

NAME:

DATE:

CLASS:

DBQ FOCUS: French and Indian War



Document-Based Question Format

Directions: The following question is based on the accompanying Documents (The documents have been edited for the purpose of this exercise.) This question is designed to test your ability to work with and understand historical documents.

Write a response that:

- Has a relevant **thesis** and **supports that thesis with evidence** from the documents.
- Cites evidence from included source perspectives.
- Analyzes the documents by grouping them in as many appropriate ways as possible. Does not simply summarize the documents individually.
- Takes into account both the sources of the documents and the author's points of view.

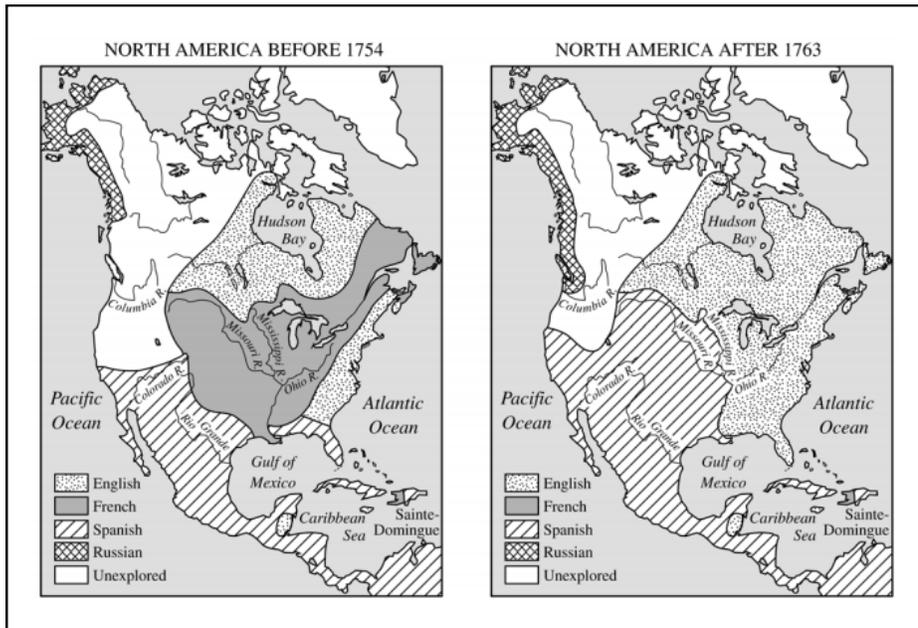
Historical Context: *The final Colonial War (1689-1763) was the French and Indian War, which is the name given to the American theater of a massive conflict involving Austria, England, France, Great Britain, Prussia, and Sweden called the Seven Years War. The conflict was played out in Europe, India, and North America. In Europe, Sweden, Austria, and France were allied to crush the rising power of Frederick the Great, King of Prussia. The English and the French battled for colonial domination in North America, the Caribbean, and in India. The English did ultimately come to dominate the colonial outposts, but at a cost so staggering that the resulting debt nearly destroyed the English government. It was that debt that caused the escalation of tensions leading to the Revolutionary War.*

Question

In what ways did the French and Indian War (1754-1763) alter the political, economic and ideological relations between Britain and its American colonies?

Document 1

Source: Contemporary map of colonial power in North America at the onset and conclusion of the French and Indian War.



Student Analysis

How does the outcome of the French and Indian War influence colonial power in North America?

Document 2

Source: Canassatego, Chief of the Onondaga Nation of the Iroquois Confederacy, speech to representatives of Pennsylvania, Maryland and Virginia, 1742.

We know our Lands are now become more valuable. The white People think we do not know their Value' but we are sensible that the Land is everlasting, and the few Goods we receive for it are soon worn out and gone... We are not well used with respect to the lands still unsold by us. Your People daily settle on these Lands, and spoil our Hunting. We must insist on your Removing them, as you know they have no Right to settle.

Student Analysis

Describe the sentiment of the Iroquois Nation towards the British.

