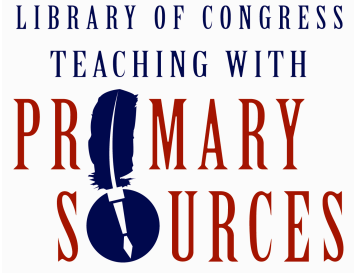




Annotated Resource Set (ARS)













Content Theme:	European Colonization—Objective 3, Indicator c	
Developed by:	Tara Osborn	
Contextual Paragraph for Resource Set: During the age of British colonization of North America, a tradition of self-government began to develop. This tradition would have major impact on the future events of the American Revolution, when colonists began to fear their long-held rights of self-government were being taken away.		

Resource Set

The Mayflower Compact	Second Charter of Virginia	Petition from the VA House of Burgesses	Signing of the Mayflower Compact	Written Document Analysis	Photo/Print Analysis Tool
				<p>Written Document Analysis Worksheet</p> <p>TITLE OF DOCUMENT (Check one): <input type="checkbox"/> Introduction <input type="checkbox"/> Map <input type="checkbox"/> Advertisement <input type="checkbox"/> Letter <input type="checkbox"/> Speech <input type="checkbox"/> Correspondence <input type="checkbox"/> Essay <input type="checkbox"/> Press Release <input type="checkbox"/> Census Report <input type="checkbox"/> Memorandum <input type="checkbox"/> Report</p> <p>2. BRIDGE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more): <input type="checkbox"/> Handwritten <input type="checkbox"/> Printed <input type="checkbox"/> Ink <input type="checkbox"/> Paper <input type="checkbox"/> Type <input type="checkbox"/> Color</p> <p>3. DATE OF DOCUMENT:</p> <p>4. AUTHOR (OR CREATOR) OF THE DOCUMENT:</p> <p>POSITION (TITLE):</p> <p>5. TOPIC (OR SUBJECT) WITH THE DOCUMENT DEALT WITH?</p> <p>6. DOCUMENT INFORMATION: How are they similar? How are they different? a. List two things the author said that you think are important. b. Why do you think the document was written? c. What evidence in the document helps you know why it was written? Quote from the document. d. List two things the document tells you about life in the United States at the time it was written. e. Write a question to the author that is left unanswered by the document.</p> <p><small>Designed and developed by the National Archives and Records Administration, Washington, DC 20408</small></p>	<p>Photo Analysis Worksheet</p> <p>1. Step 1: Observation a. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Note details for each one and answer the questions and indicate whether you are sure or think it is possible.</p> <p>2. Step 2: Reference Based on what you have observed above, list three things you might infer from this photograph.</p> <p>3. Step 3: Questions a. What questions does this photograph raise in your mind? b. Where could you find answers to them?</p> <p><small>Designed and developed by the National Archives and Records Administration, Washington, DC 20408</small></p>
http://avalon.law.yale.edu/17th_century/mayflower.asp	http://avalon.law.yale.edu/17th_century/va02.asp	http://avalon.law.yale.edu/18th_century/petition_va_1764.asp	http://memory.loc.gov/cgi-bin/query/r?ammem/detr:@field(NUMBER+@band(det+4a27834))	http://www.archives.gov/education/lessons/	http://www.archives.gov/education/lessons/
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Notes/Comments:

Resource Set

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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	US History	Standard 4, Objective 3, Indicator 3	Students will explain the development of self-government in the colonies.	<p>What are the major pieces of self-government during colonial times?</p> <p>How did each piece impact the tradition of self-government?</p>	<p>In preparation, go through each document and select excerpts that specifically show self-government. For example, in the Virginia charter, use paragraphs 12 & 13.</p> <p>Use each piece to create a timeline of self-government in the colonies—from the first colonial charters, to the Mayflower compact, and then show the progress of that self-government through the petition from the House of Burgesses.</p> <p>Discuss with students WHY this level of self-government existed and HOW it will affect future events.</p>	<p>Exit Slip— Students write a half page response on “How did self-government become a tradition in the colonies?”</p> <p>AND/OR</p> <p>“How will a tradition of self-government affect future events? Is self-government still important in America today?”</p>	<p>Colonial Charters, Grants and Related Documents</p> <p>http://avalon.law.yale.edu/subject_menus/statech.asp</p>