

Lesson Topic

The French and Indian War: Road to Independence

Essential Question

How do maps reflect the story of why people move and how they move?

Grades: 7-12

Description

The Ohio Valley was the key to American independence. The Great Lakes combined with the Ohio River allowed access to the vast American interior with the promise of fertile land and immeasurable resources. The quest to control the Ohio Valley erupted into a world war: The Seven Years War. Americans refer to this war between Great Britain, France and Spain as the French and Indian War. Another phrase that describes the French and Indian War is: Freedom's Source.

Standard/s

Common Core State Standards

CCSS.ELA – LITERACY.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Massachusetts History & Social Studies Standards

Massachusetts History and Social Science Curriculum Framework

US1.1 Explain the political and economic factors that contributed to the American Revolution

A. The impact on the colonies of the French and Indian War, including how the War led to an overhaul of British imperial policy from 1763 to 1775.

B. How freedom from European feudalism and aristocracy and the widespread ownership of property fostered individualism and contributed to the Revolution

4.9 On a map of North America, locate the current boundaries of the United States (including Alaska and Hawaii). Locate New England, Middle Atlantic, Atlantic Coast/Appalachian, Southeast/Gulf, South Central, Great Lakes, Plains, Southwest Desert, and Pacific States, and the Commonwealth of Puerto Rico.

4.15 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:

A. at least three indigenous peoples in different areas of the country (e.g., Navajo, Seminoles, Sioux, Hawaiians, and Inuits).



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Common Core Standards

CC6-8RH/SS1 Cite specific textual evidence to support analysis of primary and secondary sources.

CC6-8RH/SS2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CC9-10RH/SS1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CC9-10RH/SS2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CC9-10RH/SS3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CC11-12RH/SS1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CC11-12RH/SS2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CC11-12RH/SS3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Content Objective/s

Students will determine the strategic significance of the Ohio Valley and to understand the respective interests of the converging imperialist powers; the Iroquois Confederacy, France, and Great Britain.

Language Objective/s

Students will be able to discuss, analyze and write about the relationship between imperialist nations and their respective vassal states.

Sources:

Primary Sources:

Colden, Cadwallader. "Map of the initial nations of the Iroquois Confederacy, from History of the Five Indian Nations Depending on the Province of New-York." 1755. Encyclopædia Britannica Online.



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<https://cdn.britannica.com/02/71402-050-7067C184/nations-Map-Iroquois-Confederacy-History-of-the-1755.jpg>

Franklin, Benjamin. "Join or Die." 1754. Library of Congress. Digital ID: cph 3g05315.
<http://hdl.loc.gov/loc.pnp/cph.3g05315>.

Popple, Henry. "A Map of the British Empire in America with the French and Spanish Settlements Adjacent Thereto. W. H. Toms, 1733. Norman B. Leventhal Map Center. <http://maps.bpl.org/id/12364>.

Klett-Perthes. "United States of America." Gotha, Germany: Justus Perthes, 2001. David Rumsey Historical Map Collection.
<http://www.davidrumsey.com/luna/servlet/s/8o2q1c>.

"The Logstown Treaty." Papers of Walker, his son, Francis Walker, and the Walker and Page families, 1742-1886, Accession #3098, Special Collections, University of Virginia Library, University of Virginia, Charlottesville, Virginia.
http://www2.vcdh.virginia.edu/lewisandclark/students/projects/adventures/documents/logstowntreaty_titlepage.htm.

Orme, Robert. "A map of the country between Will's Creek & Monongahela River shewing the rout and encampments of the English army in 1755." Thomas Jefferys, 1758. Norman B. Leventhal Map Center.
<http://maps.bpl.org/id/rb18127>.

Society of Anti-Gallicans. "A new and accurate map of the English empire in North America: representing their rightful claim as confirmed by charters, and the formal surrender of their Indian friends; likewise the encroachments of the French, with the several forts they have unjustly erected therein." William Herbert and Robert Sayer, 1755. Norman B. Leventhal Map Center.
<http://maps.bpl.org/id/rb15241>.

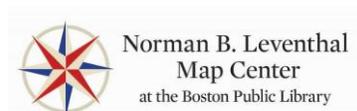
Thornberry, Evan. "Outline Map of the United States." Norman B. Leventhal Map Center, 2016.

Secondary Sources:

Excerpt from Revolution: Mapping the Road to American Independence, 1755-1783. Copyright © 2015 by Richard Brown and Paul Cohen. With permission of the publisher, W. W. Norton & Company, Inc. All rights reserved.

Background reading:

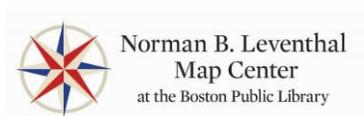
Schechter, Barnet. *George Washington's America: A Biography through His Maps*. New York: Walker, 2010.



<http://www.leventhalmap.org/>

Wallace, Paul A. *Indian Paths of Pennsylvania*. 2nd ed. Harrisburg: n.p., 1981. Print.

Textbook: *America's Past and Promise*



<http://www.leventhalmap.org/>

Lesson One

Iroquois Confederacy: Third Imperialist power of the Ohio Valley and the American Northeast

Content Objective: Students will understand the territory claimed by the League of Iroquois

Materials:

- Computer, if available; if not, teacher can print out maps for students
- Maps (links listed under “Resources” below)

Vocabulary: imperialist, confederacy

Resources:

Colden, Cadwallader. “Map of the initial nations of the Iroquois Confederacy, from History of the Five Indian Nations Depending on the Province of New-York.” 1755. Encyclopædia Britannica Online.

<https://cdn.britannica.com/02/71402-050-7067C184/nations-Map-Iroquois-Confederacy-History-of-the-1755.jpg>

Popple, Henry. “A Map of the British Empire in America with the French and Spanish Settlements Adjacent Thereto. W. H. Toms, 1733. Norman B. Leventhal Map Center. <http://maps.bpl.org/id/12364>.

Klett-Perthes. “United States of America.” Gotha, Germany: Justus Perthes, 2001. David Rumsey Historical Map Collection.

<http://www.davidrumsey.com/luna/servlet/s/8o2q1c>.

Thornberry, Evan. “Outline Map of the United States.” Norman B. Leventhal Map Center, 2016.

Historical context:

The original homeland of the Iroquois was in upstate New York between the Adirondack Mountains and Niagara Falls. Through conquest and migration, they gained control of most of the northeastern United States and eastern Canada. At its maximum in 1680, their empire extended west from the north shore of Chesapeake Bay through Kentucky to the junction of the Ohio and Mississippi Rivers; then north following the Illinois River to the south end of Lake Michigan; east across all of lower Michigan, southern Ontario and adjacent parts of southwestern Quebec; and finally south through northern New England west of the Connecticut River through the Hudson and upper Delaware Valleys across Pennsylvania back to the Chesapeake. With two exceptions – the Mingo occupation of the upper Ohio Valley and the Caughnawaga migration to the upper St. Lawrence – the Iroquois did not, for the most part, physically occupy this vast area but remained in their upstate New York villages.

Sequence:



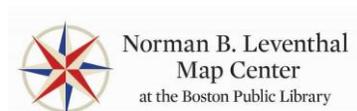
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A. Give students a blank map of the United States/North America. Instruct them to label the current day states east of the Mississippi River.

B. Using Nystrom Atlas of the United States or the Klett-Perthes United States map (<http://www.davidrumsey.com/luna/servlet/s/8o2q1c>), students will label significant geographical features (see list in attached worksheet).

