

Teaching Guide:

Early Native Americans in North Carolina

Note for Teachers:

This is the Teaching Guide for the Early Native Americans in North Carolina Case Study:
museumofthenewsouth.org/schools/early-native-americans-of-north-carolina/

Sections:

Background Information

Activity Instructions and Rubrics

Student Objectives

Relevant NC 8th Grade Social Studies Standards

Background Information

Students are going to explore the Native Americans of North Carolina from Paleo-Indians to the Native Americans of the late 1700s. This case study ends prior to the removal of Cherokee people from North Carolina. While there will not be a focus on one specific tribe, with the exception of the Catawba people, several will be mentioned throughout. Students will view both primary and secondary sources to evaluate the Native Americans' relationship with their environment.

As students are reviewing the sources, they will read about how people first came to North Carolina in glacial climates and how groups evolved over time with changing environments. During the time of Paleo-Indians circa 10,000-8,000 BCE, the fauna and flora were consistent with that of the Ice Age, including big game. Weapons were made for hunting big game, which also informed indigenous lifestyles. People were nomadic, following big game and gathering various roots, nuts, legumes, vegetables, and fruits. They did not live in one settled site and moved with their food.

As the climate and environments changed, so did the Native Americans as they had to adapt to new ways of living. The Archaic period followed that of the Paleo-Indians. Archaic Indians, 8,000-1,000 BCE, still mainly hunted and gathered their food, however, they began to have seasonal settlements where they had temporary shelters. Archaic Indians adapted to the new game they were hunting and began to use different techniques when capturing and preserving their food. Early agriculture began during this time, however, it was not widespread and not the only source of food. Pottery making also began, as well as burial rituals and other aspects of later Native American culture.

Woodland Native Americans followed Archaic Indians from about 1,000 BCE-1550 CE. Woodland culture was more advanced and more closely related to Native American culture present during European contact and exploration. Permanent settlements began to appear, typically by a water source such as a stream or a river. Proximity to water was necessary as agriculture also became a more widespread practice. Woodland Native Americans had a mixed subsistence lifestyle which included agriculture, hunting, and gathering. Maize, squash, and beans, known as the three sisters, were typically cultivated. With settlement came more sophisticated cultural systems such as government, religion, and social hierarchy. There was further advancement in technology with agricultural tools, different hunting weapons, pottery, and permanent shelters.

Around 700 CE-1550 CE Mississippian culture migrated into North Carolina with its people. Native Americans continued to grow their institutions and populations. Small towns tended to

join together into large villages and also unite under one government. Native American nations began to form, the largest of which in North Carolina was the Catawba. Other Native American nations living in North Carolina during this period include Cherokee, Tuscarora, Waxhaw, Saponi, Croatan, Waccamaw, and Cape Hatteras, among others.

First contact with Europeans was made in 1540 CE between the Spanish and Native Americans. The Native American way of life was irrevocably altered. Native people were introduced to new technologies, cultures, and disease. Their tribes were decimated by smallpox for which they had no immunity, heavily weakening their populations. Interaction between nations was impacted as different tribes became involved in the affairs and wars of European countries.

Activity Instructions and Rubrics

Timeline

Sutori Timeline: If you are unfamiliar with Sutori and how to use it, please visit sutori.com.

- Students will create a timeline on Sutori showing the evolution of Native American life prior to 1800.
- They will identify the migration of Native Americans and when they first entered North Carolina and the different stages Native Americans went through from Paleo-Indian to Mississippian/Modern.
- For each stage they should include:
 - Technology (tools, weapons, pottery etc.)
 - Lifestyle & Housing (nomadic, semi-nomadic, sedentary etc.)
 - Type of food production (hunted/gathered/cultivated)
 - Climate & environment at the time
 - Cultural Elements (religion/burial practices, social hierarchy, government)
- All text should be written in their own words
- Include images/maps where available
- Dates can be a range and do not have to be exact (for example, circa 4000 BCE or 500-600 CE)
- This does not have to focus on one specific nation in North Carolina but instead the shared aspects between different nations in the state.
- Part 1: After students have completed the case study, they may use sources within the case study to complete a timeline with Sutori. However, additional sources may be needed.
- Have students write dates and information into a rough draft that can be handwritten. At this time, students should make sure the dates and information are in order and written in their own words and that citations are included. It is helpful to give students a checklist with items they need to find during their research, which will help when they have to begin creating their timeline on Sutori. Students should hand in their rough draft for teacher approval before beginning work on the computer. At this time students do not need to include images.
- Part 2: Create an account with Sutori if you do not have one already and invite students. Provide students with the Step by Step Guide to Creating a Timeline on Sutori. Go through the guide with the students, or have the students independently use the guide after completing their rough draft (especially if they are in different places).
- Part 3: Students will create their timeline after having their rough draft approved and joining Sutori from their teacher's invitation. Students will transfer the

information from their rough drafts into their digital timelines. At this point, students can also add images as well as other forms of teacher approved media (such as videos or other weblinks).