Document 3

Source: George Washington, letter to Robert Orme, aide-de-camp to General Edward Braddock, March 15, 1755

It is true Sir, that I have... expressed an Inclination to serve the ensuing Campaign as a Volunteer, and this inclination is not a little increased since it is likely to be conducted by a Gentleman of the General's Experience. But, besides this and the laudable desire I may have to serve (with my best abilities) my King & Country, I must be ingenuous enough to confess, that I am not a little biased by selfish considerations. To be plain, Sir, I wish earnestly to attain some knowledge of the Military Profession: and, believing a more favourable opportunity cannot offer, than to serve under a Gentleman of General Braddock's abilities and experience.

Student Analysis

Where does G. Washington's loyalty reside during the onset of this conflict?

Document 4

Source: Massachusetts soldier's diary, 1759.

September 30. Cold weather is coming on apace, which will make us look round about us and put [on] our winter clothing, and we shall in need of good liquors [in order] to keep our spirits on cold winter's days. And we, being here within stone walls, are not likely to get liquors or clothes at this time of the year; and though we be Englishmen born, we are debarred [denied] Englishmen's liberty. Therefore we now see what it is to be under martial law and to be the [British] regulars, who are but little than slaves to their officers. And when I get out of their [power] I shall take care how I get in again.

October 31. And so now our time has come to an end according to enlistment, but we are not yet [allowed to go] home.

November 1. The regiment was ordered out... to hear what the colonel had to say to them as our time was out and we all swore that we would do no more duty here. So it was a day of much confusion with the regiment.

Student Analysis

How did the conflict create tension between colonial militiamen and British troops?

Document 5

Source: Rev. Thomas Barnard, sermon, Massachusetts, 1763.

Auspicious [Favorable] Day! When Britain, the special Care of Heaven, blessed with patriot-Sovereign, served by wise and faithful Councillors, brave Commanders, successful Fleets and Armies, seconded in her Efforts by all her Children, and by none zealously than by those of New England...

American, mayest well rejoice, the Children of New England may be glad and triumph, in Reflection on Events past, and Prospect for the future...

Now commences the Era of our quiet Enjoyment of those Liberties which our Fathers purchased with the Toil of their whole Lives, their Treasure, their Blood. Safe from the Enemy of the Wilderness, safe from the gripping Hand of arbitrary Sway and cruel Superstition, here shall be the late founded Seat of Peace and Freedom. Here shall our indulgent Mother, who has most generously rescued and protected us, be served and honored by growing Numbers, with all Duty, Love and Gratitude, till Time shall be no more.

* 1763 marks the end of the French and Indian War by way of the Treaty of Paris

Student Analysis

Why does this document have a direct celebratory tone?

Document 6

Source: British Order in Council, 1763.

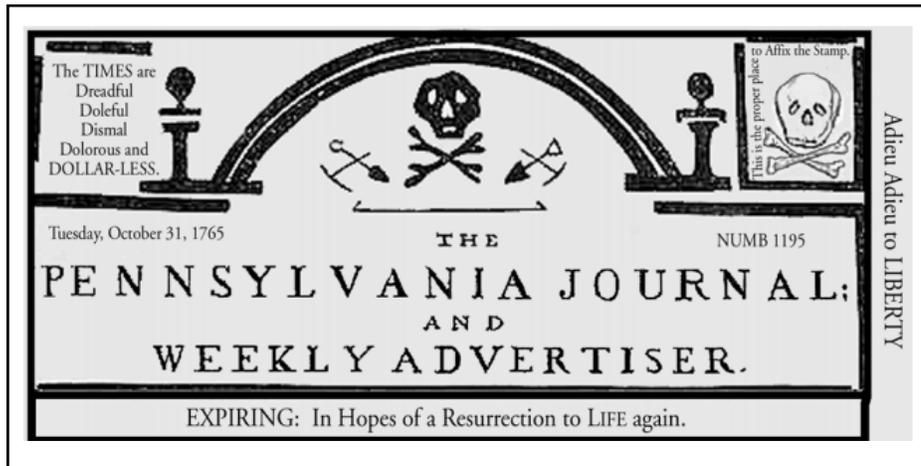
We, the Commissioners of your Majesty's Treasury beg leave humbly to present to your Majesty that having taken into consideration the present state of the duties of customs imposed on your Majesty's subjects in America and the West Indies, we find that the revenue arising therefrom is very small and inconsiderable, ... and is not yet sufficient to defray a fourth part of the expense necessary for collecting it. We observe with concern that through neglect, connivance, and fraud, not only is revenue impaired, but the commerce of the colonies diverted from its natural course... [This revenue] is more indispensable when the military establishment necessary for maintaining these colonies requires a large revenue to support it, and when their vast increase in territory and population makes the proper regulation of their trade of immediate necessity.

