

Colonist Experience Activity

Located in Jacksonville, Florida, as part of the Timucuan Ecological & Historical Preserve

Purpose

Students will explore what a colonist going to North America experienced by doing an activity where he or she starts out with a certain amount of supplies and then through a series of dice rolls has good/bad events happen. This will show students how different circumstances influenced the success or failure of a European nation's colony. This activity can be done to prepare for a trip to Fort Caroline or as part of a US History unit on the growth of colonies in North America.

Background

Setting up a colony was a major undertaking. When the French came over to the Fort Caroline area in ____, they had to make their way in a world where they did not know about food sources, water sources and building supplies, among other challenges. Depending on where colonists such as the French landed, they might have met friendly or unfriendly tribes. All these factors played a part in the success or failure of the colony.

Information specific to Fort Caroline is provided by Timucuan Ecological & Historical Preserve that is included within website (http://www.nps.gov/timu/historyculture/foca_history.htm) or via brochure.

Standards

Math Standards (covering different grade levels)

Varies but the concept of basic addition, subtraction and multiplication are done either by hand or by calculator

Writing Standards (covering different grade levels)

[LA.6.4.1.1: The student will write narrative accounts with an engaging plot \(including rising action, conflict, climax, falling action, and resolution\) include a clearly described setting with figurative language and descriptive words or phrases to enhance style and tone; and](#)

[LA.6.3.2.2: The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and](#)

[LA.7.4.1.2: The student will write a variety of expressive forms \(e.g., realistic fiction, one-act play, suspense story, poetry\) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.](#)

[LA.8.4.1.2: The student will write a variety of expressive forms \(e.g., realistic fiction, one-act play, suspense story, poetry\) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.](#)

Social Studies (covering different grade levels)

[SS.8.A.2.5: Discuss the impact of colonial settlement on Native American populations.](#)

[SS.8.A.1.2: Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.](#)

Objectives

1. Students will learn about the challenges, such as lack of knowledge about resources and lack of supplies from home, associated with moving to the New World during the time of colonization especially featuring information about the French who landed at Fort Caroline.
2. Students will practice writing historical fiction based upon the events that each group experiences using strong nouns, adjectives and verbs to describe.
3. Students will be able to work cooperatively in a group to do the activity.

Documents

Colonist Experience Activity Pages

Activity Pages Examples

Fort Caroline Brochure

Outcome

1. Students will be able to explain what it takes to have a successful colony in the New World.
2. Students will be able to write an informative piece using history knowledge combined with their individual experience.

Supplies

1. Colonist Experience Activity Pages
2. A random number generator such as a dice with up to the number 6
3. Pencil or pen
4. Paper to write
5. Calculator if desired

Activity Steps (Secondary Level)

1. Introduce the idea of Europeans coming to the “New World” to set up colonies to the class. Students will brainstorm about which countries would come over and why.
2. Introduce the idea that Europeans faced risks when coming over and ask students about the risks (or problems) for colonists.
3. Explain that this activity will help them better answer the question, “What does it take for a colony to be successful despite risks?”
4. Model the activity for students using the following steps:
 - a. Roll random number generator or dice and look at number with students. Example is 5.
 - b. Look on the Colonist Experience Activity Sheet and find the header that matches the number you rolled. Example is header 5 reads Native Americans.
 - c. Write name of header under destination in the first row where it has “starting point” as the station. Example is Native Americans.
 - d. Re-write the header name on the next row (second row) in the station column. Example is Native Americans.
 - e. Roll the random number generator or dice and look at the number with students. Example is 3.
 - f. Go to the Colonist Experience Activity Sheet and locate option 3 under the station’s header. Write down the event under the “What Happens” column in the second row.
 - g. Determine if there is a loss or gain of colonists and write the appropriate number followed by either addition or subtraction.
 - h. Determine the impact on the food supply by multiplying the number of colonists by the number given in the “Food” direction. Circle the “+” or “-“ and write down the number on the line. Add or subtract the food supply impact by the previous amount located in the box above it. Write the number down on the line next to units.
 - i. Determine the impact on the water supply by multiplying the number of colonists by the number given in the “water” direction. Circle the “+” or “-“ and write down the number on the line. Add or subtract the water supply impact by the previous amount located in the box above it. Write the number down on the line next to units.
 - j. Write down the new destination in the “Destination” column in row two. Re-write the same information in the next line’s “station” column.
 - k. Repeat steps “e” to “J” again.
 - l. “Food Check” is located in the next station. Follow the directions in the “What Happens” column and fill in the appropriate numbers in the row.
 - m. Repeat the process until students are able to do the activity independently or in groups.
5. Have students work independently or in groups to fill out their colony’s experience.
6. Have students answer “Post-Activity Questions” independently or with group.
7. Have a class discussion of the experiences of each group of colonists finding similarities, differences, etc.
8. For closing activity, have students share what they wrote for question 4 of the “Post-Activity Questions.”

Colonist Experience Activity Sheet

1) FOOD

- 1) Has a Thanksgiving meal with a local tribe who helped out with food. **Food:** add 5 units per person; **Water:** add 5 units per person; **Destination:** Native Americans
- 2) Finds oysters as a source of food near the colony. **Food:** add 4 units per person; **Water:** add 4 units per person; **Destination:** Animals
- 3) Has extra food left over after a meal and uses a building to store it. **Food:** add 5 units per person; **Water:** add 5 units per person; **Destination:** Shelter
- 4) Has a problem with the oven cooking the meat and 10 people die of food poisoning. **Food:** subtract 2 units per person; **Water:** subtract 2 units per person; **Destination:** Disease
- 5) Has a successful trip locating fruit near the colony and provides an easy supply of food. **Food:** add 3 units per person; **Water:** add 3 units per person; **Destination:** Food
- 6) Has a feast with poisonous plants as the main ingredient of the meal and 10 people die. **Food:** subtract 3 units per person; **Water:** subtract 2 units per person; **Destination:** Plants

3) WATER

- 1) Has a flash flood in the area of the colony which washes away food and 30 people die. **Food:** subtract 2 units per person; **Water:** subtract 1 unit per person; **Destination:** Shelter
- 2) Has 20 colonists drown due to poorly designed boats and asks a local tribe for help. **Food:** subtract 1 unit per person; **Water:** subtract 1 unit per person; **Destination:** Native Americans
- 3) Takes a small boat to go hunting but gets lost and stuck in low tide in a salt water marsh during a hot day with no food or water. Ten people die. **Food:** subtract 2 units per person; **Water:** subtract 1 unit per person; **Destination:** Water
- 4) Has a hurricane sweep through the area causing damage to the entire colony killing 10 people and washing away food and fresh water. **Food:** subtract 5 units per person; **Water:** subtract 3 units per person; **Destination:** Food
- 5) Meets a new tribe of locals while out on a boat ride to fish and explore the area. **Food:** add 3 units per person; **Water:** add 3 units per person; **Destination:** Native Americans
- 6) Has a ship arrive from Europe with food supplies and 100 more people. **Food:** add 8 units per person; **Water:** add 2 units per person; **Destination:** Supply Ship From Home