Modification: Students can use alternative digital formats to complete the timeline, such as Google Slides or Padlet or they can use paper and pencil and coloring tools.

Extension: Students can extend their timelines through the 1800s or add one specific North Carolina indigenous group to the timeline, including information about them through the present day. Possible search terms include “Native American people North Carolina”.

Early Native Americans in North Carolina: Timeline Rubric

Criteria	3 - Exemplary	2 - Proficient	1 - Developing	0 - Not Seen
Rough Draft	Rough Draft was completed and turned in			Rough Draft was not completed/turned in
Chronological order with dates	Dates are correct and are in chronological order	More than half of the dates/order are correct	Less than half of the dates/order are correct	There are no dates OR none of the dates are in correct order
Required information included	All of the required information is included	More than half of the required information is included	Less than half of the required information is included	None of the required information is included
Images & other media are included	Images or other media have been added for all entries	More than half of entries have images/other media	Less than half of the entries have images/other media	No images or other media have been added
Work is original and not copied	Student's work is in their own words. There is no information that is copied and pasted.	Most of the information is in student's own words, however some has been copied	Most of the information has been copied, some original work from student	All of the work was copied and pasted, no original work from the student

Criteria	3 - Exemplary	2 - Proficient	1 - Developing	0 - Not Seen
Works cited	Student included a complete works cited list			Student did not include a complete works cited list
Spelling and Grammar	Spelling and grammar are correct and student used complete sentences	There are very few spelling or grammatical mistakes AND/OR student mostly used complete sentences	There are many spelling or grammatical mistakes AND/OR the student did not use many complete sentences	Student did not write in complete sentences throughout

GRAPES Document

- Before starting, if you are unfamiliar with one-pagers, try these search terms: “simple trick for success one pagers.”
- Students will choose one of the following North Carolina nations and create a one page GRAPES document. GRAPES stands for Geography, Religion, Achievements, Politics, Economics and Society.
 - Eastern Band of Cherokee (tribal reservation in the NC mountains)
 - Coharie (Sampson and Harnett counties)
 - Lumbee (Robeson and surrounding counties)
 - Haliwa-Saponi (Halifax and Warren counties)
 - Sappony (Person County)
 - Meherrin (Hertford and surrounding counties)
 - Occaneechi Band of Saponi Nation (Alamance and surrounding counties)
 - Waccamaw-Siouan (Columbus and Bladen counties)
- GRAPES criteria:
 - Students will need one 8.5x11 sheet of blank paper and crayons/markers/colored pencils. A ruler is optional.
 - They will write the name of the nation on the paper and include an image of their insignia.
 - They will split the paper into 6 sections (**G**eography, **R**eligion, **A**chievements, **P**olitics, **E**conomics, **S**ocial).
 - For each section, they will create a title, information pertaining to that section and an image.
 - Every space on the paper should be filled up with no blank/white space, and it should include color and be creative (but stick figures are okay!).
 - They should write neatly with legible text and cite their sources on the back of the paper.
- Part 1: GRAPES
 - With students, review what GRAPES stands for as well as what each category entails.
 - G - Geography** - Students will write about the geography of the people they are studying. This includes movement of people, goods and ideas within the environment, the region the environment is located in, the location of the environment/peoples they are exploring, the way humans interact with their environment, and the physical/human description of the place they are studying.
 - R - Religion** - Students will write about the religion of the people.
 - A - Achievements** - Students will write about any cultural and technological achievements of the people.

P - Politics - Students will write about the governmental structure of the people.

E - Economics - Students will write about the economics of the people: how they make an income, what resources they have, exports/imports, trade, etc.

S - Society - Students will write about the society/culture of the people. This can include social hierarchy or if there are specific patriarchal or matriarchal leaders. It can also include folk tales, oral traditions etc.

- An optional graphic organizer for students to complete about their group is included. It is suggested they use this first as a draft so the information is ready and they can focus on creativity for their final one-pager product. Museum, university, and government websites offer the best and most accurate sources of information for their research.
- Part 2: Once students have identified the North Carolina Nation they will research and completed their GRAPES graphic organizers, they can begin their one-pagers using a blank page, a template provided by you, or a template of their choosing.

