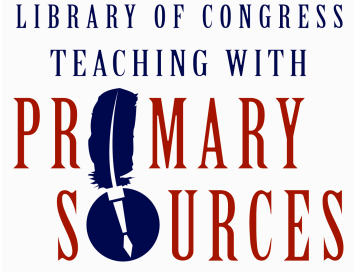









## Annotated Resource Set (ARS)

Content Theme:	European Colonization—Objective 2, Indicator b	
Developed by:	Tara Osborn	
Contextual Paragraph for Resource Set:  Key individuals contributed to the settling of the British colonies in North America. These people had various effects on colonization, and are each remembered for their unique contributions to America's history.		








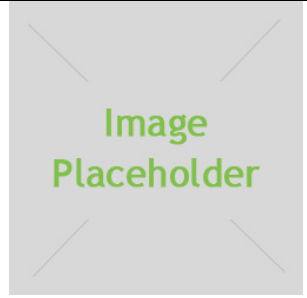

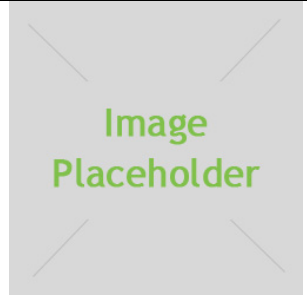


# Resource Set

<p>Written Document Analysis Form</p>	<p><b>John Smith</b> Assesses the Problems &amp; Accomplishments of Jamestown, 1609 &amp; 1612</p>	<p><b>Oglethorpe's</b> speech to the Assembly of South Carolina</p>	<p>Charter for the Colony of Maryland (<b>Lord Baltimore</b>)</p>	<p>A brief account of the Province of Pennsylvania in America, lately granted under the great seal of England to <b>William Penn</b>, &amp;c ... [Signed] William Penn [1682?].</p>	<p>Charter of the Colony of New Plymouth Granted to <b>William Bradford</b> and His Associates : 1629</p>
 <p>Written Document Analysis Worksheet</p> <p>TYPE OF DOCUMENT (Check one)</p> <p><input type="checkbox"/> Newspaper    <input type="checkbox"/> Map    <input type="checkbox"/> Advertisement</p> <p><input type="checkbox"/> Letter    <input type="checkbox"/> Telegram    <input type="checkbox"/> Congressional Record</p> <p><input type="checkbox"/> Speech    <input type="checkbox"/> Radio Broadcast    <input type="checkbox"/> Court Report</p> <p><input type="checkbox"/> Interview    <input type="checkbox"/> Report    <input type="checkbox"/> Other</p> <p>UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT? Check one or more.</p> <p><input type="checkbox"/> Missing Label/Tab    <input type="checkbox"/> Location</p> <p><input type="checkbox"/> Handwritten    <input type="checkbox"/> Folded/Stamped</p> <p><input type="checkbox"/> Taped    <input type="checkbox"/> Other</p> <p>IDENTIFY DOCUMENT</p> <p>AUTHOR OR CREATOR OF THE DOCUMENT:</p> <p>APPROX. DATE:</p> <p>FOR WHAT PURPOSE WAS THE DOCUMENT WRITTEN?</p> <p>DOCUMENT INFORMATION (There are many possible ways to answer this.)</p> <p>A. List three things the author and 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 for the author that is not answered 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.archive.s.gov/education/lessons/">http://www.archive.s.gov/education/lessons/</a></p>	<p><a href="http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/colonial/jamestown/problems.html">http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/colonial/jamestown/problems.html</a></p>	<p><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/lhbcb:@field(DOCID+@lit(lhbcb7018adiv19))">http://memory.loc.gov/cgi-bin/query/r?ammem/lhbcb:@field(DOCID+@lit(lhbcb7018adiv19))</a></p>	<p><a href="http://avalon.law.yale.edu/17th_century/ma01.asp">http://avalon.law.yale.edu/17th_century/ma01.asp</a></p>	<p><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+1400010a))">http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+1400010a))</a></p>	<p><a href="http://avalon.law.yale.edu/17th_century/mass02.asp">http://avalon.law.yale.edu/17th_century/mass02.asp</a></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>(Resource Title Here)</p>

 <p>Image Placeholder</p>	 <p>Image Placeholder</p>	 <p>Image Placeholder</p>	 <p>Image Placeholder</p>	 <p>Image Placeholder</p>	 <p>Image Placeholder</p>
(Resource Link Here)	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)

Notes/Comments:

## Resource Set

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(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	US History 8, Standard 4, Objective 2, Indicator 2	Students will assess the reasons for settlement of the English colonies	Students will explain the contributions of key individuals in the settling of the English colonies.	<p>Have students in partnerships or groups of 3. Each group gets one primary resource (with selected excerpts from the longer ones) and a document analysis worksheet.</p> <p>Go through the worksheet as a class, having the students focus on their individual resource. Share the different answers—for the different resources—as a class.</p> <p>Discuss the role of “Founders” in the colonies. What were their responsibilities? What kind of person did it take to be a good Founder? Do you think you’d be a good founder? Why?</p>	<p>Students make a Trading Card (like a collectable baseball card) for one of the founders—picture on front, basic information about them on the back</p> <p>Students write a resume for one of the Founders detailing their strengths and weaknesses, experience, etc.</p>	<p>American colonies chart:  <a href="http://home.earthlink.net/~gfeldmeth/colchart.html">http://home.earthlink.net/~gfeldmeth/colchart.html</a></p> <p>NARA Analysis tools:  <a href="http://www.archives.gov/education/lessons/">http://www.archives.gov/education/lessons/</a></p>