# The Real Native Americans of NC

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| **Date:** | | **NCSCS 1.02 and 1.04** | **Warm – Up/Bell ringer:**<br>Write a paragraph about Native Americans. Include how they live, what they wear, and what they eat. |
| **Materials Needed** | **Time – Pacing** | **Link(s) to Prior Learning:** Students come to class with preconceived ideas about what a Native American is. Frequently this is based on the Plains Indians depicted in cowboy movies. | **Continuous Assessment - tools/strategies** |
| Copies of the student worksheet<br><br>Copy of the answer key | ½ of a class period | **Purpose/Objective of this lesson:**<br>Reveal prior misconceptions about Native Americans or assess learning after one or more lessons on American Indian culture<br><br>**Teacher Input**<br>• Call out the categories one at a time and ask students to respond by standing or raising their hands if they think that the item is correct for the Native Americans of northeastern NC.<br>• Give immediate feedback about the item called after students have had a chance to respond.<br><br>**Key Questions:**<br>1. Why are these Native Americans different from what you expected?<br>2. Why are American Indian societies different from one another? How do the geographic features of their regions affect their cultures?<br>3. How were the lives of the Native Americans from northeastern NC similar yours?<br>**Strategies for Differentiation:** None Needed | Oral or physical responses |
| | | **Class Activity:**<br>**Guided Practice and Independent Practice:**<br>Complete worksheet questions<br>**Summary/Closure:**<br>Review and discuss answers. Write two new facts you have learned about American Indians on a sheet of paper, crumple it, and throw it gently across the room at the teacher's command. You have 20 seconds to have a paper wad "blizzard." After the blizzard, each student retrieves a paper wad and reads what is on the paper to the class.<br>**Homework:**<br>As needed for your American Indian unit | |

**Reflection:**

| Differentiation | Student Engagement | Higher Order Thinking | Transition |
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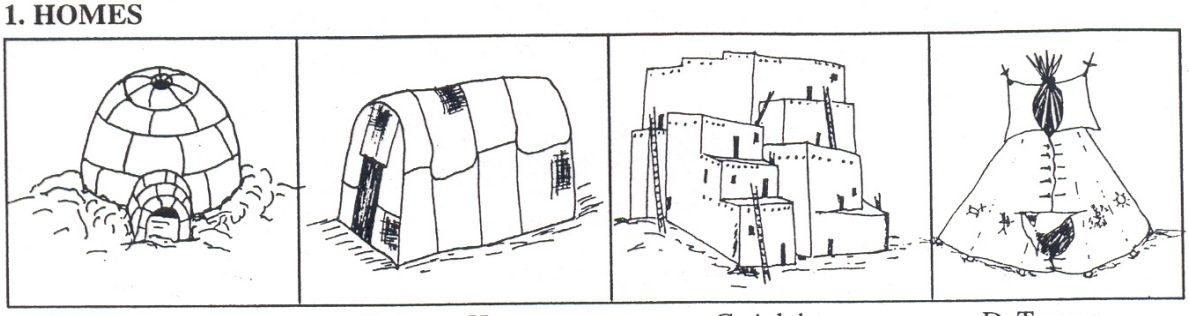
| 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |

Notes and Comments:
Resources:
" Will the Real Native American Please Stand Up" is a post-visit activity created by Sid Shearin, Park Superintendent, Pettigrew State Park

# "The Real Native Americans"

**Instructions:** What were the **Native Americans** of northeastern North Carolina like before the arrival of Europeans? Select the picture or pictures in each category that could have been true of the **Carolina Algonkians** living in the Lake Phelps area.

