

- Despite outnumbering the European settlers who came to the New World, Native Americans found themselves slowly being forced off land they had inhabited for centuries. Discuss with students the factors that prevented the Indians from successfully stopping the encroachment of the colonists.
- Based on the information presented in the program, ask students to describe what life was like for children growing up in colonial America. How was it different from a child's life today? What was schooling like?
- Compare the ways in which the different colonies dealt with the Native Americans, reflecting on such issues as war, diplomacy, trade, community, family, religion and law.
- In the program, Alyse compares the American frontiers of the 16th and 17th centuries to the modern frontier of space. Does this analogy work? In what ways are the two frontiers similar? In what ways are they different?

Follow-up Activities

- Have students make a map of exploration in North America, color-coding the areas where the Europeans explored and settled.
- Section the class into groups and have each research one of the countries that settled in the New World. Have them find out what daily life in the European countries was like during the 16th and 17th centuries, comparing and contrasting it with the information presented in program on daily life in their respective settlements.
- Choose an area of European settlement in the New World and have students research all they can about the food that the settlers and Indians ate there — grains, meats, fruits and vegetables. Examine the role of the seasons on what they ate, and discover how food was planted, harvested, gathered or caught. Then have students decide in what ways the Europeans and the Native Americans were similar and in what ways they were different in obtaining nourishment.
- Conduct a research project on what the various European settlers learned from the Native Americans. From the research, have students determine whether the English, French or Spanish settlers were more open to the ideas and practices of the Indians.

Suggested Internet Resources

Periodically, Internet Resources are updated on our Web site at www.LibraryVideo.com.

- www.ucalgary.ca/applied_history/tutor/eurvoy
“The European Voyage of Exploration” examines the contributions, discoveries and explorers of Spain and Portugal.
- www.ukans.edu/carrie/docs/amdocs_index.html
“Documents for the Study of American History” examines important documents from the dawn of American colonization.

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- www.bham.wednet.edu/studentgal/onlineresearch/5th/gathering.htm
Created for the fifth grade curriculum at the Bellingham Public Schools, this site provides resources, activities and lesson plans for a unit called “Where Would You Settle?”
- www.americaslibrary.gov/cgi-bin/page.cgi/jb/colonial
This site from the Library of Congress includes a brief history of Colonial America, a time line and many interesting links.
- library.thinkquest.org/4034/
“Explorers of the Millennium” features biographies of the world's explorers, created by students at the Sherwood Elementary School in Highland Park, IL.

Suggested Print Resources

- Broida, Marian. *Projects about Colonial Life*. Benchmark Books, New York, NY; 2004.
- Day, Nancy. *Your Travel Guide to Colonial America*. Runestone Press, Minneapolis, MN; 2001.
- Kent, Deborah. *In Colonial New England*. Benchmark Books, New York, NY; 2000.
- Miller, Brandon Marie. *Growing Up in a New World, 1607 to 1775*. Lerner Publications, Minneapolis, MN; 2003.
- Sateren, Shelley Swanson. *Going to School in Colonial America*. Blue Earth Books, Mankato, MN; 2002.

TEACHER'S GUIDE CONSULTANT

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SETTLING THE NEW WORLD

Grades 3–7

This guide is a supplement designed for teachers to use when presenting *Colonial Life for Children: Settling the New World*.

Before Viewing: Give students an introduction to the program by relaying aspects of the historical overview to them. Select pre-viewing discussion questions and vocabulary to provide a focus for students when they view the program.

After Viewing: Review the program and vocabulary, and use the follow-up questions and activities to inspire further discussion. Encourage students to research the topic further with the Internet and print resources provided.



Historical Overview

The story of the settlement of the New World began in Europe near the end of the 15th century. It was there, especially in Spain and Portugal, that a new spirit of enterprise and exploration first stirred. In 1492, the same year the Spanish ended Muslim power in Western Europe, they began conducting their great transatlantic voyages.

During the century following Columbus' epic journeys, the Spanish gained a strong foothold in the New World. But the new Protestant nations of northern Europe (Holland and England) and the great military power of the continent (France) cast envious eyes on the treasure fleets that returned year after year from the New World, enriching the Spanish treasury with wealth beyond their wildest dreams.

While the Spanish crown established and controlled early colonies in the New World, a group of merchants, lords and religious dissidents financed the colonies of the English, Dutch and French. In the ensuing clash of national, religious and commercial rivalries, the Europeans created an immense circuit of trade across the Atlantic that bound together four continents and three races, changing them all forever.

The story of early America is much more than a tale of people coming to a "new world" in search of economic gain; it is also a tale of people searching for freedoms unattainable in Europe at the time. From Canada to the Caribbean, the settlers who came to the New World could often do as they liked. And since they liked very different things, their story is a mosaic of stories, as the story of America has always been.