2) SHELTER

- 1) Has a termite invasion and destroys homes. **Food:** subtract 2 units per person; **Water:** subtract 2 units per person; **Destination:** Shelter
- 2) Has homes burn down due to a fire caused by a lightning strike but a new ship arrives into port not long after. **Food:** add 3 units per person; **Water:** add 1 unit per person; **Destination:** Supply Ship From Home
- 3) Has success building new homes and buildings and has wood left over for boat construction. **Food:** add 1 unit per person; **Water:** add 1 unit per person; **Destination:** Water
- 4) Builds a new food storage building and now has room for additional supplies. **Food:** add 3 units per person; **Water:** add 3 unit per person; **Destination:** Food
- 5) Runs out of wood for construction project and needs to get more from woods. **Food:** subtract 2 units per person; **Water:** subtract 1 unit per person; **Destination:** Plants
- 6) Receives information about how to effectively build a shelter from a local tribe, as well as food. **Food:** add 5 units per person; **Water:** add 4 units per person; **Destination:** Native Americans

4) DISEASE

- 1) Has an epidemic of malaria from mosquitoes with 60 people dying and fewer people healthy enough to collect food. **Food:** subtract 5 units per person; **Water:** subtract 5 units per person; **Destination:** Food
- 2) Has an epidemic of yellow fever with 50 people dying and spread the disease to a local tribe. **Food:** subtract 3 units per person; **Water:** subtract 2 units per person; **Destination:** Native Americans
- 3) Has an epidemic of small pox with 40 people dying and spreading the disease to a local tribe. **Food:** subtract 2 units per person; **Water:** subtract 2 units per person; **Destination:** Native Americans
- 4) Has an epidemic of measles with 30 people dying and has an infestation of rodents in the colony. **Food:** subtract 2 units per person; **Water:** subtract 2 units per person; **Destination:** Animals
- 5) Has an influenza epidemic with 20 people dying and has homes burn down in a fire caused by a lightning strike. **Food:** subtract 3 units per person; **Water:** subtract 3 units per person; **Destination:** Shelter
- 6) Has an epidemic of dysentery with 10 people dying and fewer people healthy enough to collect food. **Food:** subtract 5 units per person; **Water:** subtract 5 units per person; **Destination:** Food

5) NATIVE AMERICANS

- 1) Meets a friendly tribe and receives help in locating edible plants. **Food:** add 3 units per person; **Water:** Add 2 units per person; **Destination:** Plants
- 2) Does something to make a member of a tribe angry and lose any help in locating food and water. **Food:** subtract 3 units per person; **Water:** subtract 3 units per person; **Destination:** Food
- 3) Has a good start of a relationship with a tribe but ends up badly because tribe members begin to get sick and die of a disease from Europe. **Food:** subtract 2 units per person; **Water:** subtract 1 unit per person; **Destination:** Shelter
- 4) Meets a friendly tribe and receives help in hunting techniques. **Food:** add 2 units per person; **Water:** Subtract 1 unit per person; **Destination:** Animals
- 5) Meets a friendly tribe and receives help in locating edible plants. **Food:** add 3 units per person; **Water:** Add 1 unit per person; **Destination:** Plants
- 6) Meets a friendly tribe and receives help in making new clothes to replace the current worn out ones. **Food:** Subtract 1 unit per person; **Water:** Subtract 1 unit per person; **Destination:** Disease

7) PLANTS

- 1) Has a severe storm with lightning strikes and a tree catches on fire causing a forest fire. **Food:** subtract 3 units per person; **Water:** subtract 1 unit per person; **Destination:** Food
- 2) Locates some strong trees to build buildings with the help of a local tribe. **Food:** subtract 2 units per person; **Water:** subtract 1 unit per person; **Destination:** Shelter
- 3) Locates some grapes that can be eaten and made into a drink with the help of a local tribe. **Food:** add 3 units per person; **Water:** add 3 units per person; **Destination:** Native Americans
- 4) Has a feast with poisonous plants as the main ingredient of the meal and 10 people die. **Food:** subtract 3 units per person; **Water:** subtract 2 units per person; **Destination:** Disease
- 5) Discovers Poison Oak leaves while exploring the forest and many colonists end up with an itchy rash. **Food:** subtract 1 unit per person; **Water:** subtract 1 unit per person; **Destination:** Plants
- 6) Receives information about a plant to keep insects away from people and homes from local tribe. **Food:** add 2 units per person; **Water:** add 2 units per person; **Destination:** Native Americans

6) ANIMALS

- 1) Has food storage space taken over by mice and rats. **Food:** subtract 5 units per person; **Water:** subtract 1 unit per person; **Destination:** Food
- 2) Has successfully hunted in the woods for animals and has extra food to store and now has the need for more building space. **Food:** add 3 units per person; **Water:** add 1 unit per person; **Destination:** Shelter
- 3) Has poisonous snakes living in the food storage area and 10 people die after getting bit until Native Americans help out. **Food:** subtract 2 units per person; **Water:** subtract 3 units per person; **Destination:** Native Americans
- 4) Locates a good hunting spot for deer and other wild game near fresh water. **Food:** add 2 units per person; **Water:** add 4 units per person; **Destination:** Water
- 5) Has a skunk mother and her young use the food storage area as a home and part of the food supply is contaminated. **Food:** subtract 3 units per person; **Water:** subtract 3 units per person; **Destination:** Disease
- 6) Discover oysters as a food supply located in the water near the colony and consider how to use it to build. **Food:** add 2 units per person; **Water:** add 2 units per person; **Destination:** Shelter

8) SUPPLY SHIP FROM HOME

- 1) Has to build more homes for 100 new colonists. **Food:** Subtract 1 unit per person; **Water:** Subtract 1 unit per person; **Destination:** Shelter
- 2) Has farmers as some of the 200 new colonists and now is possible to set up farms. **Food:** Add 5 units per person; **Water:** Add 1 unit per person; **Destination:** Plants
- 3) Has an epidemic of the yellow fever brought to the colony by 70 new arrivals and 40 people die. **Food:** subtract 3 units per person; **Water:** subtract 2 units per person; **Destination:** Disease
- 4) Has 100 additional colonists arrive but they do not have any extra food supply to add to the colony. **Food:** subtract 2 units per person; **Water:** subtract 2 units per person; **Destination:** Food
- 5) Has 50 new colonists arrive but they have scurvy from the voyage to colony and 30 die. **Food:** subtract 1 unit per person; **Water:** subtract 1 unit per person; **Destination:** Disease
- 6) Has a ship stocked with food and 20 people arrive just ahead of bad weather. **Food:** add 7 units per person; **Water:** add 2 units per person; **Destination:** Water

NAME _____ DATE _____

COLONIST EXPERIENCE ACTIVITY SCORE CARD

The group starts out with a certain amount of food and water based upon what the French actually arrived at Fort Caroline with. Each turn, the directions will tell you how much food and water are added or used. No category will go below zero and if that would happen, place a zero as the number of units. If the number of colonists reaches zero, then the colony has failed and the game is over.