**1. HOMES**

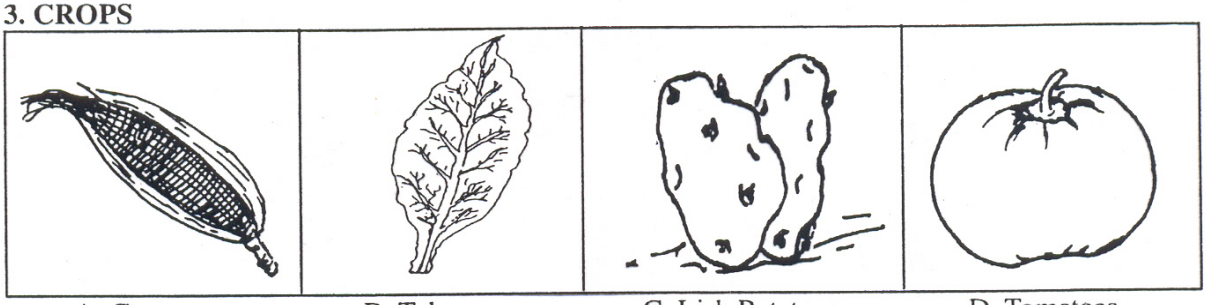


A. Igloo B. Long House C. Adobe D. Teepee

**2. HAIR STYLES**

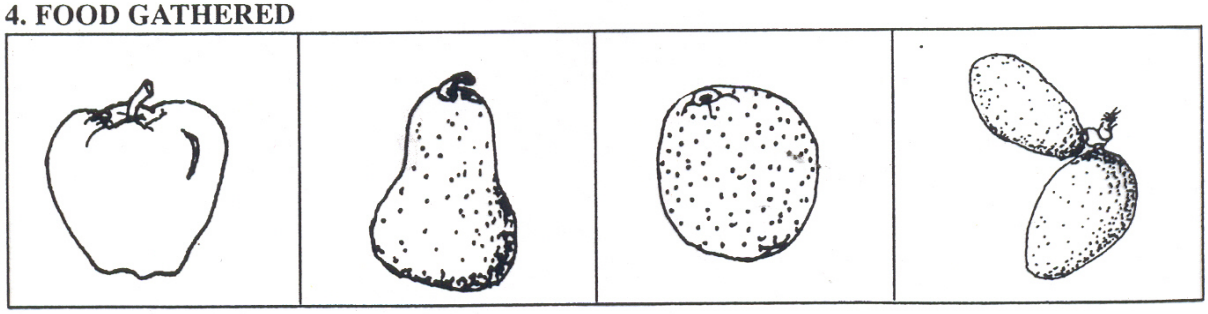
A. Long B. Mohawk C. Ponytail D. Semi-short

