

## North Carolina's Tuscarora War

### Overview

Students will learn about North Carolina's Tuscarora War (its causes, its effects, and the people involved) through examination of art, participation in a negotiation activity, and class discussion.

### Grade

8

### North Carolina Essential Standards

- 8.H.1.3 - Use primary and secondary sources to interpret various historical perspectives.
- 8.H.1.5 - Analyze the relationship between historical context and decision-making.
- 8.H.2.3 - Summarize the role of debate, compromise, and negotiation during significant periods in the history of North Carolina and the United States.
- 8.H.3.3 - Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.
- 8.C&G.1.4 - Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States (e.g. enslaved people, women, wage earners, landless farmers, American Indians, African Americans and other ethnic groups).
- 8.C.1.1 - Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States (e.g. Columbian exchange, slavery and the decline of the American Indian populations).
- 8.C.1.3 - Summarize the contributions of particular groups to the development of North Carolina and the United States (e.g. women, religious groups, and ethnic minorities such as American Indians, African Americans, and European immigrants).

### Essential Questions

- What were the causes of the Tuscarora War?
- In what ways did the Tuscarora War affect the Native Americans and colonists involved?
- How was the colony of North Carolina impacted as a result of the Tuscarora War?
- Why did the Tuscarora migrate from North Carolina northward from 1713-1803?
- What improvements occurred in the North Carolina colony after the Tuscarora War?
- Why is it important to study the history of North Carolina's first inhabitants, the Native Americans?

### Materials

- Native American music or rhythms (to be played during warm-up), optional
- Negotiation Activity Roles, attached
- Textbook reading on the Tuscarora War
  - See also LEARN NC's Digital Textbook reading and resources on the Tuscarora War, available at <http://www.learnnc.org/lp/editions/nchist-colonial/3.0> (Source Link not working, however, here are some alternatives <http://www.ncpedia.org/exploring-north-carolina-native> and <https://www.ncdcr.gov/blog/2013/09/22/culture-clash-led-to-tuscarora-war>).
- Tuscarora Images: "Tuscarora Statue" and "Homeward," attached

### Duration

60 minutes

## Procedure

### Introduction to the Tuscarora Native Americans

1. As a warm-up, project or handout an image of a Tuscarora Native American, such as the “Tuscarora Statue” attached. Use the image to peak student’s imaginations and to help them visualize natives in the 1600s. If available, teachers may also want to play Native American music in the background to encourage student curiosity. Ask students to consider, either verbally or in writing:
  - What do you see here?
  - What characteristics does this man have? (Encourage students to point out physical attributes, as well as emotional attributes, such as strength, bravery, pride, etc.)
  - What do you imagine his personality would be like?
  - Infer how this man spends each day.
  - What is this man hopeful of...fearful of...? What does he love? What does he hate? What are his values and beliefs?
  - How does this man relate to the land he lives on? How does he utilize his environment?
  - If this statue were to come alive, what might this man tell us about himself, his life, his culture, etc.?
    - Teachers may choose to expand this warm-up into a creative writing activity, allowing students to write imagined, first-person responses to this question. Students can then share their monologues with class.
- **Teacher Note:** Throughout the warm-up, encourage students to delve into their imaginations and answer freely. While the process of brainstorming is an open one, and does not focus on “right” or “wrong” answers, it is important to respectfully correct any inaccuracies, misconceptions, or stereotypes presented.
2. Explain to students that the image they have been examining is that of a Native American, particularly a Tuscarora. Tell students that today’s lesson will focus on the violent and devastating **Tuscarora War**, which took place within the borders of our very own state of North Carolina in the 1700s. Give students an overview of the Tuscarora:
  - “The Tuscarora tribe lived in villages along the rivers of what is now North Carolina. They were hunters, farmers, fishermen, and traders. There were an estimated 5,000 Tuscarora Indians living in eastern North Carolina in 1600. Located mostly in the region between the Neuse and Pamlico rivers, they first encountered the English in 1650. From 1713 to 1803, they migrated northward into Virginia, West Virginia, Pennsylvania, and New York. In 1722, they were the last Indian nation named to the great Iroquois League, which is comprised of the Onondaga, Oneida, Seneca, Cayuga, Mohawk, and Tuscarora.”
3. Ask students:
  - As the Tuscarora encountered foreign settlers arriving in their home of North Carolina, what do you imagine their reaction would have been?
  - How do you predict English colonization of North Carolina affected the Tuscarora?
  - Why do you think the Tuscarora migrated northward from 1713-1803, rather than remain in their North Carolina homes?

### Negotiation Activity – Who’s Land Is It?

4. Explain to students they will participate in a negotiation activity to explore some of the conflicting desires of Tuscarora Natives and European Colonists living in colonial North Carolina. Either assign or allow students to choose partners and hand out one of the attached “Negotiation Activity Roles” to each student. Instruct students to spend a few moments privately studying their role, getting a sense of who

their character is and what their goals/desires are. Encourage students to make inferences regarding their role's personality, style of communication, demeanor, etc. based on the description given.

Explain that in a moment, they will meet another person living in colonial North Carolina in 1710, and they must try and figure out who the person is and what they want. Each participant's final goal is to achieve their own goal in the situation. Students should not share anything about their character until the partner activity begins.

Let students know that while language would have been an obstacle in actuality, for the purposes of this exercise they should still speak as they do today. This will impede students from communicating in a stereotypical fashion when playing native people.

