


Annotated Resource Set (ARS)

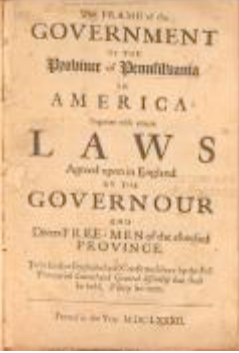

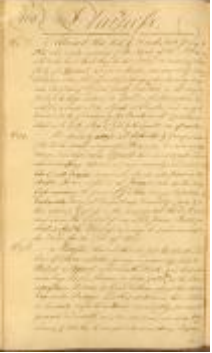
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| Content Theme: | Colonial Beginnings in North America | |  The logo for the Library of Congress Teaching with Primary Sources program. It features the text "LIBRARY OF CONGRESS" and "TEACHING WITH" in blue, and "PRIMARY SOURCES" in red. The word "PRIMARY" is stacked above "SOURCES", and a blue quill pen is positioned between the two words, with its tip pointing down into the letter 'O' of "SOURCES". |
| Developed by: | Cher McDonald | | |
| <p>Contextual Paragraph for Resource Set: After Columbus' explorations were followed up by Spain's conquistadors many other European nations wanted to expand into the New World as well. These documents will explore the motivations for establishing colonies.</p> <p>Essential Question: What motivated Europeans to explore and eventually colonize North America? Were motives different for the different colonial areas? Who was most successful and why?</p> <p>This set will meet the Utah State Core: Standard I, Objective 1, Indicator a</p> <ul style="list-style-type: none">Identify reasons for the establishment of colonies in America. | | | |

Resource Set Jamestown (Profit and Northwest Passage)



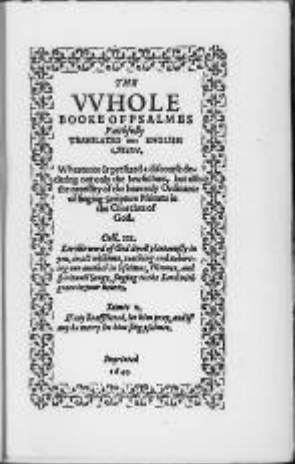

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| <p>John Smith's Description of the Powhatans, 1612</p> | <p>The generall historie of Virginia, New England & the Summer Isles (conditions in camp before resupply, 1607)</p> | <p>Virginia, Discovered and Discribed by Captayn John Smith (The Chesapeake was explored and mapped by John Smith and other English settlers during 1608 as they looked for a Northwest Passage in the Chesapeake)</p> | <p>A Rationale for New World Colonization by Richard Hakluyt, 1584 (a general overview of the reasons for emigration)</p> | <p>“Our Plantation Is Very Weak”: The Experiences of an Indentured Servant in Virginia, 1623 (description of life in Jamestown from an indentured servants POV)</p> |
|  <p>No digital image on site. Excellent site with specific, directed excerpts.</p> |  |  |  <p>No digital image on site.</p> |  <p>No digital image on site.</p> |
| <p>http://www.vahistorical.org/sva2003/jsdp.htm</p> | <p>http://memory.loc.gov/cgi-bin/query/r?ammem/lhbcb:@field(DOCID+@lit(lhbc0262adiv12))</p> | <p>http://www.loc.gov/exhibits/treasures/images/s19.2.jpg</p> | <p>http://www.digitalhistory.uh.edu/documents/documents_p2.cfm?doc=210</p> | <p>http://historymatters.gmu.edu/d/6475</p> |

Notes/Comments: John Smith journals are transcripts that are available in the Jefferson Library/Papers collection; there is no image of the original page. The Hakluyt transcript is available, but the image is not digitized. Most of the information comes from the exhibit Religion and the Founding of the American Republic: <http://www.loc.gov/exhibits/religion/rel01.html>

Resource Set Pennsylvania (Religious freedom)