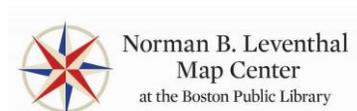
C. Using the attached maps, compare and contrast Iroquois Territory with lands claimed by the French, British and Spanish in 1733, according to Henry Popple's map.

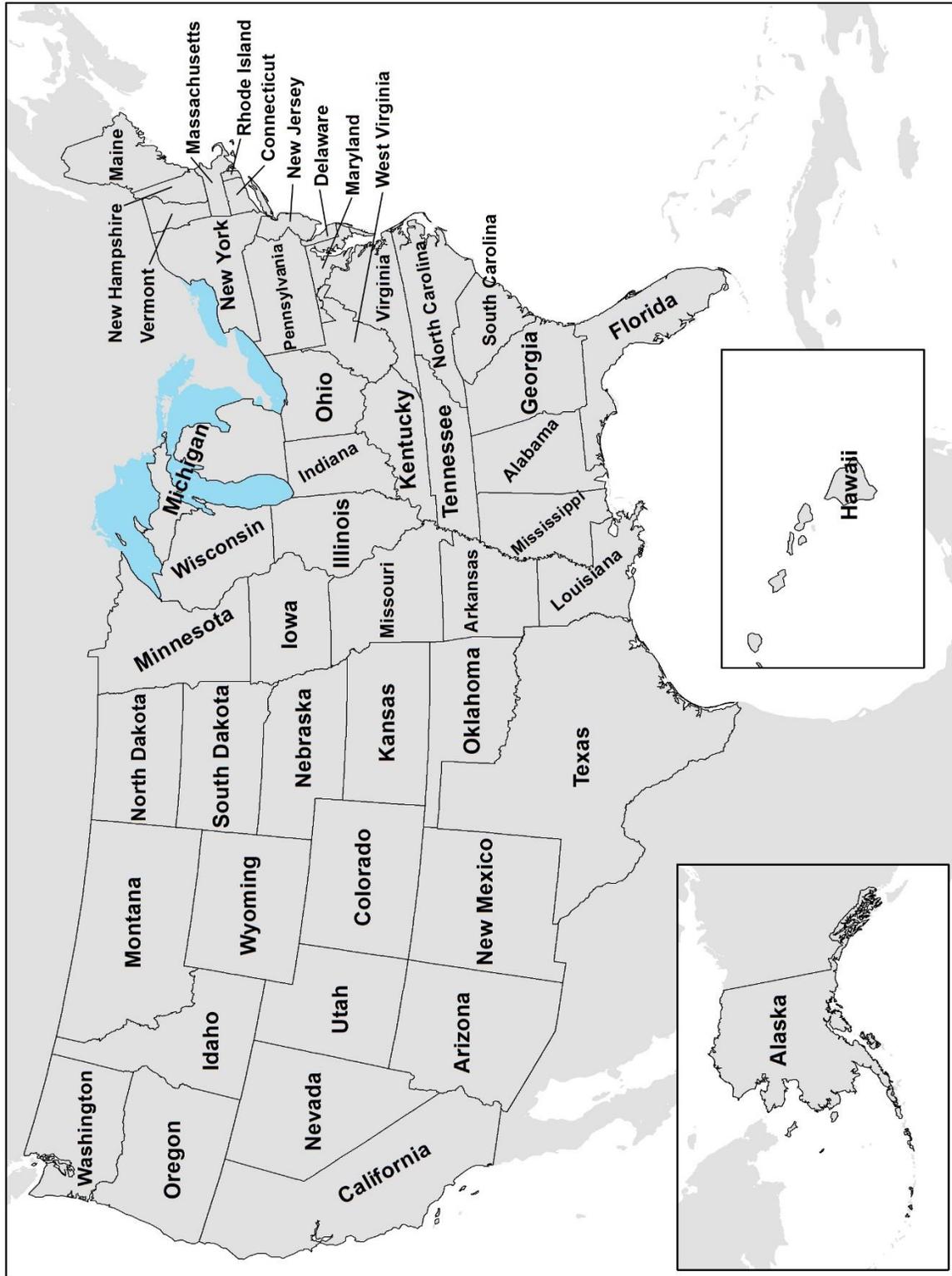


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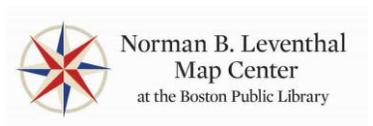
Using your map, label the following places:

- | | | |
|-------------------------|--------------------|------------------------------|
| 1. James River | 11. St. Ohio River | 21. Connecticut |
| 2. Delaware River | 12. Lake Huron | 22. Georgia |
| 3. Mohawk River | 13. Lake Michigan | 23. Massachusetts |
| 4. Potomac River | 14. Lake Ontario | 24. North Carolina |
| 5. Savannah River | 15. Lake Superior | 25. New York |
| 6. Susquehanna
River | 16. Lake Erie | 26. Delaware |
| 7. Chesapeake Bay | 17. New Jersey | 27. Delaware Bay |
| 8. Roanoke River | 18. South Carolina | 28. Maryland |
| 9. Mississippi River | 19. New Hampshire | 29. Rhode Island |
| 10. Hudson River | 20. Pennsylvania | 30. Appalachian
Mountains |

