

## **From Shakespeare to Siouan: An Investigation of European and American Indian Cultures**

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for the 2021-2022 World View Global Fellows Program

**Overview of Lesson:** In this lesson students will explore American Indian lifeways during Shakespeare's lifetime, AD 1564-1616. They will compare American Indian culture during that general time period in North Carolina to that of Shakespeare's Elizabethan England and consider what may have caused conflicts between the two groups following European settlement and colonization. We know what happened to Shakespeare, but what about the indigenous people his countrymen first met here in North Carolina in the 1500-1600s? And where are those American Indian communities today? Students will create presentations to teach their classmates about indigenous people in the past as well as contemporary American Indian tribes in North Carolina today using the Ancient North Carolinians website. Sources will be documented in MLA style. This lesson pairs well with the reading of one of Shakespeare's plays.

**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(s):** 9-10

**Subject(s):** English Language Arts

**Time:** Three 90-minute block classes to read, research, and create products and one 90-minute block to present projects.

**Corresponding National and State of North Carolina Standards:**

### **Research**

**W.9-10.4** Use digital tools and resources to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.5** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.9-10.6** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**Essential Questions:**

1. Who were the American Indians here in North Carolina, and where are they now?
2. What was going on here in North Carolina while Shakespeare was writing in England?
3. How was the culture of Elizabethan England like that of the ancient North Carolinians, and how was it different?

**Lesson Objectives:**

- A. Students will learn about American Indian lifeways in pre-contact North Carolina.
- B. Students will learn how the Elizabethans and American Indians were alike and different, and why that may have caused conflict between these nations.
- C. Students will consider how the interactions between American Indians and Europeans could have been handled with less conflict.
- D. Students will learn who the American Indians living in North Carolina are today. (There are eight state-recognized tribes.)
- E. Students will learn how to cite research sources in MLA style.

**Background information:**

During the Elizabethan Age, Shakespeare was busy writing and performing the many plays we enjoy today, but his world was colliding with that of the American Indians in North Carolina, the state we live in now. We know much about the Elizabethans because of Shakespeare's plays and written histories that have survived until the present time, but we know much less about the American Indians due to a lack of written records. For that reason, archaeology provides important insights into past lifeways, including those of American Indians living in what today we call North Carolina. We know the English went on to settle and colonize the New World as the Europeans called it, and many North Carolinians are their descendants, but it was not a "new world" to the millions of indigenous people who lived and thrived on this continent. They too survived and have descendants today in North Carolina and across the United States. The purpose of the research project will be to determine where those indigenous descendants are and what they are doing now.

**Discussion questions:**

- A. What do you know about the American Indians living in North Carolina today?
- B. What would you do if someone came to your house and asked if you would move out so they could have the house, but the person did not want to pay you for it?
- C. What do you think makes a person an American? How would you define that?
- D. Could there have been a United States of America without conflict between European and American Indian nations? If so, what might that have looked like?

## Specific Strategies and Activities by Grade Level:

### Part One – The Past - Comparison of American Indian Artifacts at the Berry Site and Elizabethan Tools and Foods:

1. In direct instruction, teacher will explain the following to students:  
While few residents of Shakespeare’s London had met an American Indian, Europe would soon be greatly changed by the growth of colonialism and the exchange of foods and materials from colonized lands. Today, students are taught Shakespeare’s plays, which are enjoyed around the world. As Ben Jonson said, Shakespeare was “for the ages,” and he included more diverse characters than might be expected. In *Othello*, we see Othello the Moor, or Arab. In *The Merchant of Venice*, the main character is Jewish, and in *The Tempest*, Caliban is an American Indian. We know what happened to Shakespeare and his plays, but what happened to the American Indians Shakespeare had heard about and maybe even met in London?
2. Students will use the Ancient North Carolinians website to learn about what American Indians were doing in North Carolina during Shakespeare’s lifetime (1564-1616), focusing specifically on the Berry site: <https://ancientnc.web.unc.edu/indian-heritage/by-time/historic/berry/>. The Berry site, located near Morganton in Burke County, encompasses the Catawba Indian town known as Joara as well as Spanish Captain Juan Pardo’s colonial outpost of Fort San Juan and its associated town of Cuenca. Today, the Catawba Nation resides in South Carolina, just south of Charlotte.
3. Students will visit this additional site to learn about Elizabethan foods and resources: <https://www.worldhistory.org/article/1578/food--drink-in-the-elizabethan-era/>.
4. Students will then fill out a graphic organizer ([Foods & Tools Comparison Chart](#)) comparing the tools and foods of Europeans in Elizabethan England and American Indians from the Berry site. (Print out for students, or have them draw a simple chart to fill out.)
5. Then, the teacher will lead the class in a whole-group discussion about what was similar and what was different between those two cultures’ tools and foods. Students will be asked to discuss this question: What differences in their cultures could have led to conflicts among these nations?