Time Line

1492 (Spain) — Ferdinand and Isabella complete the Reconquest of Spain, driving out the remaining Muslim governors. Later in the year, Christopher Columbus arrives in the New World and encounters the native inhabitants of the Americas.

1492 (England) — Sailing for the English, John Cabot explores the northern coast of North America. His voyages are later used by the English to support their claim to the territory from Newfoundland to the Chesapeake.

1519 (Spain) — The Spanish, led by Hernán Cortés, conquer the Aztecs in Mexico and take control of their extensive empire, renaming it New Spain.

1524 (France) — Sailing for France, Giovanni de Verrazano sails up the eastern seaboard of America in search of the elusive Northwest Passage.

1534 (France) — Jacques Cartier reaches a waterway that runs deep into Canada and names it the St. Lawrence River, claiming the nearby land for France.

1565 (Spain) — The Spanish establish St. Augustine as the first permanent European settlement in the New World.

1607 (England) — The English establish their first permanent settlement at Jamestown.

1608 (France) — Samuel de Champlain establishes Quebec as the first permanent French settlement in North America.

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1609 (Dutch) — Henry Hudson, an Englishman sailing for the Dutch, explores the present-day Hudson River Valley.

1620 (England) — The Pilgrims depart for the New World aboard the Mayflower. Initially bound for Virginia, they land instead at Plimoth, establishing a new colony and constitution of their own.

1624 (Dutch) — The Dutch West India Company settles the colony of New Netherland, establishing New Amsterdam as its capital city.

1636 (England) — Roger Williams, banished from the Massachusetts Bay Colony, travels south and establishes the settlement of Providence upon the principle of "liberty of conscience."

1640–60 (England) — The Puritans spur a civil war in England, deposing and then beheading King Charles I and overthrowing the Anglican Church. Groups of religious dissidents emerge, including the Quakers. Charles II eventually recovers the crown and guarantees a measure of religious toleration.

1664 — The English conquer New Netherland and rename the colony New York.

1681 (England) — William Penn establishes the colony of Pennsylvania, implementing his Quaker ideas for a liberal frame of government and establishing friendly relations with the Lenni Lenape Indians.

1759 — The English defeat the French defenders of Quebec at the Plains of Abraham, effectively ending French sovereignty in the New World.

1763 — The peace treaty that ends the French & Indian War gives all of New France east of the Mississippi River (except New Orleans) to the English.

1773 — The American Revolution begins at the Battles of Lexington and Concord after English troops try to steal weapons from the colonists.

1776 — Thirteen English colonies in America declare their independence.

Vocabulary

Northwest Passage — A water route sought by Europeans through which ships could sail westward from Europe directly to Asia.

empire — A group of lands and peoples ruled by one government.

religious persecution — The use of government power to punish people who do not accept the religion promoted by the government.

colony — A group of people living in a new territory who remain subjects of their parent country.

capital — A city serving as the headquarters of its country's government.

world-view — The set of beliefs by which people make sense of their existence and locate themselves in the physical and social world.

heathens — Used by Christians when referring to those who did not acknowledge the Christian god, implying that such people were uncivilized.

charter — A document defining a colony's rules and boundaries.

rights — Privileges and powers to which citizens are legally entitled.

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convert — To adopt or cause someone to adopt a new religion.

fur trade — The economic exchange between colonists and Native Americans in which the colonists provided the Indians with guns, iron tools and other European goods in exchange for animal skins that they could sell in Europe.

Pre-viewing Discussion

- The voyage to the New World was often a terrifying experience. The journey took over a month, and the colonists often had to deal with violent storms, pirates and rampant disease. Keeping this in mind, discuss with students why people would risk everything to make such a perilous journey.
- European explorers crossed the Atlantic searching for gold, silver and the fabled Northwest Passage to the lucrative markets of Asia. After early success in Mexico and Peru, they never found more gold and silver, let alone a Northwest Passage. Have students speculate as to why European countries continued to invest money in New World ventures.
- For years, it has been common for Americans to say that Christopher Columbus "discovered" the New World, despite the fact that the Native Americans had arrived here thousands of years before. Discuss with students the different perspectives of Native Americans and European Americans on Columbus' arrival in the New World.

Focus Questions

1. What was the Age of Exploration?
2. What was the Northwest Passage?
3. What country was the first to explore and settle the New World?
4. How did the different groups of Europeans support themselves in the New World?
5. Why did the Indians perceive trappers and farmers differently?
6. Compared to other English colonists, how was William Penn's treatment of the Indians differently? Were any of the other colonies successful in establishing positive relationships with Native Americans?
7. How did European settlement in the New World effect the Native American population?
8. What were some items the European colonists introduced to the Native Americans?
9. Who was Anne Hutchinson?
10. What was the role of women in colonial America?

Follow-up Discussion

- Slavery took root in America despite the fact that many colonists were religious people who came to the New World in search of personal freedoms of their own. Discuss how and why colonists justified their behavior.

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