To #11A for presenting this to the class and explaining each slide going beyond what is simply on each slide. Using 3x5 note cards for support is acceptable BUT it should be for support only DO NOT READ from them. Include 6 pictures NOT just words. O.P.

____ 12) What are the ten (10) most important PLACES/LOCATIONS someone should learn about when studying the French and Indian War? For ideas see the bottom of p. 8 in this packet. Locate and label each place on a map by name. If you need maps see Mr. Saunders or try: http://www.eduplace.com/ss/maps/. You may NOT do BOTH #12 and #37 – pick one or the other.

____ 13) Diagram & Label the important features of ONE of the following forts or cities from the French and Indian War: Fort Duquesne/Fort Pitt, Fort William Henry, Louisbourg, Fort Ticonderoga. Draw this on blank 81/2” x 11” computer paper. Use color where needed. **NEATNESS counts** in both the drawing and lettering.

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TURN PAGE for 20 pointers >>>>>
C. DUE BY MONDAY, MARCH 7TH - ANYTHING FOUND IN SECTION C IS 20PTS.

___14) Make a timeline by choosing ANY 35 MAJOR EVENTS of the French and Indian War from 1753 – 1763 found on the website at the end of this paragraph and place them on the timeline. These events are to be placed along the line in chronological order between the years. List their DATES and YEARS. The LINE of the timeline is to be done by hand - not computer generated or typed.  
- The timeline should be no shorter than 54" long on paper longer than 54" long. There must be 6 inches between each year.  
- These 35 Events may be typed.  
- Use a straight edge (a ruler or yard stick) to draw the timeline straight and neat on non-lined paper by hand.  
- See the timeline on the following website for help: http://www.jonathancarriel.com/timeline.htm

___15) Draw a an ORIGINAL political/editorial cartoon about the French and Indian War or a battle that took place during the war – it could be in favor of the war or against it from the British/Colonist point of view or from the French point of view. Other ideas would be editorial cartoons about the Treaty of Paris of 1763, Pontiac's Rebellion, or General Braddock's Defeat – all must express a point of view or opinion of the time depending who's side you were on. NO PLAGIARISM! Your cartoon needs to express an opinion, usually, but not always, in a humorous way, about the topic you chose. The humor and message is conveyed mostly in the cartoon's visuals with any wording being secondary but important in delivering the punch line. Do this on non-lined paper. Creativity counts! Use COLOR!

___16) Using Micro Soft Publisher DESIGN one (1) page advertisement, just like the kind you find in a magazine, that encourages Native Americans to fight on your side (either British or French) during the war. Include at least 3 reasons why they should join the fight on your side. Include a graphic such as a picture, etc., and Include color. This is to be serious - not funny - and school appropriate.

___17) Using NON-LINED PAPER - Make a crossword puzzle using the terms found on page 8 of this packet and use their definitions (YOU have to look up the definitions!) as the ACROSS and DOWN clues. (This is to be drawn BY HAND - not computer. Neatness counts! Straight lines in straight columns and straight rows and neatly printed letters.) Clues may be typed to increase neatness. Use at least 20 terms. Give me an EMPTY puzzle as well as a Second puzzle with the answers in it. The second puzzle may be a photo-copy of the ORIGINAL hand-drawn puzzle with the answers included. This is drawn freehand but use a ruler for nice, neat straight lines and square, even boxes – if you do this on graph paper you will lose 5 points. Neatness counts!

___18) Choose a person from page 8. Print a picture of your person off the internet or photocopy one out of a book. Neatly cut out the picture and glue-stick it to the center of paper no smaller than 18”x12”. THEN – Research and find ten (10) key events that really happened in this person’s life. Start with the person’s birth announcement and include those important events in his life that take him to the significant events that made him famous and continue to his death.  
THEN – Create ten (10) “HEADLINES”, just like you would see in a real newspaper, only these headlines you’ve made up about the key events in this person’s life. THEN – type them up...THEN – cut out those headlines and artistically and attractively arrange them around the person’s picture. There should NOT be much empty space (some empty space but not much) around the photo and headlines - so choose your paper size and font size carefully.

