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| **Lesson Title** | Come to Carolina | **Teacher** | Jamie Thomas |
| **Grade Level** | 8th | **Duration of Lesson** | 2 class periods |

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| **Lesson Topic** | Attracting Settlers to the New Carolina Territory |
| **SC Standards and Indicators** | 8-1.3 Summarize the history of English settlement in New England, the mid-Atlantic region, and the South, with an emphasis on South Carolina as an example of a distinctly southern colony. |
| **Common Core Strategy(ies) addressed** | -Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text  -Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact  of specific word choices on meaning and tone, including analogies or allusions to other texts.  -Primary Source analysis |
| **Academic Vocabulary** | Colonize  Huguenot  Protestant Reformation  Eight Lord Proprietors  Slave Trade  Plantations  Indentured Servant  Charter  Democratic  Quitrent  headright |
| **Lesson Materials Needed (attached at end of lesson)** | -SmartBoard lesson (attached)  -Copies of Captain William Hiltons Relation of a Discovery 1664 (capitalcitypublishing.com pg. 38)  Directions of how to create a brochure and Carolina Brochure Rubric 1 per student  Computers (one per student)with access to Microsoft Office (Brochure Template) |
| **Content Narrative**  **(**What is the background information that needs to be taught to understand the context of the lesson? Be sure to include necessary citations) | In 1660, the British monarchy was restored and King Charles II was taken out of hiding and brought back to England to rule as king. In 1663, King Charles II rewarded 8 of his supporters (that helped restore him back to the thrown) by giving them a charter for the land of Carolina (named after his father King Charles I). These eight men would be called the 8 Lord Proprietors. At the time, the Carolina charter basically included all the land south of the Virginia Colony and North of Florida (occupied by Spanish). The Carolina Charter also included the land from sea to sea (since they didn’t actually know how much land was westward). The Eight Lord Proprietors, wanted to make a profit off the land through either finding natural riches within the land or through settlers creating a cash crop for selling (such as Virginia’s cash crop of tobacco), they also figured they could charge the settlers a quitrent for the land which was basically rent. They realized that they needed to “attract” settlers and tried to make the colony sound as appealing as possible. They offered such things as freedom of religion (unlike New England colonies) and played up the friendly natives, riches of the land, and the idea of adventure. They also tried to appeal to certain groups such as Barbadians, settlers already living in middle colonies, and French Protestants seeking religious freedom. (For full list see Teacher’s Answer sheet)  Another important feature they offered was the Headright (which will later set up large plantations and be a distinctly Southern characteristic). The headright gave more land to the settler if they brought more people. The more people you brought with you the more land you received. The settler usually received 200 acres, for every slave and/or indentured servant 50 more acres. Wives and children would also add into a settlers headright. |

**Lesson Set**

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| **Content Objective(s)** | Students will be able to define key vocabulary terms  Students will be able to identify who was given the land of Carolina and five ways they attracted settlers to the Carolina territory.  Students will be able to explain the types of people that first settled in Carolina. |
| **Literacy Objective(s)** | Students will be able to draw inferences from text from analyzing a primary source |
| **Lesson Importance** | Students will understand why people were leaving their lives behind and beginning to settle in American colonies. They will also be able to begin to see what set the Southern colonies apart from the Middle and New England colonies. |
| **Connections to prior and future learning** | Prior- Students learning to English “claim” on American colonies  Future Learning – The distinction of Southern Colonies and how plantations began. As well as, English Mercantilism on American raw goods. |
| **Anticipatory Set/ Hook (Engage)** | America has slowly begun to colonize Mars. What circumstances on Earth might make you want to go to a new colony. (See Starter on Smartboard lesson for full “Hook” questioning |

**Skill Development**

**Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.**

**The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.**

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| **Introduce content components** | Teacher explains (using slide 2 on smartboard lesson) how the 8 lord proprietors were given the land of Carolina by King Charles II and how they wanted to make a profit off the land they were given. The problem was how were they going to attract settler?  (See slide two on smartboard lesson) |
| **“I do”**  **Skill from objective**  introduce/explain/model | Using Teacher Answer Sheet – Teacher gives one example for each question asked on slide 2.  Questions Asked:  Target Group?  What bad stuff was happening in Europe that would make them want to leave?  What great stuff could they say was in Carolina to make them want to come?  Then through student generated responses, further explains the information to the students. |

**Guided Practice**

**This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as *Explore*.**

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| **“We do”**  **Activity Description**  Include student “explore” components and opportunities for them to explain their learning. | Activity 1:  Read the primary source letter written by Captain Hilton (slide 3)  On their own sheet of paper, have students answer the following questions.  Specifically, what in this letter, do you think, would make settlers want to come to Carolina?  What similarities are there still today in South Carolina’s environments that were described in the letter?  Do you feel it was wise of the Proprietors to publish this letter? Why/Why not? Give specific wording from the letter.    If you read this letter would YOU want to come to Carolina? Why/ Why Not?  As a class go over questions and discuss Answers.  Activity 2:  Using slide 4 from smartboard lesson, tell students that they have been hired by the 8 lord proprietors to create a brochure to attract settlers to the Carolina colony.  Pass out directions and rubric on Brochure.  Teacher provides example of wording and pictures that could be used on brochures |
| **Checking for Understanding-“Informal” Assessment** | After Brochures are completed, hang them in the hallway and number. Allow students to look over the brochures then have the write down the number of the one they felt was the best and why they felt it was the best. |

**Closure**

**Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.**

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| **Content Solidified** | Activity 1 : Teacher will highlight key points of the letter.  Activity 2: Teacher will award “best brochures” and go over what elements they had that made them the “best” |

**Independent Practice**

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| **“You Do”** | Students will complete brochures as well as vocabulary definitions. |

**Summative/ “Formal” Assessment**

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| **Assessment** | Vocabulary Definitions  Students answers from primary source letter and teacher questioning (slide 2).  Student created Brochure (rubric attached) |

**Differentiation**

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| **During Lesson** | Honor Level Students will should be able to read the letter on their own answer questions on their own and then discuss the letter within small groups (teacher monitor) then quickly discussed as class  Regular Classes: With letter, reading and questioning should be done as whole class with teacher guidance. |
| **Assessment** | Alternative Rubric for grading on brochure |

**Reflection**

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| **Lesson Reflection**  (What went well in the lesson? What might you do differently the next time you teach it? Evaluate the success of the lesson) | I have been doing this lesson for a couple of years and recently I read how one way they tried to lure colonist was by the possibility of gold (since they didn’t really know what was here, especially inland). We discussed this as a class and many students in their brochures put something about all the gold in Carolina territory. I felt like some of them got the wrong idea by thinking there was actually gold in Carolina. In future lessons I may emit that they were “advertising” gold here or further emphasize that while they did use it as a way to attract settlers there was actually never any gold found in Carolina and that it was just hopeful wishing. |

**Materials Needed for Lesson**

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| **Lesson Materials** | [**Smartboard Lesson**](file:///C:\Documents%20and%20Settings\JENNIFER_GRAHAM\Local%20Settings\Temp\Desktop\tah.notebook)  [**Teacher Answer Sheet**](file:///C:\Documents%20and%20Settings\JENNIFER_GRAHAM\Local%20Settings\Temp\Desktop\tah2.docx)  [**Brochure directions and rubric**](file:///C:\Documents%20and%20Settings\JENNIFER_GRAHAM\Local%20Settings\Temp\Desktop\tah.docx) |