Modification: Have students draw a picture on the back of the graphic organizer they complete during their research or allow students to use Google slides, Google draw, Canva or another online tool to create a one-pager. Their text should still be their own and not copied and pasted.

Extension: Have students create another one-pager profiling a historic or contemporary individual from their chosen North Carolina nation, including text and an image of the person (if available).

Early Native Americans in North Carolina: Graphic Organizer

<p>Geography</p>	<ul style="list-style-type: none"> • Movement • Region • Location • HEI • Place 	
<p>Religion</p>	<ul style="list-style-type: none"> • Monotheistic or polytheistic? • Beliefs/practices • Customs 	
<p>Achievements</p>	<ul style="list-style-type: none"> • Art/Music • Writing • Math/Science • Literature • Technology • Innovation 	
<p>Place</p>	<ul style="list-style-type: none"> • Leaders • Laws • Government 	
<p>Economics</p>	<ul style="list-style-type: none"> • Trade • Agriculture • Labor Systems • Resources 	
<p>Society</p>	<ul style="list-style-type: none"> • Family life/Daily life • Social Classes • Roles of Men, Women, Children 	

Early Native Americans in North Carolina: GRAPES Rubric

Criteria	3 - Exemplary	2 - Proficient	1 - Developing	0 - Not Seen
GRAPES Organizer	GRAPES organizer was completed and turned in.			GRAPES organizer was not completed/turned in.
GRAPES Categories	All 6 GRAPES categories are present.	There are 4-5 GRAPES categories present.	3-1 GRAPES categories are present.	There are NO GRAPES categories present.
Creativity	Color is used, students drew images for every category and effort was put into the creativity. Writing is legible. There is no whitespace.	Most categories have drawings, one-pager is colorful, writing is legible, may be some white space.	There are some drawings but not many, drawings are unidentifiable, no color was used, there is a lot of white space.	There is no color/drawing present. Work is all text AND/OR writing is not legible.
Work is original and not copied	Student's work is in their own words. There is no information that was copied and pasted.	Most of the information is in the student's own words, however some has been copied.	Most of the information has been copied, very little original work from the student.	All of the work was copied and pasted, no original work from the student.

Criteria	3 - Exemplary	2 - Proficient	1 - Developing	0 - Not Seen
Works Cited	Student included a complete works cited list.			Student did not include a complete works cited list.
Spelling and Grammar	Spelling and grammar are correct. Students used complete sentences.	There are very few spelling or grammatical mistakes AND/OR Students mostly used complete sentences.	There are many spelling or grammatical mistakes AND/OR the student did not use many complete sentences.	Student did not write in complete sentences throughout.

Essay

- Students will write a 5-paragraph informational essay about the Native Americans of North Carolina answering the question: “How did the geography of North Carolina impact the way Native Americans lived?”
- Essays should include an introduction/thesis paragraph, three supporting paragraphs, and a conclusion paragraph.
- Students will cite any information and quotes they take from sources.
- The essay can be handwritten or typed.
- Grammar and spelling will be counted.
- Part 1: Break down the main question students will be answering - “How did the geography of North Carolina impact the way Native Americans lived?” Students should identify and define any words they may not know. Then have the students rewrite the question in their own words. After reviewing the question, have students create a mind map about what they know in order to answer the question. Once you have addressed the main question, have students locate the information from the case study sources for the three sub questions (which will be the body paragraphs):
 - How did the Native Americans of North Carolina adapt to the land over time?
 - How did the Native Americans of North Carolina interact with their environment?
 - How did the Native Americans of North Carolina interact with the people in their environment?
- Part 2: Students will write a rough draft of their essay using their source notes and the included Scaffolded Graphic Organizer if you choose to have them use it. You can have students complete peer edits of their rough drafts, edit it as the teacher, have a one-on-one interview with the student about their work, or give the students a checklist to edit their own essay prior to writing their final draft.
- Part 3: Students write and complete their final draft. A grading rubric is included.

