GEOGRAPHIC REGIONS

Indicators: *3-1.3*   **Categorize the six geographical regions of South Carolina—*the Blue Ridge Mountain Region, Piedmont, Sand Hills, Inner Coastal Plain, Outer Coastal Plane, & Coastal Zone*—according to different physical and/or human characteristics**

Background Information

On **pages 10-11** of **South Carolina** read the passage, **_"From Mountains to Oceans"_** about the different geographical regions in South Carolina.

Class Opener

As a class, describe the geography of the city where your school is located. Answer these basic questions: *Is your city near the beach or mountains? Does it snow in the winter? Is it a long drive to the ocean? Are there major rivers or lakes nearby?*

After discussing the landmarks and geography of your city, ask your students to try to determine what **geographical region** of South Carolina it is located in. Running from east to west, the regions are: *Coastal Zone, Outer Coastal Plain, Inner Coastal Plain, Sand Hills, Piedmont, and the Blue Ridge Mountains.*

SC Geography

Review the map on the right, which gives a broad overview of South Carolina's geographic regions.

Give your students a copy of this map, and ask them to try to break it down into the six specific geographic regions *(Coastal Zone, Outer Coastal Plain, Inner Coastal Plain, Sand Hills, Piedmont, and the Blue Ridge Mountains).*   Discuss how each different region received its name.

Notice that the Coastal Region is actually broken into three different parts *(Coastal Zone, Outer Coastal Plain, and Inner Coastal Plain).* Why is it necessary to divide the Coastal Region into smaller parts? *(answer: the geography changes very quickly as you move inland from the ocean. For example, if you are directly on the beach – or the Coastal Zone – there is nothing but sand, while a few miles inland – the Coastal Plain – is covered with forest.)*
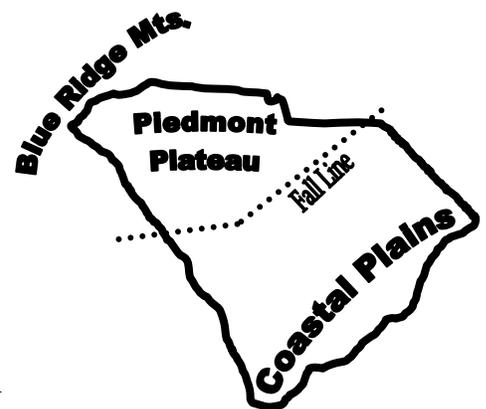
Map of Geographic Regions

An Integrated Approach: The Writing Process

Ask your students to choose a specific geographical region of South Carolina *(such as the Blue Ridge Mountains or the Coastal Zone)*, or a specific city or location *(such as Charleston or the Francis Marion National Forest)* and **write a description** the geography of the location. Have them consider details such as location, climate, population, natural resources, and major landmarks.

<u>**Language Arts Standard:**</u> **3-W2.1 Demonstrate the ability to use writing to explain and inform.**

FIRST IMPRESSIONS

Indicators: *3-2.3*   **Use a map to identify the sea and land routes of explorers of South Carolina and compare the geographic features of areas they explored.**

Include: *the climate, and the abundance of forests.*

Background Information

On **pages 20-21** of **South Carolina** read the passage, *"What Did They Find?"* about the first impression that European explorers and settlers had when they arrived in South Carolina.

Class Opener

The first areas of South Carolina to be explored were on the east coast. The Spanish and French arrived to the Port Royal Sound *(near Hilton Head Island)* in the early 1500s. The British settled in areas around Charleston in the late 1600s.

As a class, discuss how the area between Charleston and Hilton Head Island looks today *(i.e. lots of beaches, several major hotels, golf courses, tourist attractions, busy highways, etc.)*.

Charleston●

Hilton Head Island

Ask your students to imagine how the same area looked when the first explorers came over 400 years ago *(i.e. there were still beaches, but there were also lots of forests and local Native Americans in the area – there were no hotels, golf courses, tourist attractions, or highways)*.

Creating a Timeline

Below is a timeline that hasn't been filled out. Help your students **create a timeline** by marking the key accomplishments in the early exploration and settlement of America and South Carolina. The timeline should cover the 16th and 17th centuries.

The first entry in the below timeline might be Christopher Columbus's discovery of America in 1492. The next several entries should detail the French and Spanish explorations and attempted settlements of South Carolina.

The final entry in the below timeline might be the British landing at Albemarle Point, which became first permanent settlement in South Carolina *(the settlers here later relocated a few miles and created the city of Charleston)*.

Timeline:

1490	1520	1550	1580	1610	1640	1670

An Integrated Approach: **Communication**

Divide your students into groups of three or four, and have each group choose one European explorer *(i.e. Jean Ribault, Hernando de Soto, William Hilton, etc)*. After researching the explorer, each group should give a **short oral and visual presentation** to the rest of the class describing the explorer, as well as his expedition from Europe to America and South Carolina.