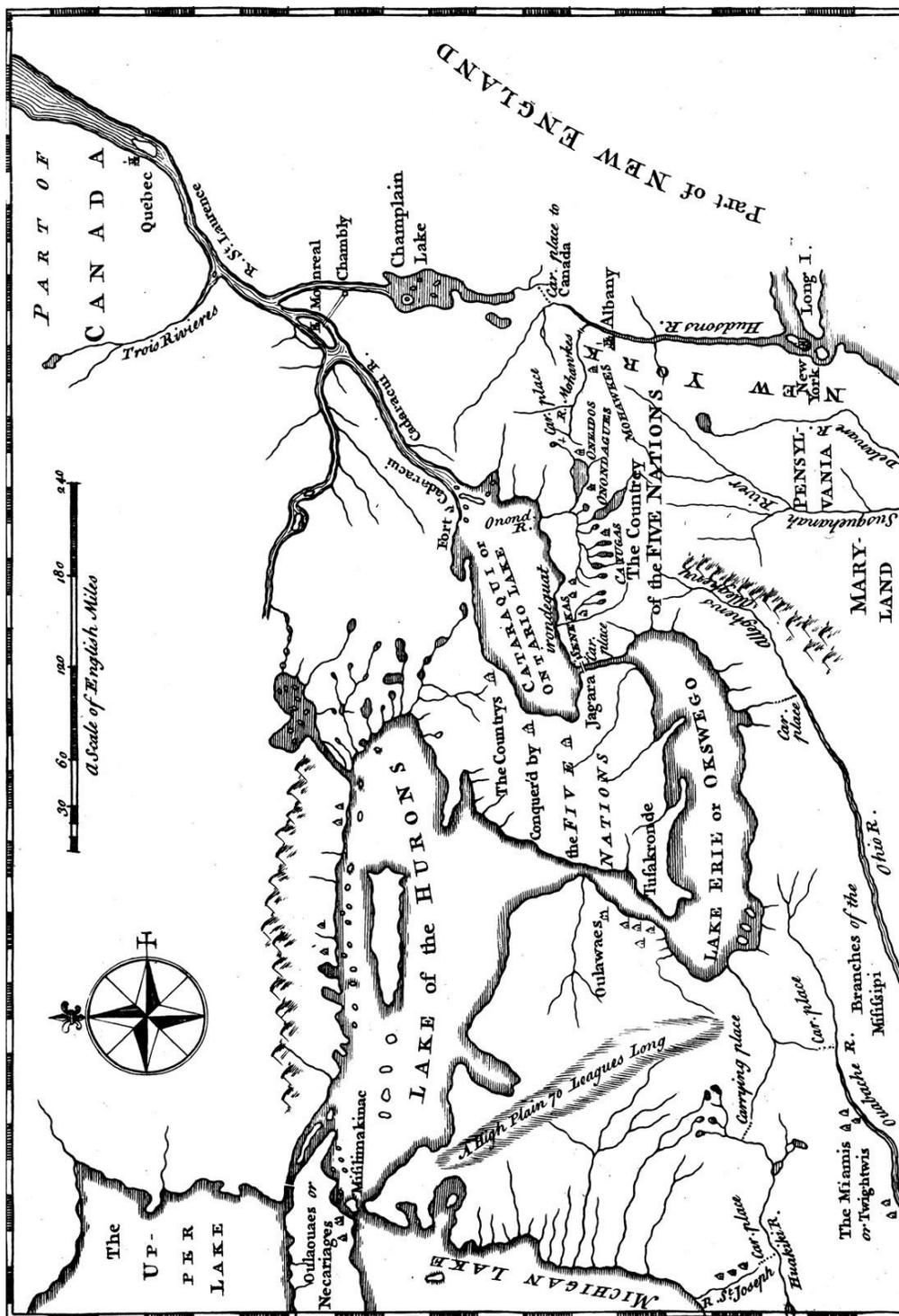




Evan Thornberry, "Outline Map of the United States," Norman B. Leventhal Map Center, 2016.



<http://www.leventhalmap.org/>



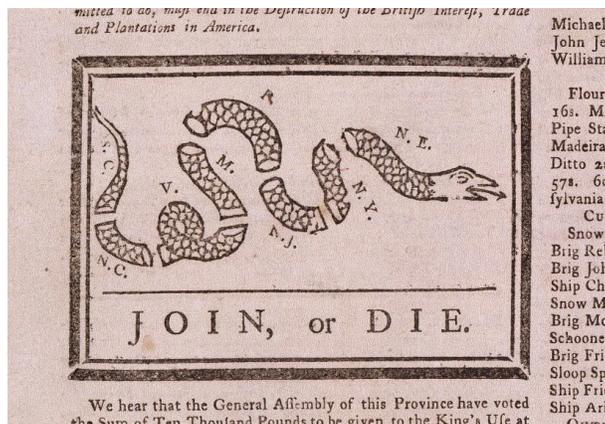
Cadwallader Colden, "Map of the initial nations of the Iroquois Confederacy, from History of the Five Indian Nations Depending on the Province of New-York," 1755, Encyclopædia Britannica Online, <https://cdn.britannica.com/02/71402-050-7067C184/nations-Map-Iroquois-Confederacy-History-of-the-1755.jpg>.



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Lesson Two: Albany Plan of Union



Content Objective: Cartoon analysis. Using the Library of Congress' Primary Source Analysis Tool

([http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing Political Cartoons.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Political_Cartoons.pdf)), students will determine Benjamin Franklin's purpose for drawing this political cartoon.

Materials:

- Computer, if available; if not, teacher can print out maps for students
- Maps (links listed under "Resources" below)

Resources:

Franklin, Benjamin. "Join or Die." 1754. Library of Congress. Digital ID: cph 3g05315. <http://hdl.loc.gov/loc.pnp/cph.3g05315>.

"The Battle of Fort Necessity." National Park Service. 2016. <https://www.nps.gov/fone/battle.htm>.

"Teacher's Guide: Analyzing Political Cartoons." Library of Congress. 2016. [http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing Political Cartoons.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Political_Cartoons.pdf).

Historical Context: Spring of 1754 Lieutenant Colonel Washington commanding 132 Virginia militia headed towards the confluence of the Allegheny, Monongahela, and Ohio Rivers (The Forks) under the instruction of Governor Dinwiddie, to construct a fort. They stayed at the Great Meadows (Cumberland, Maryland). A small group went ahead to begin constructing a fort (Fort Necessity) after gaining permission from Tanacharison (Half King) of the Seneca Nation. On April 16th a French force of 600 soldiers ordered the Americans to leave.

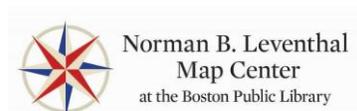


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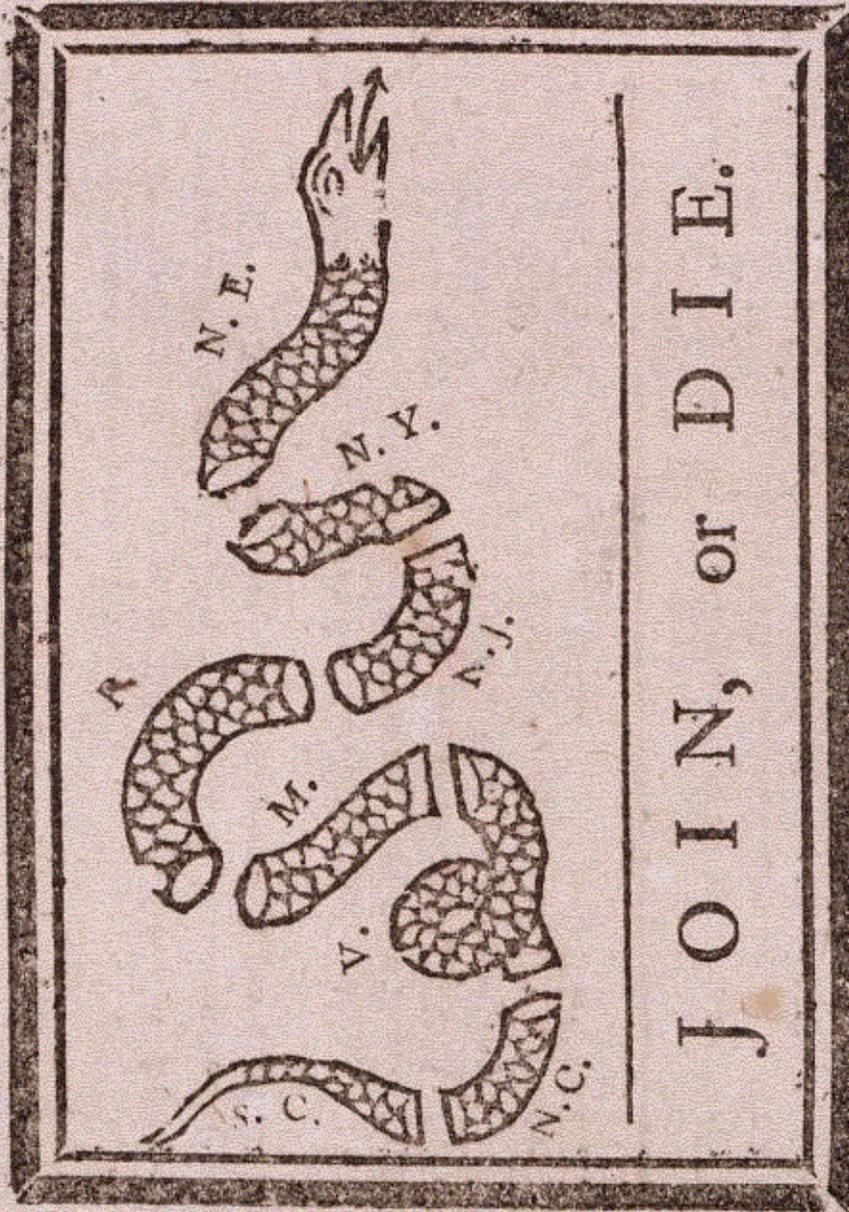
<http://www.leventhalmap.org/>

Sequence:

1. Students will read an account of George Washington's defeat at Fort Necessity, either from their textbooks, the National Park Services website (<https://www.nps.gov/fone/battle.htm>), or another source. Students will establish the significance of the Ohio Valley to American independence.
2. Give students the Analysis Tool ([http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing Political Cartoons.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Political_Cartoons.pdf)) and spend five minutes to observe the cartoon.
3. Students will recount the events at the Battle over Fort Necessity and reflect on the meaning of the cartoon in that context.
4. In groups, students will share their observations and reflections, then generate their own questions based on their discussions.



mitted to do, must end in the Destruction of the British Interest, Trade and Plantations in America.