TURN PAGE for more 20 pointers>>>>>
C. DUE BY MONDAY, MARCH 7TH - ANYTHING FOUND IN SECTION C IS 20PTS. - Continued:

19) Create a pie chart that shows the British and American colonial fatalities that occurred in the French and Indian War as a percentage of the total colonial population. Make another pie chart that shows the same information for the French-Canadian population. In other words – in the second pie chart show the French-Canadian fatalities as a percentage of the total Canadian population for that time period. Find and use population statistics that deal with the years during the war: 1754 – 1763. This is to be done on 18” x 12” paper. Or two sheets of 81/2” x 11” inch blank, white paper stapled together in the upper left hand corner. FOR THE FRENCH check these websites – STATISTICS OF WARS, OPPRESSIONS AND ATROCITIES OF THE 18TH CENTURY (1700’S): http://necrometrics.com/wars18c.htm or http://spartacus-educational.com/USAEnfrance.htm FOR THE BRITISH & AMERICAN check this website – http://www.newworldencyclopedia.org/entry/French_and_Indian_War AND https://en.wikipedia.org/wiki/Demographic_history_of_the_United_States#Historical_population

20) MAKE a favorite food dish from the colonial period (1600 to 1776). This could be a favorite food dish from England or the British colonies or the French of the time or the French-Canadians or the Native Americans of that area and time. It is up to you to find a recipe. O.P. See Mr. Saunders book: THE WILLIAMSBURG COOKBOOK for colonial ideas AND for background information go to: www.foodtimeline.org/foodcolonial.html

REQUIREMENTS:

a. This MAY be from a mix or from scratch. This is NOT a complete meal although it could be if you want it to be.
b. No microwave or frozen foods, etc..
c. No alcohol is permitted in the food.
d. No dish may have less than 8 ingredients.
e. YOU MUST - Provide paper plates, and plastic utensils for 30 people to have a taste. DON’T FORGET serving spoons, ladles, spatulas, etc..
f. WRITTEN REQUIREMENT – DUE: ____________________ Include all the above information on a piece of notebook paper or typed along with the recipe for the dish and the name of the people group who liked it and hand this in. INCLUDE which nation or group or colony this was a favorite recipe of. Explain why you think this recipe came from that nation, group, or colony – what supporting evidence do you have? Include any history you can find out about the recipe from the colonial period or earlier. Explain/Describe how you are suppose to make the recipe/dish include the list of ingredients, their measurements, and the steps you need to take to make the recipe. Make two copies – ONE you hand in and ONE you keep for the ORAL PRESENTATION on _____.

g. FEAST DAY - DUE: ____________________ We will have a feast day where each student presents his/her dish to the class. In your presentation use only note cards or memory. Tell the class which nation or group or colony this was a favorite of Explain why you think this recipe came from that nation, group, or colony – what supporting evidence do you have? Include any history you can find out about the recipe from the colonial period or earlier. Explain/Describe to the class how to make the recipe/dish include the list of ingredients and steps you took to make it and whether you prepared it on your own or with an adult. Include any interesting stories about when you made the dish. DUE: ____________________

h. PLACE CARD - Include a little place card that sits up next to the dish on the buffet table with the following information - NAME OF THE FOOD YOU MADE, BASIC INGREDIENTS, WHO ATE IT.

21) Go to the following website: http://www.medford.k12.nj.us/cms/lib07/NJ01001377/Centricity/Domain/36/Key%20EventsBattles%20Table%20Activity.pdf Here you will find a table of significant events of the French and Indian War. Using white 22” x 28” poster board re-create that table exactly as it is found on that website. INCLUDE the TITLE of the TABLE. NEATNESS in WRITING counts. Use a straight edge (a ruler or yard stick) to draw straight and neat lines – first – start with a pencil – then go over the lines in INK – always using a straight edge for NEAT lines. You are NOT permitted to do #32 if you do #21.

22) Create an Inspiration web about the Albany Plan of Union. It is essential you are factually accurate and it is logically arranged and is easy to read, follow, and understand.

D. DUE BY THURSDAY, MARCH 17TH - ANYTHING FOUND IN SECTION D IS WORTH 30 PTS.

23) Write and record a song about the French and Indian War. This recording will be played in class. Lyrics must be school appropriate and include ten (10) important aspects of the war. See - http://www.medford.k12.nj.us/cms/lib07/NJ01001377/Centricity/Domain/36/Key%20EventsBattles%20Table%20Activity.pdf or http://www.jonathancarriel.com/timeline.htm as well as other sources. Inappropriate lyrics will earn a zero. Playing the recording in class must meet with my approval first. Song must be at least 60 seconds long and no more than 3 minutes. O.P.

