

Knowing Our Neighbors: Acknowledging and Honoring Indigenous North Carolinian Histories

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for the 2021-2022 World View Global Fellows Program

Overview of Unit or Module: Students will research the Indigenous peoples that once occupied the land on which they now live, work, or go to school, ultimately determining which of the eight state-recognized tribes lived in their region using the [Ancient North Carolinians](#) website. Focusing specifically on an area / county of North Carolina, students will investigate artifacts from archaeological digs and interpret the ancient lifestyles of the peoples that used the material culture exhibited on the website. Students will be given the opportunity to learn about the present-day cultures of Indigenous North Carolinians through a field trip to a powwow. Finally, with the knowledge and experiences they have spent the semester building, students will utilize the “[Indigenous Land Acknowledgement](#)” from the Native Governance Center website as a source for information to make connections between the sites they researched and/or visited, the Indigenous peoples that once occupied that land, and the present-day lives and locations of contemporary American Indians in North Carolina. In a final paper, students will grapple with the question of whether or not current occupants of the land should pay a voluntary land or honor tax to the Indigenous people whose land was taken from them, or whether there should be some other form of reparations made, and what that might look like.

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:

This 15-week, semester-long project can be divided up into three core units, which can be used together, or as separate five stand-alone topic-focused lessons. The first unit is perhaps most easily adapted for elementary or middle grades; all three are appropriate for high school students.

Course: North Carolina History, Native American History, Multicultural Education

Length of Lesson:

- Unit 1: Ancient North Carolinians
 - Lesson 1: 1¼ hours - 2 hours
 - Lesson 2: 1¼ - 2 hours

- Unit 2: Contemporary American Indians in North Carolina
 - Lesson 3: 2 - 3 hours
 - Lesson 4: 1 hour
 - (Optional field experience: Attend a North Carolina Pow Wow)
- Unit 3: The Case for Reparations
 - Lesson 5: 4 - 5 hours

Learning Objectives and Student Outcomes:

1. Students will be able to identify the names of the eight state-recognized American Indian tribes in North Carolina, describe their locations in both modern and ancient times and determine which Indigenous peoples lived on land significant to each individual student (where they live, where they go to school, etc.)
2. Students will be able to determine the use of objects recovered in American Indian archaeological sites throughout North Carolina and speculate on the lived experiences of the American Indian people that used or created those items.
3. Students will attend a cultural experience, such as a pow wow, and write observational paper on modern-day experiences of the descendants of ancient North Carolinians.
4. Students will be able to discuss the cultural significance of the Native experience attended.
5. Students will be able to explain what reparations are, and how the federal government has attempted to pay reparations in various forms throughout our recent history.
6. Students will be able to analyze and discuss the viability of an Indigenous Land Acknowledgement Tax in North Carolina.

Activities or Tasks:

Unit 1: Ancient North Carolinians

Lesson 1 (1¼ hours - 2 hours)

1. (15-30 minutes) Students will review an online map of American Indians in North Carolina (<https://www.ncpedia.org/tribes>) and learn which Indigenous people lived where. This should begin with a macro view, down to the micro view of where the student lives / works / goes to school / vacations, etc.
2. (60-90 minutes) Students will divide into eight groups, each researching a different contemporary state-recognized American Indian tribe in North Carolina. To complete their research, students will answer questions on a [Unit 1, Lesson 1 Research Worksheet](#) to which they can add additional questions, depending on the path their research takes.

Assessment: completed research worksheets from in-class group work

Lesson 2 (1¼ - 2 hours)

1. (30 minutes) Students will use “doohickey kits” to study how archaeologists determine information about the objects they find and decide how to classify them. Information for this lesson is available on the Ancient North Carolinians website (Teachers / Resources / Subject Areas / Language Arts (or

Science) / Lesson 1.6 Classification and Attributes) or through a direct link here:
<https://ancientnc.web.unc.edu/wp-content/uploads/sites/10702/2016/04/L106.pdf>

2. (45 minutes) Students will explore the virtual exhibits on the Ancient North Carolinians website, choosing 3-5 artifacts in which they are interested. To investigate the use of those objects, the student will answer the following set of questions for each artifact:
 1. Name and describe this object.
 2. Where and when was it found? How old is it (to what period or time does it date)?
 3. How was it used? How do you know – what is your method of classification?
 4. What attributes did you use to classify this object?
 5. What is the historical significance of this object?
3. Extension activity (60 minutes). For a more hands-on approach, students will conduct their own archaeological dig through a trash can, following the steps described on [this handout on the Ancient North Carolinians website](#) (Teachers / Subject Areas / Language Arts (or Science or Social Studies / Lesson 1.8 It's in the Garbage) or through a direct link here:
<https://ancientnc.web.unc.edu/wp-content/uploads/sites/10702/2016/04/L108.pdf>

Assessment: Complete questions on virtual exhibit objects; “Garbage chart” from the extension activity.

