

Colonial World Stations

HANDOUT SET

This resource contains printable student-facing materials needed to accompany the Colonial World Stations Lesson Plan.

Handout A: Student Handout

Handout B: England's Colonies

Handout C: Spanish Colonial Culture

Handout D: Fur Trade in the Colonies

Handout E: The Northwest Passage

Handout Set F: Maps

Handout Set G: Artifacts



To use these activities in your classroom, print a class set of Handout A. These will serve as student worksheets and provide accountability for your students. Additionally, print 3-5 copies of each of Handouts B through G. Organize the copies into 5 stations for Handouts B through F around your classroom. Keep Handout G and a stack of student handouts accessible to distribute as needed.

Plan your rotations based on your class time—10-15 minutes per station is recommended. Distribute the student handouts (Handout A) and set clear expectations for partnering, noise level, and assisting others. Begin with the first 5 stations, which will take 50-75 minutes. After completing the initial 5 stations, group students for the final station using Handout G. This station will require only 5-10 minutes for students to analyze artifacts and match them to the correct nation on their copy of Handout A.

Teacher Note: Ensure Handout Set G is not included in the station rotations. This station should be completed last and simultaneously, as students will need the information gathered from the previous 5 stations to successfully complete the task. Including Handout G in earlier rotations may result in some students missing crucial information needed for the activity.

Handout A**Stations Answer Sheet****Station #1**

During the 1500s, European nations competed for colonies in the Americas, driven by _____ and religious tensions from the Protestant Reformation. Spain established a vast empire, enriched by resources like _____ and _____, while England sought its own foothold in the New World. Under Queen _____ I, Sir Walter Raleigh founded a short-lived colony on _____ Island, remembered for the mystery of its disappearance in 1590.

In 1607, the Virginia Company of London established _____, the first permanent English settlement. Despite disease, food shortages, and conflicts, the colony endured under leaders like John _____, who traded with Native Americans and

strengthened defenses. The introduction of _____ farming by John Rolfe in 1611 turned Jamestown into an economically viable colony.

By 1618, colonists gained more _____, including land ownership and self-governance. In 1619, the first _____ convened, marking a step toward democracy.

Word Bank: Jamestown, autonomy, Smith, General Assembly, wealth, Elizabeth, Roanoke, tobacco, gold, silver

Handout A

Stations Answer Sheet

Station #2

What was one reason the Spaniards depended on Native Americans and Africans in colonial Spanish America?

- a) to explore new territories
- b) for work and tribute
- c) to teach Spanish customs
- d) for religious instruction

What were the two main groups established by the Spaniards to control their new lands?

- a) the encomienda and mita systems
- b) the Native council and Spanish council
- c) the República de Españoles and República de Indios
- d) the conquistadors and missionaries

How did Native American town councils maintain some control over their towns?

- a) by refusing to pay tribute
- b) by electing Spanish leaders
- c) by being led by local leaders
- d) by rebelling against Spanish laws

Why did the Spanish crown take control of the encomienda system?

- a) to improve mining operations
- b) to prevent corruption and abuse
- c) to expand trade with Africa
- d) to increase tribute from Native Americans

What was the role of African slaves in colonial Spanish America?

- a) serving as governors
- b) building churches
- c) working in fields, mines, and homes
- d) managing Native American labor

What is one way enslaved Africans could change their social status?

- a) by converting to Catholicism
- b) by serving in militias
- c) by purchasing their freedom
- d) by marrying Native Americans

Handout A

Stations Answer Sheet

Station #3

1. _____ European explorers in the 1500s and 1600s found a Northwest Passage and large quantities of gold and silver in North America.
2. _____ The fur trade between Europeans and American Indians became a significant part of the competition between European countries.
3. _____ American Indians traded beaver and other furs for items like knives, copper pots, and beads.
4. _____ Beavers were hunted to extinction in North America during the 1500s and 1600s due to overhunting.
5. _____ The fur trade introduced new tools, weapons, and alcohol to American Indians, significantly altering their way of life.
6. _____ The French built large settlements in North America to support the fur trade.
7. _____ The fur trade played a role in the outbreak of the French and Indian War.
8. _____ The demand for beaver furs caused conflicts between different American Indian tribes.
9. _____ The coureurs de bois were Dutch traders who married American Indian women.
10. _____ The fur trade caused environmental changes, including the disruption of ecosystems and a decline in animal populations.