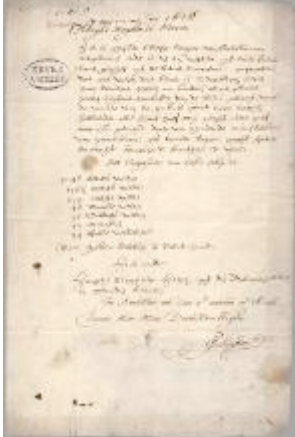




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| <p><i>William Penn (age 22), 1666</i> Oil on canvas Eighteenth-century copy of a seventeenth-century portrait, possibly by Sir Peter Lely. (A youthful William Penn (1644-1718) portrayed in armor suggests that at this point in his career he may have been considering following his father into a military profession. Soon after this portrait was made, Penn became a member of the Society of Friends, one of whose fundamental tenets was the renunciation of force.)</p> | <p><i>The Frame of the Government of the Province of Pennsylvania in America, 1682</i> William Penn England: William Bradford, before 1689. In his famous charter of religious liberty, William Penn pledged that all citizens who believed in "One Almighty and eternal God . . . shall in no wayes be molested or prejudiced for their Religious Perswasion or Practice in matters of Faith and Worship, nor shall they be compelled at any time to frequent or maintain any Religious Worship, Place or Ministry whatever."</p> | <p><i>Philadelphia: Quäkerkirche.</i> Wood engraving from Ernst von Hesse Wartegg, Nord-Amerika, seine Stadt und Naturwunder, das Land und seine Bewohner in Schilderung. Leipzig: 1888. Quaker Meeting This undated image depicts a feature of Quaker religious practice that made early Friends so repugnant to other denominations: their insistence on equality for women, including the right--in defiance of the apostle Paul's injunctions--to speak in Meeting for Worship and to preach the Gospel.</p> | <p>A Collection of Christian & Brotherly Advices Given forth from time to time By the Yearly-Meetings of Friends For Pennsylvania & New Jersey. . . . Manuscript volume, c. 1682-1763. Quaker Book of Discipline This collection of "advices" on the behavior of American Quakers was a compilation of guidelines covering every aspect of Quaker life. These advices were periodically issued between 1682 and 1763 by the highest institutional authority in American Quakerism, the Yearly Meeting.</p> |
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| <p>http://www.loc.gov/exhibits/religion/vc006674.jpg</p> | <p>http://www.loc.gov/exhibits/religion/vc006399.jpg</p> | <p>http://www.loc.gov/exhibits/religion/f0107.jpg</p> | <p>http://www.loc.gov/exhibits/religion/vc006818.jpg</p> |

Resource Set Plymouth and Massachusetts (Religious autonomy)

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| <p><u>Cottonus Mather S.</u> theologiae doctor regia societas Londonensis. . . . Mezzotint by Peter Pelham Boston: 1728, restrike 1860 Cotton Mather (1663- 1728), the best-known New England Puritan divine of his generation. A formidable intellect and a prodigious writer, Mather published some 450 books and pamphlets. He was at the center of all of the major political, theological, and scientific controversies of his era. Mather has been accused, unfairly, of instigating the Salem witchcraft trials.</p> | <p><u>The General Laws and Liberties of the Massachusetts Colony:</u> Cambridge, Mass: Samuel Green, 1672 (Seventeenth-Century Laws of Massachusetts Criminal laws in the early New England colonies were based on the scriptures, especially the Old Testament. Many civil laws and procedures were modelled after the English common law.)</p> | <p><u>The Whole Booke of Psalmes Faithfully Translated into English Metre.</u> Cambridge, Mass: Stephen Daye, 1640. (The first book published in British North America, what has become known as the Bay Psalm Book, was the work of Richard Mather and two other ministers who transformed the Psalms into verse so they could be sung in the Massachusetts churches.)</p> | <p><u><i>The Bloody Tenent of Persecution, for cause of Conscience, discussed in a Conference between Truth and Peace. . . .</i></u> Roger Williams, 1644. After Williams was expelled from Massachusetts he publicly argued for freedom of conscience and greater religious freedom.</p> |
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| <p>http://www.loc.gov/exhibits/religion/f0104.jpg</p> | <p>http://www.loc.gov/exhibits/religion/vc006523.jpg</p> | <p>http://www.loc.gov/exhibits/religion/vc006821.jpg</p> | <p>http://www.loc.gov/exhibits/religion/vc006475.jpg</p> |

Notes/Comments: Most of the information comes from the excellent exhibit, Religion and the Founding of the American Republic:
<http://www.loc.gov/exhibits/religion/rel01.html>

Resource Set Dutch Exploration (Trade and profit)

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| <p>Peter Schaghen, Letter to the Directors of the Dutch West India Company, 1626 (translation of original Dutch letter)</p> | <p>Visscher's seventeenth-century map of "New Belgium" located the patroonships of Rensselaerswyck in the region north of the Catskills, south of present-day Albany, and southwest of lands inhabited by the Mohicans.</p> | <p><i>Map of New Nederland in Virginia and New England...</i>, Johannes Vingboons, 1639.</p> | <p><i>Charter given by the High and Mighty Lords of the States General to the West India Company...</i>, 1621.</p> | <p>An early picture of New-Amsterdam made in the year when it would swap "ownership" and become New York. 1664</p> |
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| <p>http://caho-test.cc.columbia.edu/dbq/11001.html</p> | <p>http://international.loc.gov/intldl/awkbhtml/kb-1/kb-1-2-2.html#track1</p> | <p>http://hdl.loc.gov/loc.gmd/g3300.ct001068</p> | <p>http://www.geheugenvannederland.nl/?en/items/KONB04:4</p> | <p>http://www.geheugenvannederland.nl/?en/items/KONB04:22</p> |

Notes/Comments: Most of the content is from the The Atlantic World: America and the Netherlands.

