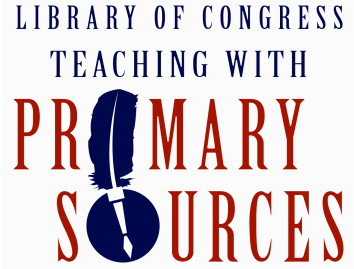



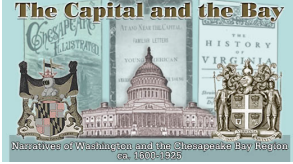
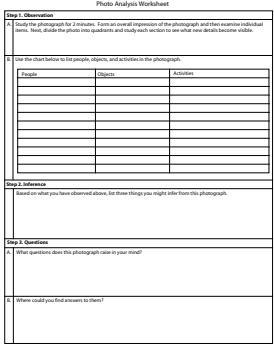

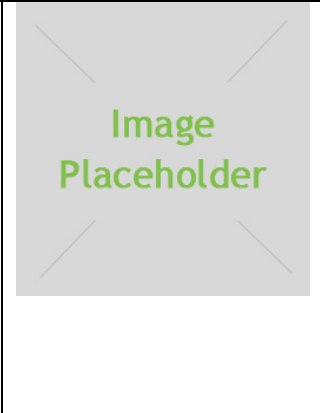
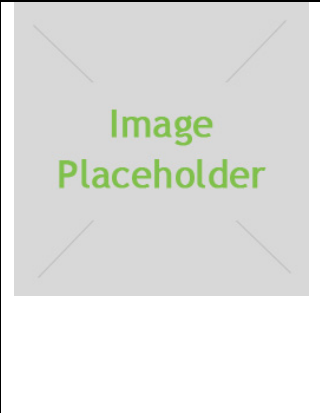
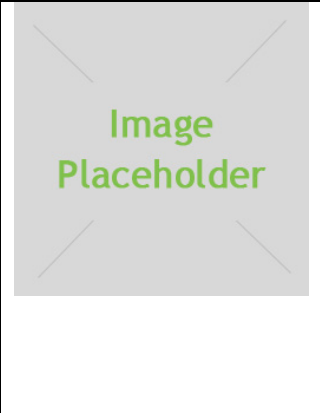


## Annotated Resource Set (ARS)

Content Theme:	European Colonization—Objective 1, Indicator c	
Developed by:	Tara Osborn	
Contextual Paragraph for Resource Set:  European powers that colonized the Western Hemisphere had a great influence on the land and peoples. Each of the major powers contributed much to the history and culture of the region.		













# Resource Set

Stowage of the British slave ship "Brookes"	Santa Fe San Miguel Mission	English Bill of Rights 1689	Map of Canada—Fur Trading in Settlements	The Jamestown Colonists Compare Their Efforts with the Spanish	Photograph Analysis Tool
					
<a href="http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+28204300))">http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+28204300))</a>	<a href="http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field(NUMBER+@band(codhawp+00172076))">http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field(NUMBER+@band(codhawp+00172076))</a>	<a href="http://avalon.law.yale.edu/17th_century/england.asp">http://avalon.law.yale.edu/17th_century/england.asp</a>	<a href="file://localhost/ftp://memory.loc.gov/cgi-bin/query:r%3Fammem:gmd/@field(NUMBER+@band(g3312s+ar077000))">file://localhost/ftp://memory.loc.gov/cgi-bin/query:r%3Fammem:gmd/@field(NUMBER+@band(g3312s+ar077000))</a>	<a href="http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/colonial/jamestown/efforts.html">http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/colonial/jamestown/efforts.html</a>	<a href="http://www.archives.gov/education/lessons/">http://www.archives.gov/education/lessons/</a>
Archives Map Analysis Tool	Archives Written Document Analysis	(Resource Title Here)	(Resource Title Here)	(Resource Title Here)	(Resource Title Here)

