Ancient Tools of North Carolina
By Katie Hoffer from Nash Community College
for the 2021-2022 World View Global Fellows Program

Overview of Lesson: This lesson focuses primarily on archaeological tools used by ancient indigenous North Carolinians in order to give students insights into and an appreciation for past and present-day technologies along with how these technologies have changed over time. Using the Ancient North Carolinians Virtual Museum website, students will research various tools once used and how those tools have been adapted and changed over time. They will also reflect on a modern tool that they use as students and reflect on how and why that tool has changed over time. Finally, students will compile their research notes and create a Google Site.

About the Project: American Indians lived in the area we now call North Carolina for at least 15,000 years. Archaeologists study the remnants of their communities to learn who these people were and how they lived and prospered for thousands of years. The lesson presented below was developed as part of the 2021-2022 UNC World View Fellows Program, *Exploring Indigenous Cultures: Ancient North Carolinians, Past and Present*. It is one in a series of lessons that the Fellows created for K-12 schools and community colleges to help students learn about the ancient peoples that lived here and those who represent today's vibrant American Indian populations. Lessons connect past to present day by exploring multiple resources within the Ancient North Carolinians: A Virtual Museum of North Carolina Archaeology website to examine how communities changed over time and what influenced these changes. Understanding past indigenous lifeways—their complexity, resiliency, and vitality—allows for a greater appreciation of the contributions American Indians made to the past and continue to make to the present and future of North Carolina.

Note to K12 educators:
While created for a community college setting, all parts of this lesson may apply to a 6-12 classroom. Students would need computers with internet access.

Course: Humanities 120: Native American Cultural Studies *Could also apply to a History or English course

Standards (details provided at end of lesson plan):
- English/Language Arts:
  - SL.11-12.5, W.11-12.6, W.11-12.2A, B, C, D, E, F, G, H
- American History:
  - AH.H.1.1, AH.H.3.4
- Civic Literacy:
  - CL.H.1.2, CL.H.1.3, CL.H.1.4, CL.H.1.5, CL.H.1.6

Suggested Length of Lesson: *Community College* online class: 1 week / in-person class: 1 class, due by end of week

High school adaptations:
- Length: 3-5 days, depending on how the teacher decides to stretch out the lesson (1-2 days for research, 1-2 days for creating the Google Site).
- OPTION: on the 5th day, students "exchange" websites and write a reflection on what they learned about that object and how it changed.

Learning Objectives: For this lesson, students will be able to:
1) Understand and appreciate past and present-day technologies along with how these technologies have changed over time.
2) Research two archaeological tools used by Pre-Colonial people of North Carolina using the Ancient North Carolinian Virtual Museum website.
3) Demonstrate what they have learned by creating a Google Site of their research

Activities or Tasks:

Section 1:
- The instructor will review the assignment sheet with students.
- Students will choose two tools to research that were once used in North Carolina.
    - OPTION: Instructor assigns tools to students.
- Students complete the Self-Guided Note-taking Worksheet
    - OPTION: The self-guided note-taking worksheet is meant to encourage students to take their own method of notes for research. However, if desired, the instructor can adapt the worksheet to follow a specific note-taking method.
- To complete the worksheet, students will use the following links and resources from the Ancient North Carolinian Virtual Museum website:
    - Tool 3D Gallery
    - Indian Heritage: By Time
    - North Carolina's First Peoples
    - Pre-Colonial Periods Timeline
- Students submit their note-taking worksheet to their instructor for a grade and feedback.

Section 2:
- Based on their research from the note-taking worksheet, students will create a Google Site elaborating on their two tools along with considering a modern-day tool and a self-reflection.
    - OPTION: Students with different tools create the Google Site in pairs.
- Following the assignment sheet, the Google Site will primarily explain how the tools were made and changed over time.
- Students will publish their website and submit it to the instructor.
    - OPTION: Students present in front of the class.

o OPTION: Students "exchange" websites and write a reflection on what they learned about that object and how it changed.

Strategies for Student Assessment:

- The note-taking worksheet is meant to be a scaffolded activity before the students start their presentations. For best results, give feedback on the note-taking worksheet so students know how to progress on their website.
- Instructors should utilize one's own rubric in order to customize the specific needs of the course.

Resources, Materials, and References:

Assignment Materials
- Ancient Tools of North Carolina Assignment Sheet
- Self-Guided Note-Taking Worksheet
- Computer with internet access

Research Resources
- Tool 3D Gallery
- Indian Heritage: By Time
- North Carolina's First Peoples
- Pre-Colonial Periods Timeline

Google Sites Tutorials
- How to Use Google Sites 2020 - Tutorial for Beginners (video)
- Google Sites Tutorial (video)
- The Ultimate Google Sites Tutorial [+ Examples] (text)

Research Laboratories of Archaeology. (n.d.). *3D Gallery*. Ancient North Carolinians. Retrieved December 2021, from https://ancientnc.web.unc.edu/galleries/3d-gallery/

Research Laboratories of Archaeology. (n.d.). *By Time*. Ancient North Carolinians. Retrieved December 2021, from https://ancientnc.web.unc.edu/indian-heritage/by-time/

Research Laboratories of Archaeology. (n.d.). *North Carolina's First Peoples*. Ancient North Carolinians. Retrieved December 2021, from https://ancientnc.web.unc.edu/exhibits/first-peoples/

Research Laboratories of Archaeology. (n.d.). *Pre-Colonial Periods Timeline*. Ancient North Carolinians. Retrieved December 2021, from https://ancientnc.web.unc.edu/exhibits/timelines/pre-colonial-periods-timeline/

Detailed Standards:

English/Language Arts:

SL.11-12.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

W.11-12.6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
   A. Organize information and ideas around a topic to plan and prepare to write.
   B. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.
   C. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
   D. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
   E. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
   F. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   G. Provide a concluding statement or section that follows from and supports the information or explanation presented.
   H. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

American History:

AH.H.1.1 Explain the causes and effects of various domestic conflicts in terms of race, gender, and political, economic and social factors.

AH.H.3.4 Compare how competing historical narratives of various turning points portray individuals and groups including marginalized people.

Civic Literacy:

CL.H.1.2 Compare competing narratives of the historical development of the United States and North Carolina in terms of how each depicts race, women, tribes, identity, ability, and religious groups.

CL.H.1.3 Interpret historical and current perspectives on the evolution of individual rights in America over time including women, tribal, racial, religious, identity and ability.

CL.H.1.4 Explain the impact of social movements and reform efforts on governmental change, both current and in the past.

CL.H.1.5 Explain how the experiences and achievements of minorities and marginalized peoples have contributed to the protections of individual rights and "equality and justice for all" over time.

CL.H.1.6 Exemplify ways individuals have demonstrated resistance and resilience to inequities, injustice, and discrimination within the American system of government over time.