Early Native Americans in North Carolina: Scaffolded Graphic Organizer

1. Introduction			
a. General Statement/Hook			
b. Brief Summary			
c. Thesis Statement			
2. 1st Body Paragraph: Sub-Topic #1			
a. Transition & Topic Sentence			
b. Evidence/Quote#1/Analysis	c. Evidence/Quote#2/Analysis	d. Evidence/Quote#3/Analysis	
e. Clincher/Transition			

3. 2nd Body Paragraph: Sub-Topic #2			
a. Transition & Topic Sentence			
b. Evidence/Quote#1/Analysis	c. Evidence/Quote#2/Analysis	d. Evidence/Quote#3/Analysis	
e. Clincher/Transition			
4. 3rd Body Paragraph: Sub-Topic #3			
a. Transition & Topic Sentence			
b. Evidence/Quote#1/Analysis	c. Evidence/Quote#2/Analysis	d. Evidence/Quote#3/Analysis	

e. Clincher/Transition		
5. Conclusion		
a. Restate Thesis <i>(vary wording)</i>		
b. Restate Main Ideas		
c. The Big Pictures <i>(why it all matters)</i>		

Modification: Students will write a RACES Paragraph using the Case Study materials to answer the compelling question “How did the geography of North Carolina impact the way the Native Americans lived?” You can have them repeat steps C & E if you want them to provide more information or to answer the sub-compelling questions.

Extension: Have students research how the relationship between North Carolina Native Americans and geography changed during the 1800s and 1900s. How did it change and how was it impacted by the arrival of Europeans and colonization? How is life for Native Americans living in North Carolina different now than it was prior to European colonization? They can answer this through another five paragraph essay or another format.

Early Native Americans in North Carolina: RACES Paragraph

R - Restate the question	<ul style="list-style-type: none"> • Read the question or prompt • Underline key words • Rewrite the question as a statement 	
A - Answer the question	<ul style="list-style-type: none"> • Answer the question. If there is more than one part to the question, make sure to answer ALL parts. 	
C - Cite Evidence	<ul style="list-style-type: none"> • Use evidence to support your answer • Quote from the text 	<p>Try these sentence starters:</p> <ul style="list-style-type: none"> • According to the text... • The article states... • According to the author... • The author states... • For example... • The text says... • From the reading I know... • The author writes...
E - Explain Evidence	<ul style="list-style-type: none"> • Explain your answer. • Elaborate and make your answer longer 	<p>Try these sentence starters:</p> <ul style="list-style-type: none"> • This shows... • This proves... • This makes me think... • This explains... • It means...
S - Sum it up	<ul style="list-style-type: none"> • Conclude your answer. • Link it to your topic sentence, but use different words 	<p>Try these sentence starters:</p> <ul style="list-style-type: none"> • Therefore... • In conclusion... • That's why... • All in all... • In summary... • For these reasons...

Early Native Americans in North Carolina: Essay Rubric

Element	Needs Improvement 1	Fair 2	Strong 3	Excellent 4
Topic	Topic is unclear.	Introduces the topic but the focus is unclear.	Introduces the topic.	Clearly introduces the topic.
Evidence	Little to no facts, concrete details, quotations, or examples included.	Attempts to develop the topic with facts, concrete details, and examples but some of the information is not relevant.	Develops the topic with facts, concrete details, quotations, and examples.	Thoroughly develops the topic with relevant facts, concrete details, quotations, and examples.
Explanation & Analysis	Little to no explanation or analysis of the information presented.	Explanation and analysis attempts to discuss the information but is unclear or lacks depth.	Clear explanation and analysis that discusses most of the information presented.	Clear and concise explanation and analysis that thoroughly discusses the information presented.
Conclusion	Abrupt ending. No concluding statement.	Ends with a concluding statement that does not clearly relate to the topic.	Ends with a concluding statement about the topic.	Effectively ends with a strong concluding statement.
Formal Tone & Style	Informal language present throughout.	Writing contains some informal elements (e.g., contractions).	Writing attempts to maintain a formal and objective tone.	Writing maintains a formal and objective tone throughout.

Organization & Transitions	Little to no attempt at organization.	Attempts to organize ideas, but transitional language is needed.	Organizes ideas in a logical way. Transitional language used.	Strong organization and transitional language used skillfully throughout.
Mechanics (Spelling & Grammar)	Distracting mechanical errors throughout.	Mechanical errors distract at times.	A couple errors present, but they do not distract.	Mechanics reflect careful editing.

Student Objectives

1. Students will be able to explain how location, resources, and human geography influenced the Native Americans of North Carolina.
2. Students will be able to explain how Native Americans interacted with, altered and adapted to the climate and environment of North Carolina.
3. Students will be able to explain the impact of the movement of goods, peoples and ideas on Native Americans in North Carolina.

Relevant NC 8th Grade Social Studies Standards

8.G.1.2 Explain how location, resources, and human geography influenced the development of North Carolina and the nation.

8.G.1.3 Explain how location and human geography presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the nation.