Helpful hints

1 unit of food=1 meal

1 unit of water=2 glasses of water

Enough Food= Each person has at least 3 units of food and 4 units of water per day

Minimum Food= Each person has exactly 2 units of food and 2 units of water per day.

Not Enough Food= Each person has 1 unit of food and 1 unit of water per day.

Danger of Starvation= There are not enough units of food for everyone to have at least one water and food per day.

Station	What Happens	# of Colonists	Food Impact	Water Impact	Destination
Starting Point	Arrive at Fort Caroline with group of French Colonists	300 people	1,500 units	1,500 units	
		+/- ____ ____ people	+/- ____ ____ units	+/- ____ ____ units	
		+/- ____ ____ people	+/- ____ ____ units	+/- ____ ____ units	
Food check	Check the food supply. If there is not enough food for 1 unit of food per person and 1 unit of water per person, subtract 10 people due to starvation.	+/- ____ ____ people	(Use same number above) ____ units	(Use same number above) ____ units	(Use same destination as above)
		+/- ____ ____ people	+/- ____ ____ units	+/- ____ ____ units	
		+/- ____ ____ people	+/- ____ ____ units	+/- ____ ____ units	
		+/- ____ ____ people	+/- ____ ____ units	+/- ____ ____ units	
Food check	Check the food supply. If there is not enough food for 1 unit of food per person and 1 unit of water per person, subtract 20 people due to starvation.	+/- ____ ____ people	(Use same number above) ____ units	(Use same number above) ____ units	(Use same destination as above)
		+/- ____ ____ people	+/- ____ ____ units	+/- ____ ____ units	

		+/- ____ ____ people	+/- ____ ____ units	+/- ____ ____ units	
		+/- ____ ____ people	+/- ____ ____ units	+/- ____ ____ units	
Food check	Check the food supply. If there is not enough food for 1 unit of food per person and 1 unit of water per person, subtract 30 people due to starvation.	+/- ____ ____ people	(Use same number above) ____ units	(Use same number above) ____ units	(Use same destination as above)
		+/- ____ ____ people	+/- ____ ____ units	+/- ____ ____ units	

Post-Activity Questions

1. Did the colony still exist at the end of the 10 turns? Why or why not? _____

2. What were the key events that lead to the success or failure of the colony? _____

3. Based upon your experience in this activity, what risks did the Europeans face when making journeys to the “New World”? _____

4. On the attached page (or a piece of paper), describe your entire journey as a narrative story. (The minimum length is 1 page.)

Student Directions for Completing the Activity

Do the following steps on the “Colonist Experience Activity Score Card” as read or modeled by teacher:

- a. To start roll random number generator or dice and look at number. Example is 5.
- b. Look on the Colonist Experience Activity Sheet and find the header that matches the number you rolled. Example is header 5 reads Native Americans.
- c. Write name of header under destination in the first row where it has “starting point” as the station. Example is Native Americans.

Station	What Happens	# of Colonists	Food Impact	Water Impact	Destination
Starting Point	Arrive at Fort Caroline with group of French Colonists	300 people	1,500 units	1,500 units	Native Americans

- d. Re-write the header name on the next row (second row) in the station column. Example is Native Americans.

Station	What Happens	# of Colonists	Food Impact	Water Impact	Destination
Starting Point	Arrive at Fort Caroline with group of French Colonists	300 people	1,500 units	1,500 units	Native Americans
Native Americans		+/- ____ ____ people	+/- ____ __ units	+/- ____ __ units	

- e. Roll the random number generator or dice and look at the number with students. Example is 3.
- f. Go to the Colonist Experience Activity Sheet and locate option 3 under the station’s header (ie Native Americans). Write down the event under the “What Happens” column in the second row.

Station	What Happens	# of Colonists	Food Impact	Water Impact	Destination
Starting Point	Arrive at Fort Caroline with group of French Colonists	300 people	1,500 units	1,500 units	Native Americans
Native Americans	Has a good start of a relationship with a tribe but ends up badly because tribe members begin to get sick and die of a disease from Europe.	+/- ____ ____ people	+/- ____ __ units	+/- ____ __ units	

- g. Determine if there is a loss or gain of colonists and write the appropriate number followed by either addition or subtraction.

Station	What Happens	# of Colonists	Food Impact	Water Impact	Destination
Starting Point	Arrive at Fort Caroline with group of French Colonists	300 people	1,500 units	1,500 units	Native Americans
Native Americans	Has a good start of a relationship with a tribe but ends up badly because tribe members begin to get sick and die of a disease from Europe.	+/- -0 300 people 300-0=300	+/- ____ __ units	+/- ____ __ units	

- h. Determine the impact on the food supply by multiplying the number of colonists by the number given in the “Food” direction. Circle the “+” or “-” and write down the number on the line. Add or subtract the food supply impact by the previous amount located in the box above it. Write the number down on the line next to units.

Station	What Happens	# of Colonists	Food Impact	Water Impact	Destination
Starting Point	Arrive at Fort Caroline with group of French Colonists	300 people	1,500 units	1,500 units	Native Americans
Native Americans	Has a good start of a relationship with a tribe but ends up badly because tribe members begin to get sick and die of a disease from Europe.	+/- <u>-0</u> <u>300</u> people 300-0=300	+/- -600 <u>900</u> units 2x300=600 1,500-600=900	+/- ____ __ units	

- i. Determine the impact on the water supply by multiplying the number of colonists by the number given in the “water” direction. Circle the “+” or “-” and write down the number on the line. Add or subtract the water supply impact by the previous amount located in the box above it. Write the number down on the line next to units.

Station	What Happens	# of Colonists	Food Impact	Water Impact	Destination
Starting Point	Arrive at Fort Caroline with group of French Colonists	300 people	1,500 units	1,500 units	Native Americans
Native Americans	Has a good start of a relationship with a tribe but ends up badly because tribe members begin to get sick and die of a disease from Europe.	+/- <u>-0</u> <u>300</u> people 300-0=300	+/- -600 <u>900</u> units 2x300=600 1,500-600=900	+/- -300 <u>1,200</u> units 1x300=300 1,500-300=1,200	

- j. Write down the new destination in the “Destination” column in row two. Re-write the same information in the next line’s “station” column.