**3. CROPS**



A. Corn B. Tobacco C. Irish Potatoes D. Tomatoes

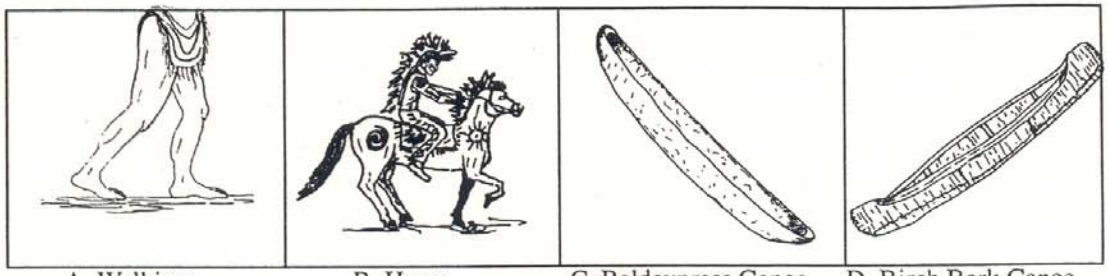
**4. FOOD GATHERED**



A. Apples B. Pears C. Oranges D. Pawpaws

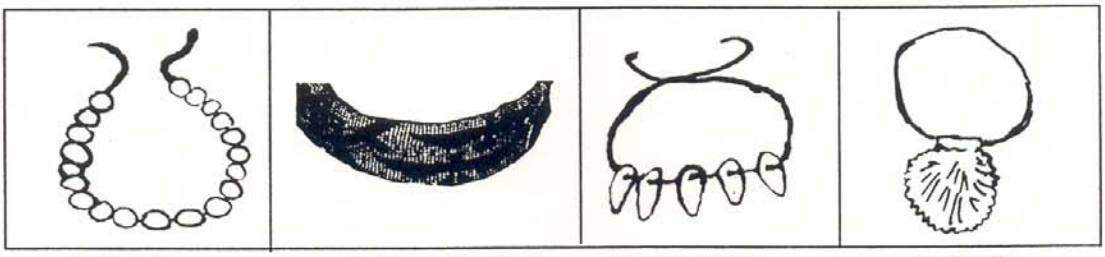
# "The Real Native Americans," continued

**5. TRANSPORTATION**



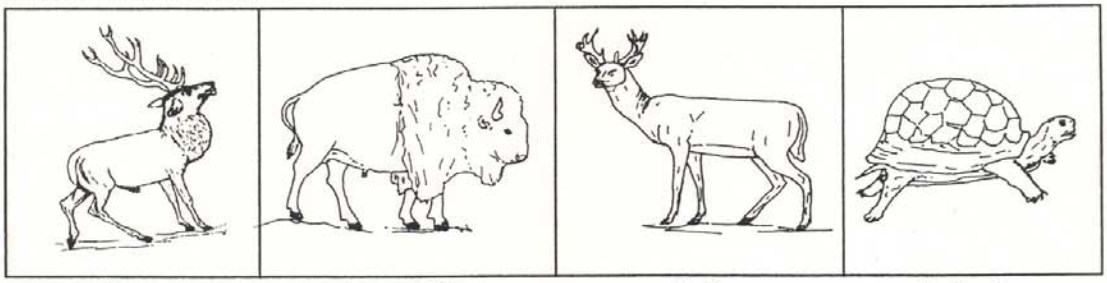
A. Walking | B. Horse | C. Baldcypress Canoe | D. Birch Bark Canoe

**6. JEWELRY**



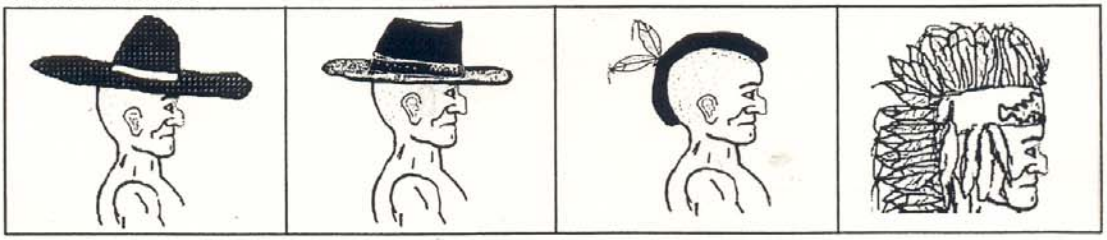
A. Pearls | B. Glass Beads | C. Bear Teeth | D. Shells

**7. ANIMALS HUNTED**



A. Elk | B. Buffalo | C. Deer | D. Turtle

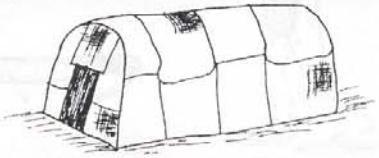
**8. HEAD DRESS**



A. Sombrero | B. Beaver Hat | C. Some Feathers | D. Many Feathers

# Answer Key for "The Real Native Americans"

## 1. Homes



A. NO The igloo was used by Eskimos or Inuits much farther north.
B. YES This was typical of eastern North Carolina as shown in the John White paintings.
C. NO Adobe was used in the southwestern United States.
D. NO Teepee or Tepee was used by the Plains Indians. This style of home allowed them to be mobile while following the animal herds.

## 2. Hair Styles

Men's style

Women's style

A. NO This style was used by Native Americans in the western United States.
B. YES The mohawk (for men) is shown in the John White paintings.
C. NO This is the most popular hair style for Indians on television, but inaccurate for this area.
D. YES Women had this style in the John White paintings.

