South Carolina: Our History, Our Home

Internet Activities

Answer Key

These easy-to-follow lessons require students to have Internet access. The structure of the lessons assumes that each lesson will be completed in a computer lab; however, students could work individually or in small groups at a single classroom computer or in a setting where they have access to their own device.

Each lesson provides a connection to the textbook content. Students are challenged to use and extend their information processing, research, and map skills through these lessons.

We hope that you and your students will find these lessons a welcome and useful extension to your instruction.

Before Each Lesson

1. Locate the Internet Activity for the appropriate chapter on your Teacher Tech website.

2. Open the Internet Activity link.

3. Verify that links for the activity are still working. Since URLs change frequently, it may be necessary to provide a different link to your students than the one provided.

4. Print the pages for the activity unless your students will be answering questions online using their device. In general, the lessons are organized so that one copy of the activity sheet is needed for each student. However, pairs of students could share activity sheets if they are working together.

During the Lesson

1. Distribute a copy of the activity sheet to each student or pairs of students, depending on your preference as students are logging in to their student website.

2. The Internet Activity link will open a PDF. This file contains the hyperlinks needed for the lesson. When the hyperlink is clicked, a Security Message may be displayed. Instruct students to click "Allow" to proceed.

3. Show students how the questions on the webpage match the activity sheet. Then, model how to click the links and use the "Back" button, if necessary, in your Web browser to return to the activity page.

Website addresses (URLs) change frequently. It is therefore good practice to test the links used in each activity. In addition, it is good practice to test videos or special features of a website on the devices that your students will use because a school district's devices may be configured to block certain types of files that are easily accessed outside of the school's network. Work with your school or district technology team, as needed, to gain access to the web resources that you need.

The remainder of this booklet contains teacher notes and answer keys for each of the Internet activities.

Good luck, and have fun!

Chapter 4: Founding Colonies in North America

Summary:
In this lesson, students will compare information about some of the founding colonies by the Spanish, French, and English in North America.

Duration: 45-90 minutes

Notes:

- There are several videos that students can be encouraged to watch in this lesson. However, they will need headphones or speakers to hear the audio. Be sure to verify that your computers can play the videos.

- Discuss the definition of *colonist* and contrast it to *explorer*. Explain that Europeans sent their first colonists to the New World in the late 1500s, and that's what they will learn about in this lesson.

- If time allows, encourage students to spend some time on each of the sites. There is a lot of information on each of them and students will have a better understanding of the early colonial period by looking at the great pictures, watching the videos, and reading the fascinating history.

- To summarize the activity, draw a three-circle Venn diagram. Label each area: South Carolina's Spanish & French Settlements, Jamestown, VA, and Plymouth, MA. Have students suggest ways the colonies were alike and different to complete the Venn diagram.

Answer Key:
Part I: The French and Spanish in South Carolina

	San Miguel de Gualdape	*Charlesfort*	*Santa Elena & Fort San Felipe*
Year Settled	1526	1562	1566; reestablished 1577
Year Abandoned	1527	1563	1576; destroyed 1587
Location	perhaps near present-day Georgetown, SC	Parris Island	Parris Island
Home Country	Spain	France	Spain
Leader	Lucas Vásquez de Ayllón	Jean Ribault	Pedro Menéndez de Avilés
Key Facts	over 500 settlers; many died of famine and disease in the first months; about 150 sailed home after less than one year	began with 150 men; ended with a handful of survivors; some had resorted to cannibalism to stay alive	set up as a base for the Spanish navy to protect shipping lanes; Spanish government ordered it destroyed due to its cost

Part II - Jamestown, Virginia
1. 1607
2. James
3. establish colony to make money (gold) and/or explore for water route to Asia
4. may include: men, soldiers, explorers
5. Algonquians
6. may include: fort, palisade, houses, blacksmith, etc.
7. fort, palisade

Part III – Plimoth Plantation, Massachusetts (Plymouth)
8. 1620
9. establish colony for religious freedom
10. pilgrims, sailors
11. Wampanoag
12. homes, gardens, wetu (native American house), trading house
13. palisade, fort