Station	What Happens	# of Colonists	Food Impact	Water Impact	Destination
Starting Point	Arrive at Fort Caroline with group of French Colonists	300 people	1,500 units	1,500 units	Native Americans
Native Americans	Has a good start of a relationship with a tribe but ends up badly because tribe members begin to get sick and die of a disease from Europe.	+/- <u>-0</u> <u>300</u> people 300-0=300	+/- -600 <u>900</u> units 2x300=600 1,500-600=900	+/- -300 <u>1,200</u> units 1x300=300 1,500-300=1,200	Shelter
Shelter		+/- ____ __ people	+/- ____ __ units	+/- ____ __ units	

- k. Repeat steps “e” to “J” again.

- l. “Food Check” is located every three stations. Follow the directions in the “What Happens” column and fill in the appropriate numbers in the row.

Disease	Has an influenza epidemic with 20 people dying and has homes burn down in a fire caused by a lightning strike.	+/- <u>-20</u> 260 people 280-20=260	+/- <u>-780</u> <u>0</u> units 3x260=780 280-780= just put 0	+/- <u>-780</u> <u>130</u> units 3x260=780 910-780=130	Shelter
Food check	Check the food supply. If there is not enough food for 1 unit of food per person and 1 unit of water per person, subtract 20 people due to starvation.	+/- <u>-20</u> <u>240</u> people 260-20=240	(Use same number above) <u>0</u> units	(Use same number above) <u>130</u> units	(Use same destination as above) Shelter

Or

Food	Finds oysters as a source of food near the colony.	+/- <u>-0</u> <u>300</u> people 300-0=300	+/- <u>+1200</u> <u>1800</u> units 4x300=1200 600+1200=1800	+/- <u>+1200</u> <u>1800</u> units 4x300=1200 600+1200=1800	Animals
Food check	Check the food supply. If there is not enough food for 1 unit of food per person and 1 unit of water per person, subtract 10 people due to starvation.	+/- <u>-0</u> <u>300</u> people 300-0=300	(Use same number above) <u>1800</u> units	(Use same number above) <u>1800</u> units	(Use same destination as above) Animals

- m. Repeat the process until the entire activity is complete individually or as a group.
- n. Have students work independently or in groups to fill out their colony's experience.
- o. Answer "Post-Activity Questions" independently or with group.
- p. Discuss the experiences of each group of colonists finding similarities and differences in whole group.
- q. For closing activity, students may share what they wrote for question 4 of the "Post-Activity Questions."

1) FOOD

1) Has a Thanksgiving meal with a local tribe who helped out with food. **Food:** add 5 units per person; Water: add 5 units per person;

Destination: Native Americans

2) Finds oysters as a source of food near the colony. **Food:** add 4 units per person; Water: add 4 units per person; Destination: Animals

3) Has extra food left over after a meal and uses a building to store it.

Food: add 5 units per person; Water: add 5 units per person;

Destination: Shelter

4) Has a problem with the oven cooking the meat and 10 people die of food poisoning. **Food:** subtract 2 units per person; Water: subtract 2

units per person; Destination: Disease

5) Has a successful trip locating fruit near the colony and provides an easy supply of food. **Food:** add 3 units per person; Water: add 3 units

per person; Destination: Food

6) Has a feast with poisonous plants as the main ingredient of the meal and 10 people die. **Food:** subtract 3 units per person; Water: subtract

2 units per person; Destination: Plants

2) SHELTER

- 1) Has a termite invasion and destroys homes. Food: subtract 2 units per person; Water: subtract 2 units per person; Destination: Shelter
- 2) Has homes burn down due to a fire caused by a lightning strike but a new ship arrives into port not long after. Food: add 3 units per person; Water: add 1 unit per person; Destination: Supply Ship From Home
- 3) Has success building new homes and buildings and has wood left over for boat construction. Food: add 1 unit per person; Water: add 1 unit per person; Destination: Water
- 4) Builds a new food storage building and now has room for additional supplies. Food: add 3 units per person; Water: add 3 unit per person; Destination: Food
- 5) Runs out of wood for construction project and needs to get more from woods. Food: subtract 2 units per person; Water: subtract 1 unit per person; Destination: Plants
- 6) Receives information about how to effectively build a shelter from a local tribe, as well as food. Food: add 5 units per person; Water: add 4 units per person; Destination: Native Americans

3) WATER

1) Has a flash flood in the area of the colony which washes away food and 30 people die. Food: subtract 2 units per person; Water: subtract 1 unit per person; Destination: Shelter

2) Has 20 colonists drown due to poorly designed boats and asks a local tribe for help. Food: subtract 1 unit per person; Water: subtract 1 unit per person; Destination: Native Americans

3) Takes a small boat to go hunting but gets lost and stuck in low tide in a salt water marsh during a hot day with no food or water. Ten people die. Food: subtract 2 units per person; Water: subtract 1 unit per person; Destination: Water

4) Has a hurricane sweep through the area causing damage to the entire colony killing 10 people and washing away food and fresh water. Food: subtract 5 units per person; Water: subtract 3 units per person; Destination: Food

5) Meets a new tribe of locals while out on a boat ride to fish and explore the area. Food: add 3 units per person; Water: add 3 units per person; Destination: Native Americans

6) Has a ship arrive from Europe with food supplies and 100 more people. Food: add 8 units per person; Water: add 2 units per person; Destination: Supply Ship From Home

4) DISEASE

1) Has an epidemic of malaria from mosquitoes with 60 people dying and fewer people healthy enough to collect food. Food: subtract 5 units per person; Water: subtract 5 units per person; Destination:

Food

2) Has an epidemic of yellow fever with 50 people dying and spread the disease to a local tribe. Food: subtract 3 units per person; Water: subtract 2 units per person; Destination: Native Americans

3) Has an epidemic of small pox with 40 people dying and spreading the disease to a local tribe. Food: subtract 2 units per person; Water: subtract 2 units per person; Destination: Native Americans

4) Has an epidemic of measles with 30 people dying and has an infestation of rodents in the colony. Food: subtract 2 units per person; Water: subtract 2 units per person; Destination: Animals

5) Has an influenza epidemic with 20 people dying and has homes burn down in a fire caused by a lightning strike. Food: subtract 3 units per person; Water: subtract 3 units per person; Destination: Shelter

6) Has an epidemic of dysentery with 10 people dying and fewer people healthy enough to collect food. Food: subtract 5 units per person; Water: subtract 5 units per person; Destination: Food

5) NATIVE AMERICANS

1) Meets a friendly tribe and receives help in locating edible plants.

Food: add 3 units per person; Water: Add 2 units per person;

Destination: Plants

2) Does something to make a member of a tribe angry and lose any help in locating food and water. Food: subtract 3 units per person;

Water: subtract 3 units per person; Destination: Food

3) Has a good start of a relationship with a tribe but ends up badly because tribe members begin to get sick and die of a disease from

Europe. Food: subtract 2 units per person; Water: subtract 1 unit per person; Destination: Shelter

4) Meets a friendly tribe and receives help in hunting techniques.