## 3. Crops

A. YES Corn was the most commonly grown crop.
B. YES Tobacco was introduced to the Europeans by Native Americans and became the main export of North Carolina and Virginia.
C. NO The Irish potato was developed by the Inca Indians in South America.
D. NO The tomato came from the South American Andes and was taken to Central America by the Aztecs.

## 4. Food Gathered

A. NO Apples came from Europe. The only native apple in North Carolina is the crab apple.
B. NO Pears came from Europe.
C. NO Oranges are from southeast Asia.
D. YES Pawpaws are common throughout Pettigrew State Park.



NC Department of Public Instruction
Middle Grades Division

# Answer Key, continued

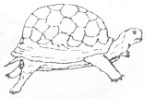
## 5. Transportation

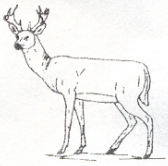
A. YES The Indians did have foot trails, but if they had a load to carry or had to go a long distance, they preferred canoes.
B. NO Horses were brought to the United States by the Europeans.
C. YES Indians preferred to use the water resources for transportation. In this area, they burned and scraped baldcypress or pine logs to make canoes.
D. NO Birch bark canoes were made by Indians in the northern United States. There are no birch trees in the Lake Phelps area.

## 6. Jewelry

A. YES Indians, particularly those near the coast, wore pearls and used them as a trade item. Indians at Lake Phelps could have easily acquired them.
B. NO Glass beads came from Europe. The only time the Native Americans did bead work was after they traded with the explorers.
C. YES East Carolina University archaeologists found a bear-tooth necklace in an excavation site in northeastern North Carolina.
D. YES The shells were smooth or polished, as rough shells would have scratched their necks.

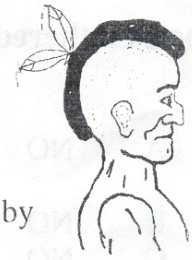
## 7. Animals Hunted





A. YES Elk used to live in eastern North Carolina; however, they may not have lived at Lake Phelps. (Elk bones were discovered in an archaeological dig site in Bertie County by East Carolina University archaeologists.)
B. NO Buffalo were once found in western North Carolina, but never close to the Lake Phelps area.
C. YES This was the primary animal hunted by the Carolina Algonkians.
D. YES Turtle was also an important part of their diet.

## 8. Headdress



A. NO The sombrero was worn in the southwestern United States.
B. NO The Carolina Algonkians did not wear beaver hats, but they did hunt beaver.
C. YES This headdress is shown in the John White paintings.
D. NO Headdresses with many feathers were used more often by native peoples in the western United States.

# Native American Life as Seen in John White's Paintings

| Date: | | NCSCOS 1.02 | **Warm – Up/Bell ringer**:<br>If you had to create a picture to illustrate what your life is like, what would that picture look like? Write a paragraph to describe what it would look like, or draw a simple illustration of your picture. | |
|---|---|---|---|---|
| **Materials Needed** | **Time – Pacing** | **Link(s) to Prior Learning:** Students should have knowledge of the four periods of American Indian cultural development. | | **Continuous Assessment - tools/strategies** |
| Images from Virtual Jamestown site<br><br>**or**<br><br><u>North Carolina: The History of an American State</u><br>Chapter Two, pages 50-53 | 1 class period | **Purpose/Objective of this lesson:**<br>Identify and describe the American Indians who inhabited the regions that became North Carolina and how they interacted with their environment.<br><br>**Teacher Input**<br>• If possible, present the pictures alone without the descriptions. Possible ways to present the pictures include: show the images from the internet with an Aver Key link to your television, with an LCD projector, print overhead transparencies, or print several sets of the images and laminate them for future use.<br>• When students are asked to tell what they "see," do not accept inferential answers. Restrict students to what is visible. Follow up their observations with questions about what can be inferred from the paintings and what evidence supports their inference.<br><br>**Key Questions:** See key questions below on the "worksheet."<br><br>**Strategies for Differentiation:**<br>The "picture reading" will appeal to the visual learners and allow them to take the lead. Teacher can lead this lesson as a class discussion by asking the questions orally or chose to hand out worksheets for the students to complete. | | Oral answers<br>Written answers on worksheet<br><br>Assess students' knowledge of the four cultural periods by asking students to find evidence from the Paleo, Archaic, Woodland, and Mississippian time periods. Examples in the paintings could include: pottery, jewelry, bow and arrow, corn, village, etc. Of course, all of White's paintings are from the Mississippian time period. |
| | | **Class Activity:**<br>**Guided Practice:**<br>• If each set of students will be completing all of the questions on the worksheet, distribute them before presenting the images.<br>• Introduce the pictures of the villages and the Indians fishing one at a time. Lead a discussion about the pictures. Students should initially focus on the physical evidence in the pictures before discussing what they infer from the evidence.<br>• The pictures of the individual Native Americans can be presented together or separately. | | |

