

North Carolina's First People: Their Life, Culture, and Tools

Overview

Students will gain an understanding of North Carolina Native Americans, their way of life and their culture by assuming the role of an archeologist and recreating an artifact that would have been used by Native populations in the pre-colonial period.

Grades

5-6

North Carolina Essential Standards for 5th Grade Social Studies

- 5.C.1.1- Analyze the change in leadership, cultures and everyday life of American Indian groups before and after European exploration.
- 5.C.1.2- Exemplify how the interactions of various groups have resulted in borrowing and sharing of traditions and technology.
- 5.C.1.3- Explain how the movement of goods, ideas and various cultural groups influenced the development of regions in the United States.

North Carolina Essential Standards for 6th Grade Social Studies

- 6.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues over time.
- 6.H.1.3 Use primary and secondary sources to interpret various historical perspectives.
- 6.H.2.1 Explain how invasions, conquests, and migrations affected various civilizations, societies and regions (e.g., Mongol invasion, The Crusades, the Peopling of the Americas and Alexander the Great).
- 6.G.1.1 Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g., location near rivers and natural barriers, trading practices and spread of culture).
- 6.G.1.2 Explain the factors that influenced the movement of people, goods, and ideas and the effects of that movement on societies and regions over time (e.g., scarcity of resources, conquests, desire for wealth, disease and trade).
- 6.G.1.4 Explain how and why civilizations, societies and regions have used, modified and adapted to their environments (e.g., invention of tools, domestication of plants and animals, farming techniques and creation of dwellings).
- 6.G.2.1 Use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions.

Essential Questions

- When and how did the first people arrive in the Americas?
- In what ways did Native populations adapt to their environments?
- How do archeologists and historians piece together information from the past?
- Why is it important to study the past and understand Native history?

Materials

- Picture of a Woolly Mammoth, attached
- "First Immigrants: Native American Settlement of North Carolina," reading attached
 - Alternate and additional readings can be found in LEARN NC's digital history textbook: <http://www.learnnc.org/lp/editions/nchist-twoworlds/contents>.

- Pictures of Native American Tools, attached
- Create an Artifact Assignment Sheet and Rubric, attached
- Access to the Internet, library resources
- American Indian map activity and word find, attached (optional)

Duration

- 1 class period for initial lesson
- Additional time for completion of the artifact project

Procedure

Day 1

Imagination Activity - The Ice Age

1. As students enter class, have the lights turned off and a large, looming image of a woolly mammoth projected up front. Instruct students to examine the photo and lead them through an imagination activity in which they try to visualize and infer what life would have been like for the first people living in the Americas. Help them visualize the world as it would have been 12,000 years ago with various sensory questions. Allow students to be creative in their imagining, but make sure to lead them to correct answers. You may have students answer verbally, in writing, or in sketches:
 - Examine this photo. What do you see? When might this animal have lived?
 - Imagine that you are living during the Ice Age, 12,000 years ago. What do you imagine the environment would be like? What would you see and hear all around you? What do you think you would be wearing? What would your clothing be made of? How would you acquire your clothes?
 - How would you live day to day? Where would you sleep? How would you spend your time? What would it take to survive? What do you think you would eat?
 - Look more closely at the picture. If we were hunting an animal like this, imagine what it would require to take it down. Think of how massive its size is, compared to our own. How would we kill it? Once it's dead, how would turn it into food? Do you think this animal would have other uses and what are they?