Food: add 2 units per person; Water: Subtract 1 unit per person;

Destination: Animals

5) Meets a friendly tribe and receives help in locating edible plants.

Food: add 3 units per person; Water: Add 1 unit per person;

Destination: Plants

6) Meets a friendly tribe and receives help in making new clothes to replace the current worn out ones. Food: Subtract 1 unit per person;

Water: Subtract 1 unit per person; Destination: Disease

6) ANIMALS

1) Has food storage space taken over by mice and rats. **Food:** subtract 5 units per person; **Water:** subtract 1 unit per person; **Destination:**

Food

2) Has successfully hunted in the woods for animals and has extra food to store and now has the need for more building space. **Food:** add 3 units per person; **Water:** add 1 unit per person; **Destination:** Shelter

3) Has poisonous snakes living in the food storage area and 10 people die after getting bit until Native Americans help out. **Food:** subtract 2 units per person; **Water:** subtract 3 units per person; **Destination:**

Native Americans

4) Locates a good hunting spot for deer and other wild game near fresh water. **Food:** add 2 units per person; **Water:** add 4 units per person;

Destination: Water

5) Has a skunk mother and her young use the food storage area as a home and part of the food supply is contaminated. **Food:** subtract 3 units per person; **Water:** subtract 3 units per person; **Destination:**

Disease

6) Discover oysters as a food supply located in the water near the colony and consider how to use it to build. **Food:** add 2 units per person; **Water:** add 2 units per person; **Destination:** Shelter

7) PLANTS

- 1) Has a severe storm with lightning strikes and a tree catches on fire causing a forest fire. Food: subtract 3 units per person; Water: subtract 1 unit per person; Destination: Food
- 2) Locates some strong trees to build buildings with the help of a local tribe. Food: subtract 2 units per person; Water: subtract 1 unit per person; Destination: Shelter
- 3) Locates some grapes that can be eaten and made into a drink with the help of a local tribe. Food: add 3 units per person; Water: add 3 units per person; Destination: Native Americans
- 4) Has a feast with poisonous plants as the main ingredient of the meal and 10 people die. Food: subtract 3 units per person; Water: subtract 2 units per person; Destination: Disease
- 5) Discovers Poison Oak leaves while exploring the forest and many colonists end up with an itchy rash. Food: subtract 1 unit per person; Water: subtract 1 unit per person; Destination: Plants
- 6) Receives information about a plant to keep insects away from people and homes from local tribe. Food: add 2 units per person; Water: add 2 units per person; Destination: Native Americans

8) SUPPLY SHIP FROM HOME

1) Has to build more homes for 100 new colonists. **Food: Subtract 1 unit per person; Water: Subtract 1 unit per person; Destination:**

Shelter

2) Has farmers as some of the 200 new colonists and now is possible to set up farms. **Food: Add 5 units per person; Water: Add 1 unit per person; Destination: Plants**

3) Has an epidemic of the yellow fever brought to the colony by 70 new arrivals and 40 people die. **Food: subtract 3 units per person; Water: subtract 2 units per person; Destination: Disease**

4) Has 100 additional colonists arrive but they do not have any extra food supply to add to the colony. **Food: subtract 2 units per person; Water: subtract 2 units per person; Destination: Food**

5) Has 50 new colonists arrive but they have scurvy from the voyage to colony and 30 die. **Food: subtract 1 unit per person; Water: subtract 1 unit per person; Destination: Disease**

6) Has a ship stocked with food and 20 people arrive just ahead of bad weather. **Food: add 7 units per person; Water: add 2 units per person; Destination: Water**

NAME Example 1 DATE _____

COLONIST EXPERIENCE ACTIVITY SCORE CARD

The group starts out with a certain amount of food and water based upon what the French actually arrived at Fort Caroline with. Each turn, the directions will tell you how much food and water are added or used. No category will go below zero and if that would happen, place a zero as the number of units. If the number of colonists reaches zero, then the colony has failed and the game is over.

Helpful hints

1 unit of food=1 meal

1 unit of water=2 glasses of water

Enough Food= Each person has at least 3 units of food and 4 units of water per day

Minimum Food= Each person has exactly 2 units of food and 2 units of water per day.

Not Enough Food= Each person has 1 unit of food and 1 unit of water per day.

Danger of Starvation= There are not enough units of food for everyone to have at least one water and food per day.

<i>Station</i>	<i>What Happens</i>	<i># of Colonists</i>	<i>Food Impact</i>	<i>Water Impact</i>	<i>Destination</i>
Starting Point	Arrive at Fort Caroline with group of French Colonists	300 people	1,500 units	1,500 units	Food
Food	Has a feast with poisonous plants as the main ingredient of the meal and 10 people die.	+/- <u>-10</u> <u>290 people</u> 300-10=290	+/- <u>-870</u> <u>630 units</u> 3x290=870 1500-870=630	+/- <u>-580</u> <u>920 units</u> 2x290=580 1500-580=920	Plants
Plants	Has a severe storm with lightning strikes and a tree catches on fire causing a forest fire.	+/- <u>0</u> <u>290 people</u> 290-0=290	+/- <u>-870</u> <u>0 units</u> 3x290=870 630-870=just put 0	+/- <u>-290</u> <u>630 units</u> 1x290=290 920-290=920	Food
Food check	Check the food supply. If there is not enough food for 1 unit of food per person and 1 unit of water per person, subtract 10 people due to starvation.	+/- <u>-10</u> <u>280 people</u> 290-10=280	(Use same number above) <u>0 units</u>	(Use same number above) <u>630 units</u>	(Use same destination as above) Food
Food	Finds oysters as a source of food near the colony.	+/- <u>0</u> <u>280 people</u> 280-0=280	+/- <u>+1120</u> <u>1120 units</u> 4x280=1120 0+1120=1120	+/- <u>+1120</u> <u>1750 units</u> 4x280=1120 630+1120=1120	Animals
Animals	Has a skunk mother and her young use the food storage area as a home and part of the food supply is contaminated.	+/- <u>0</u> <u>280 people</u> 280-0=280	+/- <u>-840</u> <u>280 units</u> 3x280=840 1120-840=1120	+/- <u>-840</u> <u>910 units</u> 3x280=840 1750-840=910	Disease
Disease	Has an influenza epidemic with 20 people dying and has homes burn down in a fire caused by a lightning strike.	+/- <u>-20</u> <u>260 people</u> 280-20=260	+/- <u>-780</u> <u>0 units</u> 3x260=780 280-780= just put 0	+/- <u>-780</u> <u>130 units</u> 3x260=780 910-780=130	Shelter
Food check	Check the food supply. If there is not enough food for 1 unit of food per person and 1 unit of water per person, subtract 20 people due to starvation.	+/- <u>-20</u> <u>240 people</u> 260-20=240	(Use same number above) <u>0 units</u>	(Use same number above) <u>130 units</u>	(Use same destination as above) Shelter
Shelter	Has homes burn down due to a fire caused by a lightning strike but a new ship arrives into port not long after.	+/- <u>0</u> <u>240 people</u> 240-0=240	+/- <u>+720</u> <u>720 units</u> 3x240=720 0+720=720	+/- <u>+240</u> <u>370 units</u> 1x240=240 130+240=370	Supply Ship From Home
Supply Ship From Home	Has to build more homes for 100 new colonists.	+/- <u>+100</u> <u>340 people</u> 240+100=340	+/- <u>-340</u> <u>380 units</u> 1x340=340 720-340=380	+/- <u>-340</u> <u>30 units</u> 1x340=340 370-340=30	Shelter
Shelter	Has success building new homes and buildings and has wood left over for boat construction	+/- <u>0</u> <u>340 people</u> 340-0=340	+/- <u>+340</u> <u>720 units</u> 1x340=340 380+340=720	+/- <u>+340</u> <u>370 units</u> 1x340=340 30+340=370	Water