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| | | **Independent Practice**<br>Students may complete the last 4 questions on their own. Encourage them to continue to give evidence that can be seen in the pictures.<br><br>**Summary/Closure:**<br>Think about the picture you would use to describe your life. Compare and contrast your life to the Native Americans in these pictures. *Possible answers could include: clothing choices, transportation, food, jobs – types of jobs, location of jobs, housing*<br>Based on John White's drawings, how did the environment influence Native American lives? *Students may mention food resources (fields, rivers, sounds, forest), trees for transportation and housing, animal skins and feathers for clothing.*<br><br>**Homework:** Describe the lives of the Native Americans from the John White drawings. In your description, include at least five facts. Each fact must be supported with evidence from the John White drawings. *Possible answers could include: They cared about their appearance because the pictures showed that some Native Americans decorated their bodies, wore decorative clothing, and had their hair fixed in different styles. The pictures showed them fishing using dugout canoes and spears that they made from the environment around them, so they must have used the woods and the water to help them get food. The pictures showed corn planted near the houses, so they must have eaten vegetables that they grew.* | |

**Reflection:**

| Differentiation | Student Engagement | Higher Order Thinking | Transition |
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| 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |

**Notes and Comments**:
These specific paintings were chosen for this lesson because students who have access to the Bell and Crowe text would be able to do this activity without access to the Internet. These are not the only pictures that can be used for this lesson. The Virtual Jamestown site offers both John White paintings and De Bry engravings from the paintings. An alternate lesson could involve asking the students to compare what John White's originals with the De Bry engravings based on them.
If your classroom does not have the technology to share the pictures from the website directly, you may want to consider using the De Bry engravings for this lesson. You can download the picture and make a transparency of the picture. The black and white engraving will make a clear transparency or Xerox that will work well for this lesson.

**Resources:**
The John White watercolors and De Bry Engravings on the Virtual Jamestown website, Virtual Jamestown, Virginia Center for Digital History, University of Virginia are available at:
http://www.virtualjamestown.org/images/white_debry_html/white59.html

Worksheet question numbers are followed by the appropriate link to the needed image

#1-4: Village of Pomieooc: http://www.virtualjamestown.org/images/white_debry_html/white31.html

#5-9 Village of Secotan: http://www.virtualjamestown.org/images/white_debry_html/white35.html

#10-12 Indians Fishing: http://www.virtualjamestown.org/images/white_debry_html/white42.html
#13-15 Indian "Priest": http://www.virtualjamestown.org/images/white_debry_html/white41.html
Indian In Body Paint: http://www.virtualjamestown.org/images/white_debry_html/white47.html
Indian Elder or Chief: http://www.virtualjamestown.org/images/white_debry_html/white45.html

John White's drawings are also available through:
The University Library, The University of North Carolina at Chapel Hill
http://docsouth.unc.edu/nc/hariot/illustr.html and in
Bell, John L. and Jeffrey J. Crow. North Carolina: The History of an American State. Clairmont Press, Atlanta, Georgia. 2003.