Language Arts Standard: 3-C1.5 **Begin giving brief presentations, demonstrations, and oral reports**

EUROPEAN SETTLEMENTS

<table>
<tr><td colspan="2"><u>***Historical Period***</u></td></tr>
<tr><td>**3-2**</td><td>**The Exploration &
Settlement of SC**</td></tr>
</table>

Indicators:

3-2.1   Explain the motives behind the exploration of South Carolina by the English, the Spanish, and the French, including the idea "for King and Country."

3-2.2   Summarize the activities and accomplishments of key explorers of South Carolina.

Include: *Hernando de Soto, Jean Ribault, Juan Pardo, Henry Woodward, and William Hilton*

Background Information

On **pages 18-19** of **South Carolina** read the passage, *"New Land Up for Grabs"* about the first attempts of European nations to explore and settle the Carolinas.

Also, read the passage, *"An English Colony,"* on **pages 22-23**. This passage discusses the first English exploration and settlement along South Carolina's coast.

Class Opener

During the 16ᵗʰ and 17ᵗʰ centuries, European nations raced to claim land on the newly discovered American continent. Ask your students to list reasons why Europeans were so anxious to explore and settle new areas. Here are a few of the possibilities:

- To satisfy a sense of adventure
- To search for treasure and wealth
- To find a better life
- To escape religious persecution
- To find new trade routes
- To exploit resources in a new area
- To expand the Empire
- To gain respect from other nations

Early Settlements

Creating a successful settlement in the New World was extremely difficult. Both the French and Spanish tried to settle in South Carolina in the 1500s—and both failed. The British were the first to succeed in creating a permanent city when they landed near Charleston in the late 1600s.

As a class, discuss why it was so difficult for the Europeans to create permanent settlements in South Carolina. Consider factors such as **location, experience, available resources, organization, Native Americans**, and even **luck**.

Divide your students into several groups and have them imagine that they are living in England in the late 1600s, and that they are preparing to move to South Carolina. Have each group make a list of things that they want to know about the territory of South Carolina before they travel there to create a new settlement *(i.e. they would want to know about the climate, natural resources, local Native American tribes, plants and animals in the area, etc.).*

An Integrated Approach: Writing Purposes

Ask your students to imagine that they are 17ᵗʰ century Europeans who are arriving in South Carolina with hopes of establishing a settlement. They must write a **diary entry** describing the work that lies ahead in building the settlement. Make sure that they list a few of the challenges that they will probably have to face *(i.e. Native Americans, harsh weather, disputes among settlers, etc.).*

<u>**Language Arts Standard**</u>: **3-W2 Demonstrate the ability to use writing to explain, inform, describe, and entertain.**

NATIVE AMERICANS IN SC

Indicators: *3-2.4* Compare the culture, governance, and geographic location of different Native American nations in SC.

Include: *the three principal nations—Cherokee, Catawba, and Yemassee—that influenced the development of colonial South Carolina.*

Background Information

On **pages 24-25** of **South Carolina** read the passage, **"Meet the Natives"** about the different Native American tribes that lived in South Carolina during colonial times.

Class Opener

There were three major Native American tribes that drastically influenced the history of South Carolina—the Cherokee, Catawba, and Yemassee.

Divide your students into three groups, and assign each group one of the three major tribes. Have them use a reliable resource and list details about the tribe such as location, population *(the population probably changed dramatically over time)*, religion, allies/enemies, historical highlights, and various customs.

After the groups are complete, have the class draw comparisons between the three different Native American tribes.

Local History

The map to the right shows several of the large Native American tribes living in South Carolina when the early settlers arrived. As a class, use the map *(or other resources)* to determine what Native Americans were once living in the area where your school is currently located.

Ask your students to research the Native American tribe—or tribes—that lived near your school. Discuss how their daily lives differed from the lives of citizens who currently reside in the area. Are there any historical markers, museum exhibits, or other memorials around the town that discuss the history of Native Americans in the area?
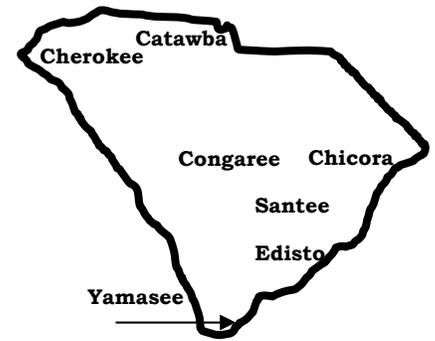
An Integrated Approach: The Writing Process

Ask your students to describe themselves by writing one or two words in response to each item in the following list: *hobbies, favorite food, pets, usual mode of transportation, special talents, fashion statement* and *common vacation/recreation spot.* For example, beside "hobbies," your students might write "video games." Beside "favorite food," they might write "pizza," and so on.

Next, ask your students to go through the list and answer in the way a young Native American boy or girl might have answered several hundred years ago. Obviously, an Indian child did not play video games or eat pizza. However, he or she might have enjoyed swimming and eating maize *(corn).*

<u>Language Arts Standard</u>: **3-W1.3 Demonstrate the ability to develop a simple response around a central idea**