

Founding Documents: Comparing French, Spanish, and English Charters

United States History, Grades 9/10 (non-Californian schools)

Content Standards:

- Comparing perspectives
- Interpreting primary sources
- Identify author's purpose

Prior Knowledge:

- Students will have learned about interpreting sources
- Students will have completed a colonial mapping exercise

Objectives: What understandings are desired?

- Students will know objectives of colonial powers in colonial pre-United States
- Students will be able to compare and contrast perspectives on colonization
- Students will be able to interpret primary source documents on colonization

Materials

- Two worksheets
- 1. Annotated primary source documents
 - First Mission Plan of California, 1620 (Antonio Ascension)- Spanish colony
 - Mayflower Compact, 1620- British colony
 - Jamestown Charter, 1607- British colony
 - Champlain's Charter by Louis XIV, 1607- French colony
- 2. Graphic Organizer in table form to compare and contrast motives for colonization (economic, social, political, etc.). Opposite side will scaffold primary source document analysis guide.
- Projector/computer/ PowerPoint presentation

Instruction/ Activities

1. Teacher gives students worksheets listed above.
2. Students will analyze documents using primary source analysis guide independently, based on the number given to them that corresponds with the numbered documents on the primary source sheet.
3. Teacher puts students into groups for jigsaw activity to complete table graphic organizer. Each group has a student "expert" for each document.
4. Whole jigsaw group check in and discussion for debrief of each of the documents, and completion of graphic organizer.
5. Using the projector to display each document, class will discuss and complete the graphic organizer on white board.
6. The students will then circle one motive category for each country on the graphic organizer.
7. Whip: Each student states one motive they chose.

Group San Luis Obispo
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Homework: Student will write a brief (teacher discretion) editorial explaining which country's colonial philosophy they sympathize with the most. They must justify their explanation with at least three citations from the document and/or other relevant class material.