**Extensions:**
The Raleigh News and Observer has a 7 segment series of articles on American Indians in NC at: http://www.newsobserver.com/544/index.html
The Frisco Native American Museum's website is: http://www.nativeamericanmuseum.org

## John White's Native Carolinians

Examine the picture of the village of Pomeiooc.
1. List what can you see in this picture?

2. What can you infer about the people in this picture?

3. What activities are going on in this picture?

4. What do you know about the environment from this picture?

Now consider the picture of Secoton.
5. What do you see in this picture?

6. What can you infer about this village?

7. What are the people doing in this picture?

8. How does this village compare to Pomeiooc?

9. How does the environment of Secoton compare to that of Pomeiooc?

Look at the picture of the Native Americans fishing.
10. What do you see in the picture?

11. Why do you think that John White drew this picture this way?

12. What inferences can make about how the Native Americans fished? How many ways are shown in the picture?

13 – 15. Use the pictures of the chief, or Herowan; the priest; and the man with the bow to complete the chart:

| | What do you observe? | What can you infer? | What do you think the person in this picture is doing? |
|---|---|---|---|
| Chief | | | |
| Priest | | | |
| Man with the bow | | | |

16. How are the men different? What can you infer from their differences?

17. Looking at all of the pictures together, what do you think you know about the Native Americans John White met based on these pictures.

18. To what cultural development period did these Native Americans belong? What evidence do you see to support your answer?

19. Based on the pictures, how did these Native Americans use their environment? What evidence in the pictures supports your answer?

20. If you could interview anyone of the people in the pictures, which one would you choose? What questions would you ask?

# Native American Tribes in the Carolinas

| **Date:** | **NCSCS 1:02 and 1.04** | **Warm – Up/Bell ringer:**<br>Why do people use maps? Make a list of the different uses people have for maps. |
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| **Materials Needed** | **Time – Pacing** | **Link(s) to Prior Learning:**<br>Students should be familiar with the geography of NC and the Southeast US, as well as American Indian daily life and concepts of land ownership. | **Continuous Assessment - tools/strategies** |
|---|---|---|---|
| Copies of "An Indian Map of the Southeast, ca. 1721" from http://newberry.org/k12maps/<br><br>Curators notes from the source above<br><br>Internet connection and means of projection<br><br>NC Road Map<br><br>Powell, William S. North Carolina: A Proud State in Our Nation. (Or other map showing names and relative locations of Native American tribes in NC in the 1600s) | 1 class period | **Purpose/Objective of this lesson:**<br>Identify and describe the American Indians who occupied the regions that became Carolina.<br><br>**Teacher Input:**<br>See Map 2 Curator's Notes<br><br>**Key Questions:**<br>1. What do you see in this picture?<br>2. Why was this object created?<br>3. Who might have created it? What is the evidence for your answer?<br>4. How united are the Native American groups?<br>5. How will their unity affect their ability to resist English settlers?<br>6. Would you need a guide to travel from one village to another?<br>7. Why would the American Indian cartographer not include detailed information like rivers, mountains, other features?<br><br>**Strategies for Differentiation:**<br>This lesson will appeal to the visual learners. The lesson can be extended by accessing other contemporary maps for comparison. | See Guided Practice for ongoing questions<br><br>Written answers and graphic organizer |
| | | **Class Activity:**<br>**Guided Practice:** See next page<br><br>**Independent Practice:** # 8 - 10 on worksheet<br><br>**Summary/Closure:**<br>Who drew the deerskin map, and why do you think he drew it the way he did? What purpose will it serve?<br>**Homework:**<br>Complete worksheet if not done in class. | |

