Contemporary American Indian Tribes of North Carolina Research Graphic Organizer

| Date: |
|--|
| Directions: Make sure you view the Contemporary American Indian Tribes of North Carolina Research |
| Assignment Sheet. After you choose a tribe to research, complete this graphic organizer. To complete the |
| graphic organizer, you will need to visit the tribe's official website along with other resources, including the |

Ancient North Carolinians website. Answer each question below by engaging in your research and critical

For your research, use the <u>Contemporary NC Tribes Research Links document</u>. Also, use other outside, credible sources to supplement your research. Please keep track of which websites you use and list them at the end of this graphic organizer (#15).

To help guide your research about an issue, challenge or problem, below is a list of common issue that some tribes face. Be aware: not all tribes have the same problems.

• Retaining the language of the tribe

thinking skills. Elaborate on your responses, when needed.

- Land rights or maintaining land
- Education

Student Name:

Class:

• Building community within the tribe

- Financial issues
- Efforts to become a federally recognized tribe

**To receive credit, do *NOT* copy and paste responses from outside sources.

Responses should be written in your own words**

North Carolina Tribes:

- the Coharie
- the Eastern Band of Cherokee Indians
- the Haliwa-Saponi
- the Lumbee Tribe of North Carolina
- the Meherrin Nation
- the Sappony
- the Occaneechi Band of the Saponi Nation
- the Waccamaw Siouan

| Tribe Background: | | | |
|-------------------|---|--|--|
| 1. | What is the name of the tribe that you have chosen to research? | | |
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| | | | |
| 2. | What county/counties is the tribe currently located? | | |
| | | | |
| 3. | How many people are members of the tribe today? | | |
| | | | |
| 4. | Is the tribe federally recognized or state recognized today? | | |
| | | | |
| 5. | Research: What is the difference between being federally recognized versus North Carolina state recognized? | | |
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| History: | | | |
| 6. | Using the <u>Ancient North Carolinians website</u> (specifically, the Indian Heritage by Region Sites, Detailed Overview, and Artifacts sections), describe Indigenous lifeways in the past in the area where | | |
| | the tribe lives today. [4-6 sentences] | | |
| | | | |
| 7. | Read more about your tribe's history using the Contemporary NC Tribes Research Links document. | | |
| ,. | Relate a part of the tribe's history that stood out to you the most. Elaborate on that moment of tribal | | |
| | history. Why did this part stand out to you the most? [4-6 sentences]. | | |
| | | | |
| Government: | | | |
| 8 | Does the tribe have a constitution or mission statement? If so, when was it written? | | |
| 0. | boes the tribe have a constitution of mission statement: If so, when was it written: | | |
| | | | |
| 9. | What stands out to you the most from the constitution or mission statement? | | |
| | | | |

| 10. What is the name of the current tribal leader? \ they do?) | What is his/her title and role in the tribe? (ie. what do |
|---|--|
| | |
| 11. Elaborate on the tribal government: roles of offi paragraphs] | cials, how rules and laws are made, etc [1-2 |
| | |
| Community: | |
| 12. What is one thing that the tribe is doing to impre | ove education in their community? |
| | |
| 13. What is another thing that the tribe is doing to s | support their community? Is it helping? How? |
| | |
| 14. Discover: What is one way that the tribe is trying | g to strengthen their community and cultural identity? |
| | |
| /ideo: | |
| Watch the video relating to your chosen tribe. Then, re | spond to the questions below. |
| • the Coharie | • the Meherrin |
| the Eastern Band of Cherokee Indians | • <u>the Sappony</u> |
| • the Haliwa-Saponi | the Occaneechi Band of the Saponi Nation |
| the Lumbee Tribe of North Carolina | the Waccamaw Siouan |
| 15. Who is interviewed and/or speaking in your vide | eo? What is their role in the tribe (ie. What do they do?) |
| | |
| 16. Summarize your video in 4-5 sentences. | |
| 10. Sammanze your video in 4 3 sentences. | |
| | |
| | |

| 17. In 1+ sentences, explain: What is the KEY TAKEAWAY from your video? (ie. What do the makers of this |
|--|
| video want you to know? |
| |
| |
| 18. What about your video did you find the most interesting or surprising? Why? |
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| L |
| Current Issue: |
| Consider the research that you have done. What is a current issue, challenge or problem that is facing the tribe you selected to research? |
| 19. What issue did you find that your tribe is dealing with? |
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| 20. Explain the issue in 2-4 sentences. |
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| 21. Elaborate on what actions the tribe is taking to alleviate (reduce) this issue. |
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| Works Cited: |
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| 22. In the boxes below, list all of the websites you used to complete this graphic organizer. |
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This lesson plan was created by Katie Hoffer of Nash Community College as part of the 2021-2022 UNC World View Global Fellows Program. For more information about the program, please visit http://worldview.unc.edu/