

Ancient North Carolinians Foodways and Sustenance

Research Project Procedure Sheet

Student Tasks: Students will research topics related to the intersection of food, foodways and sustenance with land use, traditions and culture to learn about Ancient North Carolinians.

Your Next Steps:

Part I

1. Choose one topic from the list below to focus your research.
 - Land Use and Food
 - Mythology and Food
 - Religion and Food
 - Indigenous Culture and Food Traditions
 - Indigenous Science and Preserving Food Traditions

Part 2: R&D Time

1. Research your topic using resources provided by instructor, including the Ancient North Carolinians website (<https://ancientnc.web.unc.edu/>), particularly *North Carolina's First Peoples* section (<https://ancientnc.web.unc.edu/exhibits/first-peoples/>), or Teacher Resources (<https://ancientnc.web.unc.edu/teachers/resources/>). You may use additional resource as well.

Your research should investigate and include the following, or answer the following questions:

- Provide general background information on who were Ancient North Carolinians, where did they live and when.
- Provide general background information on your chosen topic and why it is important.
- Related to your chosen topic, how did its importance or impact change over time in each of the following time periods: Paleoindian (“The Path Finders”), Archaic (“The Forest People”), Woodland (“The Pottery Makers”), and Mississippian (“The Village Farmers”)?
- As related to your chosen topic, what cultural, social, or economic connections related to Ancient North Carolinians’ production and consumption of food are still seen today in North Carolina’s contemporary American Indian tribes?

Note: Present-day state-recognized North Carolina Tribes:

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

See [American Indians in NC and Ancient North Carolinians Resources](#).

2. Submit your work-in-progress for feedback at any time. Project must be your authorship and not copied from another source.

Part 3: Develop Your Written and Visual Report (can have audio too, optional)

1. Write a **research paper** reporting your findings.
 - A minimum two (2) pages of research, double-spaced, typed, plus a cover page (stapled) in APA style.
 - Include a list of all of the specific articles or websites that you used to complete this presentation, including <https://ancientnc.web.unc.edu/> (APA Style).
 - Paper must be written in the narrative style of writing, double-spaced typed only, with a separate cover sheet (handwritten documents are not accepted).
 - **Vocabulary Requirement:** Identify interesting sentences or new words/tones (phonology) or concepts from your research. Could be related to nouns, verbs or definitions unknown to you prior to this course work, that may be in a Native language or is spoken or used in English.
2. Create a **Google slide deck** presenting on your research.
 - Prepare and deliver a presentation that has between 8 and 10 slides and is between 8-10 minutes long when presented.
 - Information and images on the slides should be from content provided in your written report and respond to the same requirements, including:
 - General background information on who were Ancient North Carolinians, where did they live and when.
 - General background information on your chosen topic and why it is important.
 - Importance of chosen topic and if and how its impact changed over time in each of the following time periods: Paleoindian (“The Path Finders”), Archaic (“The Forest People”), Woodland (“The Pottery Makers”), and Mississippian (“The Village Farmers”).
 - As related to your chosen topic, what cultural, social, or economic connections related to Ancient North Carolinians’ production and consumption of food are still seen today in North Carolina’s contemporary American Indian tribes?
3. Turn in written research paper at the same time you deliver your presentation in class (using your Google slide deck). Email slide deck to instructor on the same day for maximum credit.

This lesson plan was created by Mark Dowling of Coastal Carolina 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/>.