Food check	Check the food supply. If there is not enough food for 1 unit of food per person and 1 unit of water per person, subtract 10 people due to starvation.	+/- <u>0</u> <u>340</u> people $340-0=340$	(Use same number above) <u>720</u> units	(Use same number above) <u>370</u> units	(Use same destination as above) Water
Water	Has a ship arrive from Europe with food supplies and 100 more people.	+/- <u>+100</u> <u>440</u> people $340+100=440$	+/- <u>+3520</u> <u>4240</u> units $8 \times 440 = 3520$ $720 + 3520 = 720$	+/- <u>+880</u> <u>1250</u> units $2 \times 440 = 880$ $370 + 880 = 1250$	Supply Ship From Home

Post-Activity Questions

5. Did the colony still exist at the end of the 10 turns? Why or why not?

Responses will vary depending from group to group.

6. What were the key events that lead to the success or failure of the colony?

Responses will vary depending from group to group

7. Based upon your experience in this activity, what risks did the Europeans face when making journeys to the “New World”? Responses will vary depending

from group to group

8. On the attached page (or a piece of paper), describe your entire journey as a narrative story. (The minimum length is 1 page.)

NAME _____ Example 2 _____ DATE _____

COLONIST EXPERIENCE ACTIVITY SCORE CARD

The group starts out with a certain amount of food and water based upon what the French actually arrived at Fort Caroline with. Each turn, the directions will tell you how much food and water are added or used. No category will go below zero and if that would happen, place a zero as the number of units. If the number of colonists reaches zero, then the colony has failed and the game is over.

Helpful hints

1 unit of food=1 meal

1 unit of water=2 glasses of water

Enough Food= Each person has at least 3 units of food and 4 units of water per day

Minimum Food= Each person has exactly 2 units of food and 2 units of water per day.

Not Enough Food= Each person has 1 unit of food and 1 unit of water per day.

Danger of Starvation= There are not enough units of food for everyone to have at least one water and food per day.

Station	What Happens	# of Colonists	Food Impact	Water Impact	Destination
Starting Point	Arrive at Fort Caroline with group of French Colonists	300 people	1,500 units	1,500 units	Native Americans
Native Americans	Does something to make a member of a tribe angry and lose any help in locating food and water.	+/- <u>-0</u> 300 people 300-0=300	+/- <u>-900</u> 600 units 3x300=900 1500-900=600	+/- <u>-900</u> 600 units 3x300=900 1500-900=600	Food
Food	Finds oysters as a source of food near the colony.	+/- <u>-0</u> 300 people 300-0=300	+/- <u>+1200</u> 1800 units 4x300=1200 600+1200=1800	+/- <u>+1200</u> 1800 units 4x300=1200 600+1200=1800	Animals
Food check	Check the food supply. If there is not enough food for 1 unit of food per person and 1 unit of water per person, subtract 10 people due to starvation.	+/- <u>-0</u> 300 people 300-0=300	(Use same number above) 1800 units	(Use same number above) 1800 units	(Use same destination as above) Animals
Animals	Discover oysters as a food supply located in the water near the colony and consider how to use it to build.	+/- <u>0</u> 300 people 300-0=300	+/- <u>+600</u> 2400 units 2x300=600 1800+600=2400	+/- <u>+600</u> 2400 units 2x300=600 1800+600=2400	Shelter
Shelter	Has homes burn down due to a fire caused by a lightning strike but a new ship arrives into port not long after.	+/- <u>0</u> 300 people 300-0=300	+/- <u>+900</u> 3300 units 3x300=900 2400+900=3300	+/- <u>-840</u> 2700 units 1x300=300 2400+300=2700	Supply Ship from Home
Supply Ship from Home	Has 100 additional colonists arrive but they do not have any extra food supply to add to the colony.	+/- <u>+100</u> 400 people 300+100=400	+/- <u>-800</u> 2500 units 2x400=800 3300-800=2500	+/- <u>-800</u> 1900 units 2x400=800 2700-800=1900	Food
Food check	Check the food supply. If there is not enough food for 1 unit of food per person and 1 unit of water per person, subtract 20 people due to starvation.	+/- <u>-0</u> 400 people 400-0=400	(Use same number above) 2500 units	(Use same number above) 1900 units	(Use same destination as above) Food
Food	Has a problem with the oven cooking the meat and 10 people die of food poisoning.	+/- <u>-10</u> 390 people 400-10=390	+/- <u>-780</u> 1720 units 2x390=780 2500-780=1720	+/- <u>-780</u> 1120 units 2x390=780 1900-780=1120	Disease
Disease	Has an epidemic of small pox with 40 people dying and spreading the disease to a local tribe.	+/- <u>-40</u> 350 people 390-40=350	+/- <u>-340</u> 1020 units 2x350=700 1720-700=1020	+/- <u>-340</u> 420 units 2x350=700 1120-700=420	Native Americans
Native Americans	Does something to make a member of a tribe angry and lose any help in locating food and water.	+/- <u>0</u> 350 people 350-0=350	+/- <u>-1050</u> 0 units 3x350=1050 720-1050=just put 0	+/- <u>-1050</u> 0 units 3x350=1050 420-1050=just put 0	Food

Food check	Check the food supply. If there is not enough food for 1 unit of food per person and 1 unit of water per person, subtract 30 people due to starvation.	+/- <u>-30</u> <u>320 people</u> $350-30=320$	(Use same number above) <u>0</u> units	(Use same number above) <u>0</u> units	(Use same destination as above) Food
Food	Has extra food left over after a meal and uses a building to store it. <u>Food</u> : add 5 units per person; <u>Water</u> : add 5 units per person;	+/- <u>+0</u> <u>320 people</u> $320+0=320$	+/- <u>+1600</u> <u>1600 units</u> $5 \times 320 = 1600$ $0 + 1600 = 1600$	+/- <u>+1600</u> <u>1600 units</u> $5 \times 320 = 1600$ $0 + 1600 = 1600$	Shelter

Post-Activity Questions

1. Did the colony still exist at the end of the 10 turns? Why or why not?

Responses will vary depending from group to group.

