

This Land: Indigenous Lands in North Carolina

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for the 2021-2022 World View Global Fellows Program

Overview of Lesson: Students will use online and print resources to learn about American Indians that lived, and continue to live, in North Carolina. Students will learn about the size of different tribal territories (some of which were vast) and the diversity in tribal lands and among the tribes themselves. Ideally, students will begin to question why American Indian tribes migrated, merged, or dispersed over time.

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.

Suggested Grade Levels: Grades 9-12

Subjects: United States History, American History I or II

Corresponding National or State of North Carolina Standards:

AH.G.1.1 Explain how environmental, technological, cultural, and economic factors influenced population distribution and patterns of migration and immigration.

AH.G.1.3 Explain the reasons for and effects of forced and voluntary migration on societies, individuals and groups over time.

AH.G.1.4 Explain how slavery, forced migration, immigration, reconcentration, and other discriminatory practices have changed population distributions and regional culture.

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.3.2 Use historical empathy and contextualization to deconstruct multiple perspectives of individuals and groups within various turning points.

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

Essential Questions:

1. How can you distinguish between different groups of Indigenous people that lived in North Carolina based on archaeological evidence? Where do they live today?
2. What can we learn about Indigenous people based on the artifacts they created and used?
3. How did the land and its geography impact Indigenous settlement patterns and lifeways? How do they impact American Indians tribes in North Carolina today?

Lesson Objectives:

- Students will be able to use the Ancient North Carolinians website (<https://ancientnc.web.unc.edu/>) to learn about the Indigenous people of the state.
- Students will be able to identify past and present American Indian tribes and languages spoken in North Carolina, specifically in the region in which the student currently lives.
- Students will learn about the artifacts created and used by Indigenous peoples in their specific region as well as the state as a whole.

Background information for the educator

Teachers will be using the By Region page on the Ancient North Carolinians website (<https://ancientnc.web.unc.edu/indian-heritage/by-region/>). This page lets users view specific knowledge, archaeological sites, and artifacts that have been found in a specific region of the state. Teachers can have students learn about the entire state or just the region in which they live. The regions are broken down into further information, such as time period, archeological site, and artifacts.

Discussion questions:

- How has the land and land use changed over time, from ancient times to the present?
- Based on the artifacts found in the region you studied, what kind of activities did Indigenous people take part in? How can an artifact give you clues about the lifeways of ancient people?
- How many archeological sites have been found in the region you studied? Do you think there should be more? Why or why not?
- What things did the archeological sites in your region have in common with each other? (If only one region was studied, have students compare it to sites in another region.)
- What two things stood out to you most about the land and land use and the Indigenous people that lived or currently live there?

Specific Student Activities

1. Hand out the **Regional Study Worksheet** (see below) for students. The Regional Study Worksheet is to assist the students in their research about a given region. The worksheet can be found at the end of this lesson plan.
2. Direct students to use the **Ancient North Carolinians website** (<https://ancientnc.web.unc.edu/indian-heritage/by-region/>) to complete the worksheet and instruct students to research at least one specific region. Teachers may either assign a region to the

students, allow the students to choose a region, or have the students look at the specific region in which they reside. *Note: If the students are researching more than one region, they will need one worksheet per region of study.*

3. After students complete the worksheet, lead the students in a discussion using the following discussion questions. Guide students and their responses to get them to see that while some regions may have more sites than others, that does not mean there were no Indigenous people there. Students can discuss artifacts found on archaeological sites and how they were used in everyday life.
 - a. How has the land and land-use changed over time, from ancient times to the present?
 - b. Based on the artifacts found in the region you studied, what kind of activities did Indigenous people take part in? How can artifacts give you clues about the lifeways of ancient people?
 - c. What types are artifacts are most common? What types are rare?
 - d. How many archeological sites have been found in the region you studied? Do you think there should be more? Why or why not?
 - e. What things did the archeological sites in your region have in common with each other? (If only one region was studied, have students compare it to sites in another region.)
 - f. What two things stood out to you most about the land and land use and the Indigenous people that lived or currently live there?
4. Provide each student with a copy of the Gilder Lehrman primary source analysis handout on John White's drawing of an Algonquian village available here: https://www.gilderlehrman.org/sites/default/files/inline-pdfs/secotanLOC_FPS.pdf. Have students complete the analysis and then have them look for images of artifacts on the Ancient North Carolinians website that could be found in a village setting, such as the ones the Englishman John White depicted in the late 1500s.