Introduction to the Ice Age

2. Remind students that 12,000 years ago, a great **Ice Age** gripped much of the Earth, meaning that ocean levels were lower since much of the water was frozen in glaciers. Draw student's attention to a world map, noting that life is believed to have originated in Africa and spread out from there. Explain to students that Asian hunters wandered into North America over hundreds of years and ask:
 - Why do you think Asian hunters were **nomadic** (moving), and what might have led them to travel into North America? (*allow students to brainstorm, leading them to the correct conclusion that they were following food sources*)
 - Look at the map as it is today. We know that these Asian hunters traveled from Siberia to Alaska, yet they are separated by the **Bering Strait**. How were they able to cross? (*let them brainstorm but lead students to the understanding that the area was connected by land called **Beringia**, which was covered with water around 10,000 years ago when the Ice Age ended and ocean levels rose*)
 - Thinking back to the **woolly mammoth**, why aren't there any around today? How do you think the end of the Ice Age affected this species? How would you infer that the loss of this food source affected nomadic hunters? (*Lead students to the fact that Native Americans had to find new sources of food, clothing, shelter, etc. and thus became hunter-gatherers as they spread over North and South America over the next thousands of years*)
 - Over hundreds and thousands of years, as Native American's migrated across the Americas, how do you think they adapted and changed? (*Lead students to the understanding that environment shaped different cultures and ways of life*)
 - How would you infer that Native American's who migrated to the **Southwest** would differ from Natives who migrated to North Carolina's **Eastern Woodlands**?

North Carolina's First People

3. Assign a reading on North Carolina native life, such as the attached reading from the Tar Heel Junior Historian, or use a reading from LEARN NC's digital textbook: <http://www.learnnc.org/lp/editions/nchist-twoworlds/2.0>. As students read, ask them to focus on visualizing what they read, inferring what the various people, tools, living conditions, etc. would have looked like. Teachers may instruct students to record what they learn from the reading by taking Cornell Notes or creating annotated sketches for each section/main topic read. This may be completed as an individual or partner assignment. Upon completion, review important ideas by asking:
 - How would you characterize Native Americans who lived in pre-colonial North Carolina? (*Facilitate discussion of the **Eastern Woodland** and **Southeast culture regions**, both of which covered varying parts of North Carolina.*)
 - In what ways did North Carolina Natives adapt to their environment and use North Carolina's **natural resources** in each of NC's regions (**Coastal Plain, Piedmont, Mountains**)?
 - How do we know all of this about people who lived in North Carolina thousands of years ago? How do we know about the nomadic hunters crossing Berigina or that woolly mammoths ever existed?
4. Next, ask students what they think the role of an **archeologist** is and why they are important to understanding the past. Tell students that in a few moments, they are going to start their first day of work as a hired archeologist!

Native Tools

5. Display a picture(s) of a Native American tool(s), such as an arrow head, atlatl, grinding stone, pottery, bones used for fishing or sowing, etc. Ask students:
 - What do you think the purpose of this object was? How might it have been used by Natives living in North Carolina?
 - What do you believe the object was made of? How was it created?
 - Is there any object that we use today that would be of a similar purpose?
6. Explain to the class that the inferences they are making are similar to what an archeologist does. Review the definition of an **archeologist** and an **artifact**. Ask students to consider:
 - Why is the job of an archeologist important?
 - Why is it important to study the past? Why should we care about how Native Americans lived thousands of years ago?

Create an Artifact

7. Hand out the *Create an Artifact Assignment and Rubric* (attached), and explain that students will be assuming the role of an archeologist. They will research various tools, domestic items, dwellings, foods, etc. that North Carolina Native Americans created and utilized. It is the teacher's choice as to whether to assign particular Native groups (i.e. Cherokee, Tuscarora, Occaneechi, Saponi, etc.), as well as a particular time period, or if students are allowed to have a broader research field. Teachers should use their discretion as to how much class time is provided for brainstorming and research. Students will need access to the internet, as well as library resources. As students research North Carolina Natives, they will choose a tool, object, item, etc. to recreate as their "archeological discovery." This created model may be crafted out of clay, wire, cloth, paper, natural elements, etc.
8. Explain to students that they will also write an "archeological description" describing their "archeological find," merging their research with their creativity and inferences. The archeological description should be in first person and describe the archeological dig and where/how the item was uncovered (creative), as well as how the item would have been used and created by North Carolina Natives (factual). Let students know that they will present their artifact and archeological account to classmates at an "Archeological Conference," held on the project's due date.

