

Ancient North Carolinians Foodways and Sustenance

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for the 2021-2022 World View Global Fellows Program

Overview of Lesson: Integrating the study of Ancient North Carolinian's foodways and food practices into classroom instruction provides a gateway to explore and connect the people who lived in North Carolina in the past with people who live in North Carolina today, including contemporary American Indians. Food and eating traditions of any group of people has always been a vital part of the sustenance and pleasures of family and community life.

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 Level: 13-14 (Educators can adapt for Grades 11-12)

Subjects: CUL 230 Global Cuisines course

- Hunter/ Animal based food sourcing
- Gatherer and or Farmer Plant based food sourcing

Corresponding National and State of North Carolina Standards:

ELA/Writing

- **W.11-12.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

ELA/Speaking and Listening

- **SL.11-12.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to a discussion prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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

Essential Questions:

1. Who were the Ancient North Carolinians, where did they live and when?
2. How did Indigenous food practices from the Paleoindian, Archaic, Woodland, and Mississippian time periods change over time?
3. 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?

Lesson Objectives:

1. Students will be able to research topics related to the intersection of food, foodways, and sustenance with land use, traditions and culture to learn about Ancient North Carolinians.
2. Students will learn about the remarkable journey of American Indians, past and present, and their active and vibrant communities in North Carolina.
3. Students will be able to gain a better understanding of cultural traditions of Ancient North Carolinians and make connections to the eight state-recognized contemporary American Indian tribes in North Carolina today.

Background information for the educator:

Lapham, Heather A. (2006). Southeast Animals. In Environment, Origins, and Population, D.H. Ubelaker (ed.), pp. 396-404. Handbook of North American Indians Vol. 3. W.C. Sturtevant, general editor. Smithsonian Institution, Washington, D.C. Retrieved from:

https://www.academia.edu/415236/Southeast_Animals_Heather_A_Lapham_2006

Scarry, C. M. & Yarnell, R. A. (2011). Native American Husbandry and Domestication of Plants in Eastern North America. In Bruce D. Smith (ed.), *The Subsistence Economies of North America Indigenous Societies, A Handbook*. (pp. 483-502). Smithsonian Institution, Washington, D.C. Retrieved from:

https://www.academia.edu/10197055/Native_American_Husbandry_and_Domestication_of_Plants_in_Eastern_North_America

Ancient North Carolinians: A Virtual Museum of North Carolina Archaeology

<https://ancientnc.web.unc.edu/> (Check out descriptions of the main time periods here...

<https://ancientnc.web.unc.edu/indian-heritage/by-time/>)

UNC American Indian Center <https://americanindiancenter.unc.edu/>

National Museum of the American Indian <https://americanindian.si.edu/>

Sequence of Activities:

1. Instructor to lecture and present content, using information obtain in the suggested background information/resources listed above.
2. Instructor will establish parameters for the student deliverables and expectations utilizing a [Research Project Procedure Sheet](#).
3. Instructor will provide copies of the **rubrics** used in evaluating student work. Suggested rubrics: [oral presentation](#), [presentation slide deck](#).
4. Students will conduct research and submit a research paper with accompanying slide deck.
5. Students will deliver an oral presentation about their research, using the slide deck submitted to demonstrate the knowledge learned.

Specific Student Activities:

Student Activity #1

- 1) Each student will choose one topic (from the list provided on the [Research Project Procedure Sheet](#)).
- 2) Each student will conduct research and write a **research paper**, submitted in APA style.
 - a. The hard copy paper needs to be stapled together and handed in on the due date.
 - b. Printed content must be at the least two pages developed in the narrative style of writing, double-spaced typed only, with a separate cover sheet (handwritten documents are not accepted).

Vocabulary Requirement:

- 3) 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 original Native language or is spoke or used in English

Student Activity #2

- 1) Develop and verbally present a short talk, using Google **slide deck** for presenting research based on above student developed content. See [Research Project Procedure Sheet](#) for slide content parameters.

Literacy/text connection: The following are suggested readings, if available:

1. The Native Indian in North Carolina; Rights, L. Douglas, 1957.
2. Indians in North Carolina; South A. Stanley, 1965.
3. Lighting the Seventh Fire; Peat, David, F, 1994.

Assessment Tools: The following are suggested tools to be used for student assessment.

1. [Oral Presentation Rubric](#)
2. [Slide deck Presentation Rubric](#)

Resources, Materials, and References:

Mobile Apps: TulalipTV

Native American Instagrams:

Indigenoucultures; Indigenouslivesmatters; Tribal_Sioux; Smithsonianmai; Notoriuscree; Proudindigenouloves.

Explore Further:

<https://video.ibm.com/channel/national-museum-of-the-american-indian>

<https://www.nativeamericanheritagemonth.gov/audio-and-video/>

<https://ncadmin.nc.gov/about-doa/divisions/commission-of-indian-affairs>

<https://outreach.ou.edu/community-services/health-human-services/american-indian-institute/>

<https://www.census.gov/about/cong-gov-affairs/intergovernmental-affairs/tribal-aiian/library/videos.html>

Materials:

1. [Research Project Procedure Sheet](#)
2. [American Indians in NC And Ancient North Carolinians Resources handout](#)
3. Computer with internet access and printer

Quotes:

“Out of the Indian approach to life there came a great freedom, an intense and absorbing respect for life, enriching faith in Wakan Tanka (Supreme Being or Great Spirit), and principles of truth, honesty, generosity, equity, and brotherhood as a guide to mundane relations.” -Chief Black Elk, Oglala Lakota Sioux

“He who would do great things should not attempt them all alone.” - Chief Sagoyewatha, Seneca Wolf Clan

“Why will you take by force what you may have quietly by love?”

- Wahunseneca-Paramount of the Powhatan Confederacy

“The role spirituality plays is best seen in a person’s walk and heard in words they speak. Both acts exemplify living in prayer.” - Tony Ten Fingers Wanbli Nata U, Oglala Dakota

“Seek wisdom, not knowledge. Knowledge is of the past, wisdom is of the future.” - A Lumbee Tribe Chief

“When you are in doubt, be still, and wait. When doubt no longer exists for you, then go forward with courage. So long as mists envelop you, be still. Be still until the sunlight pours through and dispels the mists, as it surely will... Then act with courage.” - Chief White Eagle, Ponca Tribe

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/>