Handout A

Stations Answer Sheet

Station #4

The captain of the Halve Maen who sought a route to the East Indies was _____.

The sea near Scandinavia where Hudson first encountered ice during his 1609 voyage was _____.

The group that funded Hudson's 1609 voyage in hopes of making a profit were _____.

The name of the river Hudson explored, later named after him, is _____.

The year the Dutch established a fur trading post near Albany was _____.

The fortified town founded by the Dutch on Manhattan Island in 1625 was _____.

The European country that eventually took control of New Amsterdam, renaming it, was _____.

Hudson turned back after exploring the Hudson River because _____.

a. 1614

b. 1625

c. Henry Hudson

d. Barents Sea

e. Dutch merchants

f. Hudson River

g. New Amsterdam

h. England

i. the river became too shallow

j. attacks from native tribes

NAME _____ DATE _____ CLASS _____

Handout A

Stations Answer Sheet

Station #5



Station #6

1. Spain

2. England

3. France

4. Holland

Artifact 1

Artifact 2

Artifact 3

Artifact 4

Handout B

Station 1: England's Colonies

Adapted from: <https://billofrightsinstitute.org/essays/the-english-come-to-america>

Directions: Use the text to fill in the blanks on your student handout.

Lexile: 1010

During the 1500s, European nations competed for colonies in North and South America. This was partly due to the Protestant Reformation which started in 1517. Catholic Spain built a huge empire in the Americas, getting rich from gold, silver, and gems. They used these riches to support their armies in Europe. England wanted wealth too, which spurred them to explore and settle in North America.

Under Queen Elizabeth I, tensions between England and Spain grew. Spanish treasure ships traveled the North American coast back to Europe. England saw this as a chance to attack them. In 1584, Elizabeth gave Sir Walter Raleigh permission to find riches and attack Spanish ships. Raleigh's group established a small fort on Roanoke Island off the coast of North Carolina, naming the land Virginia after the queen.

In 1587, John White led more colonists to Roanoke where his granddaughter, Virginia Dare, became the first English child born in America. White went back to England for supplies but returned in 1590 to find the colony deserted, with only the word "CROATOAN" carved on a post. The mystery of what happened to the colonists remains unsolved.

Later in 1606, King James I allowed the Virginia Company of London to settle land from Cape Fear, North Carolina to Long Island Sound, even though the Powhatan people lived there. The company hoped to find wealth in North America and discover a route to Asia.

A group from the Virginia Company arrived in 1607, led by Captain Edward Maria Wingfield. They settled 60 miles up the James River, naming the place Jamestown.



Nicholas Hilliard. *Sir Walter Raleigh*. Circa 1585. Watercolour on vellum. National Portrait Gallery, London.

This portrait of Raleigh dates from about 1585, approximately one year after he was granted a charter to find riches in the New World.



John White. *Map of the East Coast of North America from the Chesapeake Bay to Cape Lookout*. Circa 1585–1593. Watercolor on paper. British Museum, London. Photograph. Wikimedia Commons.

In 1585, John White created this map of the east coast of what is today Virginia and North Carolina. The Lost Colony of Roanoke was located in the outer banks of North Carolina, shown underneath the large compass rose.

Disease and lack of food plagued the settlers, yet they built a fort for protection against attacks. Captain John Smith helped them survive, trading with American Indians and exploring the area.

Smith had been held captive by Chief Powhatan but claimed to be saved by Powhatan's daughter, Pocahontas. Some historians think it was part of a ritual. Smith established peace and helped the colony survive by increasing food supply. He was elected president in 1608, but after an injury, he returned to England.

The Jamestown colony nearly failed during the “starving time” of 1609-1610, with only 60 of 500 settlers surviving. New arrivals and supplies helped, but investors were frustrated by the lack of wealth. Then in 1611, John Rolfe began growing a successful type of tobacco. By 1617, Virginia had a valuable cash crop.

