

Mapping a New Settlement



STANDARD COURSE OF STUDY CORRELATIONS:

Social Studies, Grade 4, Goal 1: The learner will apply the five themes of geography to North Carolina and its people.

1.01 Locate, in absolute and relative terms, major landforms, bodies of water, and natural resources in North Carolina.

1.02 Describe and compare physical and cultural characteristics of the regions.

1.03 Suggest some influences that location has on life in North Carolina such as major cities, recreation areas, industry, and farms.

1.04 Evaluate ways the people of North Carolina used, modified, and adapted to the physical environment, past and present.

Social Studies, Grade 8, Goal 1: The learner will analyze important geographic, political, economic, and social aspects of life in the region prior to the Revolutionary Period.

1.01 Assess the impact of geography on the settlement and developing economy of the Carolina colony.

MATERIALS

- 🦋 White bulletin board paper or newsprint
- 🦋 North Carolina State Transportation Maps, one per group of three or four students
- 🦋 Index cards

PREPARATION

- 🦋 You will need one North Carolina State Transportation Map for each group of three to four students. You may order as many as 25 free maps via the N.C. Department of Transportation Web site (<http://www.ncdot.org/travel/mappubs/state-transportationmap/>) or pick up copies at any Welcome Center (<http://www.ncdot.org/travel/restareas/>) or airport (<http://www.ncdot.org/travel/airports/>). You may also request maps by calling the N.C. Department of Transportation at 1-877-368-4968.

INTRODUCTION TO LESSON: Students will discuss what makes a region suitable for human survival. By studying and tracing a North Carolina map, they will speculate how North Carolina would have developed and changed over time had Fort San Juan thrived as a center of population and trade. Finally, they will create mock journal entries chronicling their lives as settlers of Fort San Juan.

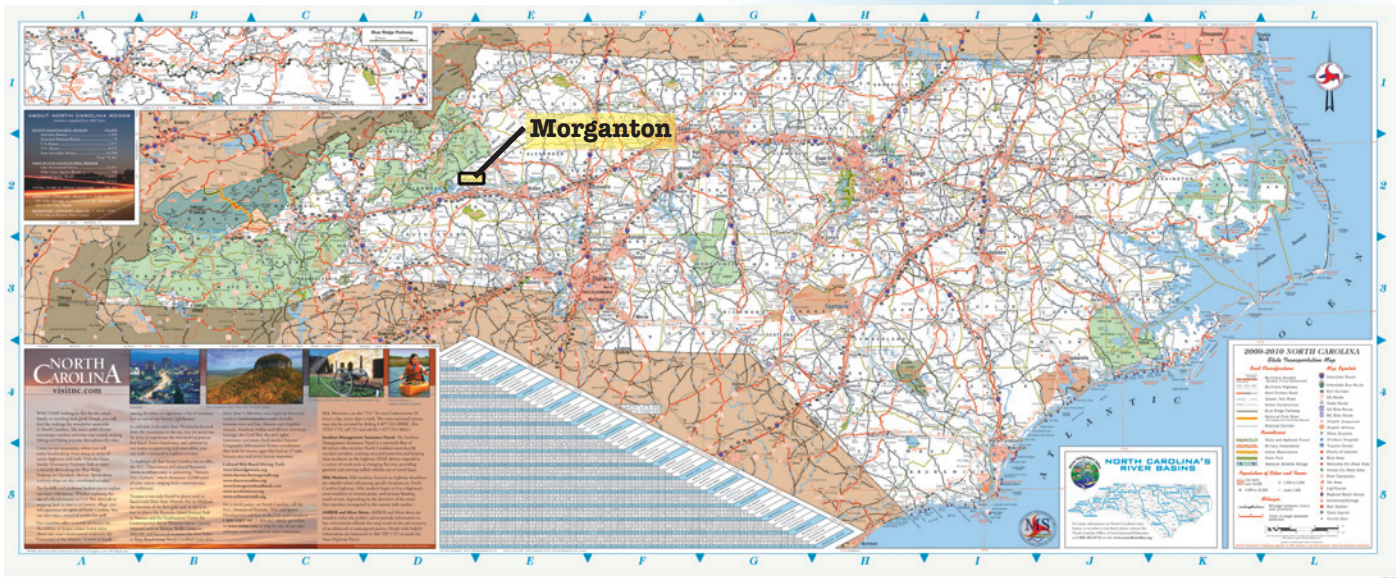
BACKGROUND FOR TEACHER: When Spanish explorer Hernando de Soto left Florida in 1539 and ventured into North Carolina, the journey proved disastrous not only for his troops, but also for the American Indians he encountered. The Spanish never found the gold and silver they had hoped for, and they spread diseases that were fatal to the natives. Spanish explorer Juan Pardo fared better when he came to present-day North Carolina in 1566. Though he found no riches either, Pardo tried to build good relationships with the natives so that he could engage in trade. The several forts he helped build were eventually abandoned. Archaeologists have identified only Fort San Juan, near Morganton, N.C.