2. What were the key events that lead to the success or failure of the colony?

Responses will vary depending from group to group

3. Based upon your experience in this activity, what risks did the Europeans face when making journeys to the “New World”? Responses will vary depending

from group to group

4. On the attached page (or a piece of paper), describe your entire journey as a narrative story. (The minimum length is 1 page.)

Writing Example 1:

My life as a French Colonist at Fort Caroline

When my family first decided to travel from France, we had great hopes and dreams. I was 14 and on the way to conquering the “new world.” My two brothers, sister, mother, father and I all talked of the wealth we’d have or the vast land that we’d control. We spent the entire journey over several weeks imagining the exciting and bountiful experience that would follow when we reached shore. Unfortunately, we didn’t know that what we would get in reality was a very different experience.

We started out as a hardy band of 300 colonists with enough food for about 1,500 meals and enough water for about 3,000 cups. That’s enough food to feed each colonist two meals a day for two and a half days and enough water for each colonist to have four cups a day for five days. My parents decided that it would help to make food last by going into the forest to gather some plants to supplement the existing supply. It took hours for my father to return all cut up from what he described as razor sharp leaves and sharp vines. When my mother and the other women cooked the berries in the meal, we felt excited about our first victory and considered it a thanksgiving feast. Unfortunately, a few hours later almost everyone was sick from what we later found out was a poisonous plant and ten people including my best friend died. I started to feel hopeless about this new land, but my brother, Jean Luc, cheered me up saying the best was yet to come.

Just as everyone was starting to feel better, a strong storm struck the area. We barely had any shelter and no one had ever seen lightning strike as fiercely or as often as it did that day. We had to run back to the shoreline to escape the forest fire that started that day. While no one died from the fire, we ran out of food between eating small one or two meals a day and the fire burning the rest. We still had water though because we had located a nearby stream. Some people tried fishing at the stream, but after the experience with plant poisoning, we were nervous about eating the unknown food in the region. Ten people, mostly older or young children, still weak from our “thanksgiving feast” died of starvation. Fortunately, everyone in my family still survived on the water, but my sister was still too weak to walk around to help with chores.

One day our luck seemed to turn around when I tripped on this shell that seemed to be glued together. I decided to toss it into the fire just for fun and suddenly the best fragrance started to float through the air. I couldn’t help myself and despite the fear of poisoning, I decided to eat it. Wow, it was excellent. There is nothing like this delicacy in France. I found my oldest brother and we gathered lots of these shells, which we later found out were oysters. The colony ate well for a time and even built up some reserves in the food supply area when a mother skunk and her young decided to visit. They made

their home in our food storage area and contaminated part of the food supply. The week did not get any better because people started coming down with influenza including my favorite brother, Jean Luc, and my mother. They were both among the 20 people who died in the epidemic.

We didn't seem to be able to catch a break because during another storm, lightning struck causing home to burn down. People had to move into each other's homes even while the influenza was still spreading. We then ran out of food and were low on our fresh water supply. Twenty more people died of starvation and we lost even more homes due to another fire caused by a lightning strike.

Fortunately a ship arrived with some food just in time before more people died yet this ship's arrival also created a challenge because 100 new colonists arrived including my aunt, uncle and their three children. We made the best of the situation, however. The new colonists were healthy and quickly lead the way to build new homes and found enough wood to be able to construct some boats to explore the area. We had some hope again and food in our stomachs since we also had located some more food. No one died of starvation that day.

We must have been really lucky or maybe our prayers for help were answered because another ship arrived with a lot food, enough to feed the whole colony plus an additional 100 new colonists, for nearly five days if we only eat two meals a day. We still could run out of food, but at least we are okay for now with a population of 440.

Writing Example 2:

My life as a French Colonist at Fort Caroline

We left France on my 14th birthday all six of us along with the other colonists heading for what my parents called the “new world” on a ship filled with 300 colonists and a ship’s crew of 50. It was a place of adventure and yet mystery. I felt scared and sad leaving behind most of my friends only able to take two sets of clothes, one favorite toy and survival supplies. My brothers, who were 17 and 13, and sister, who was 10, seemed to feel the same way. Our parents tried to prevent our fear, but instead managed to keep the family laughing. We made the best of the journey which seemed to last a lifetime yet was only weeks.

When we sighted land, there was a celebration on deck with nearly everyone of us looking and pointing to where we would settle. We landed with enough food for about 1,500 meals and enough water for about 3,000 cups. That’s enough food to feed each colonist two meals a day for two and a half days and enough water for each colonist to have four cups a day for five days. But just as we were unloading the food, some strange-looking people came up to us speaking words that we didn’t understand. One of them was a girl about my younger sister’s age and after a rocky start, they started to play a shell game together. Other people tried to follow her example, but someone made one of the adults mad. The entire group of strangers left including the little girl who now glared at us.

My parents then started to whisper to each other, something about fear, enough food, supplies and more. My brothers and I didn’t need to be told what they were talking about as we too felt the same concern about having enough to eat and making the supplies last until another ship from France could arrive. Someone accidentally solved the fear by discovering this food in the water nearby. It was inside these two shells that seemed glued closed upon inspection, but made a fine meal. We ate them every day for many days and even started to use them around the new house or at least the closest thing we could call a house in this wild new land.

Everything seemed to be going well until there was a strong storm and lightning struck near our colony causing a fire. Several homes burned down including but fortunately later that day, a ship arrived into port carrying additional supplies especially food. We were saved. We also had 100 new colonists arrive. I was happy but my parents were worried about how we were going to continue to feed everyone if the supply ships did not regularly come with more food. We built a new oven from some of the new supplies. That seemed to be fine until someone was careless and didn’t properly cook some meat. Many people became sick from food poisoning and 10 people died. Then someone who had just

arrived on the ship showed symptoms of Small Pox. At least 100 people ended up sick including me and 40 more colonists died including both my brothers.

We were all sad when another local tribe became curious about us. That tribe was about to start to help us locate food and water, both of which were in low supply, but then something bad happened. Someone in the colony started to make fun of the hairstyle of the strangers and others joined in. The strangers left taking with them the gifts of food that they had brought. This was really bad timing because we had just run out of food.