### Part Two: The Present - Researching American Indians in North Carolina Today.

6. Then, the teacher will explain that there were hundreds of thousands of American Indians living throughout North Carolina during Shakespeare’s lifetime. The purpose of the research project will be to determine where they are and what they are doing today. Students will choose a partner to work with on the research project.
7. Students will view the Map of 8 State and Federally Recognized Tribes and Urban Indian Organizations and will choose a tribe to research: <https://www.ncpedia.org/tribes> . \*Tribe and partner must be approved by teacher before beginning.
8. For a link to the tribes’ websites, visit the Ancient North Carolinians (Indian Heritage/By Modern Tribe) at <https://ancientnc.web.unc.edu/indian-heritage/by-modern-tribe/>

9. Using the information from those websites, prepare a Google Slides presentation to answer the following questions:
- A. Title Slide: Need both of your names and then the name of the American Indian tribe you are researching.
  - B. Where did the tribe live prior to European settlement and colonization?
  - C. How many people from this tribe live in North Carolina today and where? If the tribe has clans, what are they called?
  - D. What language does the tribe speak, in addition to English? What other tribes also speak that language? **OR** According to the tribe’s website, what is an interesting fact about this tribe?
  - E. Is the tribe federally or state recognized? What are the requirements and benefits of federal and state recognition?
  - F. How does the tribe govern itself?
  - G. Provide the official seal for the tribe.
  - H. Provide a story, recipe, or art form created by the tribe. (Advise students to use official tribe websites for stories, recipes, or art forms.)
    - a. If a story, record yourself reading it out loud, or you may read it to the class when you present. Be prepared to explain key themes to the class.
    - b. If a recipe, make the recipe at home with your partner and record yourself eating some of it and telling us what it tastes like. What was good or bad about it, and why? Would you make it again?
    - c. If you choose an art form like baskets or pottery, you need to find a video online and include that in your presentation, showing how the tribe creates their art.
  - I. Last slides should be your sources listed in MLA style. (Each student needs to have at least three sources documented.) Have students use the Online Writing Lab (OWL) at Purdue University website to document sources in MLA: [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_works\\_cited\\_electronic\\_sources.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_electronic_sources.html) to see how to do an MLA style citation. \*NINE SLIDES TOTAL. If you need more slides than this, that is fine, but nine is the minimum.
  - J. Each slide should have at least one relevant picture. The pictures used must be cited at the bottom of that slide in MLA style. Have students use the OWL at Purdue University website to cite images in MLA style: [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_works\\_cited\\_electronic\\_sources.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_electronic_sources.html) to see how to cite an image in MLA style.
  - K. Place your initials on the slides you are responsible for completing. Otherwise, your grade will be calculated on the whole project overall.
  - L. Prepare to present your research to our class.

**Literacy/text connections:**

- A. **Have students read the following article before beginning the research for the slides.** While Shakespeare himself did not sponsor the expedition to take American Indian slaves, his sponsor, the Earl of Southampton, certainly did. “Epenow, the Wampanoag who Conned His Way Home from England” can be viewed at the following website:  
<https://www.newenglandhistoricalsociety.com/epenow-wampanoag-conned-way-home-england/>
- B. **Have students answer these questions as they read.**  
 Questions to answer in complete sentence while reading article:
1. What was Harlow’s purpose in Martha’s Vineyard?
  2. How many American Indians did Harlow eventually kidnap, enslave, and take to England?
  3. How did the Spanish respond to Harlow’s captives and why?
  4. What then happened to the American Indians?
  5. What evidence do we have that Shakespeare was aware of the American Indians being held captive in England?
  6. What did Epenow learn that helped him return home?
  7. What strategy did he use to return home, and how was that return linked to Shakespeare?
  8. How did Epenow escape from captivity once back in America?
  9. What did Hobson tell Georges about the loss of Epenow?
  10. What happened to Epenow after his return to America?
  11. What did Georges apparently learn from his interactions with Epenow?

**Rubric for Slides:**

- A. Title slide contains partners’ names and tribe researched. 20 points
- B. Each slide contains a relevant picture, documented in MLA style on slide. 20 points
- C. Each slide contains correct spelling, punctuation, and grammar. 20 points
- D. All seven questions were answered accurately. 20 points
- E. At least three sources were documented in MLA style. 20 points

Total Points: 100

**Learning Extension:**

Most American Indian tribes have an official seal today that is used on their websites. They usually include a reference to their language, geographic location, and have symbolic colors. Create a seal for your family. Be sure to reference the language or languages spoken in your home, where you live or originated from, and use colors that represent your family’s best qualities. View the following website for an explanation of western color symbolism:

<https://www.rasmussen.edu/degrees/design/blog/psychology-of-color/>. Create your seal and present it to our class, explaining your creative choices.

**Explore Further:**

This article from the *Yale Historical Review*, “The Hatch and Brood of Time 9: Shakespeare in America,” offers a concise view of Shakespeare’s influence on the American Revolution:

<https://www.yalehistoricalreview.org/hatchandbrood9/>

**Materials:**

- A. UNC Chapel Hill *Ancient North Carolinians* Website
- B. The OWL at Purdue University – MLA Citation Resource
- C. “Epenow, the Wampanoag who Conned His Way Home from England” - Online Article
- D. “Native American Tribes in NC” – NCPedia.org
- E. “Color Symbolism and Culture” – Online Article
- F. [Foods & Tools Comparison Chart](#)

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*This lesson plan was created by April Swarey of Elkin High School as part of the 2021-2022 UNC World View Global Fellows Program. For more information about the program, please visit <http://worldview.unc.edu/>*