Unit 2: Contemporary American Indians in North Carolina

Lesson 3 (2 - 3+ hours)

1. (Optional, depending on previous class sessions, 90 minutes) Overview Lecture / Slideshow on American Indian History from the American Civil War to Today
2. Students will revisit the online map of American Indians in North Carolina:
(<https://www.ncpedia.org/tribes>)
3. (In advance) Divided into the same eight groups as in Unit 1, each group should choose a topic from the list below of current issues facing contemporary American Indians (in general, and in NC specifically). Each group should prepare research and a presentation to discuss these issues with the class.
 - Impoverishment and Unemployment
 - COVID-19 Pandemic After Effects
 - Violence against Women and Children
 - The Climate Crisis
 - Fewer Educational Opportunities
 - Inadequate Health and Mental Health Care
 - Continued Issues with Voting Rights
 - Native Languages Threatened
4. (60 - 90 minutes) Group presentations and class discussion of current issues facing American Indians. The discussion should start out broad, then focus on how those issues impact North

Carolina's contemporary American Indians. Copies of this presentation and each group member's discussion transcript will be handed out to the class.

Assessment:

1. Group and individual grades for presentations from [Lesson 3 Group Work – Rubric for Grading](#)
2. Individual Grades:
 - a. Students should keep a personal reflection journal throughout this lesson to be turned in at the end of the group presentation. This journal should indicate the research questions this student investigated, the amount of time and effort they put into it, and the ways in which they interrelated their work with others in their group.
 - b. Students should also complete a [Peer Evaluation form](#) as part of their individual grade.

Lesson 4 (1 hour)

Learn about pow wows in North Carolina, discussing the following topics:

- [What is a Pow Wow?](#)
- [Pow Wow Visitor's Guide](#) (including [Etiquette](#))
- [Pow Wow Singing](#) and [Dance Styles](#)
- [Watch Pow Wow Videos](#), Browse [photos](#)

(Optional, if funding / scheduling / opportunity allows) As a class or as individuals, attend an American Indian cultural celebration. A list of pow wows is available here:

<https://calendar.powwows.com/events/categories/pow-wows/pow-wows-in-north-carolina/>

Assessment: guided reaction paper at conclusion of unit, utilizing [Pow Wow Reaction Worksheet](#)

Unit 3: The Case for Reparations

Lesson 5 (4 - 5 hours)

1. Preparation: The students should be assigned
 - [“America Has Tried Reparations Before. Here's How it Went,”](#) a New York Times article that provides some excellent examples and how well they reparations have worked (or haven't) in the past.
 - [A Guide to Indigenous Land Acknowledgement](#)
 - [Land Acknowledgement: You're on California Indian Land, Now What? Acknowledging Relationships to Space and Place](#) (includes sample statements written by various groups in California)
2. (60 minutes) Lecture on the topic of reparations and efforts by the U.S. government to address historic wrongs.
3. (60 minutes) Divide the students into teams for a formal debate on the topic of reparations and land acknowledgement, including the idea of a land acknowledgement tax. Provide each group with copies of the [Debating Reparations and the Land Acknowledgement Tax: Rubric for Grading \(Unit 3 Lesson 5\)](#).

4. (60 minutes) As a class, draft a Land Acknowledgement Statement for your school / town / location.

Assessment: Reaction papers to assigned reading and lecture; [debate rubric](#); participation in writing the Land Acknowledgement Statement.

Strategies for Student Assessment:

Unit 1 Assessment: completed [research worksheets](#) from in-class group work; completed questions on virtual exhibit objects; “garbage chart” from the extension activity

Unit 2 Assessment: [Group Presentation Rubric \(Unit 2 Lesson 3\)](#); [Peer Evaluation form](#); [Pow Wow Reaction Worksheet](#)

Unit 3 Assessment: Reaction papers to assigned reading and lecture; [Debating Reparations and the Land Acknowledgement Tax: Rubric for Grading \(Unit 3 Lesson 5\)](#); participation in writing the Land Acknowledgement Statement.

Resources, Materials Needed and References:

- Websites referenced above
 - [Ancient North Carolinians](#)
 - [Indigenous Land Acknowledgement](#)
 - [Map of American Indians in North Carolina](#)
 - [What is a Pow Wow?](#)
 - [Pow Wow Visitor’s Guide](#) (including [Etiquette](#))
 - [Pow Wow Singing](#) and [Dance Styles](#)
 - [Watch Pow Wow Videos](#), Browse [photos](#)
 - [Pow Wow Calendar for North Carolina](#)
 - [“America Has Tried Reparations Before. Here’s How it Went”](#)
 - [A Guide to Indigenous Land Acknowledgement](#)
 - [Land Acknowledgement: You’re on California Indian Land, Now What? Acknowledging Relationships to Space and Place](#)
- [Unit 1, Lesson 1 Research Worksheet](#)
- [Unit 1, Lesson 2 Chart for It’s In the Garbage](#)
- [Unit 2, Lesson 3 Group Work – Rubric for Grading](#)
- [Unit 2, Lesson 3 Peer Evaluation form](#)
- [Unit 2, Lesson 4 Pow Wow Reaction Worksheet](#)
- [Unit 3 Debate Rubric](#)

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/>