Literacy/text connections: Students will complete the Gilder Lehrman primary source analysis on John White's drawing of an Algonquian village (Step 4) https://www.gilderlehrman.org/sites/default/files/inline-pdfs/secotanLOC_FPS.pdf. Students will be asked to extend this primary source activity by identifying artifacts that they viewed when looking at the Ancient North Carolinians website. Discuss:

- "What specific artifacts that you viewed on the website could have come from a village similar to the one depicted by John White? What makes you think these artifacts would fit in such a setting?"

Learning Extension: After learning about a specific region, students can create a timeline of the region that shows the development and, in some cases, the decline of Indigenous populations. Students will present this timeline to the class where they can give further information about how and what we have learned about Indigenous people based on the artifacts found on archaeological sites.

Explore Further:

Native-Lands Teacher Guide: https://native-land.ca/wp-content/uploads/2019/03/teacher_guide_2019_final.pdf

Gilder Lehrman Native American Resources: <https://www.gilderlehrman.org/history-resources-search?keys=native+american>

Materials:

- Computer with Internet access (If using a tablet, one will need to download the Native-Lands app if using this supplemental material)
- Regional Study Worksheet (see below)
- Gilder Lehrman primary source analysis handout on John White’s drawing of an Algonquian village available here: https://www.gilderlehrman.org/sites/default/files/inline-pdfs/secotanLOC_FPS.pdf)
- Pencil/Pens
- Paper
- Poster, markers, scissors, and glue to make the timeline

Bibliography:

The Gilder Lehrman Institute of American History. (n.d.). Secotan, an Algonquian village, ca. 1585. Retrieved from History Resources: <https://www.gilderlehrman.org/history-resources/spotlight-primary-source/secotan-algonquian-village-ca-1585>

University of North Carolina. (n.d.). Indian Heritage: By Region. (UNC, Producer) Retrieved from Ancient North Carolinians: A Virtual Museum of North Carolina Archaeology: <https://ancientnc.web.unc.edu/indian-heritage/by-region/>

REGIONAL STUDY WORKSHEET

Name:

Class:

Date:

Directions: Go to the following website <https://ancientnc.web.unc.edu/indian-heritage/by-region/> and answer the following questions.

1. Name of Region you are researching.
2. List the archeological sites found in the region:
3. What kind of natural resources can be found in the region? How might these natural resources help or hinder life by ancient peoples?
4. Compare and contrast two of the Regional Overview Time Periods.
 - a. What groups of Indigenous people lived there during that time period?
 - b. How is the landscape the same or different between the two time periods?
 - c. What type of society did the people live in? (Hunter/gather, villages, etc)
 - d. List two features of each time period
5. Look at the artifacts that have been found in your region.
 - a. What kind(s) of artifacts have been found in the region?
 - b. What time period(s) do these artifacts come from?
 - c. What kinds of artifacts that can shed light on daily life are missing? Hypotheses reasons why these artifacts are missing?
6. Based upon your understanding of the region compare how life was during a time period to how it is today? Are these features in the landscape or natural resources that are the same? So contemporary people interact with the land the same way Indigenous people interacted with it?

This lesson plan was created by Savannah Blystone of Gate County High School as part of the 2021-2022 UNC World View Global Fellows Program. For more information about the program, please visit <http://worldview.unc.edu/>.