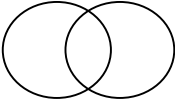
<http://international.loc.gov/intldl/awkbhtml/awkbhome.html>

Resource Set French Exploration (Trade and profit)

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| <p>From Champlain's map of 1632. <i>History of Brulé's discoveries and explorations, 1610-1626,</i></p> | <p>Plan du village des Sauvages Outaouas au Détroit Erié, 1731. In the Great Lakes region and on the Mississippi, Franco-Indian "cohabitation" manifested itself through spatial and functional interactions and daily exchanges between the French posts and native villages. At Detroit, Fort Pontchartrain, founded in 1701, adjoined three Indian villages, one of which was the Ottawa village shown here.</p> | <p>Le Commerce que les Indiens du Mexique font avec les François au Port de Missisipi, Published by the Parisian print dealer Gérard Jollain in 1717 or soon thereafter, this engraving and the text that accompanies it exalt the virtues and richness of the "Kingdom of Louisiana." All the elements needed to attract colonists, missionaries, and capitalists are present: fertile land; gold, silver, copper, and lead mines; the good disposition of the natives, who were open to trade and to Christianity; and a capitol called New Orleans, endowed with a magnificent port on the Mississippi River.</p> | <p>This map of New France, from <i>Les Voyages de Sieur de Champlain</i> (1613), is among Champlain's most skillful and iconographically rich images. In addition to the two Montagnais and "Abnouchicois" Indians shown on the left, the author depicted a variety of vegetable species as well as numerous aquatic animals scattered throughout the region's seas and lakes.</p> |
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| <p>http://international.loc.gov/service/gc/gcmisc/gcfr/0015/01860000.jpg</p> | <p>http://visualiseur.bnf.fr/Visualiseur?Destination=Gallica&O=IFN-7845619</p> | <p>http://visualiseur.bnf.fr/Visualiseur?O=06700374</p> | <p>http://international.loc.gov/service/rbc/rbfr/0012/00310000.jpg</p> |

Notes/Comments: Most of the sources come from the Parallel history site at the Library of Congress: France in America: <http://international.loc.gov/intldl/fiahtml/fiatheme.html#track1>

Annotations

| Grade Level | Curriculum Connections | Curriculum Standards | Learning Objectives | | Suggested Learning Strategies | Suggested Assessment Strategies | Links to Other Resources |
|------------------|--|---|---|---|--|---|---|
| | | | Content Objectives | Thinking Objectives | | | |
| 11 th | <p>US History Utah State Core: Standard I, Objective 1, Indicator a</p> <p>Reading</p> <p>Writing</p> <p>Inquiry</p> | <p>Examine the American colonial experience.</p> <p>Develop language through viewing media.; make inferences and draw conclusions</p> <p>Students will write informational text evaluating information and interpreting ideas.</p> <p>Use process of inquiry to deepen understanding.</p> | <p>Students will use primary sources to help them understand why colonies were established in the Americas.</p> <p>Students will compare the motives of English, French, Spanish and Dutch exploration and settlement</p> | <p>Students will be able to analyze primary sources to increase their content knowledge of the colonial era.</p> <p>Students will develop map reading skills.</p> <p>Students will read and comprehend original documents written during the historical period.</p> <p>Students will draw conclusions from examining primary documents.</p> | <p>1. Students will use the Analysis tool for documents: http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf and for maps: http://www.archives.gov/education/lessons/worksheets/map_analysis_worksheet.pdf and for pictures: http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf</p> <p>2. Students will use maps to determine how the Europeans defined the Americas and what they were interested in.</p> <p>3. Students will use European images of Native Americans to determine how American Indians were perceived by the new explorers.</p> | <p>Make a chart comparing the similarities and differences of the motives of the English, French, Spanish and Dutch explorers/settlers.</p> <p>Written response to the question: "Did colonists come to the Americas for Religious Freedom or Religious Autonomy?"</p> <p>Written response to the question: "What role did trade play in the European exploration?"</p> <p>Venn diagram comparing Native and European responses to their "First Contacts"</p>  | <p>Digital History: Native American Voices: http://www.digitalhistory.uh.edu/native_voices.cfm</p> <p>Native American Discoveries of Europe by Daniel Richter: http://www.historynow.org/06_2007/historian3.html</p> |