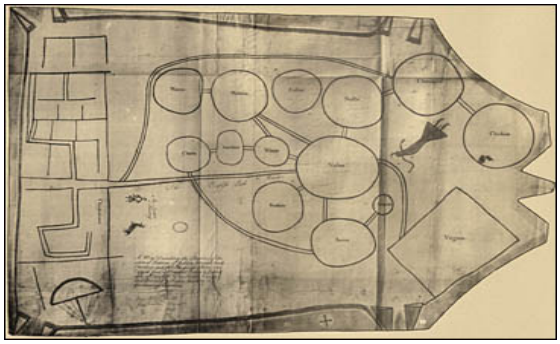
**Reflection:**

| **Differentiation** | **Student Engagement** | **Higher Order Thinking** | **Transition** |
|---|---|---|---|
| **1 2 3 4 5** | **1 2 3 4 5** | **1 2 3 4 5** | **1 2 3 4 5** |

Notes and Comments:

**Resources:**

Historic Maps in K-12 Classroom, Hermon Dunlap Smith Center for the History of Cartography at the Newberry Library, http://newberry.org/k12maps/module_02/index.html



Virtual Jamestown Original Maps, Virtual Jamestown, Virginia Center for Digital History, University of Virginia http://www.virtualjamestown.org/maps1.html**.**
Powell, William S. North Carolina: A Proud State in Our Nation. McDougal Littell, Evanston, IL, 2003.
An alternative map that shows some North Carolina Native American Tribes can be found at:
http://www.lib.utexas.edu/maps/united_states/early_indian_east.jpg
Map showing "His Majesty's Flourishing Province of South Carolina" including Native American tribal names. University of Georgia, Hargrett Library Materials.
http://www.libs.uga.edu/darchive/hargrett/maps/1725h4.jpg

**Guided Practice**

- Ask students to share some of the uses that they wrote down for the bell ringer. Explain that you have a map that you want them to examine.
- Distribute copies of "An Indian Map of the Southeast, ca. 1721" and the worksheet. Ask students to speculate on why this map was drawn as they work to answer questions about it.
- Students will work in pairs or groups of three to answer the questions 1-7 from the worksheet.
- While the students are working, access the map on the Internet. The classroom will need an Aver Key connection to a television or media projector to share with the class.
- After about 10 minutes, call on volunteers to share their answers. Encourage students to support their answers with information that they can "see/point to" on the map.
- Ask students why they think the object was created and who might have created it. Use key questions to advance the students' discussion of the map.
- Using the Internet image, magnify the image so that the labels are clear. Follow the instructions to reveal modern translations. Ask the students to compare what they wrote on their worksheets to the information being revealed. As each label is revealed, have students continue to discuss what they infer or know about the map.
- Think about what you wrote that you would put on a map of your neighborhood. Why did you choose the things that you did? How does that compare to this map? What can we infer about the person who created the map based on what he drew?
- Share information from the Curator's Notes with the students.
- Use the map of Native American tribes on page 25 of North Carolina: A Proud State in Our Nation. If this text is not available, the teacher could use one of the other maps listed under resources. What names are on both maps? Are there any names from the "Indian" map that are not on the map in the text? How does the shape of the land compare?
- Distribute NC road maps. Ask students to compare the road map to the Indian map. Write responses on the board. Tell students that they will need to record these on the back of their worksheets to use in completing their work. What features are similar? (*roads and trails are marked, Charleston (Charlestown) is on both, Atlantic Ocean is shown, areas of population are represented (cities, towns, villages))* What features are different? *(deerskin map vs. paper, spelling of Charleston, place names, no true cardinal directions on the deerskin map)*
- Assign worksheet numbers 8 – 10.

Indian Map of the Southeast, ca. 1721

Use the map to answer the following questions:

1. What is the title given to this map by its cartographer (map artist)?

2. What names are on the map?

3. Look at the left side of the map. What do you think the straight, perpendicular lines represent?

4. Look at the circles in the center of the map. What do they represent?

5. What is the intended purpose of the lines connecting the circles?

6. Describe the shape of the map. Why would the map have this shape?

7. Which group do you think the cartographer belonged to? Why?

8. What can you hypothesize about the unity of the American Indian groups based on this map? What evidence from the map supports your hypothesis?

