

Lesson Title	European Settlement of Carolina	Teacher	Chauncey McElheney
Grade Level	8 th	Duration of Lesson	One Class Period (50 Min)

Lesson Topic	The introduction of Europeans to Carolina and the economic importance of a plantation-system based British colony.
SC Standards and Indicators	<p>8-1 The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.</p> <p>8-1.3 Summarize the history of European settlement in Carolina from the first attempts to settle at San Miguel de Gualdalpe, Charlesfort, San Felipe, and Albemarle Point to the time of South Carolina's establishment as an economically important British colony, including the diverse origins of settlers, the early government, the importance of the plantation system and slavery, and the impact of the natural environment on the development of the colony.</p>
Academic Vocabulary	Settlement, Colony, San Miguel de Gualdalpe, San Felipe, Charlesfort, Albemarle Point, Plantation System
Lesson Materials	SMART Notebook Slideshow, Note Worksheet, Maps of Carolina

Lesson Set

Content Objective(s)	<p>The students will summarize the European attempts at settlement in Carolina.</p> <p>The students will analyze and interpret maps of early Carolina.</p> <p>The students will express their knowledge of European settlement through a journal/diary entry.</p>
Literacy Objective(s)	<p>G. Make and record observations about the physical and human characteristics of places</p> <p>I. Use maps to observe and interpret geographic information and relationships</p> <p>P. Locate, gather, and process information from a variety of primary and secondary sources including maps</p> <p>Q. Interpret information obtained from maps, aerial photographs, satellite-produced images, and geographic information systems</p>

Lesson Importance	The settlement of Carolina by the Europeans, namely the English, influenced South Carolina's history throughout the colonial period.
Connections to prior and future learning	The students have learned about European exploration, mercantilism, and the importance of slavery to South Carolina. The process of mercantilism and the plantation system continues throughout standard 8-1.
Anticipatory Set/ Hook (Engage)	Has Charleston always been the city as we know it? Does it look the same as it did a couple hundred years ago? Charleston started off as a settlement, just a few small buildings with just a few people living there. Students will then complete the Concept Ladder Bellringer Activity.

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.

Introduce content components	The teacher will explain the components of the lesson. It will be explained that the focus of the lesson is European settlement in South Carolina and what factors led to the settlements being successful or unsuccessful.
"I do" Skill from literacy objective <small>introduce/explain/model</small>	<p>The teacher will pass out the Note Worksheet that will be completed while viewing the SMART Notebook slideshow.</p> <p>The teacher will explain the process of completing the worksheet and what information needs to be put in each section.</p> <p>The SMART Notebook slideshow will introduce the information about the three main countries (Spain, France, England) and their attempts at settling the difficult Carolina territory.</p> <p>The teacher will introduce two maps of early Carolina to the class. The students will analyze and interpret both, discussing their similarities and differences. The teacher will also have the students point out any familiar aspects on the maps (Ashley River, Cooper River, etc.). Questions regarding why geographic location and aspects of the natural environment made Carolina a favorable destination will be asked. This activity will lead to the SMARTboard information about the actual settlement of Carolina.</p>

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*.

"We do" Activity Description Include student "explore" components and opportunities for them to explain their learning.	<p>The teacher will have students read the information on the slideshow.</p> <p>The students will decide which information is most essential and where it belongs in the Worksheet table, with the teacher guiding any uncertainties.</p> <p>Thought-provoking questioning from the teacher will be offered to the class to coincide with the information from the slideshow.</p> <p>Upon completing the note-portion of the slideshow, students will complete the bottom questions of the worksheet, reviewing which countries were unsuccessful and which one was. The students will also complete the final summary question that requires them to express how Albemarle Point was successful while the others were not.</p>
Checking for Understanding- "Informal" Assessment	<p>Students will participate in a Think-Pair-Share Activity based on the question "What is a plantation system and how could it impact a new settlement?" The students will share their thoughts with the class.</p>

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.

Content Solidified	<p>Review the factors that led to unsuccessful settlements (Disease, Starvation, Native Americans, etc.) and successful settlement (Trade, Plantation System, slavery, etc.). At first, trade with Native Americans was sufficient and then the Plantation System and a slave workforce allowed for growth.</p>
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Independent Practice

"You Do"	See Assessment
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Summative/ "Formal" Assessment

Assessment	<p>The students will write a journal/diary entry (at least 5 sentences) that summarizes European settlement in South Carolina, including characteristics that will allow their settlement to succeed or fail. They will include a visual image to go along with their written entry.</p>
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Differentiation

During Lesson	Students will use written, visual, and vocal methods of learning.
Assessment	Students will express their comprehension through writing and drawing.