We hear that the General Assembly of this Province have voted the Sum of Ten Thousand Pounds to be given to the King's Use at

Michael
 John Je
 William

Flour
 16s. M
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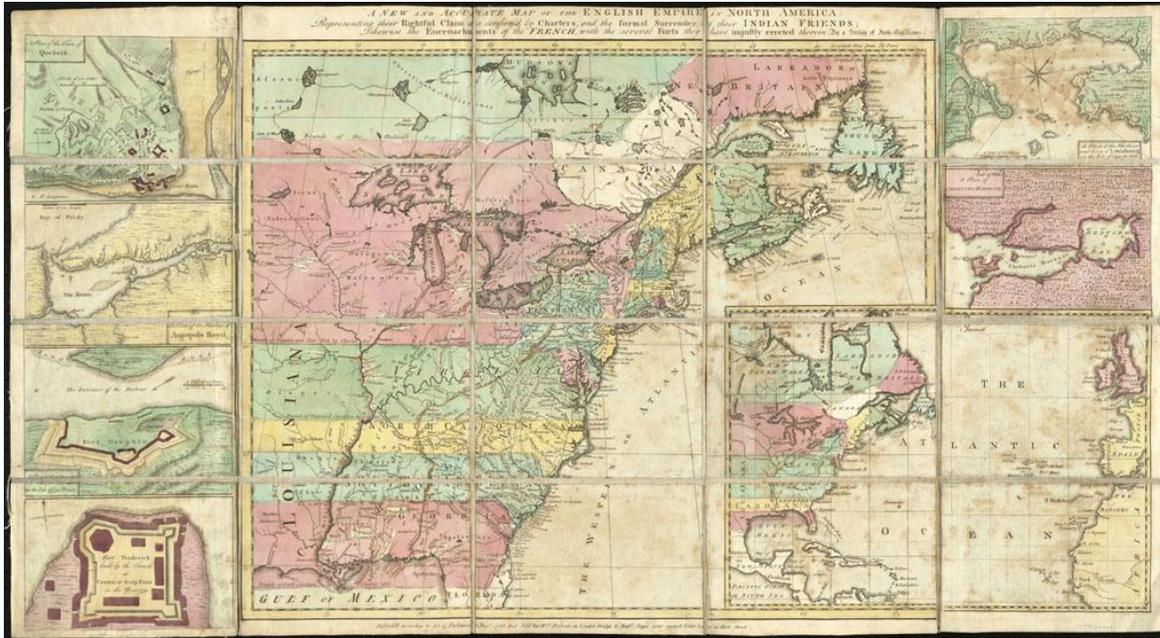
Benjamin Franklin, "Join or Die," 1754, Library of Congress, Digital ID: cph 3g05315, <http://hdl.loc.gov/loc.pnp/cph.3g05315>.



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Lesson Three: Anti-Gallican Map, Part I December 1755



Content Objective: Students will understand how a map can be used as a form of propaganda.

Materials:

- Computer, if available; if not, teacher can print out maps for students
- Maps (links listed under “Resources” below)

Vocabulary: Anti-Gallican, propaganda

Resources:

Society of Anti-Gallicans. “A new and accurate map of the English empire in North America: representing their rightful claim as confirmed by charters, and the formal surrender of their Indian friends; likewise the encroachments of the French, with the several forts they have unjustly erected therein.” William Herbert and Robert Sayer, 1755. Norman B. Leventhal Map Center.
<http://maps.bpl.org/id/rb15241>.

Optional:

Brown, Richard H. and Paul E. Cohen. *Revolution: Mapping the Road to American Independence, 1755-1783*. New York: W. W. Norton & Company, 2015.



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Historical Context: Cartography as a means of propaganda: The Laudable Society of Anti-Gallicans was founded in 1745 and attracted members of England’s mercantilist class including, merchants, tradesmen, and military leaders to its frequent meetings throughout London. Its mission was “to promote the **British Manufacturers**, to extend the **Commerce of England**, and discourage the introducing of **French Modes**, and oppose the importation of **French Commodities**.”¹

Activity: Examine a map of the Ohio Valley, noting French activity from 1753 to 1754. Note the building of forts, the distances between them, and how they tie into the existing network of forts in Great Lakes region.

Sequence:

1. In the computer lab the map will be projected in front of the entire class and students will log on to the Leventhal Map Center website (<http://maps.bpl.org/id/rb15241>) to access the map individually.
2. Students are instructed to observe carefully and to answer the questions below
3. After about fifteen minutes students reflect on what they observe.
4. Class discussion after 30 minutes of reflections. The goal is to highlight course themes of **politics, economics** and **geography**.

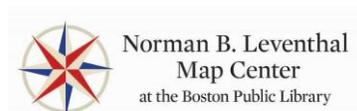
1. *What is the title of the map?*
2. *What are the two statements that appear below the title of the map? Explain the significance of each statement.*
3. *What does each color in the map represent (printed in the sea below Newfoundland)?*
4. *Why do you think the two vertical boundary line 1- along the Mississippi River 2- just east of the Appalachian Mountains designate? Why?*
5. *Discuss how this map served as a form of propaganda.*
6. *How accurate is the map?*

¹ Richard H. Brown and Paul E. Cohen, *Revolution: Mapping the Road to American Independence, 1755-1783* (New York: W. W. Norton & Company, 2015), 7.