9. What hypothesis can you make about the ability of the American Indians to resist the English settlers based on your answer to question number 8 above?

10. On the back of this sheet, create a Venn diagram or double-bubble Thinking Map to compare the American Indian map to a modern road map of North Carolina. Use your notes from class.

# Comparing American Indian Artifacts with Those from Different Cultures

| **Date:** | | **NCSCOS 1.02** | **Warm – Up/Bell ringer:**<br>1. Define technology?<br>2. What are some examples of modern technology that you used today?<br>3. What are artifacts? What can we learn from them? |
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| **Materials Needed** | **Time – Pacing** | **Link(s) to Prior Learning:** Knowledge of Native American Cultural Development | **Continuous Assessment - tools/strategies** |
| Collection of objects from American Indian and the contemporary USA (you may include objects from other cultures if you choose.)<br><br>"What Is It?" Worksheet - this may be modified according to the number of objects you have. | 1 class period | **Purpose/Objective of this lesson:**<br>Help students understand how technology impacts our way of living and how people use and have used their environment to meet their needs<br><br>**Teacher Input**<br>• Set up the centers for inquiry learning placing 2 or 3 objects at each center. (The number will depend on how many objects you use.)<br>• Hand out student worksheets.<br>• Explain procedures for moving through the centers.<br>• Ask questions to encourage students to hypothesize about the technology which created each object and it's use<br>• Examples of leading questions are: What does it feel like? What do you have that looks like this object? What could <u>you</u> do with it? What kind of person would use this? How do you think it was made? What tools would have been used to make this? What modern tools serve a similar purpose?<br>• Serve as resource for information about source and use of each item AFTER students rotated through all of the centers and have created their own hypotheses<br><br>**Key Questions:**<br>See "What Is It?" worksheet<br><br>**Strategies for Differentiation:**<br>Since students will be working in small groups at the centers, students who have difficulty with written expression will have support. The hands-on nature of the lesson will allow kinesthetic learners to be successful. | Informal assessment – student comments and oral responses<br><br>Written assessment – completed worksheets |
| | | **Class Activity:**<br>**Guided Practice:**<br>• Center activity will be supervised by the teacher with informal direction to help students determine the objects.<br>• Teacher will provide students with feedback about each item before the end of the lesson. | |

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| | | **Independent Practice:**<br>• Students will examine and discuss the varying artifacts<br><br>**Summary/Closure:**<br>How did the Native Americans use the environment to meet their needs? What parts of their environment did the Native Americans use to meet their needs? Give 5 examples of how the environment of the Native Americans affected their lives.<br><br>**Homework:**<br>As needed for your Native American unit. | |

**Reflection:**

| Differentiation | Student Engagement | Higher Order Thinking | Transition |
|---|---|---|---|
| 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| | | | |

**Notes and Comments:**

The objects collected for this activity may be from several time periods and cultures. The specific objects will be determined by what is available to the individual. If you know someone with an interest in the Native American culture (such as a scout leader) you may be able to borrow objects for this lesson. I have successfully used a few pictures mixed in with objects for this lesson. Occasional images can be used for hard to find items. I have also included objects from a third (foreign) culture.

**Possible items:**

- Native American items -beads, shells, arrowheads, stone tomahawk, pottery, bone needles, deerskin items,
- Modern Culture: Tupperware item, toothbrush, fabric, jewelry, computer chip, pencil, ceramic item
- Third Culture: I have several items from Japan including ceramic chopstick holders, highly polished wooden spoons and chopsticks, and a plastic chopstick trainer for kids.

See the websites listed under Native Americans for ideas, contacts, and possible purchases

**Resources:**

"What Is It?" worksheet

Many historical sites and museums will have Native American artifacts available for purchase.

# What Is It?

| Object | What is it? | What was it used for? | What is it made of? | What technology was used to create it? How was it made? | Who would use this? How would it be used? |
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