### Lesson Title
Failed Settlements

### Teacher
A. Jacob

### Grade Level
8

### Duration of Lesson
1 – 2 Class Periods

### Lesson Topic
Students will learn about the failed settlements of South Carolina, the struggles these groups of people made, and what the English settlers had to overcome in order to colonize.

### SC Standards and Indicators
8.1.2 – Compare the motives, activities, and accomplishments of the exploration of South Carolina and North America by the Spanish, French, and English.

### Common Core Strategy(ies) addressed
- Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.
- Integrate visual information with other information in print and digital texts.
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
  - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate and varied transitions to create cohesion and clarify the relationship among ideas and concepts.

### Academic Vocabulary
- Encomiendas
- Treaty of Tordesillas
- Settlement

### Lesson Materials Needed (attached at end of lesson)
- Butcher Paper
- Blank Comic Strips (if student wants one)
- Plot Diagram
- Markers, Color Pencils, Crayons, Etc...

### Content Narrative
(What is the background information that needs to be explained)
As a result of the explorations of Columbus and later Spanish explorers, and the actions of the conquistadors, the Spanish claimed large areas of Central and South America. Initially explorers searched for gold but soon set up...
be taught to understand the context of the lesson? Be sure to include necessary citations)

| encomiendas (large plantations) on which the native peoples were put to work to produce more wealth for their Spanish masters. Disease and overwork soon decimated the native population and the Spanish brought in African slaves to work the plantations and mines. They built cities and established universities, transferring a complex social class system, their style of government, and their Catholic religion to the New World. Spanish explorers extended their search for gold and their claim of land into North America, establishing settlements in what is now Florida and South Carolina and the southwestern parts of the continent. By the time of the American Revolution, the Spanish established missions along the Pacific coast, enhancing their claim to the area.

French explorers, searching for the Northwest Passage, sailed down the St. Lawrence River and claimed the region for France. They established settlements at Montreal and Quebec. Although relatively few Frenchmen settled in these cold climates, they brought their culture with them. French Protestants were not allowed to immigrate to the New World so the French colony was Catholic. French traders established good relations with the native peoples on whom they relied for trade in furs. Frenchmen traveled along the rivers, including the Mississippi River and claimed those lands for France, naming it Louisiana after their king.

Not to be outdone, English explorers also sailed along the coast of North America, claiming these lands for the English King. They would later establish permanent settlements in regions along the eastern coast naming the areas Virginia and New England. Some settlers were attracted to these regions by the hope for the discovery of gold and stayed to grow tobacco. Others were fleeing from religious persecution in England and founded societies based on their shared religious values. All English settlers brought their own culture, including their language, Protestant religions, and ideas about self-government, with them to the New World.

Spain, France, and England vied for a foothold in South Carolina as part of the competition for colonies that would enrich the mother country. Although a Spanish explorer, Hernan de Soto, traveled through what is now South Carolina looking for gold, neither Spain nor France were able to establish permanent settlements. Conditions at the settlements and problems in the mother countries led to lack of support for the settlements and resulted in their abandonment. Spain founded the San Miguel de Gualdape settlement along the Waccamaw River near what is now Georgetown (1520s) but abandoned it. The French founded Charlesfort near present day Beaufort but also abandoned it (1560s). The Spanish again tried to establish a foothold and founded San Felipe, which was built on the abandoned settlement of Charlesfort. This settlement survived for ten years until it was attacked by Native Americans. Survivors fled to St. Augustine, Florida. Finally the English founded a settlement which became the first permanent colony (Charles Town) in South Carolina (1670).