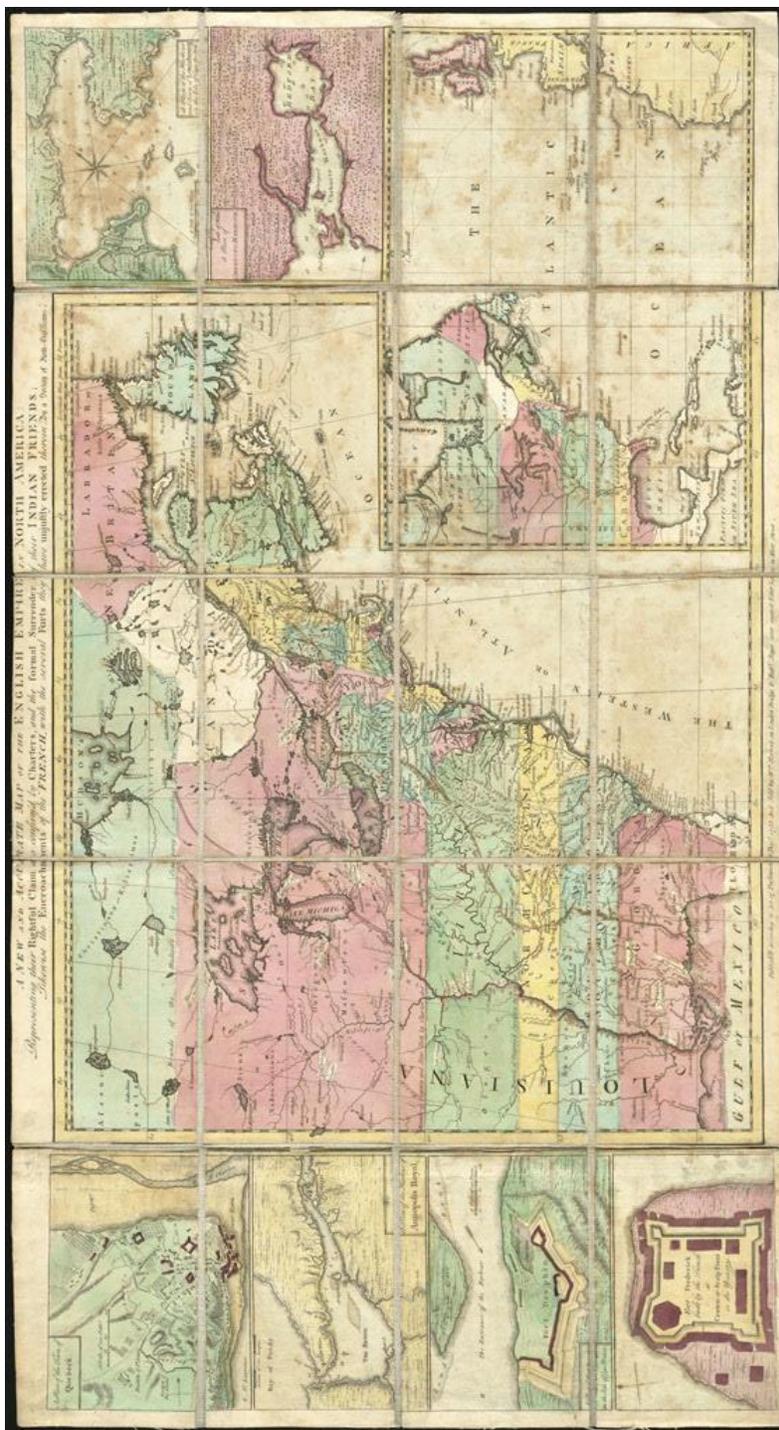


**Follow the link and carefully observe the following map on the Norman B. Leventhal Map Center website: <http://maps.bpl.org/id/rb15241>.
Reflect on your observations:**

1. What is the title of the map?
2. What are the two statements that appear below the title of the map? Explain the significance of each statement.
3. What does each color in the map represent (printed in the sea below Newfoundland)?
4. Why do you think the two vertical boundary line 1 - along the Mississippi River
2- just east of the Appalachian Mountains designate? Why?
5. Discuss how this map served as a form of propaganda.
6. How accurate is the map?



<http://www.leventhalmap.org/>



Society of Anti-Gallicans. "A new and accurate map of the English empire in North America: representing their rightful claim as confirmed by charters, and the formal surrender of their Indian friends; likewise the encroachments of the French, with the several forts they have unjustly erected therein." William Herbert and Robert Sayer, 1755. Norman B. Leventhal Map Center. <http://maps.bpl.org/id/rb15241>.



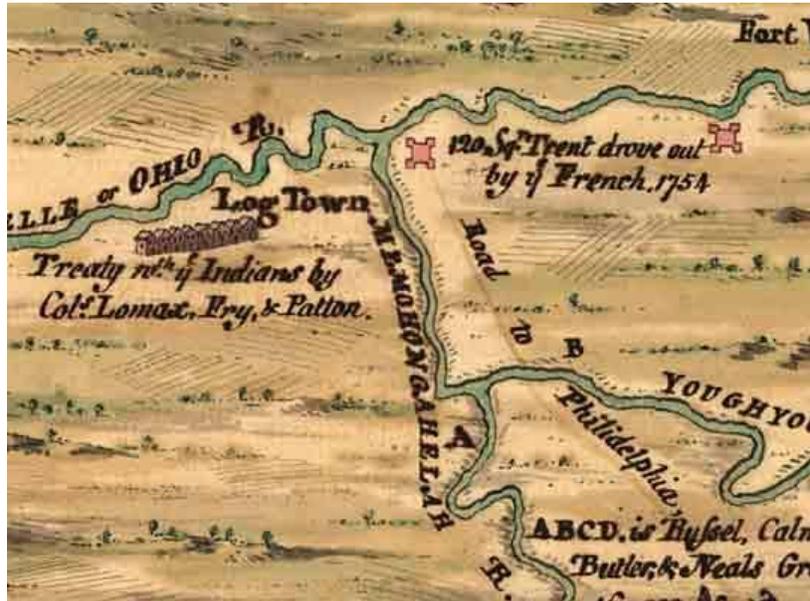
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Lesson Four

Anti-Gallican Map, Part II

December 1755



Lesson Objective: To determine the strategic significance of the Ohio Valley and to understand the respective interests of the converging imperialist powers; the Iroquois Confederacy, France, and Great Britain.

Materials:

- Computer, if available; if not, teacher can print out maps for students
- Maps (links listed under “Resources” below)

Key Vocabulary: propaganda, vassal, and imperialist

Resources:

Society of Anti-Gallicans. “A new and accurate map of the English empire in North America: representing their rightful claim as confirmed by charters, and the formal surrender of their Indian friends; likewise the encroachments of the French, with the several forts they have unjustly erected therein.” William Herbert and Robert Sayer, 1755. Norman B. Leventhal Map Center. <http://maps.bpl.org/id/rb15241>.

“The Logstown Treaty.” Papers of Walker, his son, Francis Walker, and the Walker and Page families, 1742-1886, Accession #3098, Special Collections, University of Virginia Library, University of Virginia, Charlottesville, Virginia.



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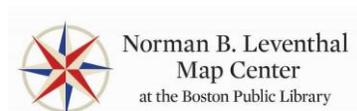
http://www2.vcdh.virginia.edu/lewisandclark/students/projects/adventurers/documents/logstowntreaty_titlepage.htm.

Optional:

Brown, Richard H. and Paul E. Cohen. *Revolution: Mapping the Road to American Independence, 1755-1783*. New York: W. W. Norton & Company, 2015.

Historical Context: Logstown was one of the largest and most politically significant Native American communities, in western Pennsylvania, in the 18th Century. Established by the Shawnee in the 1740s, Logstown by 1754 was also home to the Delaware and Seneca. Native people living in the region sought to maintain their sovereignty. English traders, most notably George Croghan, followed Native people west of the Allegheny Mountains to establish trading posts. This area of the Ohio Valley promised to be a place where frontiersmen and native people to remain independent. Pennsylvania recognized the Iroquois as the diplomatic spokesmen of the Delaware, Shawnee and others; rendering them vassals of the League.

According to George Washington, the Potomac River represented a potential water highway between the Ohio River Valley and the Atlantic Ocean that would be a “channel of commerce” between Great Britain and the Ohio Valley.

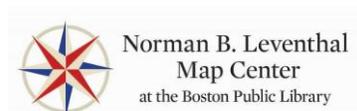


<http://www.leventhalmap.org/>

Follow the link and carefully observe the following map on the Norman B. Leventhal Map Center website: <http://maps.bpl.org/id/rb15241>.

