**Module 2.1**

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| **Pre-Assessment** | Complete formative assessment quiz for 2.1 |
| **Reading Activity** | Read pages 8-9, 12-13, 17-18 from [www.learner.org/courses/amerhistory/pdf/text/AmHst03\_Colonial.pdf](http://www.learner.org/courses/amerhistory/pdf/text/AmHst03_Colonial.pdf)  These readings highlight the causes and settlement patterns for the French, Dutch, English and Quakers. After reading, answer the following questions:   1. North America’s colonies were settled at different times by different people from different places and with diverse goals. Among these different groups, what were the major similarities and what were the major differences? 2. Of the groups studied above, which colonies were most prone to exploit people inside and outside of their colonies? Why? 3. How did the Quakers of Pennsylvania interact with natives in the early years of colonization? What ideologies drove these interactions? Cite evidence from the text. [Tip: These interactions will change – when?!] |
| **Writing Activity** | Imagine that you are the leader of a Dutch, French, or English settler group. As you plan your voyage and landing spot, you must convince others to adopt your plan of colonization. Using historical evidence (from above) and information from the textbook / class, **write a speech (~1 page) that outlines the following:**  Goals for colonization  Economic / Social / Religious?  Plan for the community  Government? / Social Roles?  How to view / interact with natives  Trade / Convert / Kill? |
| **Student Product** | This module and period began with the colonization of Jamestown by the English in 1607. Between 1607 and 1754, we have discussed (and read about) the colonization efforts of the Dutch, French, English and further expansion of the Spanish. We have also witnessed the movement of natives among these different groups. As each group expanded into the New World, they all brought differing goals, ideas, resources and beliefs with them. **Your assignment is to create a visual representation (i.e. a map) that predicts how these European powers continued to colonize up until 1754.**  The visual should contain symbols that represent the following: economic interests, religious priorities, conquered territories, native interaction or treatment  On the back of the visual, please provide an explanation for each symbol among the different colonizing groups. I would also provide a colored key on the front of the visual.  You may preview colony maps from that time period to give you an idea of what is to come. |