24) Make a collage of at least 15 pictures showing the most important forts, people, battles, and locations of the F & I War. Include a TYPED 250 word explanation of your collage typed or glue stick or stapled to the back. Collage is to be done on paper 18” x 24”. COLLAGE - Collage pictures overlap and interconnect to create an artistically appealing visual. There are no gaps between pictures.
D. DUE BY THURSDAY, MARCH 17TH - ANYTHING FOUND IN SECTION D IS WORTH 30 PTS.

25A) Pretend you are a member of the British Parliament preparing to negotiate the terms of peace with Canada in 1763. Describe three (3) or more REAL, HISTORICAL reasons you have for allowing France to keep Canada or all of New France. Then pretend you are Benjamin Franklin and describe two (2) or more REAL, HISTORICAL reasons why Canada or all of New France should be added to the British Empire. This paper is to be no less than 250 words. See our class handout packet #3A for some ideas.

25B) Add 10 points to 25A for dressing as a member of Parliament and, afterwards, as Ben Franklin then explain each person's opinions on the issue to the class. Dress properly for the part. DO NOT read directly from your paper but use note cards as a prompt. O.P.

26) Design and teach a 10 minute lesson (no less and no more) about Pontiac's Rebellion. I encourage you to be creative but, as always, be school appropriate. You may not use the textbook but other readings are acceptable if you wish to go this route. If you wish you may use my wall maps. Also include 30 copies of a quiz to give the class following your presentation. O.P.

27) You may do #27 OR #28 but NOT both. TYPE a 250 word (could be more) journal entry in the 1st person as if you are an English or French soldier during the war. Include what the date is, the side you are on, your current location, your health, the weather conditions you are currently enduring, where you've been, and where you are going. This is to be a fictitious but realistic journal entry NOT humorous. TYPED. You may do #27 OR #28 but NOT both.

28) You may do #27 OR #28 but NOT both. TYPE a 250 word (could be more) letter home to a loved one as if you are an American colonist in the English Army fighting the French in North America. Include what the date is, who you are writing to, your current location, your health, the weather conditions you are currently enduring, where you've been, and where you are going. Also include what your thoughts are on how you and other colonists are being treated by the British military as you march, train, live and fight along side them. This is to be a fictitious but realistic letter NOT humorous. TYPED. You may do #27 OR #28 but NOT both.

29) Using Micro Soft Publisher create a tri-fold visitor's guide/brochure for tourists visiting Fort Ticonderoga that has a WRITTEN description of its historical importance, physical layout, and interesting facts. Include at least 6 color pictures and at least 250 words of typed text. All six panels/pages of the brochure are to have either pictures and/or wording in them – there are to be no blank pages.

30) TYPE an editorial from the point of view of a French-Canadian who supports fighting the British OR from the point of view of a British Parliamentarian who supports defeating the French OR from the point of view of a 20 to 25 year old British Colonist who wants land in western Pennsylvania so he and his wife can begin a farm. Your editorial MUST include, at least three historically accurate details that your person would have use to support his opinion in hopes of convincing others to consider agreeing with you. Your editorial is to be between 250 words to 500 words. TYPED.

31) Choose one (1) of the following forts and battles. Draw a map of the fort, and title it properly. The map should also include the immediate land area around the outside of the fort with the battle being fought there. Use poster size paper – 18" x 24". Braddock’s Monongahela/Fort Duquesne/Fort Pitt. Louisbourg, Fort Ticonderoga 1758, Quebec 1759. Use of colors is mandatory. Captions and/or a legend should be used. Check the RIGHT SIDE margin on this website and explore it: http://www.britishbattles.com/ Or you may find other websites and books to aid you completing this assignment.

32) From Memory - NO NOTES OR RESOURCES EXCEPT YOUR BRAIN – memorize the chart found on this website and recite it to the class: http://www.medford.k12.nj.us/cms/lib07/NJ01001377/Centricity/Domain/36/Key%20Events%20Battles%20Table%20Activity.pdf
Name the twelve (12) key events of the French & Indian War found on this website. You must include where each event took place, each event’s date and what each event’s significance was. * You get only one chance! You are NOT permitted to do #32 if you did #21. O.P.