Reflect on your observations:

1. The various homelands of the Delaware and Shawnee were along the following rivers and the land watered by them. Note the specific location of the following.
 - a) Delaware River Valley
 - b) Susquehanna River Valley
 - c) Monongahela River
 - d) Youghiogheny River
 - e) Ohio River
2. Where was Logstown located?
3. Why was the location important?
4. What was the outcome of the 1752 Treaty of Logstown?
(http://www2.vcdh.virginia.edu/lewisandclark/students/projects/adventurers/documents/logstowntreaty_titlepage.htm)

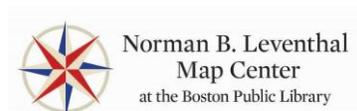


<http://www.leventhalmap.org/>

5. According to the Anti-Gallican Map how far did the following colonies extend?
- a) Virginia

 - b) New York

 - c) South Carolina
6. In what areas did the Iroquois claim six nations – Mohawk, Oneida, Cayuga, Tuscarora, Seneca, and Onondaga? Students should refer to lesson one background text and Anti-Gallican Map.

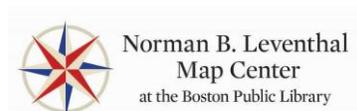


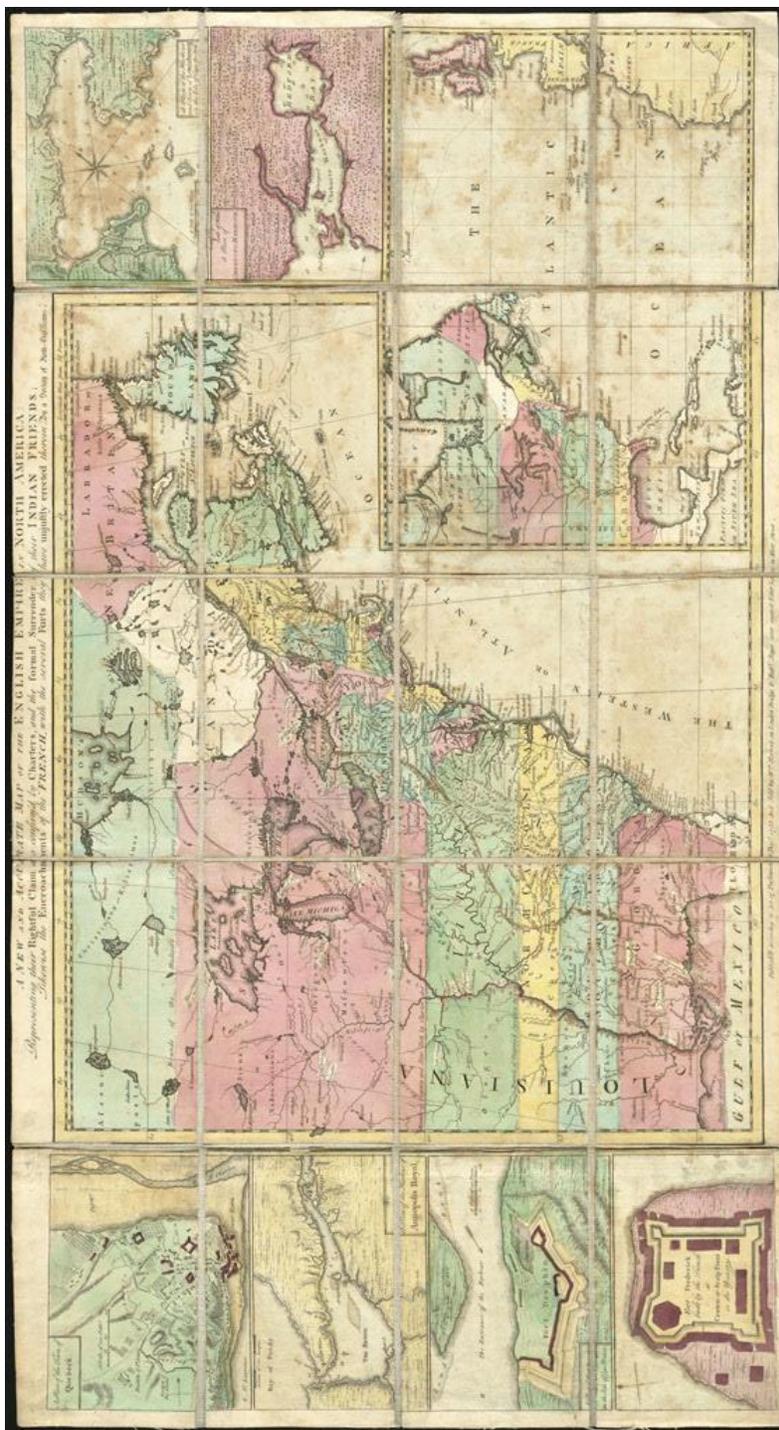
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Homework

Follow the link and carefully observe the following map on the Norman B. Leventhal Map Center website: <http://maps.bpl.org/id/rb15241>. Provide the specific locations of the following French forts. Take care to note the bodies of water along which the forts were built.

1. Detroit – 1701
2. Vincennes – 1732
3. Fort Presque Isle (also known as Fort de la Presqu'île) - May 1753
4. Le Boeuf – July 1753
5. Machault (also known as Venango) – August 1753
6. Duquesne – 1754





Society of Anti-Gallicans. "A new and accurate map of the English empire in North America: representing their rightful claim as confirmed by charters, and the formal surrender of their Indian friends; likewise the encroachments of the French, with the several forts they have unjustly erected therein." William Herbert and Robert Sayer, 1755. Norman B. Leventhal Map Center. <http://maps.bpl.org/id/rb15241>.



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Lesson Five: Braddock's March 1755

Content Objective: Students will have a more intimate understanding of the terrain in the Ohio Valley and how the frontier shaped the American culture.

Materials:

- Computer, if available; if not, teacher can print out maps for students
- Maps (links listed under “Resources” below)

Key Vocabulary: guerrilla warfare

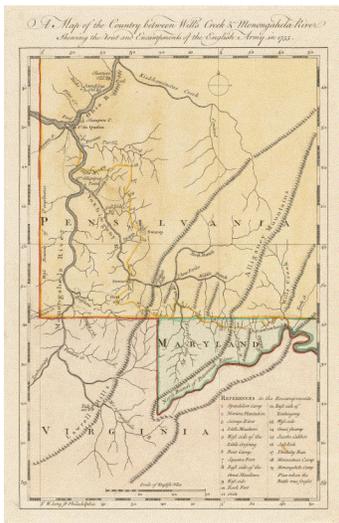
Resources:

Brown, Richard H. and Paul E. Cohen. *Revolution: Mapping the Road to American Independence, 1755-1783*. New York: W. W. Norton & Company, 2015, p. 11-17. (Included with lesson.)

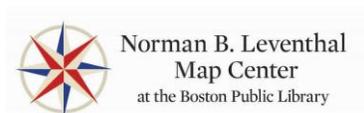
Orme, Robert. “A map of the country between Will's Creek & Monongahela River shewing the rout and encampments of the English army in 1755.” Thomas Jefferys, 1758. Norman B. Leventhal Map Center.

<http://maps.bpl.org/id/rb18127>.

Historical Context: By 1750 France was more powerful than Great Britain. France posed the most immediate threat to British imperial goals. General Edward Braddock's effort to capture Fort Duquesne was the inspiration for the publication of the Anti-Gallican Map. George Washington accompanied General Braddock as aide-de-camp. The seeds for the American Revolution were being planted.



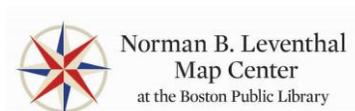
Robert Orme, “A map of the country between Will's Creek & Monongahela River shewing the rout and encampments of the English army in 1755,” Thomas Jefferys, 1758, Norman B. Leventhal Map Center, <http://maps.bpl.org/id/rb18127>.



