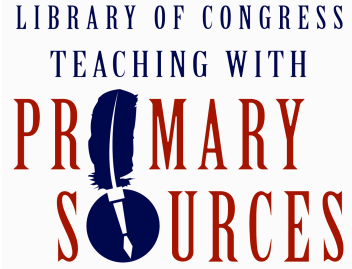
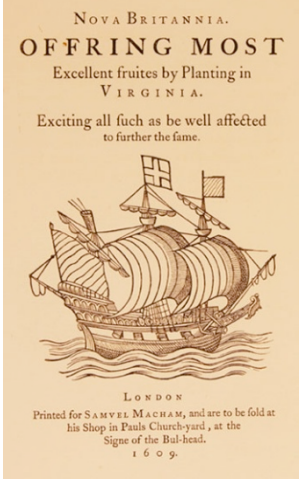





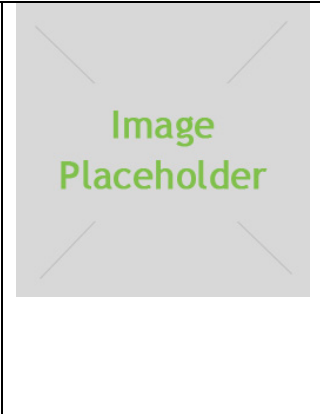




Annotated Resource Set (ARS)

Content Theme:	European Colonization—Objective 1, Indicator a	
Developed by:	Tara Osborn	
Contextual Paragraph for Resource Set: European nations involved in the colonization of North America had a variety of motivations. Some came for religion, expansion of land, trade, and/or wealth.		













Resource Set

<p>The Virginia Company of London Advertisement</p>	<p>Converting Indians to Christianity Justifies English Colonization, 1610</p>	<p>World Map, 1507</p>	<p>Description of the advantages of New World colonization, 1584.</p>	<p>Extracts of Columbus' Journal</p>	<p>Tabula Mexicae</p>
			<p>Image Placeholder</p>	<p>Image Placeholder</p>	
<p>http://www.vahistorical.org/research/tacl_vacompany_detail.htm</p>	<p>http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/colonial/indians/convert.html</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER+@band(g3200+ct000725))</p>	<p>http://odur.let.rug.nl/~usa/D/1501-1600/hakluyt/plant.htm</p>	<p>http://www.fordham.edu/halsall/source/columbus1.html</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER+@band(g3300+ma001007))</p>
<p>Archives Map Analysis Tool</p>	<p>(Resource Title Here)</p>	<p>(Resource Title Here)</p>	<p>(Resource Title Here)</p>	<p>(Resource Title Here)</p>	<p>(Resource Title Here)</p>

<p>Map Analysis Worksheet</p> <p>TYPE OF MAP (check one)</p> <p><input type="checkbox"/> General purpose map <input type="checkbox"/> Thematic map</p> <p><input type="checkbox"/> Topographic map <input type="checkbox"/> Reference map</p> <p><input type="checkbox"/> Historical map <input type="checkbox"/> Satellite photograph/aerial</p> <p><input type="checkbox"/> Census thematic map <input type="checkbox"/> Topographic</p> <p><input type="checkbox"/> Natural resource map <input type="checkbox"/> Reference map</p> <p><input type="checkbox"/> Other map <input type="checkbox"/> Other</p> <p>LIST THE PHYSICAL FEATURES OF THE MAP (check one or more)</p> <p><input type="checkbox"/> Mountains <input type="checkbox"/> Rivers of navigation</p> <p><input type="checkbox"/> Plateaus <input type="checkbox"/> Ties</p> <p><input type="checkbox"/> Seas <input type="checkbox"/> Lakes/Inlets</p> <p><input type="checkbox"/> Rivers <input type="checkbox"/> Other</p> <p><input type="checkbox"/> Scale</p> <p>QUESTION OF THE MAP</p> <p>WHY WAS THE MAP PRODUCED?</p> <p>WHAT IS THE PURPOSE?</p> <p>A. List three things in this map that you think are important.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>B. Why do you think this map was drawn?</p> <p>C. What evidence in the map suggests why it was drawn?</p> <p>D. What information does this map add to the textbook's account of the event?</p> <p>E. Does the information in this map support or contradict information that you have read about this event? Explain.</p> <p>F. Write a question to the mapmaker that is left unanswered by this map.</p> <p><small>Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20540</small></p>					
<p>http://www.archives.gov/education/lessons/index.html</p>	<p>(Resource Link Here)</p>	<p>(Resource Link Here)</p>	<p>(Resource Link Here)</p>	<p>(Resource Link Here)</p>	<p>(Resource Link Here)</p>

Notes/Comments:

Resource Set

(Resource Title Here)	(Resource Title Here)	(Resource Title Here)	(Resource Title Here)	(Resource Title Here)	(Resource Title Here)
					
(Resource Link Here)	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)
(Resource Title Here)	(Resource Title Here)	(Resource Title Here)	(Resource Title Here)	(Resource Title Here)	(Resource Title Here)
					
(Resource Link Here)	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)

Notes/Comments:

Annotations

Grade Level	Curriculum Connections	Curriculum Standards	Learning Objectives		Suggested Learning Strategies	Suggested Assessment Strategies	Links to Other Resources
			Content Objectives	Thinking Objectives			
8	Social Studies 8	Standard IV, Objective 1, Indicator 1	<p>Students will analyze European colonization and settlement of North America.</p> <p>Students will explain where and why European countries colonized North America.</p>	Students will identify motives for exploration	<p>Analyze then contrast the two maps. How has geographic knowledge changed? Also discuss how claiming land would benefit European nations.</p> <p>Split students into groups and give each group one of the resources. Have groups discuss and present to the class one or two reasons why European nations explored. **Be sure to first prepare appropriate excerpts from longer works as necessary. In Columbus' journal, the first paragraph would probably suffice.</p> <p>Compare and Contrast the motivations of Spanish explorers to the British.</p>	<p>Students will create a chart that indicates reasons each of the major European powers explored the New World.</p> <p>Students write about how their life might be different if these nations had not explored and made their discoveries and propose an alternative history.</p>	<p>Exploration and Explorers Themed Set for Teachers</p> <p>http://www.loc.gov/teachers/classroommaterials/themes/exploration/</p> <p>Other NARA Analysis tools: http://www.archives.gov/education/lessons/</p>