5. Review your classroom expectations for partner work and role plays and instruct the students to meet with their partner. Remind students that they should assume the persona of the character provided, and using their role as a guide, they will have a discussion as they "accidentally come across each other in the North Carolina woods." After students begin the activity, circulate the room to ensure they stay in character and remain relatively realistic to the roles provided. After 5-10 minutes, stop the activity and debrief:
  - What was this activity like for you? Why was it difficult?
  - What was Massoit's goal? What was John's? How does their situation compare to actual historical events?
  - Were any of you able to compromise? Explain. Do you feel this compromise would have been realistic in 1710?
  - If you were not finished talking when I called time, how do you imagine things would have ended for your two characters and why? How do you imagine this situation would have realistically played out in 1710 North Carolina?
  - In your opinion, regardless of the character you played, who had the right to the land in the scenario and why?
  - What additional challenges would have been present for these two characters in their real, 1710 lives that were not necessarily present in your role play? (*i.e. language barriers, miscommunication due to cultural differences, the reality that their lives are at stake, etc.*)
  - We know that Native American culture was amazingly diverse across North Carolina and the entirety of America before colonization. In North Carolina alone, there were three major Native American language groups, yet today, our state speaks predominantly English. Explain what you believe happened to all of the Native people living in North Carolina during colonial times.
  - What recourse did Native Americans have in colonial society when they felt they were mistreated?
  - How did mistreatment of Natives in colonial times continue throughout the decades?
  - What Amendments granted Native Americans the rights deserved of all citizens? (Discuss the Fourteenth Amendment, Native American suffrage in 1924, etc.)
  - What responsibility does our society have today in acknowledging and making amends for the mistreatment of North Carolina Natives? (*Encourage discussion of the importance of being educated on Native American history and issues, showing respect of cultural diversity, maintaining open-mindedness in learning from historical mistakes, etc.*)

#### **Causes and Effects of the Tuscarora War**

6. Assign a reading on the Tuscarora War, such as LEARN NC's Digital Textbook reading at <http://www.learnnc.org/lp/editions/nchist-colonial/1876>. Discussion questions related to this reading are also provided at <http://www.learnnc.org/lp/pages/6464>. The site also offers excellent primary sources to share with students that can assist in bringing this period of history to life. (BOTH SOURCE LINKS NOT WORKING...here are two alternatives <http://www.ncpedia.org/exploring-north-carolina-native> and <https://www.ncdcr.gov/blog/2013/09/22/culture-clash-led-to-tuscarora-war>).

7. To culminate the lesson, project the attached collage “Homeward” and explain that this is a piece of art abstractly representing the Tuscarora. Discuss the art and review topics covered in the entire lesson by discussing:
  - What do you see here? What emotions do you feel looking at this?
  - What symbols do you notice within the piece? What might these represent?
  - Why do you think the artist chose these particular colors?
  - What do you think this collage symbolizes? How does this relate to the Tuscarora? What message is the artist trying to convey?
8. Instruct students to create an artistic interpretation of the Tuscarora War by designing their own collage. The interpretations can be literal or abstract. Teachers may also want to provide old magazines and allow students the option of creating collages.
9. Once students have completed their art, display their work for public viewing.

**Additional Activities**

- Complete the activity *How the Tuscarora Tied Their World Together*, available at <http://rla.unc.edu/lessons/Lesson/L207/L207.htm>
- Invite a guest speaker from Native American ancestry to address your class regarding Native American culture.

## Negotiation Activity

*(Copy and cut these roles apart before class)*

### **Massoit**

Your name is Massoit and you are a Tuscarora Indian living in North Carolina in 1710. Your ancestors have lived in North Carolina on this very land for hundreds of years. You have spent your life working and caring for the land and it provides for you and your family nicely. You and your fellow Tuscarora feel connected to the earth and nature, and resent the white-skinned men who have been settling in your home. While you believe land cannot be owned, the white-skinned men are measuring the woods with strange instruments, marking it off as their own. Several of your fellow Tuscarora traded some of your animal furs with the white-skinned men, but it has become obvious that you are constantly cheated. You've even heard stories of Tuscarora being captured and sold into slavery. Most recently, you heard about 36 fellow natives (Meherrin) being captured by a group of Englishmen and held for two days without water or food. Their cabins were wrecked and the Englishmen threatened to burn their crops if they did not move off their land. Today, while hunting, you remember this story as you run across an Englishman who says his name is John Eden. In speaking with him, he offers you a sum of money for the plot of land that you and your family live on. You realize it is unusual that a white man even offer to pay money at all, yet you still do not want to give up your home. You also do not want your family harmed in any way. You must tell the white man that you do not want to sell and somehow convince him to live elsewhere.



### **John Eden**

Your name is John Eden and you are scouting out land in the colony of North Carolina in 1710. You wish to move your family to the colony from England, in hopes to grow tobacco that you can send back to England for profit. In your search, you discover a beautiful plot of land that is obviously lived upon. It contains a small housing structure, beautiful crops, and cleared fields over which you could easily plant tobacco. You feel like this location is perfect for your purposes. A Tuscarora man named Massoit finds you wandering his land and is obviously worried about your motives. You realize that you could round up some English friends to remove Massoit and his family from their land forcibly. While in the long run you will do whatever it takes to find the perfect settlement, you wish to do the honorable thing and pay Massoit for the land. You do not want to be a barbarian like many of your English friends. However, it is very important to you that he say yes, as you have not found a better plot of land for a small tobacco farm. This could be the only opportunity you have to make a good living for yourself and your family. You have a total of \$50 dollars you can spend on the land. Since Native Americans aren't the most knowledgeable in the way that English money works, you start by meeting with him, explaining your intentions, and offering him \$5. You must somehow convince him to move his family off of this land.

Tuscarora Image



**"Homeward"**

Photo collage/pastel,1999 by S, Tuscarora/Osage Nations (CANNOT FIND PHOTO AND LINK SOURCE DOES NOT WORK)

Source:<http://www.absolutearts.com/cgi-bin/portfolio/art/yourart.cgi?login=aahinton&title=Homeward-1393506890t.jpg>