<p><b>Map Analysis Worksheet</b></p> <p><b>TITLE OF MAP CHECKLIST</b></p> <p><input type="checkbox"/> Historical map    <input type="checkbox"/> Blank map  <input type="checkbox"/> Topographical map    <input type="checkbox"/> Political map  <input type="checkbox"/> Thematic map    <input type="checkbox"/> Statistical map  <input type="checkbox"/> General reference map    <input type="checkbox"/> Reference map  <input type="checkbox"/> Other map    <input type="checkbox"/> Other</p> <p><b>UNIQUE PHYSICAL CHARACTERISTICS OF THE MAP CHECKLIST</b></p> <p><input type="checkbox"/> Compass    <input type="checkbox"/> Scale of map  <input type="checkbox"/> North arrow    <input type="checkbox"/> Title  <input type="checkbox"/> Date    <input type="checkbox"/> Legend  <input type="checkbox"/> Author    <input type="checkbox"/> Other</p> <p><b>DATE OF MAP</b></p> <p><b>LOCATION OF THE MAP</b></p> <p><b>WHY WAS THE MAP PRODUCED?</b></p> <p><b>WHY IS THIS MAP IMPORTANT?</b></p> <p>A. List three things in this map that you think are important.</p> <p>1. _____  2. _____  3. _____</p> <p>B. Why do you think this map was done?</p> <p>C. What evidence in the map suggests why it was done?</p> <p>D. What information does this map add to the textbook 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 responder 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><b>Written Document Analysis Worksheet</b></p> <p><b>TITLE OF DOCUMENT CHECKLIST</b></p> <p><input type="checkbox"/> Newspaper    <input type="checkbox"/> Map    <input type="checkbox"/> Advertisement  <input type="checkbox"/> Letter    <input type="checkbox"/> Speech    <input type="checkbox"/> Congressional Record  <input type="checkbox"/> Treaty    <input type="checkbox"/> News Release    <input type="checkbox"/> Census Report  <input type="checkbox"/> Memorandum    <input type="checkbox"/> Report    <input type="checkbox"/> Other</p> <p><b>UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT CHECKLIST</b></p> <p><input type="checkbox"/> Handwritten document    <input type="checkbox"/> Printed  <input type="checkbox"/> Introduction    <input type="checkbox"/> Secondary source  <input type="checkbox"/> Title    <input type="checkbox"/> Other</p> <p><b>DATE OF DOCUMENT</b></p> <p><b>AUTHOR OR ORIGINATOR OF THE DOCUMENT</b></p> <p><b>AUTHOR'S TITLE</b></p> <p><b>FOR WHOM AUDIENCED WAS THE DOCUMENT WRITTEN?</b></p> <p><b>DISCUSS THE DOCUMENT'S POINT OF VIEW AND YOUR REACTION TO IT</b></p> <p>A. List three things the author said that you think are important.</p> <p>1. _____  2. _____  3. _____</p> <p>B. Why do you think this document was written?</p> <p>C. What evidence in the document helps you know why it was written? Quote from the document.</p> <p>D. List three things the document tells you about life in the United States at the time it was written.</p> <p>E. Write a question to the author that is left unanswered by the document.</p> <p><small>Designed and developed by the  Education Staff, National Archives and Records Administration,  Washington, DC 20540</small></p>				
<p><a href="http://www.archives.gov/education/lessons/index.html">http://www.archives.gov/education/lessons/index.html</a></p>	<p><a href="http://www.archives.gov/education/lessons/">http://www.archives.gov/education/lessons/</a></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 3	<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>	<p>Students will investigate the contributions and influences of the major European powers.</p>	<p>1. Use the maps, readings, and pictures/photographs to illustrate concepts covered in class through lecture/reading.</p> <p>2. Have students analyze (with or without worksheets) the various sources relating to Spanish, British, and French colonization. Talk about what impact the nation might have had on the future of N. America.</p> <p>3. Use a chart to compare the influence of the 3 major nations (Religion, Government, Slavery, etc.) and then read the last document—British comparison to Spanish. Have students make their own conclusions about how the nations compare.</p>	<p>Have students write a Response to the question, “What influence did the major European powers have on North America?”</p> <p>OR</p> <p>“Which nation had the largest impact on North America during the age of colonization? Why?”</p>	<p>Teacher Resources on Colonial Settlement</p> <p><a href="http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/colonial/colonial.html">http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/colonial/colonial.html</a></p>