

HISTORICAL ANALYSIS – Comparison... *France, Spain, England as colonizers*

From the 2012 Framework:

Historical Thinking Skill 4: Comparison (comparing AND contrasting)... Historical thinking involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts. It also involves the ability to identify, compare, and evaluate multiple perspectives on a given historical experience. ...*it's not just about similarities and differences... its about the significance of those similarities and differences...*

Proficient students should be able to ...

- Compare related historical developments and processes across place, time, and/or different societies, or within one society.
- Explain and evaluate multiple and differing perspectives on a given historical phenomenon.

From the 2015 Revised Framework:

Historical thinking involves the ability to identify, compare, and evaluate multiple perspectives on a given historical event in order to draw conclusions about that event. It also involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts.

From the 2015 Revised Rubric for the Long Essay:

Describes similarities AND differences among historical individuals, events, developments, or processes and explains the reasons for similarities AND differences among historical individuals, events, developments, or processes. -- *OR, DEPENDING ON THE PROMPT* -- Evaluates the relative significance of historical individuals, events, developments, or processes. (2 of 6 possible points)

Historical Theme and Thematic Learning Objectives for Activity Focus:

America in the World - This theme focuses on the interactions between nations that affected North American history in the colonial period, and on the influence of the United States on world affairs.

Corresponding Objectives:

WOR-1.0: Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

WOR-2.0: Analyze the reasons for and results of U.S. diplomatic, economic, and military initiatives in North America and overseas.

Note to Teachers:

Notice that the revisions have not truly changed the expectations; they have simplified the language. Keep this in mind when using other materials written with the original framework. Just because there have been revisions, doesn't necessarily mean there are significant changes.

On another note... Students often over-simplify their analysis of similarities and differences. Make sure students are not just listing ways in which two or more things are similar or different... make sure they take it to the next level by analyzing *the extent* to which they were similar/different, which items have *more or less* historical significance, and *defending multiple viewpoints* on such analysis. Another thing students often neglect is addressing *both* similarities and differences. Even if the prompt only asks about similarities, coach students to address *both* similarities and differences. This will help them write more complex essays and earn maximum points on the essay.

Lastly, reinforce the importance of reading directions and every detail of an assignment just as they should read every direction and detail from test questions. Many students make major mistakes on the AP exam simply because they skip this important step (or have yet to master the skill). Students who follow directions and pay attention to details will be more focused and make fewer mistakes. For this particular activity, the analysis focuses on 1492-1607, period 1; however, they are given information beyond 1607 and most likely have more prior knowledge of 1607 on. If they do not pay attention, they will end up with answers that do not answer the question. Reinforce the importance of this simple academic skill – following directions – along with more specific skill of noting/defining parameters from the get go to help students avoid this simple yet costly mistake.

Directions for Activity:

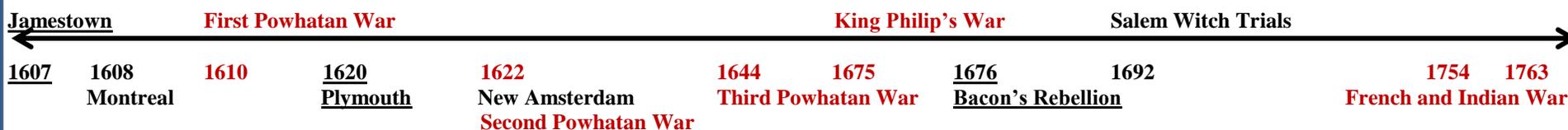
Using your prior knowledge, new knowledge gained from the reading assignments, and the additional facts provided in this activity, complete the Venn diagram by filling in a plethora of characteristics and facts for each colonizer. Be mindful of your parameters. When your Venn is complete, then proceed to the questions that follow.