33) Create a CHILDREN’S PICTURE BOOK - This requires an attractive cover, book title, lettering and ONE action scene per page for 9 pages not counting the cover. (Drawn & Colored by hand OR Typed & using computer graphics) which tells the story of a certain real life/factual episode or event in the French and Indian War OR an overview of the important aspects of the war OR an event from the war about one of the main people listed here: IMPORTANT BRITISH AND AMERICANS: Earl of Loundoun, Edward Braddock, Robert Dinwiddie, William Johnson, William Pitt the 1st Earl of Chatham (the Elder), Robert Rogers, George Washington, James Wolfe, Thomas Gage. IMPORTANT FRENCH: Louis-Joseph de Montcalm. Use color! Remember it is a picture book for children so it should have short, simple sentences – one per page – along with large pictures. The title and cover are targeting mothers and their children so cute, colorful cover with clever kid friendly title.

SECTION D IS 30PTS. is continued on the next page
DUE BY THURSDAY, MARCH 17TH - ANYTHING FOUND IN SECTION D IS WORTH 30 PTS.

34A) Memorize and recite in front of the class from memory (no note cards) Chief Pontiac of the Ottawa tribe’s speech to a gathering of Ottawa, Huron, and Potawatomie Indians on May 5, 1763.

Then explain the following to the class (O.P.):
1. What does Chief Pontiac say about how the French treated the Indians AND how the English treated the Indians?
2. Based on this speech, do you think Pontiac is pleased with the outcome of the French and Indian War? Why or why not?
3. What evidence from the text supports your answer to question 2?
4. What do you predict might happen based on Chief Pontiac’s speech?

The Mr. Saunders’ website has the speech:

34B) Add 10 pts. to the above if you come in dressed as Chief Pontiac (school appropriate of course). O.P.

35) Select one of the following story starters and TYPE a story no less than 250 words.
   a) A story from the point of view General Edward Braddock’s horse or General Thomas Gage’s horse or General Louis-Joseph de Montcalm’s horse. The horse tells the story.
   b) A story from the point of view William Pitt the 1st Earl of Chatham (sometimes called the Elder) desk/seat in Parliament during the French and Indian War (1754-1763). TYPED.

36) Watch one of the following movies. Before choosing a movie please understand that these films may be difficult to find. It is your responsibility to find them. In the past Hulu.com has had the 1936 version of THE LAST OF THE MOHICANS. Mr. Saunders has one VHS copy of the 1992 version of THE LAST OF THE MOHICANS and the 1958 version of THE LIGHT IN THE FOREST – first come; first serve. - ALSO – various websites like iTunes may have one or more available for rental or purchase by downloading. (O.P.)

   a) THE LAST OF THE MOHICANS (R - 1992) – The student must have parental permission.

   Sign below:

   PARENTAL SIGNATURE: __________________________________________________________

   These films do not need parental approval.

   b) THE LAST OF THE MOHICANS (1936)
   c) THE LIGHT IN THE FOREST (1958)
   d) NORTHWEST PASSAGE (1940)

   Summarize it and review it - your review should include what you thought of the acting, the plot, the look of the movie, its sets, costumes, casting, did you like it or not – why?, constructive criticism, etc.. Include names of the major stars and their character names. Use note cards and present this in front of the class. O.P.

37) TYPE a list of the ten (10) most important PLACES/LOCATIONS someone should learn about when studying the French and Indian War? Locate & label each place on a map. TYPE up a description of each geographic location on the back of each map. EXPLAIN why each place/location was so important to the French and Indian War by writing 25 words or more for each of the 10 locations = 250 words or more. If you need maps see Mr. Saunders or try:
http://www.eduplace.com/ss/maps/. You may NOT do BOTH #37 and #12.

END OF 30 POINT SECTION

SECTION E - 35PTS. is BEGINS on the next page>>>>>>
E. DUE BY THURSDAY, MARCH 17TH - ANYTHING FOUND IN SECTION E IS WORTH 35 PTS.

38) Design and create your own review game about the French and Indian War and its immediate aftermath. There are to be no less than 25 questions. Include all important aspects of the war. All written work is to be typed. Also include complete typed directions as to how the game is to be played. See: http://www.jonathancarriel.com/timeline.htm and other websites for ideas. Neatness of lettering counts.

39) Create a t.v. commercial that encourages Native Americans to fight on your side (either British or French) during the early part of the war. Include at least 3 reasons why they should join the fight on your side. Your acting is to include appropriate costuming, make-up, sets, British or French accents, etc.. The commercial is to be no less than 30 seconds and no more than 60 seconds. It must be on either vhs or dvd. This is to be serious – not funny - and school appropriate. This is to be shown to the class with prior teacher approval. O.P.