Story Writing : Settlement Journal

Teacher Name: **Mr. McElheney**

Student Name: _____

CATEGORY	4	3	2	1
Requirements	All of the written and visual requirements were met.	Picture is not completed or the 5 sentences were not met	Assignment is missing picture or journal entry.	No assignment was turned in.
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No assignment was turned in.
Accuracy of Facts	All facts presented in the story are accurate.	Almost all facts presented in the story are accurate.	Most facts presented in the story are accurate (at least 70%).	No assignment was turned in.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	No assignment was turned in.

Note Worksheet

Directions: Use the Notes Slideshow to fill in the chart with four important facts about each country's attempt at settlement in Carolina.

_____	_____	_____
<ul style="list-style-type: none">••••	<ul style="list-style-type: none">••••	<ul style="list-style-type: none">••••

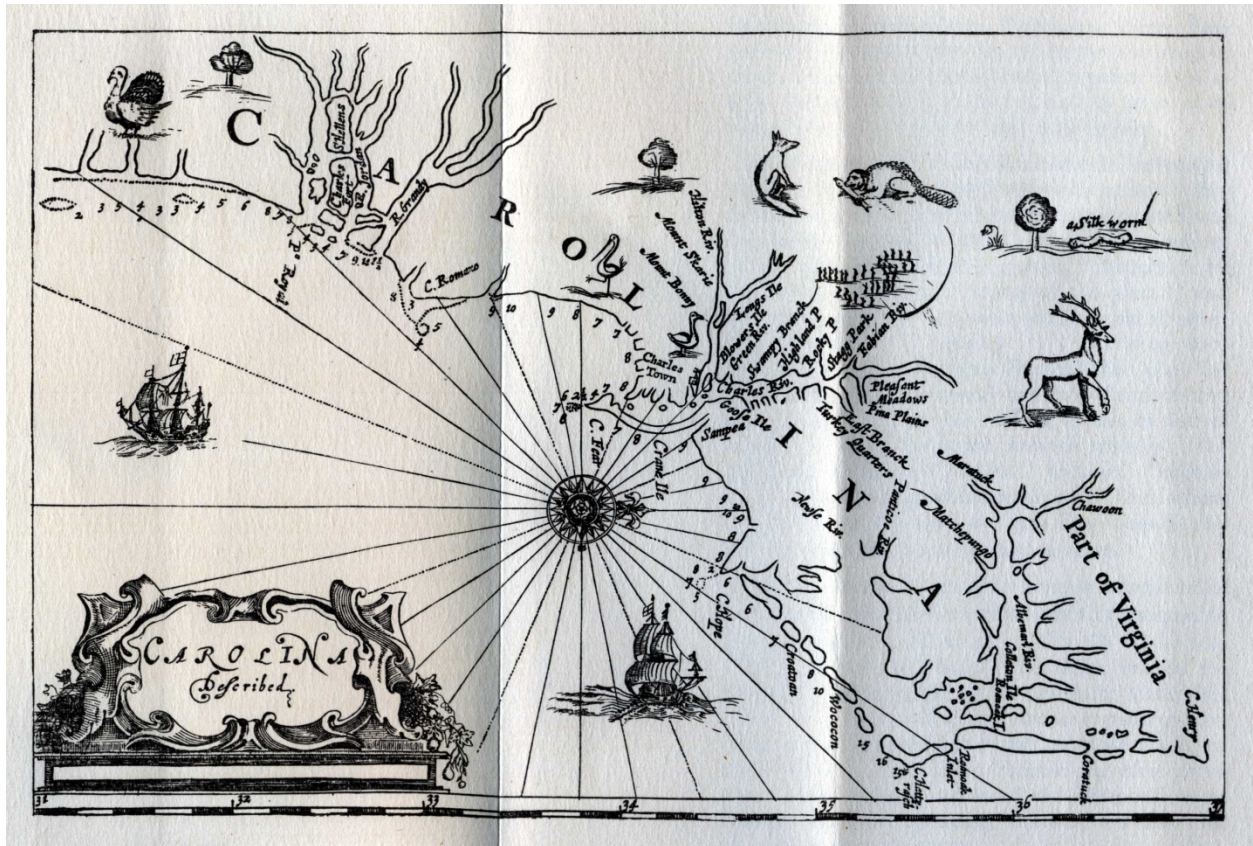
REVIEW QUESTIONS:

1. Which country was the first to attempt a settlement in South Carolina?
2. Which was the first country to establish a permanent settlement in South Carolina?
3. The name of the first permanent settlement in South Carolina changed. What is it now known as?
4. Summarize why the first permanent settlement was successful. Include what factors allowed it to work.

A New Description of Carolina



Carolina Described



Works Cited

State Support Documents Grade 8

SC Department of Education. Social Studies Documents

http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/documents/Grade8.pdf

Cherokee Indians: Oconostatota

U.S. History Images. Cherokee Indians

<http://ushistoryimages.com/cherokee-indians.shtm>

A Description of Carolina

US GenWeb Archives Digital Map Library. State Maps

<http://usgwarchives.net/maps/northcarolina/state.html> (Accessed July 10).

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