I hoped help would come soon. I was really hungry and there was nothing to eat or drink. My sister was really weak too after surviving the Small Pox. She died of starvation just before we located food in the forest. Everyone had something to eat with extra that we stored. Now, we have enough for everyone to eat for five days if we eat two meals a day, but my mother said we were going to make it last by only eating once a day.

Writing Example 3:

My life as a French Colonist at Fort Caroline

We got to Florida and there were like a billion bugs and Indians. People got sick with super influenza and got dead. Gross! Only 50 people died it was cool I guess. This place stinks I want to go back to France. France has more better food and supplies and is just the bomb. Crepes are my favorite breakfast food. French fries are yummy too. Our Florida trip has been really lame.

Writing Example 4:

My life as a French Colonist at Fort Caroline

We made it to Fort Caroline! We met Indians and made them mad and tried to make them happy by giving them high fives. It didn't work and made them more mad. The animals here are stupid. We can just grab oysters off the ground it is ok I think. Fort Caroline is exciting and scary. I am tired of walking around and our feet hurt.

The actual Fort Caroline History
Copied from the website of the Timucuan Ecological & Historical Preserve
http://www.nps.gov/timu/historyculture/foca_history.htm

During the sixteenth century, France was determined to expand its empire. Spain, the world's leading power, already had a foothold in the Americas, and France wanted a share of the riches the Spanish were gaining through trade and plunder. France's first attempt to stake a permanent claim in North America was at La Caroline, a settlement near the mouth of the St. Johns River in Florida.

At first, the settlement was to be a commercial venture, but religious conflict in France broadened the goals. The growing persecution of French Protestants (Huguenots) led their most powerful member, Admiral Gaspard de Coligny, to make a proposal to the crown: the colony could also be a refuge for Huguenots. An exploratory expedition, commanded by Jean Ribault, left France in February of 1562. On this voyage, he [erected a monument](#) at the River of May (now known as the St. Johns River). The settlement did not last and they returned home when the situation became desperate

In 1564, a permanent settlement of 300 soldiers and artisans began, led by Rene de Goulaine de Laudonniere, who had accompanied Ribault on the previous expedition. With help from the Timucua Indians, the colonists began building a village and fort on the river's south bank, naming the area La Caroline after their king, Charles IX.

Three hundred colonists left France to establish a permanent settlement in North America. The colonists consisted of some of the best as well as some of the worst elements of French society. Included were some of the leading families of France, wearing gilded armor and brightly colored clothes. Other representatives of French society included artisans to provide entertainment and produce drawings, and laborers to build the fort. The desire for permanency was illustrated by the inclusion of women, of whom at least four had husbands. Most were Huguenots, but there were also Catholics and agnostics. The colonists were seeking opportunity and freedom in a distant land.

Capturing the Events on Paper

French artist [Jacques le Moyne de Morgues](#) came with Laudonniere to Florida in 1564. His job was to paint images of the people, flora and fauna, and geography of this part of the New World. Le Moyne was one of the few who escaped from Fort de la Caroline when the Spanish attacked in 1565. He found refuge on a French boat, along with Laudonniere and several others, and returned to Europe, where he recreated from memory scenes of the New World.

In Florida, both Spain and France hoped to claim their piece of the "new world." By the time the French planted their settlement at La Caroline, Spain was entrenched in South and Central America and its sea routes through the Caribbean were well established. Spanish ships bearing gold and silver from the mines of Mexico and Peru stopped at Havana before sailing for Spain. They rode the Gulf Stream through what is now the Straits of Florida and up the southeastern coast of North America. The Spanish were uneasy about a French settlement because their treasure ships, while they followed the Florida coast, could be easy prey for suspected French raiders in their nearby haven at La Caroline.

The settlement barely survived that first year. Good relations with the Indians eventually soured and by the following spring the colonists were close to starvation. Twice mutinous parties had sailed off to make their own fortunes and some were eventually captured by the Spanish, revealing the presence of the French colony. The remaining colonists were about to leave Florida in August 1565, when they spotted sails on the horizon. Ribault had arrived with a relief expedition of supplies and 600 soldiers and settlers, including more women and some children.

On learning of Ribault's departure for Florida, Phillip II of Spain sent Admiral Pedro Menendez to remove the French from Florida. Menendez established a base to the south at St. Augustine. Ribault sailed down the coast seeking to attack the Spanish, but his ships were scattered by a hurricane and beached far to the south.

Seizing the opportunity, Menendez marched north with 500 soldiers to attack the weakly guarded colony. It is believed that the Spanish [camped overnight nearby](#), and attacked early. Forty or fifty French people, including Laudonniere, escaped and sailed for France. Out of the remaining 200 people, only about 60 women and children were spared.

Menendez next marched south and found the shipwrecked Frenchmen, Ribault among them. They threw themselves on his mercy, but to Menendez they were heretics and enemies of his king. At a [place later named Matanzas](#) (Slaughter), he put to the sword about 350 men - all but those professing to be Catholics and a few musicians. France never again strongly challenged Spanish claims in North America.

Timeline from website:

Ribault's First Expedition

- 18 Feb. 1562 - Ribault leaves le Havre
- 30 April - Ribault reaches the FL coast
- 1 May - He finds entrance of River of May
- May 1563 - Ribault's book on FL is published in England

Laudonniere's Expedition

- 22 Apr. 1564 - Laudonniere leaves le Havre
- 22 June - He arrives off the coast of FL
- 25 June - He reaches River of May
- 25 June - He meets Sauriwa (Chief)
- 30 June - Founding of la Caroline
- 13 Nov. - Thirteen men desert the colony
- May-June 1565 - Famine at la Caroline

Ribault's Second Expedition

- 22 Mar. 1565 - Menendez assigned to conquer Florida
- 26 May - Ribault leaves France
- 14 Aug. - Ribault reaches Florida coast
- 15 Aug. - Menendez leaves Puerto Rico with 5 vessels
- 25 Aug. - Menendez in sight of FL
- 28 Aug. - Ribault lands with reinforcements
- 4 Sept. - Menendez discovers Ribault's ships
- 8 Sept. - Menendez moves south and establishes St. Augustine
- 10-23 Sept. - Ribault's fleet sets out and destroyed by storms
- 17 Sept. - Menendez begins march on Fort Caroline
- 20 Sept. - Spanish capture Fort Caroline
- 25 Sept. - Two ships leave for France
- 29 Sept. - First massacre
- 10 Oct. - Menendez hears of Ribault's shipwreck
- 12 Oct. - Second massacre, Ribault slain
- 15 Nov. - Laudonniere arrives in England

De Gourgue' Expedition

22 Aug. 1567 - De Gourgues departs

April 1568 - He lands in Florida

24 April - He takes the 2 Spanish forts

27 April - Captures Fort San Mateo (Fort Caroline)

27-28 April - Massacre of the Spaniards

3 May - De Gourgues leaves Florida