

Contemporary American Indian Tribes of North Carolina Research Project

By Katie Hoffer from Nash Community College
for the 2021-2022 World View Global Fellows Program

Overview of Lesson: This lesson focuses on contemporary American Indian tribes in North Carolina to increase awareness of and build an appreciation for the tribes located in North Carolina. Students will select one of the eight state-recognized tribes in North Carolina, research the tribe via a graphic organizer, and then create a presentation about a challenge that the tribe is facing today or has faced in the past and what the tribe is doing or has done to remedy, change, or improve the situation.

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:

While created for a community college setting, all parts of this lesson may apply to a 6-12 classroom. Students would need computers with internet access.

Course: Humanities 120: Native American Cultural Studies *Could also apply to a History or English course

Length of lesson: 1 week

Standards (details provided at end of lesson plan):

- English/Language Arts:
 - SL.11-12.5, W.11-12.6, W.11-12.2A, B, C, D, E, F, G, H
- American History:
 - AH.H.1.1, AH.H.3.4
- Civic Literacy:
 - CL.H.1.2, CL.H.1.3, CL.H.1.4, CL.H.1.5, CL.H.1.6

Learning Objectives: For this lesson, students will:

- 1) Better understand the eight state-recognized American Indian tribes located in North Carolina through research.
- 2) Complete a [graphic organizer](#) about a selected tribe.

- 3) Record a video presentation that details a challenge that the tribe is facing today or has faced in the past and what the tribe is doing or has done to remedy, change, or improve the situation.

Activities or Tasks:

Section 1:

1. The instructor will [review the assignment sheet](#) with students.
2. Students will choose one of the eight tribes in North Carolina.
 - a. OPTION: Instructor assigns tribes to students.
3. Students complete the [Contemporary Tribes of NC Graphic Organizer](#) using the provided [Contemporary NC Tribes Research Links document](#) and additional resources.
4. Students submit their graphic organizers to their instructor for a grade and feedback.

Section 2:

1. Based on their research from the graphic organizer, students will create a presentation that elaborates on their chosen tribe.
2. Following the [assignment sheet](#), the presentation will explain the background of the tribe, what the tribe is like today, and also focus on one issue that the tribe is facing.
 - a. The student will examine this issue and explain different steps that the tribe is taking to resolve this issue.
3. Students will record their presentation, post it on YouTube as “unlisted” and supply the YouTube link to the instructor.
 - a. OPTION: Students present in front of the class.

Strategies for Student Assessment:

- The [graphic organizer](#) is meant to be a scaffolded activity before the student starts their presentation. For best results, give feedback on the graphic organizer so students know how to progress on their presentation.
- Instructors should utilize one’s own rubric in order to customize the specific needs of the course.

Resources, Materials, and References:

1. [Project Assignment Sheet](#)
2. [Graphic Organizer](#)
3. [Contemporary NC Tribes Research Links document](#)
4. Computer with internet access

Detailed Standards:

English/Language Arts:

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

W.11-12.6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and

audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Organize information and ideas around a topic to plan and prepare to write.
- B. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.
- C. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- D. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- E. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- F. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- G. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- H. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

American History:

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

Civic Literacy

CL.H.1.2 Compare competing narratives of the historical development of the United States and North Carolina in terms of how each depicts race, women, tribes, identity, ability, and religious groups.

CL.H.1.3 Interpret historical and current perspectives on the evolution of individual rights in America over time including women, tribal, racial, religious, identity and ability.

CL.H.1.4 Explain the impact of social movements and reform efforts on governmental change, both current and in the past.

CL.H.1.5 Explain how the experiences and achievements of minorities and marginalized peoples have contributed to the protections of individual rights and "equality and justice for all" over time.

CL.H.1.6 Exemplify ways individuals have demonstrated resistance and resilience to inequities, injustice, and discrimination within the American system of government over time.