

Group Project: European Colonization of North America

Objectives: At the conclusion of this project students will be able to respond to the following questions:

1. Who were the early European colonists of North America?
 - Where did they come from?
 - Where did they settle?
 - Why did they come here?
2. What were the most noteworthy features of early colonial life?
3. What relationship did the colonists have with Native Americans?
4. How did slavery arise in the colonies? What impact did it have on the native Africans and colonial life?
5. What lasting impact did the colonists have on American values and the "American Identity"?
6. What is the basic geography of the 13 original colonies?

Methods: Working in groups of 3 or 4 (3 groups of 3; 11 groups of 4) you will:

1. Read and analyze **selected historical texts** (including **primary sources**).
2. Conduct **independent research** on your topic.
3. Draft a **Study Guide** (2 typewritten pages;) which contains:
 - Three analytical "Focus Questions";
 - A summary outline of key information; and
 - A list of critical vocabulary (4 terms and definitions).
4. Deliver a **Brief Presentation** (5 to 7 minutes) which:
 - Poses three analytical "Focus Questions";
 - Summarizes key information;
 - Utilizes a brief PowerPoint or Google Presentation (6 slides max); and
 - Actively engages the audience.
5. Complete a **Culminating Exam** based on the Study Guides and Presentations.

Topics and Reading Materials

1. **The Jamestown Colony**
 - The Americans, p. 44 to bottom of p. 48 (stop at "Economic Differences") and pp. 50-1.
 - "Pocahontas Saves John Smith" (handout).
 - "The Starving Time" (handout).
2. **The Puritans Create New England**
 - The Americans, p. 52 to top of p. 55 (stop at "Dissent").
 - "The Pilgrims Landing and First Winter" (handout).
 - "The Mayflower Compact" (handout).

3. Puritan Theology and Beliefs

- Review as **background** The Americans, pp. 52-55 (stop at “Dissent”).
- “Between Heaven and Hell” (handout).
- “Sinners in the Hands of an Angry God” (handout).
- “Cotton Mather on the Education of His Children” (handout).

4. Dissent in the Puritan Community

- The Americans, p. 55; also, review as **background** pp. 52-54 (stop at “Importance of Family”).
- “A Woman Not Fit for Our Society” (handout).
- “Anne Hutchinson’s Banishment” (handout).
- “Roger Williams Demands Freedom of Religion” (handout).

5. Native Americans Resist Colonial Expansion

- The Americans, pp. 55-7. Also review, “Clashes with Natives,” pp. 47-8 and “Native American Relations,” p. 60.
- “King Philips War” (handout).
- “Powhatan’s Statement” (handout).
- “But What Warrant Have We to Take That Land” (handout).

6. The Slave Trade

- The Americans, “The Impact on Africans,” p. 30; “Search for Supply of Labor” and “First African Laborers,” pp. 46-7; “Indentured Servants” to End of Chapter 3, pp. 73-6.
- “The Triangular Trade” (handout).
- “A Slave Is Taken to Barbados” (handout).
- “‘Felix’ (Unknown) Slave Petition for Freedom” (handout).

7. The Dutch Found New Netherlands/The Quakers Settle Pennsylvania

- The Americans, pp. 58-61.
- “The Misrule of Peter the Headstrong” (handout).
- “Early Settlers in Pennsylvania” (handout).

Final Note: All students should study the maps appearing on pages 50, 56, and 61 of *The Americans* so that they can identify the location of each of the 13 original colonies *as well as* the sites of the Jamestown Colony, the Massachusetts Bay Colony, Penn’s Colony, and New Amsterdam.

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Tentative Schedule and Project Deadlines

Group Work and Computer Research: Wednesday, October 25th.

Group Presentations: Friday, October 27th.

(If you are absent on the presentation day for any reason you must notify your group in advance and make alternative arrangements to complete this project.)

Review Lecture: Tuesday, October 31st.

Culminating Examination: Wednesday, November 2nd. The exam will consist of several short answer questions, one comprehensive essay, and some geographic identification.