engage ➤ Pose a few questions that will help students consider what makes a place suitable for human settlement:

- If you moved to an uninhabited or sparsely populated region, what needs would you require to live there successfully?
- How might your requirements be different if you were living in the mid-1500s? What would prompt you to explore and settle new regions in those days?

In their responses, students should recognize key factors for a thriving community, including a sustainable source of food and water and reliable means of travel, e.g., navigable water, mountain passes, dry land. [Show the video.](#)

explore ➤ Divide the class into groups of three or four. Give each group a map and help students locate the city of Morganton. Point out the major rivers near modern-day Burke County. Have groups trace the outline of North Carolina and these major rivers on white bulletin board paper or sheets of newsprint. Challenge them to draw on their maps where they think major cities would have arisen and thrived had Fort San Juan (Morganton) been the first and fastest-growing North Carolina town.



explain ➤ Have each group choose a member to present its map to the class and explain the group's speculations. Ask the class to point out similarities and differences among the student maps, and then have students contrast these with the map of modern-day North Carolina.

elaborate ➤ Ask students to imagine they were among the people who settled Fort San Juan in the mid-1500s. Have each student create a journal chronicling his or her life.

Their journal entries should describe:

- Why they chose to live in the area.
- What challenges they faced.
- How the region's rivers, waterfalls, mountains and other natural resources influenced their lives.

evaluate ➤ Hand out index cards and ask students to answer the question: How did the community meet all the needs of the Fort Juan settlers?

Teacher's Notes:

A series of six world maps illustrating the global spread of COVID-19. The maps are arranged horizontally and show the progression of the pandemic from March 2020 to May 2020. The first map (March 2020) shows very few cases, with only a few small red dots visible in Europe and North America. The second map (March 2020) shows a slight increase in cases, with more red dots appearing in Europe and North America. The third map (March 2020) shows a significant increase in cases, with many red dots appearing across Europe, North America, and Asia. The fourth map (April 2020) shows a further increase in cases, with red dots appearing in almost all regions. The fifth map (May 2020) shows a continued increase in cases, with red dots appearing in almost all regions. The sixth map (May 2020) shows a significant increase in cases, with red dots appearing in almost all regions.

BEYOND THE CLASSROOM

Plan a field trip to one of North Carolina's many archaeological sites that are open to the public. For a list of sites and visitor information, go to <http://www.learnnc.org/lp/editions/intrique/1232>.

Additional Resources:

History of the Berry Site •
<http://www.warren-wilson.edu/~arch/berrysite>

**Warren Wilson College
Archaeology Lesson Plans
for Grades 4-8 • [http://www.
rla.unc.edu/lessons/Menu/
menu.htm](http://www.rla.unc.edu/lessons/Menu/menu.htm)**