Exploration and Settlement of South Carolina

Lesson 3-2.5

**Standard 3-2:** The student will demonstrate an understanding of the exploration and settlement of South Carolina and the United States.

**Indicator 3.2.5:** Summarize the impact that the European colonization of South Carolina had on Native Americans, including conflicts between settlers and Native Americans. (H, G)
**Instructional Progression:**
In the following lessons, students will explain how the Native Americans moved west from the low country to the back country. They encountered more Native American tribes who, at first, moved farther west themselves. As Europeans continued to encroach on the territories or hunting grounds of the Native Americans around them, conflict arose over the ideas of land ownership and land use. Native Americans believed in communal ownership of the land and believed it could not be owned while Europeans believed individual ownership of the land and claimed it for themselves (3-2.5).

In the following grade, the students will also discuss how conflicts and cooperation influenced colonial events including the French and Indian Wars and Native American Wars (4-2.7) and students will learn about the effects of the American Revolution on Native Americans (4-3.7).

**Taxonomy level of indicator:**
B 2 Understand / Conceptual knowledge

**Content Overview:**
It is essential for students to know most of the Native Americans were friendly to the Europeans at first, enjoying the trading relationship. Europeans traded with the Native Americans for furs in exchange for knives, guns and other manufactured goods. Trade relations between the two groups worsened when they were handled unfairly by the Europeans.

**Introduction to the lesson:**
Objective: *The student will explain the relationship between Native Americans and the “new” people, Europeans.*

**Lesson time:**
40 minute class period

**Materials Needed:**
From the University of South Carolina Libraries Primary Sources for K-12 Pilot Project: “Arx Carolina” from Arnoldus Montanus’ classic work on the New World “De Nieuwe en onbekende weereild” (translated book title: *The New and Unknown World: or Description of America and the Southland, Containing the Origin of the Americans and South-landers, remarkable voyages thither, Quality of the Shores, Islands, Cities, Fortresses, Towns, Temples, Mountains, Sources, Rivers, Houses, the nature of Beasts, Trees, Plants and foreign Crops, Religion and Manners, Miraculous Occurrences, Old and New Wars: Adorned with Illustrations drawn from the life in America, and described by Arnoldus Montanus* [http://digital.tcl.sc.edu/u/?/sk12,213] projected on interactive white board or one copy of the picture/pair of students
Teaching the Lesson Procedures:
Teacher-led Inquiry:
1. Explain to the children how historians learn much about the past through pictures. If there were no cameras 200 years ago, how are we able to have pictures from that time? (Artists drew pictures to show what was happening.) Explain how the children will act as historians today by studying a primary resource document, a picture. If they study it closely, it will provide them with much information about the new time period. Therefore, the goal for today is:

*The student will write a paragraph to explain the initial relationship between Native Americans and the "new" people, Europeans.*

The objective should be written on the board, so students will know the expectation. (3 minutes)

2. Put each child with a partner. Tell the children they will be working with the partner to share his/her findings. Each of them is expected to be able to share the findings with the class. (1 minutes)

3. Project the picture above on the interactive white board, or provide a copy of the picture for each pair of children. Then ask the following questions. Give each pair one minute or less to discuss the answer before calling on one child to answer the question for the class. Expected answers are in parenthesis. (20 minutes)

- What is the setting for the picture? (The setting is along the coast of South Carolina.)

- If the setting is along the coast, which tribe might be pictured? (The Yemassee tribe could be pictured, along with several other tribes who lived along the coast.)

- What physical features do you see in the picture? (Forests, mountains, and a beach are in the picture.)
What is wrong with one of the physical features in the picture? (There are mountains in the background, and there are no mountains along the coast.)

What human features are pictured? (Houses, palisade, roads or trails are pictured.)

How are the two types of homes pictured different? (Accept all reasonable answers.)

Why do you think there is a palisade around the homes? (They may fear the Native Americans, or they may fear animals in the area.)

Do the Native Americans seem to be getting along with the other people? (Yes, they appear to be getting along because the Native Americans are talking, fishing, etc. No one appears to be upset. However, they do not appear to “socialize” with each other.)

What is happening in the picture? (There are ships coming into shore.)

Where did the ships sail from? (Accept all reasonable guesses, but explain how many ships came from Spain, France, and England. These countries may be pointed out on a map.)

Why would ships come into the shore? (They might be looking to trade with the Native Americans or settlers, bringing supplies, or carrying more settlers. Explain most Native Americans were friendly to the Europeans at first, enjoying the trading relationship.)

What kinds of things would the Native Americans have to trade? (Accept all reasonable answers. Point out Europeans wanted furs to take back to Europe because they were worth a tremendous amount of money.)

What did the Europeans have that the Native Americans wanted? Look carefully at the picture for clues. (Europeans had knives, guns, and other manufactured goods.)

Do you think the relationship between the Native Americans and the Europeans will always be good? Why or why not? (Accept all reasonable answers. Tell the students they will be learning more about these “new” people to Carolina and what happens between them and the European settlers.)

4. Summarize what was discussed today:
   - The initial relationship between the Native Americans and the Europeans;
   - All enjoyed the trading relationship, at first. Europeans traded guns, knives and manufactured goods. Native Americans traded furs.
   - Trade relationships worsened when the Europeans handled them unfairly.
Then ask the students to write a paragraph to explain the relationship between the Native Americans and the “new” people, Europeans. Collect these paragraphs as an informal assessment of learning or allow the students to share their paragraphs with their partners. The partners may check for accuracy. (16 minutes)

**Extensions**

**Differentiation**

Students of differing ability levels are paired, so students may use the knowledge of others to learn. Students may draw pictures to help them remember the relationship between the Native Americans and the Europeans settlers.

**Interventions**

Students with a strong understanding of the objective may peer tutor students having difficulty by revisiting the picture, circling the parts of the picture that show the answers to each of the questions, and helping them record their findings.

**Assessing the Lesson:**

The student’s paragraph should include the following information:

- Most of the Native Americans were friendly to the Europeans.
- All enjoyed a good trading relationship, at first.
- Europeans traded with the Native Americans for furs in exchange for knives, guns and other manufactured goods.
- Trade relations between the two groups worsened when they were handled unfairly by the Europeans.