The colony grew slowly, and in 1618, colonists could own land and manage the colony's affairs. In 1619, the first General Assembly in America met in Jamestown. The settlers were building their colony based on English models, creating both economic opportunities and self-governance. Tobacco profits drove demand for more land and workers, despite high risks.



Handout C

Station 2: Spanish Colonial Culture

Adapted from: <https://billofrightsinstitute.org/essays/life-in-the-spanish-colonies>

Directions: Use the text to answer the multiple choice questions on your student handout.

Lexile: 1000

In colonial Spanish America, the Spaniards depended a lot on the Native Americans and Africans for work and tribute. This mix of different people created a life full of both cooperation and conflict, wealth and poverty. The Spaniards needed Native American help with labor and managing towns. Native Americans sometimes worked with the Spanish to keep their own ways of life. This cooperation had to be worked out every day.

When the Spaniards arrived in the New World, they built their colonies near existing Native American places like Tenochtitlan, which later became Mexico City. To control their new lands, they set up two main groups: the República de Españoles for Spaniards and Africans and the República de Indios for Native Americans. Each had some



Friedrich Peypus. *Map of Tenochtitlan*. 1524. Colorized woodcut. Newberry Library, Chicago. Wikimedia Commons.

At its height, Tenochtitlan was one of the largest cities in the world, with a population of up to 200,000. After the conquest of the Aztec empire, the Spanish appropriated this floating city as their capital. Note the flag of Imperial Spain at the top left of the island city.



Miguel Cabrera. *Pintura de Castas* Number 5 and 15. Circa 1763. Oil on canvas. Wikimedia Commons. Castas paintings from the mid-1700s document the cultural blending seen in Spanish colonies.

independence, with their own town councils, such as in Mexico City where both a Spanish and a Native American council existed.

Town councils took care of daily life in each town. In Native American areas, these councils were led by local leaders. For example, the leader of a Maya town often became the governor. This allowed Native Americans to maintain some control over their towns. They even helped spread Catholicism.

Native Americans had many duties. As Christians, they went to church and sent children to religious classes. They also paid taxes to support the church. They had to meet labor and tribute requirements, leading to tensions. Complaints about unfair practices often went through the town councils. These councils also handled land issues, sales, and punished wrongdoers.

The *encomienda* system, a labor and tribute setup given to Spanish settlers, was initially used to manage Native Americans. Due to abuse and distrust, control was gradually taken over by the crown to limit corrupt officials. Tribute included things like maize, silk, and gold, and varied by region. Later, work was organized through the *repartimiento* and *mita* systems, requiring Native Americans to work in fields or mines, often with poor or no pay. This eventually shifted to wage labor due to population decline.

Africans also played a role. Spaniards preferred Native labor, but when there weren't enough workers, they brought African slaves for jobs like mining and sugar production. In cities, enslaved Africans served in homes or learned trades. Spanish law allowed slaves to buy freedom, leading to a group of free blacks who became sailors, merchants, and even joined militias to protect the colonies from pirates.

Colonial cities like Mexico City were influenced by Spanish culture. They had universities, cathedrals, and lovely homes. The rich enjoyed plays and parties, while poorer people shared in local festivities. Food and activities differed between rich and poor.

There was a mix of races called castas, who didn't fit neatly into the social order. Spaniards were at the top, with Native Americans and Africans at the bottom, and castas in the middle. Importance was often based on language, dress, and social connections, allowing some to move within the social ranks.

Life was complex in Spanish colonies, with set rules and social systems. But everyone negotiated their own place, sometimes following the rules and sometimes rebelling. Most found ways to blend their traditions into this new world.



Handout D

Station 3: Fur Trade in the Colonies

Adapted from: <https://billofrightsinstitute.org/essays/the-fur-trade>

Directions: Use the text to answer the True or False questions on your copy of the student handout, Handout A. Write T or F on the line to indicate your answer.

