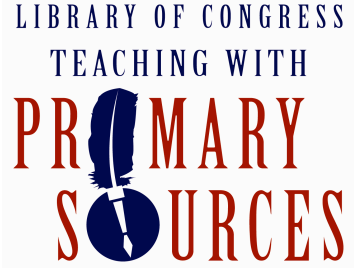



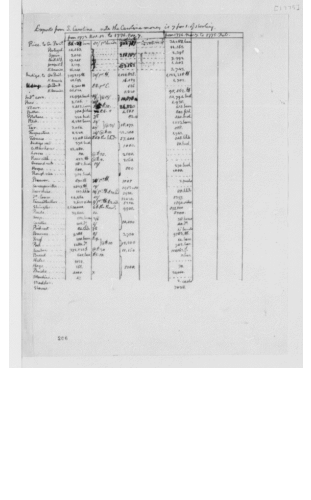
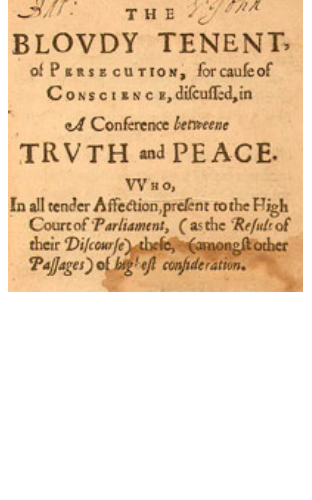
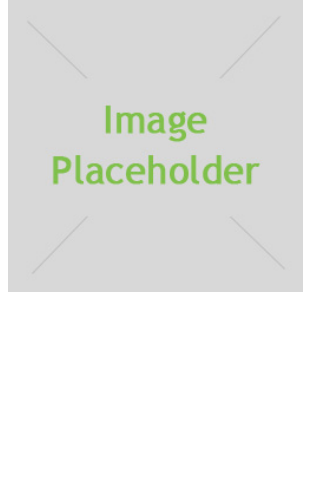






Annotated Resource Set (ARS)

Content Theme:	European Colonization—Object 2, Indicator a	
Developed by:	Tara Osborn	
Contextual Paragraph for Resource Set: The 13 British colonies in North America can be grouped into three regions—the New England, Middle, and Southern colonies. The distinct cultures that developed in these three areas can be traced to the various reasons each of the regions was settled.		

Resource Set













<p>An account of Virginia, its scituation,... and their manner of planting and ordering tobacco &c</p>	<p>A brief account of the Province of Pennsilvania in America</p>	<p>The departure of the pilgrim fathers, for America</p>	<p>British Colonies in North America, 1775, Table of Exports from South Carolina: Rice, Indigo, Hemp, Indian Corn</p>	<p>Pamphlet Written by Roger Williams, 1644</p>	<p>John Winthrop's City on a Hill</p>
					
<p>http://memory.loc.gov/cgi-bin/query/r?ammem/lhbcb:@field(DOCID+@lit(lhbcb20898div2))</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+1400010a))</p>	<p>http://www.loc.gov/pictures/item/2003666350</p>	<p>http://memory.loc.gov/cgi-bin/ampage?collId=mtj1&fileName=mtj1page001.db&recNum=458</p>	<p>http://books.google.com/books?id=IL8MAAAAI-AAJ&dq=roger+williams+rhode+island+colony&printsec=frontcover&source=in&hl=en&ei=4FcmTKjoDsennQeB5fHhBQ&sa=X&oi=book_result&ct=result&resnum=12&ved=0CFYQ6AEwCw#v=onepage&q&f=false</p>	<p>http://www.mtholyoke.edu/acad/intrel/winthrop.htm</p>
<p>Early Image of New</p>	<p>Written document</p>	<p>Photo/Print Analysis</p>	<p>(Resource Title Here)</p>	<p>(Resource Title Here)</p>	<p>(Resource Title Here)</p>

Amsterdam	Analysis Tool	Tool																																							
	<p style="text-align: center;">Written Document Analysis Worksheet</p> <p>1. TYPE OF DOCUMENT CHECKS:</p> <p><input type="checkbox"/> Newspaper <input type="checkbox"/> Map <input type="checkbox"/> Advertisement <input type="checkbox"/> Letter <input type="checkbox"/> Magazine <input type="checkbox"/> Congressional Document <input type="checkbox"/> Poem <input type="checkbox"/> News Release <input type="checkbox"/> Census Report <input type="checkbox"/> Memorandum <input type="checkbox"/> Other</p> <p>2. STATE PHYSICAL CHARACTERISTICS OF THE DOCUMENT CHECKS:</p> <p><input type="checkbox"/> Learning Worksheet <input type="checkbox"/> Notebook <input type="checkbox"/> Application <input type="checkbox"/> "MIXED" Copy <input type="checkbox"/> Typed <input type="checkbox"/> Other <input type="checkbox"/> Handwritten</p> <p>3. DATE OF DOCUMENT:</p> <p>4. AUTHOR OR ORIGINATOR OF THE DOCUMENT:</p> <p>5. AUTHOR'S TITLE:</p> <p>6. ORIGINAL ADDRESS MAIL THE DOCUMENT WENT TO?</p> <p>7. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)</p> <p>A. List three things the author said that you think are important:</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 two 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 NOT answered by the document.</p> <p style="text-align: center;"><small>Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20540</small></p>	<p style="text-align: center;">Photo Analysis Worksheet</p> <p>Step 1: Observation</p> <p>1. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Write down the photo-see questions and bring each section to see what your photo-see answer yields.</p> <p>2. Use the chart below to list people, objects, and activities in the photograph.</p> <table border="1" data-bbox="751 240 1014 349"> <thead> <tr> <th>People</th> <th>Objects</th> <th>Activities</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Step 2: Inference</p> <p>3. Based on what you have observed above, list three things you might infer from this photograph.</p> <p>Step 3: Questions</p> <p>4. Write questions from this photograph that you think?</p> <p>5. Where could you find answers to them?</p> <p style="text-align: center;"><small>Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20540</small></p>	People	Objects	Activities																																				
People	Objects	Activities																																							
http://memory.loc.gov/cgi-bin/query/r?intldl/awkb bib:@field(DOCID+@lit(awkb012367))	http://www.archives.gov/education/lessons/	http://www.archives.gov/education/lessons/	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)																																				

Notes/Comments:

Look specifically on Page 12 of the first source for information on tobacco and British encouragement of planting that crop.

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 2 Indicator 1	Students will assess the reasons for settlement of the English colonies	Students will compare the reasons for settlement in the New England, Middle, and Southern colonies.	<p>After reviewing the definition of regions, divide students into groups, giving each group one resource. Have students identify the region the resource comes from and then analyze and infer a reason—or two—why this particular colony and/or colonial region was settled.</p> <p>In addition to presenting the “answer” have students share/discuss what they learned about analyzing a particular type of primary source (document, map, poster, etc.)</p> <p>Consider using the analysis tools (offered by the National Archives) for student groups to make their inferences.</p>	<p>Students will identify the location of the three colonial regions on a map.</p> <p>In addition to identification, students summarize the reasons for settlement in each of the three regions—perhaps writing out to the side or directly in the regional areas on the map.</p>	<p>National Archives tools</p> <p>http://www.archives.gov/education/lessons/</p> <p>For larger version of the New Amsterdam photo</p> <p>http://commons.wikimedia.org/wiki/File:GezichtOpNieuwAmsterdam.jpg</p>