# Lesson Set

| **Content Objective(s)** | 1. Students will learn the regions that France, Spain, and England settled in the New World.  
2. Students will learn where the French and Spanish attempted to settle in South Carolina.  
3. Students will learn why these settlements failed.  
4. Students will reflect on what the English settlements did that the others did not – and why they were able to successfully settle here. |
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<tr>
<td><strong>Literacy Objective(s)</strong></td>
<td>1. Students will develop a comic book that follows a plot diagram – they will organize their stories into logical comic panels.</td>
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<td><strong>Lesson Importance</strong></td>
<td>It is important to know the impact that France and Spain had on the land and people of South Carolina when they came here and tried to settle. Their failures both helped and harmed the English when they finally settled in the New World.</td>
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<td><strong>Connections to prior and future learning</strong></td>
<td>In grades three and four, students learned about the exploration of South Carolina and the United States by Spain, Portugal, France, the Netherlands, and England (3.2.2, 4.1.3) and have compared European nations’ trade and settlement patterns in the Americas in grade 7 (7.1.5). In US History and the Constitution, students will summarize the distinct characteristics of each colonial region in the settlement and development of British North America, including religious, social, political, and economic differences (USHC – 1.1).</td>
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<td><strong>Anticipatory Set/Hook (Engage)</strong></td>
<td>When class begins, start with a discussion on “Can you learn from failure?” Encourage students to consider (and share with the class) times in their lives when they have “failed” at a task and reflect on the things that they learned from that experience.</td>
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## 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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<th><strong>Introduce content components</strong></th>
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| **“I do” Skill from objective** | 1. Students will begin class by examining slide 1 of the Smart Lesson.  
2. This slide is a map of the New World – with some of the earlier settlements labeled and color coded. |

3. Students will be asked to draw conclusions about the map.
4. Some general conclusions are – which countries settled in the New World, in general what time period, and in general which regions of the New World each country settled in.

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 | 1. The teacher will give a mini-lecture on the information provided in the Smart Lesson.  
| | 2. The topics cover reasons that each country wanted to settle in the New World, what they were looking for, what they were running from, etc....  
| | 3. Slide 4 covers information about the Treaty of Tordesillas (which was responsible for dividing the New World between Spain and France). This is important information because it determines the land that “rightfully belongs to Spain.”  
| | 4. The mini-lecture will then continue with information about each of the failed settlements.  
| | 5. Students are given directions at this point in the lesson that they will be responsible for completing a project on one of the stories that they are about to hear.  
| | 6. Students are encouraged to take their own notes during this part. If a student misses important information, they can use a classroom computer, textbook, ask another student, or ask the teacher for the missing information.  
| | 7. The Lesson continues with information on San Miguel de Gualdape, Hernan de Soto, Santa Elena, Charles Fort, and Fort San Felipe.  
| | 8. During the lesson, there are points in which students are asked to reflect on the treatment of Native Americans and reasons for each settlement’s failures up unto that point.  
| | 9. At the end of the lesson, students are given information about their comic strips. (General directions, rubric, materials, etc...).  

| Checking for Understanding- “Informal” Assessment | The teacher will check for understanding during each of the review points within the lesson.  

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 | In closing, students are asked to reflect on the failures of the French and Spanish and then determine why the English were successful where others were not.  

**Independent Practice**

| “You Do”                                      | Students will complete their comic book project using the information and materials given to them. (Including rubric, posters, butcher paper, plot diagram, etc...). |

**Summative/ “Formal” Assessment**

| Assessment                                      | Questions from each of the failed settlements can be asked on future assessments. These questions should not focus on details (names, dates, etc...) but generalities such as: What things did these failed settlements have in common? What made English settlement successful? In general, what regions of the New World did each country settle in? Why? What reasons did each country have for wanting to come settle in the New World? |

**Differentiation**

| During Lesson | A copy of the class notes (fill in the blank style) is attacked within the smart lesson. Students who need visuals, less notes, more scaffolding, etc... should be given a copy of these notes. More advanced students should be able to keep/record important information on their own. |

| Assessment | Two different rubrics are attached to this lesson. One of them (honors) is more challenging than the other (advanced). |

**Reflection**

| 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) | My students loved this lesson. I think that they enjoyed hearing about reasons for major failures in the past and they enjoyed illustrating comics they were drawing. Scenery and the lives of Native Americans was not part of this lesson, but when learning about European interactions with Native Americans, the kids enjoyed adding personal touches from a previous standard 8.1.1. Next year, I plan to allow students to create different types of projects and not limit them to all doing the same thing. |