Lexile: 1010

In the 1500s and 1600s, European explorers in North America looked for a Northwest Passage and sought gold and silver. They did not find these, but they met American Indians who traded a lot of beaver and other furs. This fur trade became a big part of the search for riches and the competition between European countries. Over the next hundred years, it changed American Indian life, their relations with Europeans, and even the environment.



Native American Sachem. Circa 1681. Oil on canvas. Rhode Island School of Design Museum.

In this 1681 portrait, the Niantic-Narragansett chief Ninigret wears a combination of European and Indian goods.

Early explorers traded knives, copper pots, and beads for furs like beaver, fox, and mink with the American Indians. Both groups were clever; American Indians easily hunted the furs and got items they wanted, while Europeans sold the furs for high prices in Europe. This trade influenced their relationships for a long time.

When Europeans came, there were millions of beavers in North America. Beavers helped the environment by creating ponds that made fertile soil. American Indians hunted them mainly for fur and meat. They started hunting more beavers for trade because Europeans liked to wear beaver hats.

The fur trade changed American Indian life. They got metal pots, tools, and guns, which changed how they lived and fought. They traveled more, which spread diseases like smallpox. Europeans traded for wampum, beads made from shells, which lost value over time. Indians began to drink alcohol from Europeans and wear European clothes.

The fur trade was important for both sides. Europeans needed the American Indians to supply furs, linking them to bigger European trade. Indians used this to get Europeans to support them in battles. The French built trading posts in Quebec and Montreal instead of large settlements. By the mid-1700s, these posts spread to the Great Lakes and caused the French and Indian War when the English wanted control. The Dutch set up posts in Albany and Manhattan, and the English moved into the Connecticut Valley.

The trade sometimes made Europeans and American Indians close. The French learned to live with Indians, and some French traders called *coureurs de bois* married Indian women. Sometimes, though, conflict happened because Indians saw them as rivals.

By the 1660s, beaver numbers fell due to demand. For example, a trader bought nine thousand beaver furs in six years. Indians hunted more with guns and new materials, leading to the local decline of animal populations. This caused conflicts between tribes and changes in alliances. Later, less demand for furs changed European and Indian relationships. Declining animal numbers disrupted ecosystems.

The fur trade had wide economic, strategic, cultural, and environmental effects in North America. Both American Indians and Europeans sought the goods they wanted or needed, but the fur trade led to many unintended changes that impacted both continents.



Handout E

Station 4: The Northwest Passage

Adapted from: <https://billofrightsinstitute.org/essays/henry-hudson-and-exploration>

Directions: Use the text to complete the matching activity on your copy of the student handout, Handout A. Match each statement or event with its correct answer indicated by the chosen letter.

Lexile: 1030

In April 1609, a ship called the *Halve Maen* set sail from Amsterdam. The ship's captain, Henry Hudson, was looking for a faster way through the Arctic to reach the rich lands of the East Indies. At that time, powerful countries in Europe were competing to control trade and riches from Asia. Hudson, an Englishman working for the Dutch, was determined to find a route through the frozen seas.

Hudson had tried twice before to find a new path for a group of English merchants. Many merchants were searching for a safer route than traveling around Africa because of the dangers along the way. This voyage was backed by Dutch merchants who wanted to form a company for trade. These merchants invested in explorations hoping to make a profit.

Hudson sailed into the Barents Sea near Scandinavia but soon ran into ice. After some arguing with his crew, Hudson convinced them to sail across the Atlantic to look for a path through North America. Other explorers from Europe had also searched for a path through rivers along the American coast. Hudson hoped to be the first to find such a route.



William Berry. *North America*. London, 1680. Hand-colored map. Library of Congress, Geography and Map Division.

This 1687 Dutch map illustrates the widely held belief that a northwest passage to the riches of China and the East Indies existed. For centuries, European explorers like Henry Hudson hoped to be the first to chart this route.

In July, Hudson's ship met some French fishermen near Newfoundland. They traded salted cod and gathered information about the coast. The crew also traded with Native Americans for furs and heard stories of valuable metals and a possible passage, but relations turned sour when some crew believed the Native people had stolen from them, leading to tension.