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Sequence:

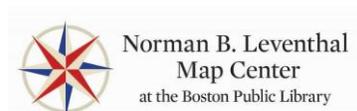
1. Students read an excerpt from *Revolution: Mapping the Road to American Independence 1755-1783* (11-17).
2. In the computer lab the map will be projected in front of the entire class and students will log on to the Leventhal Map Center website (<http://maps.bpl.org/id/rb18127>) to access the map individually.
3. Students will answer a series of questions about General Edward Braddock, his effort to capture Fort Duquesne, and the impact of geography on his military campaign (see worksheet below for questions).



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Read the attached excerpt from Revolution: Mapping the Road to American Independence 1755-1783 (11-17). Closely examine the map on the Leventhal Map Center website (<http://maps.bpl.org/id/rb18127>), and answer the following questions:

1. When - month, day, and year - did Braddock's campaign take place?
2. Briefly describe General Braddock.
3. How would you describe the topography of the land Braddock's army had to cover?
4. What/how many fortifications did the French construct in the Ohio Country? Where were they located?
5. Who were the likely Native American allies of the English?
6. Where was Fort Necessity located? Be specific
7. Where did Braddock's campaign begin? What hardware was included in the campaign? How many soldiers?
8. What role did George Washington play in Braddock's campaign?



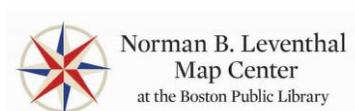
9. What did the advance army have to do? Why?

10. Explain the service Benjamin Franklin provided? What advice did he offer?

11. How far was the distance to Fort Cumberland? How far was the additional distance to Fort Duquesne? What was the difference between the expected distances?

12. Summarize/analyze the battle to take Fort Duquesne (see map)

13. Discuss the advantages of guerrilla warfare.



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Braddock's March

In response to the French and Indian presence along England's colonial frontier, in 1754 the Duke of Cumberland appointed General Edward Braddock to command His Majesty's forces in North America. His choice was puzzling. Braddock was not a battlefield-tested officer. He had spent most of his military career on guard duty in London where he had ample opportunity to indulge his proclivities for drinking, gambling, and women. But -Braddock had been an able administrator in Gibraltar and was a strict disciplinarian, a virtue valued by the soldierly duke. In anticipation of his departure for America, Braddock and Cumberland conferred over maps and planned the opening campaign—the capture of Fort Duquesne (figure 3) at the forks of the Ohio River, where the French had been most menacing. On January 13, 1755, Braddock sailed for Alexandria, Virginia, filled with confidence that his plan would be a success.

Braddock's confidence was fortified in large measure by the unreliable maps that greatly understated the distances in America and were not informative about the rugged topography of the land. James Fennimore Cooper noted "a feature peculiar to the colonial wars of North America, that the toils and dangers of the wilderness were to be encountered before the adverse hosts could meet." Braddock discovered that warfare in North America bore no resemblance to the choreographed battles that took place on the plains of Europe.

In 1753 Governor Robert Dinwiddie sent twenty-one-year-old George Washington to reconnoiter the Ohio country, where he found the French were constructing fortifications on land that had been claimed by the English. Washington returned the following year with a group of three hundred Virginia militia and Indian allies, and they overwhelmed a French patrol. Washington's chief ally on the mission, the Indian leader Tanacharison, killed the French commanding officer. That set in motion a large detachment of French and Indians who attacked the Virginians at their quickly constructed stockade, aptly named Fort - Necessity. The little fort was soon filled with the dead and wounded and Washington was forced to accept the French commander's terms of surrender. As news of the defeat spread, colonial governors appealed for British intervention to unseat the French, and so, in the words of Horace Walpole, "The volley fired by a young Virginian in the backwoods of



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America set the world on fire.”

Braddock’s campaign was the starting point on the road to American independence. He reached Hampton, Virginia, on February 20, 1755, accompanied by the 44th and 48th Irish regiments (approximately two thousand men) under Colonels Sir Peter Halkett and Thomas Dunbar. Unloading the hardware of warfare was the first of many daunting tasks. A team of forty horses was required to pull each of the four 3,000-pound cannon from the ships. Braddock was not satisfied. He thought additional firepower was necessary and convinced Commodore Augustus Keppel to supply four additional 12-pounders from his flagship along with thirty seamen facile in the block and tackle lifting that would be required to transport the guns through the mountains.

Braddock’s battle plan had two components. The first involved the army’s movement up the Potomac River to Fort Cumberland, an outpost in the foothills of the Alleghenies. From there, a second contingent would proceed across the mountains to Fort Duquesne. The maps optimistically estimated these distances at approximately 30 miles and 15 miles, respectively. Colonel John St. Clair had sailed to America to prepare for the campaign, and he realized that the falls of the Potomac could not be blown up to make the river navigable. The army could not proceed by water and the distances would be more arduous and considerably farther than shown on the maps. Braddock sensed that Washington’s knowledge of Virginia and the Ohio country could prove valuable and he asked him to join his “Military Family” as aide-de-camp.

The rugged terrain delayed the progress of the troops. For example, an advance army of three hundred ax men was necessary just to clear a twelve-foot roadway. After a two-month struggle in the wilderness the army reached Fort Cumberland short of horses, wagons, and supplies and on the verge of collapse. Fortunately in Frederick, Maryland, Braddock had met with Benjamin Franklin, who agreed to help resupply the army and also volunteered advice on fending off Indian ambushes. “These savages may, indeed, be a formidable enemy to your raw American militia,” Braddock had replied, “but upon the King’s regular and disciplined troops, sir, it is impossible they should make any impression.”

Once the army reached Fort Cumberland, it took another month to execute the final leg of the campaign. On June 8, Braddock wrote to London that the geographical information given him was “utterly false”; “Nothing can well be worse than the road I have already pass’d [120 miles] and I have a hundred and ten miles to march Thru an uninhabited wilderness over steep rocky mountains and almost impassable Morasses.” Braddock ordered a “Working Party” to convert Washington’s footpath over the Alleghenies into a proper roadway for the army with six hundred horses pulling artillery and provisions. The French governor Michel-Ange Duquesne boasted that “the English could not cross the - Alleghenies in sufficient force to be a problem.” Noted historian Lawrence Henry Gipson



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wrote, "I know of no other feat in the annals of the military history of North America that can be compared with it." The historian A. B. Hulbert would describe the mountain march as the "eighth wonder of the world."

Robert Orme (figure 4), Braddock's aide-de-camp, recorded the campaign in a journal and drew five remarkable maps, two of which are exhibited here. His first map -(figure 5) identifies nineteen campsites en route to Fort Duquesne. Five days were required to cover the first twelve miles to Martin's Plantation (2). On the sixth day, Orme described the passage to Savage River (3) as a "rocky ascent of more than two miles, in many places extremely steep; its descent is very rugged and almost perpendicular; in passing which we entirely demolished three wagons and shattered several." The next day's route to Little Meadow (4) led through the dense pine forests called the Shades of Death, where, according to Colonel St. Clair, "a man might go 20 miles without seeing before him ten yards." From campsite to campsite the troops' anxiety increased, reaching a peak at Great Meadow (8, 9), where the bones of Washington's force from the previous year lay scattered.