40) From the list below choose the ten (10) most influential people surrounding the French and Indian War (You can get friends to help but they get no points toward their project.) Choose a real event (one) from the war to be your topic focus. Costumes are a must and make the set look like a news studio - such as props, maps, graphics, etc... This can be performed live in front of the class or recorded on DVD or VHS. This presentation is not to be read from a script. Remember – this must be school appropriate, serious and realistic – NOT humorous. O.P.

41) Create a 5 to 8 minute news report/daily update about one day during the French and Indian War (You can get friends to help but they get no points toward their project.) Choose a real event (one) from the war to be your topic focus. Costumes are a must and make the set look like a news studio - such as props, maps, graphics, etc... This can be performed live in front of the class or recorded on DVD or VHS. This presentation is not to be read from a script. Remember – this must be school appropriate, serious and realistic – NOT humorous. O.P.

F. DUE BY TUESDAY, MARCH 22ND - ANYTHING FOUND IN SECTION F IS WORTH 50 PTS.

42) TYPE a report in no less than 500 of your own words on the following topic. Include a bibliography in correct form that has at least two sources.

Research the following topics and questions and put your findings together in a well written report that explains the theme of European relationships with the Native Americans. Provide supporting details, evidence, and examples. TYPED.

1) Identify and explain what the different goals were of the French, Spanish, and the English in North America. Be specific and write in clear, specific language about each.

2) How did the different goals of each European nation in North America influence their relationships with the Native Americans?

3) Were the relationships positive or negative? Explain why or why not.

4) How did the Europeans different goals in North American affect the relationships the various Native American tribes had with each other?

43) Do a report in no less than 500 of your own words on the following topic. Include a bibliography in correct form that has at least two sources. Explain the British military strategy in its conquest of Louisbourg in 1758. Include background on Louisbourg and its strategic importance to the French. Explain the significance and importance of the fall of Louisbourg to the British. Include a map of the British attack on Louisbourg that shows how the French fort was captured. TYPED.

44) Do a report in no less than 500 of your own words on the following topic. Include a bibliography in correct form that has at least two sources. Explain the British military strategy in its conquest of Quebec in 1759. Include background on Quebec and its strategic importance to the French. Explain the significance and/or importance of the fall of Quebec to the British. Include a map of the British attack and an explanation of the geography of Quebec’s location – especially in what made it so difficult to attack and conquer. TYPED.

SECTION F IS 50PTS. is continued on the next page>>>>>>
F. DUE BY TUESDAY, MARCH 22ND - ANYTHING FOUND IN SECTION F IS WORTH 50 PTS.

___ 45) Create a COMIC BOOK (Drawn & Colored by hand – no stick figures) which tells the story (dialogue and/or captions are a must) of a certain real life/factual episode or event in the French and Indian War OR an overview of the important aspects of the war OR an event from the war about one of the important people listed in this paragraph. I require a minimum of FOUR frames of drawn action pictures per page for a minimum of FIVE pages OR ONE action picture per page for 20 pages. IMPORTANT PEOPLE OF THE WAR: Earl of Loundoun, Edward Braddock, Robert Dinwiddie, William Johnson, William Pitt the1st Earl of Chatham (the Elder), Robert Rogers, George Washington, James Wolfe, Thomas Gage. IMPORTANT FRENCH: Louis-Joseph de Montcalm. Use color! NO STICK FIGURES! DO NOT USE LINED PAPER! Lettering for dialogue and captions may be typed because NEATNESS COUNTS! Artistic effort is a must – NOT ABILITY – ARTISTIC EFFORT!

___ 46) Read a novel set in French/British North America between the years 1688 and 1763. If you choose this project it is your responsibility to find and obtain the book. Here are some age appropriate titles that can be found new and used on Amazon.
1. A Light in the Forest by Conrad Richter
2. Am Regina by Sally M. Keehn
3. The Winter People by Joseph Bruchac
4. *The Last of the Mohicans* by James Fenimore Cooper is on an 11th Grade Reading level – please use the abridged version or a version written for elementary ages such as: Classic Starts: The Last of the Mohicans (Classic Starts Series). No version may be less than 150 pages. Then, in your own words, write a book report in no less than 500 words. This report should include: the title of the book, the author’s first and last name, the setting, important character names, how the story begins, important events to the story’s plot, a summary of the plot, problems and conflict the main characters faced, how the story ended, your review and analysis of the authors use of imagery, setting, characters, etc. Also include what you learned, what you liked and didn’t like, would you recommend this book and why? Include all pertinent bibliographical information. Get my approval first if you chose a book other than those listed above.