By August, the *Halve Maen* reached Cape Cod, where they traded with more Native people. Later, they arrived near Virginia but sailed away to avoid conflict with English settlers. After fixing their ship, they sailed to New York in September. Hudson traded with local Native American tribes, exchanging goods like knives and beads.

At one point, the crew had a violent encounter when they suspected theft by a Native American. Tensions rose, and both sides prepared for more potential conflicts. Hudson was excited when he thought he found a passage north on a river later named after him, but when the river became too shallow, he had to turn back.

Hudson and his crew faced more violence when trading went wrong, leading to a fight with Native Americans. The ship eventually reached what is now New York City. Hudson wanted to continue his search, but his crew opposed it. They decided to return to Europe, arriving in England in November. Hudson did not return to the Dutch; instead, he reported to London and later went on another voyage for the English, where he eventually disappeared.

Following Hudson's journey, the Dutch established a fur trading post near Albany, New York, in 1614. By 1625, they founded New Amsterdam on Manhattan Island as a fortified town. This town welcomed settlers from different backgrounds. Over time, the area became New York after the English took control.



Station 5: Primary Source Maps

Adapted from: <https://billofrights institute.org/essays/henry-hudson-and-exploration>

Directions: Access the map set for this activity on your internet enabled device. You can get the link from your teacher, or type in this address: <https://www.loc.gov/resource/g3300m.gct00061/?st=gallery>

Use the primary source maps to create your own map of settlements from the English, French, Spanish, and Dutch on your handout.

Final Station: Artifact Images

Directions: View the artifacts. Investigate them closely looking for details that will reveal their origin culture. Then on your handout, draw a line to match the artifact to its home nation using what you learned in stations 1-5.

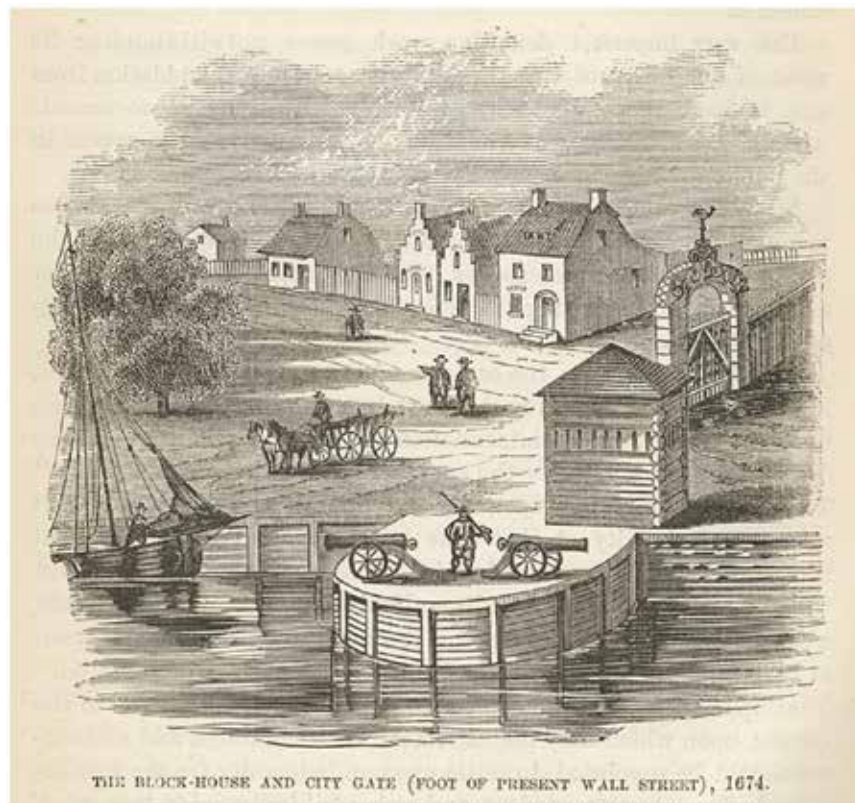
Artifact 1



Artifact 2



Artifact 3



Artifact 4