As the army deliberately advanced, Braddock followed Washington's advice to create a "Flying Column" to push forward with thirteen hundred of the best men. Supplies and the remaining men under Colonel Dunbar followed in the rear. The column moved so quickly that confidence grew that the French and Indians could harass only their periphery. Orme noted, "They already permitted us to make many passes which might have been defended by a very few men." On July 8, the advance portion of the army reached the last campsite, the Monongahela (19). At this point, a decision was made to avoid a mountain pass and approach Fort Duquesne by two crossings of the Monongahela River, shown by the dotted line on Orme's map. The river was some three hundred yards wide and three feet deep with high banks on both sides, but an advanced guard under Colonel Thomas Gage crossed it unopposed. It was quite a sight, according to one diarist, "their bayonets fixed, Colors flying, and Drums and fifes beating and playing." Gage's advance force emerged from the river at Frasier's House, only seven miles from Fort Duquesne; the detail of the July 9 battle is shown on Orme's second map (figure 6).

Inside Fort Duquesne, Claude-Pierre Contrecoeur had barely a thousand men under his command and was considering capitulation when scouts reported the British were advancing along the vulnerable river route. Upon hearing this, a young Canadian officer in Indian dress, Daniel Beaujeau, rallied reluctant Indian warriors: "The English are going to throw themselves into the lion's mouth. . . hide yourselves in the ravines which line the roads, and when you hear us strike, strike yourselves. The victory is ours!"

The opposing forces caught a glimpse of each other two miles from the fort. Beaujeau (1) immediately directed a portion of approximately six hundred men into the ravines on both sides of the road and the others were ordered to take the high ground on the hill (S).



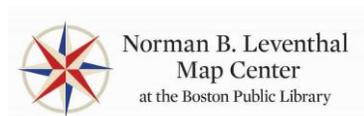
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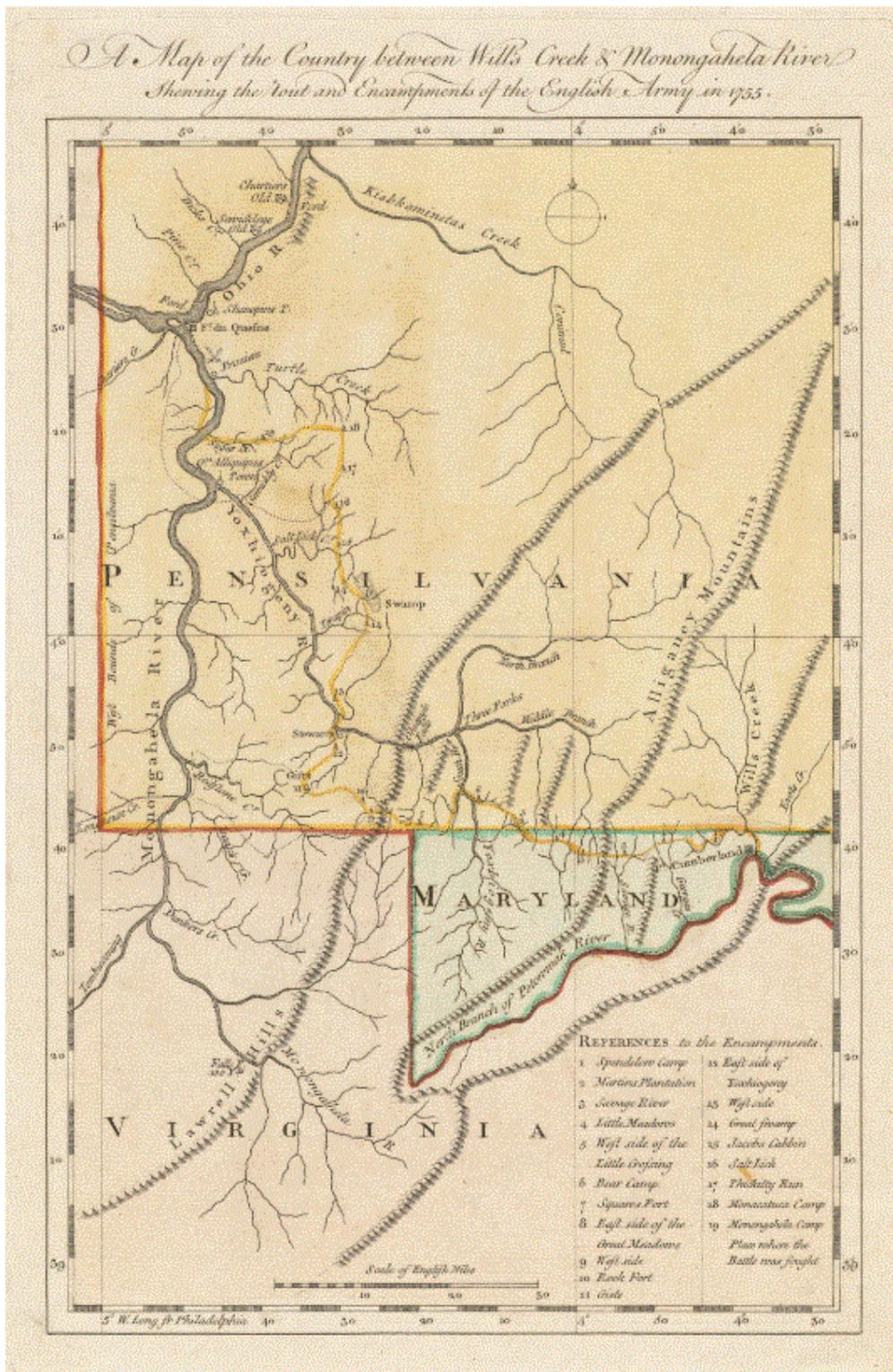
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Firing from behind dense cover they inflicted heavy casualties on Gage's advance party and the working party under Colonel St. Clair (A-H). Braddock responded by sending the main body (I-R) to assist Gage and help take the strategically important hill. Before these men could prepare for action, they were met head-on by the advance troops retreating in panic. Virtually the entire army was compressed in the 12-foot-wide roadway. The troops fired at an unseen enemy, killing many of their own ranks instead. Lieutenant William Dunbar recorded, "The officers . . . soon became the mark of the Enemy who scarce left one, that was not killed or wounded. Numbers ran away, nay fired on us, that would have forced them to rally." The site of the heaviest action is highlighted on Orme's map by the crossed swords.

"I cannot describe the horrors of that scene, no pen could do it. The yell of the -Indians is fresh on my ear, and the terrific sound will haunt me until the day of my dissolution," lamented Lieutenant Matthew Leslie. On the field, Colonel Halkett was killed and Gage, Orme, and St. Clair were seriously wounded. Braddock had four horses shot out from under him, while attempting to rally his troops, before suffering a grievous wound of his own. Among the senior officers, only Washington remained unharmed, although several bullets had pierced his garments. As the army fell back, more soldiers were killed until they crossed the river, where the Indians halted, preferring to return for their "trophies," or scalps, before nightfall. British casualty rates (killed and wounded) were over 70 percent, a higher rate than sustained at the Charge of the Light Brigade a century later.

A sledge carried the mortally wounded Braddock back to Colonel Dunbar's encampment. "Who would have thought it?" Braddock said to Orme. The next day, he murmured, "We shall better know how to deal with them another time," and he died soon after. As the ranking surviving officer, Dunbar assumed command but he had no taste for renewing the battle. He destroyed and buried the ordnance and excess stores and beat a hasty retreat to Philadelphia, leaving the entire frontier in the hands of the French and their Indian allies.





Robert Orme, "A map of the country between Will's Creek & Monongahela River shewing the rout and encampments of the English army in 1755," Thomas Jefferys, 1758, Norman B. Leventhal Map Center, <http://maps.bpl.org/id/rb18127>.



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