___ 47) Two (2) students create and perform a puppet show that depicts or acts out the important events of the French and Indian War. This can be live or recorded (DVD or VHS). The show must run no less than 10 minutes and no longer than 30 minutes. O.P. See: http://www.jonathancarriel.com/timeline.htm and other websites for ideas.

___ 48) YOUR OWN IDEA - All new ideas or any changes from your original choices MUST first gain my approval within two (2) weeks of the start date of this project found on P.1(Cover Letter) of this project. See me during LUNCH OR AFTER SCHOOL for approval. After this date it is too late for any changes. CUT OFF DATE IS: March 7th

Don’t forget – For BIBLIOGRAPHIES – See www.bibme.org OR www.easybib.com

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### FRENCH AND INDIAN WAR VOCABULARY, TERMS, BATTLES AND IMPORTANT PEOPLE

<table>
<thead>
<tr>
<th>Term/Name</th>
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<tbody>
<tr>
<td>1. Earl of Loudoun</td>
<td>22. King Hendrick</td>
<td>43. Seven Years’ War</td>
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<td>2. Edward Braddock</td>
<td>23. Land speculator</td>
<td>44. Battle of Quebec</td>
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<td>5. William Pitt</td>
<td>26. Frontier</td>
<td>47. Louisbourg</td>
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<td>11. King George III</td>
<td>32. Fort Necessity</td>
<td>53. Benjamin Franklin (c. 1754-1763)</td>
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<td>12. Tanacharison or Tanaghrisson</td>
<td>33. Fort Pitt</td>
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<td>14. Louis XV</td>
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<td>15. Albany Plan of Union</td>
<td>36. Uprising</td>
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<td>17. Treaty of Paris (1763)</td>
<td>38. League of Iroquois</td>
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<td>18. Quebec</td>
<td>39. Balance of power</td>
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<td>19. militia</td>
<td>40. Casualty</td>
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<td>20. France</td>
<td>41. Prime minister</td>
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<td>21. England</td>
<td>42. Colony</td>
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**PLEASE LIST BELOW ANY HELPFUL RESOURCES AND WEBSITES YOU FIND AND SHARE THEM WITH ME AND THE CLASS**

---

Mr. Saunders  
Phone: 609-654-7707, ext.8218#  
e-mail: bsanders@medford.k12.nj.us  
**Saunders’ Webpage**: See Memorial Homepage then look under Teachers/Staff Directory  
http://www.medford.k12.nj.us//Domain/36
### February

<table>
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| 28     | 29     |         |           |          |        |          |
|        | Section A – 5 Pointers are Due |         |           |          |        |          |

### March

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<td>F&amp;I WAR TEST</td>
<td>2 HOUR DELAY OPENING</td>
<td>Section D – 30 Pointers are Due &amp; Section E – 35 Pointers are Due</td>
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<td>COLONIAL FOOD FEAST in the LGI!</td>
<td>Dates, Events &amp; (7) Significances Quiz</td>
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### Oral Presentation Requirements:

1. **Eye Contact** with entire class.
2. **Sound** of voice filling the room with CLEARLY SPOKEN words.
3. **Historical Accuracy**. Facts are accurate and complete.
**Directions:** Write the point values of your activity choices on the line for each activity then - Add up totals. Mr. Saunders will collect this and keep it.

### ACTIVITY CHOICES FINAL LIST

#### SECTION A – 5 POINTS

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**SECTION A TOTALS =**

#### SECTION B – 10 POINTS

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**SECTION B TOTALS =**

#### SECTION C – 20 POINTS

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**SECTION C TOTALS =**

#### SECTION D – 30 POINTS

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**SECTION D TOTALS =**

**#36. - MOVIE**

**SIGNATURE for #36 - MOVIE**

#### SECTION E – 35 POINTS

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**SECTION E TOTALS =**

#### SECTION F – 50 POINTS

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**SECTION F TOTALS =**

#### SECTION G – ??? POINTS

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**SECTION G TOTALS =**

### FINAL TOTALS

(NO MORE THAN 100 POINTS!)

ADD UP ALL SECTIONS AND WRITE

THE **TOTAL NUMBER OF POINTS** HERE: ________________

If your totals are more than 100 points – something is **WRONG**!