COMPARING ENGLISH, FRENCH, AND SPANISH

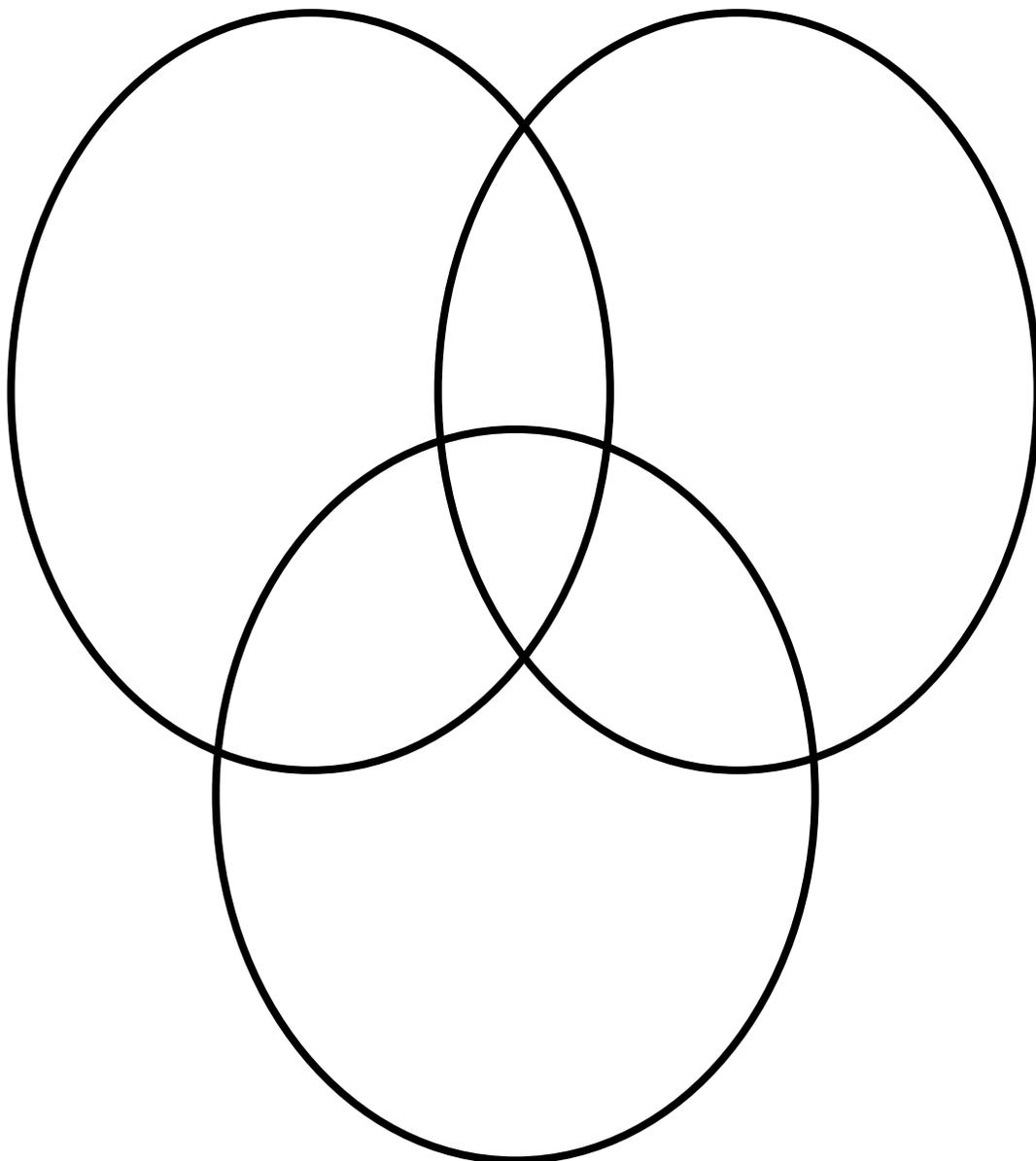
English	French	Spanish
Most colonies established by royal charter. Earliest settlements were in Virginia and Massachusetts but soon spread all along the Atlantic coast, from Maine to Georgia, and into the continent's interior as far as the Mississippi River	First colonies were trading posts in Newfoundland; others followed in wake of exploration of the St. Lawrence valley, parts of Canada, and the Mississippi River. Settlements include Quebec (1608) and Montreal (1642). Louisiana settled in the late 1600s.	Crown-sponsored conquests gained riches for Spain and expanded its empire. Most of the southern and southwestern regions claimed, as well as sections of the California coast. Settlements include St. Augustine, Florida (1565); Santa Fe, New Mexico (1610); and numerous cities in Texas and California.
Colonists were recruited from among middle-class farmers, artisans, and tradesmen. Indentured servants, specialists in certain areas (i.e., sawmill workers, lumbermen), and convicted criminals were also brought over. Immigrants from other countries were welcomed.	Initially fur traders, merchants, and missionaries. In 1665 some 1100 French soldiers arrived and were given land. Neither Protestants nor peasant farmers were allowed to emigrate.	Conquistadores, soldiers, and missionaries were the primary Spanish colonizers; farmers and traders came later.
Distance from England and a frugal Parliament allowed colonists to set up local governments and representative assemblies and to tax themselves, as long as they did not take up arms against the Crown	Colonies were fully subject to the French king. There were no political rights or representative government, and public meetings could not be held without permission.	Colonies were governed by crown appointed viceroys or governors. Settlers had to obey the king's laws and could make none of their own.
Largely non-Catholics. Although some tolerance was practiced in most colonies, the Puritans in Massachusetts established an autocratic and restrictive religious leadership. Pennsylvania mandated complete tolerance.	Even though Protestants had played a role in the founding of New France, from around 1659 on they were excluded from the colony. Colonial life was largely controlled by the French Catholic clergy.	Settlers were restricted to Catholics; Protestants were persecuted and driven out.
Rapid growth due to liberal immigration policies. By 1627 Virginia had approximately 1,000 settlers. By 1754 total population in the English colonies had grown to 1.5 million; this included large proportions of German and French.	Slow growth; by 1672 no more than 5,000 colonists had settled throughout New France. In Canada the French population totaled just under 40,000 by 1734. In Louisiana, by 1763 there were approximately 10,000 settlers, including 5,000 slaves and Acadians.	Slow growth due to greater emphasis on military conquest, poor relations with Native Americans, and numerous early failures to establish permanent settlements. Largest Spanish populations were in Florida, Texas, California, and Mexico.
Originally friendly; early colonists relied on Native Americans for trade and for help with survival. Eventually greed for land led to major conflicts with Indians.	Despite conversion efforts of missionaries, French respect for Native Americans allowed many to forge alliances, especially in their wars against the British.	Spanish missionaries saw Native Americans as heathens to be converted to Christianity; soldiers viewed them as fit only for killing or subjugation.

Skill: Chronological Reasoning

Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.



Comparing Colonizers, 1492-1733



Extension: Dutch colonists were also a significant force in North America. Add three characteristics for the Dutch and explain the extent to which they were similar or different from the other three colonizers.

Directions: Using your prior knowledge, new knowledge gained from the reading assignment, and the additional facts provided in the Colonization and Settlement chart, complete the Venn diagram by filling in as many characteristics and facts for each colonizer. Be mindful of your parameters. When your Venn is complete, then proceed to the questions below.

Are there more similarities or differences?

To what extent are they similar or different?

Why? (list & explain three reasons to support your answer)

1.

2.

3.

What is the opposing view?

Identify a reason (piece of evidence) that supports the opposing view.