

# Knowing Our Neighbors: Acknowledging and Honoring Indigenous North Carolinian Histories

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for the 2021-2022 World View Global Fellows Program

## Research Worksheet (Unit 1 Lesson 1)

1. What is the name of the tribe you are researching? What is the history of this name – is this what the people called themselves, or what the first Europeans who encountered them called them? Explain the difference and your path to finding out that history.
2. Where in North Carolina did this tribe live in ancient times? Why did they live there (was there a geological, climatic, or agricultural advantage of some sort)?
3. In what ways did the people of this tribe use and/or coexist with the land on which they lived?
4. What archaeological evidence has been found to help us know more about this tribe in ancient times? If there is scant information available about material culture stemming from ancient times, explain that and speculate on why that might be the case.
5. Where in North Carolina (or possibly elsewhere) does this tribe live today? Is this roughly the same area as they occupied in ancient times? Why or why not?
6. What else have we been able to learn about the history of this group of American Indians? You may add additional questions to this list, but as a baseline, consider the following in terms of both ancient and modern practice:
  - a. Origin story / stories
  - b. Religious practices and observances
  - c. Cultural practices and observances
  - d. Written history and traditions
  - e. Oral history and tradition
  - f. Prominent tribe members and why
  - g. Significant event and/or accomplishments of the tribe
  - h. Family life – gender roles, child and elder care
  - i. Patriarchy or matriarchy – evidence
  - j. Encounters with other American Indians peoples in North Carolina?
  - k. Interacting with Europeans
    - i. Ongoing interactions with Europeans – trade, enslavement, friendly / unfriendly?
    - ii. Participation in conflicts (wars: the 7 Years' War, the American Revolution, on up to World War 2, etc.)
    - iii. Forced (or voluntary) movement or relocation of the tribe, and why
    - iv. Acquisition of legal status, and how that came about, what it means, etc.
    - v. Reparations – what information is there about reparations paid to the people of this tribe?
    - vi. Contributions of this tribe to recent history?

*This lesson plan was created by Ethan Brooks-Livingston of Catawba Valley 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/>*