Student Analysis

What is the driving economic force behind British interest in the American colonies?

Document 7

Source: Newspaper masthead, October 1765.



Student Analysis

How does this ad represent its attitude toward the Stamp Act?

Document 8

Source: Benjamin Franklin (in London) letter to John Hughs (in Pennsylvania), August 9, 1765.

As to the Stamp Act, tho we purpose [propose] doing our Endeavour to get it repeal'd in which I am sure you would concur with us, yet the Success is uncertain. If it continues, your undertaking to execute it may make you unpopular for a Time, but your Coolness and Steadiness, and with every Circumstance in your Power of Favour to the People, will by degrees reconcile them. In the meantime, a firm Loyalty to the Crown and faithful Adherence to the Government of this Nation, which it is the Safety as well as Honour of the Colonies to be connected with, will always be the wisest Course for you and I to take.

Student Analysis

Why does B. Franklin think it is in the Colonies best interest to maintain a respectful relationship with Britain?

**Generic Core-Scoring Guide for AP World History
Document-Based Question**

Basic Core: Competence	Points	Historical Thinking Skills Assessed
1. Has acceptable thesis.	1	<ul style="list-style-type: none"> ➤ Argumentation ➤ Depending on the topic of the question: <ul style="list-style-type: none"> • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
2. Addresses all of the documents and demonstrates understanding of all or all but one.	1	<ul style="list-style-type: none"> ➤ Use of Historical Evidence
3. Supports thesis with appropriate evidence from all or all but one document. [Supports thesis with appropriate evidence from all but two documents.]	2 (1)	<ul style="list-style-type: none"> ➤ Argumentation ➤ Depending on the topic of the question: <ul style="list-style-type: none"> • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
4. Analyzes point of view in at least two documents.	1	<ul style="list-style-type: none"> ➤ Use of Historical Evidence
5. Analyzes documents by grouping them in two or three ways, depending on the question.	1	<ul style="list-style-type: none"> ➤ Argumentation ➤ Use of Historical Evidence ➤ Depending on the topic of the question: <ul style="list-style-type: none"> • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
6. Identifies and explains the need for one type of appropriate additional document or source.	1	<ul style="list-style-type: none"> ➤ Argumentation ➤ Use of Historical Evidence
Subtotal	7	Essay as a whole: Synthesis
Expanded Core: Excellence	Points	Historical Thinking Skills Assessed
Expands beyond basic core of 1–7 points. A student must earn 7 points in the basic core area before earning points in the expanded core area. Examples: <ul style="list-style-type: none"> ➤ Has a clear, analytical, and comprehensive thesis. ➤ Shows careful and insightful analysis of the documents. ➤ Uses documents persuasively as evidence. ➤ Analyzes point of view in most or all documents. ➤ Analyzes the documents in additional ways — groupings, comparisons, syntheses. ➤ Brings in relevant “outside” historical content. ➤ Explains why additional types of document(s) or sources are needed. 	0–2	<ul style="list-style-type: none"> ➤ Same skills as noted in basic core ➤ Other historical thinking skills may be demonstrated depending on the question and the documents
Subtotal	2	
TOTAL	9	

TOTAL POINTS BASIC CORE	
TOTAL POINTS EXPANDED CORE	
TOTAL POINTS EARNED	
FINAL GRADE	

RUBRIC	PERCENT	POINTS
9	100	50
8	95	48
7	90	45
6	85	43
5	80	40
4	75	38
3	70	35
2	65	33
1	60	30
0	0	0

Comments: