

**Part A: Research Chart: European Colonization of the Americas**

Instructions: Use Internet resources to complete the following chart. Be sure to be as specific as possible.

**Comparing Spanish and English Colonization in the New World**

	<b>Spanish</b>	<b>English</b>
<i>Purpose of Exploration/Colonies</i>		
<i>Geographic Regions Explored/Colonized</i>		
<i>Contacts and Interactions with Native Americans</i>		
<i>Types of Labor Systems</i>		

<i>Degree of Control By Mother Country (Loose or Strict, explain why)</i>		
<i>Types of Settlers</i>		
<i>Religious Characteristics</i>		
<i>Degree of Toleration Shown to Natives and Africans</i>		

**Part B: Document Activity: British Colonial Regions**

Instructions: Using the document set titled “Document Set: British Colonial Regions”, complete the charts below using specific information from the primary sources. Make sure that your information matches both the colonial region and the category.

*1. Chesapeake Colonies*

Social Characteristics	Political Characteristics	Economic Characteristics
Positives:	Positives:	Positives:
Negatives:	Negatives:	Negatives:

*2. New England Colonies*

Social Characteristics	Political Characteristics	Economic Characteristics
Positives:	Positives:	Positives:
Negatives:	Negatives:	Negatives:

3. Middle Colonies

Social Characteristics	Political Characteristics	Economic Characteristics
Positives:	Positives:	Positives:
Negatives:	Negatives:	Negatives:

**Part C: Point of View Activity: British and Natives**

Instructions: Answer the questions below using the document set titled “POV Activity: British and Natives”.

Document: Father Paul Le Jeune

1. What were Father Le Jeune’s impressions and assessment of Native American religion?
  
2. What did he consider the Indian’s virtues?
  
3. What did he consider their main vices?
  
4. What was Father Le Jeune’s point of view with regards to Native Americans?

Document: Mary Rowlandson

1. Why were captivity narratives such popular reading during this time?
2. Rowlandson calls the Indians “ravenous beasts” but claims that none of them “ever offered me the least abuse of unchastity.” How might you explain this ambiguity?
3. Why were some of the Indians willing to help Rowlandson escape?

Document: John Smith

1. How would you describe John Smith’s account of the New World?
2. What adjectives would you apply to Smith’s description of Native Americans?
3. How reliable does this account seem? Why or why not?

**\*\*\*Part D begins on the next page\*\*\***

**Part D: Research Chart: English-Native Conflict**

Instructions: Use Internet resources to complete the following chart.

**Pequot War (1636-37)**

1. What were the causes of this conflict?
2. Who were the participants on each side of the conflict?
3. What were the major events of the conflict?
4. What were the results of the conflict?
5. What was the significance of the conflict?

**Pueblo Revolt (1680)**

1. What were the causes of this conflict?
2. Who were the participants on each side of the conflict?
3. What were the major events of the conflict?
4. What were the results of the conflict?
5. What was the significance of the conflict?

**Part E: Document Activity: Slavery in the British Colonies**

Instructions: Answer the following questions using the document set titled “Document Activity: Slavery in the British Colonies.”

*Document 1: A Slaver Trader’s Point of View*

1. What specifically can you learn about the Atlantic Slave Trade from reading this document?
2. Who is the audience for this document? How does the audience influence the way the document is written?
3. What is the purpose of this document? Why is the author trying to achieve this?

*Document B: A Slave-Ship Surgeon’s Point of View*

1. What specifically can you learn about the Atlantic Slave Trade from reading this document?
2. Who is the audience for this document? How does the audience influence the way the document is written?
3. What is the purpose of this document? Why is the author trying to achieve this?

*Document C: A Former Slave’s Point of View*

1. What specifically can you learn about the Atlantic Slave Trade from reading this document?
2. Who is the audience for this document? How does the audience influence the way the document is written?
3. What is the purpose of this document? Why is the author trying to achieve this?