9. Use the remainder of this class period to allow students to brainstorm ideas and begin their research.

Culminating Activities

- Hold an “Archeological Conference” in class:
 - Display the created artifacts in a public space, such as the media center. If you do not have access to a larger public space, you may arrange your desks in the classroom in a conducive format for display and viewing. Allow students to set up their artifact and tag it with a title and its date range.
 - Once everyone is set up, review class expectations and the format for respectful feedback, and instruct students to travel around the room viewing each artifact, taking notes on what they believe it is and inferring how they think it would have been used by Natives in North Carolina. Remind them to stay in the character of a mature archeologist.
 - After the museum tour, allow students to participate in a feedback session, where each student archeologist goes to his/ her artifact and gives a synopsis of their “archeological discovery.” At this point, other students can give positive feedback, ask questions and discuss the artifact.
- Host a museum night inviting parents to view student work. Students should stand by their work playing the role of the archeologist who discovered it.
- Take a field trip to a local museum so that students may see actual artifacts.
- Invite a Native American resource person to your class to engage students about Native cultures, traditions, history, etc.

Additional Activities

The attached map activity or word search can be assigned for homework, extra credit, etc.

Differentiation

Students with special needs

- Allow students to work with a learning partner when reading
- Modify the artifact assignment to meet your student’s ability level. Often times the most difficult part for students is making a decision on an object to recreate, so the teacher may wish to assign something less complex for students with special needs.

AIG Students

- Have students research a North Carolina Native American language group (Iroquoian, Siouan, Algonquian) or tribe (Hatteras, Chowanoc, Tuscarora, Catawba, Cherokee, etc.) and present a lesson on their findings to the class.

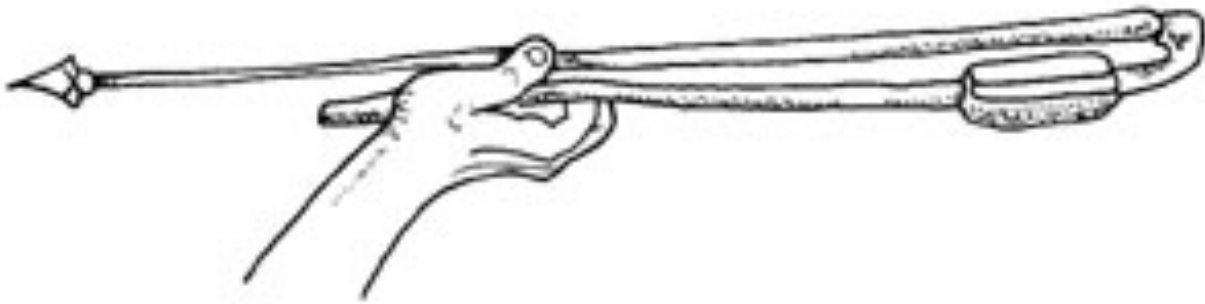
Resources

- North Carolina Museum of Natural Sciences: www.naturalsciences.org
- North Carolina Museum of History: www.ncmuseumofhistory.org
- Oconaluftee Indian Village: www.aboutcherokee.com
- Museum of the Cherokee: www.cherokeemuseum.org

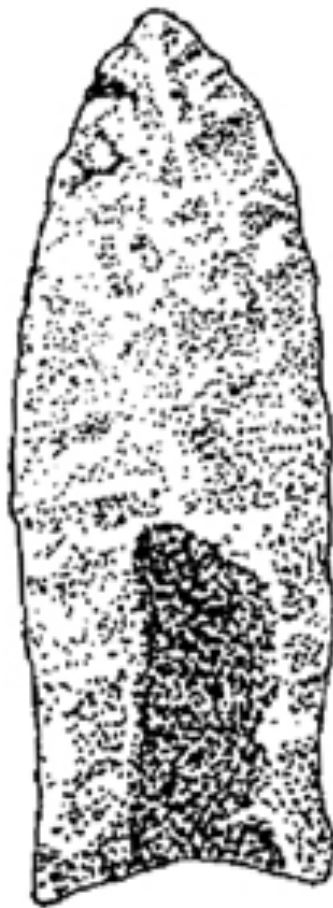
Picture of a Woolly Mammoth



Native American Tools



Source: <http://www.learnnc.org/lp/media/collections/rla/images/Atlatl.jpg>



Source: <http://www.learnnc.org/lp/media/collections/rla/images/Clovis2.jpg>

Name: _____

“Create an Artifact” Assignment and Rubric

Assignment:

Using the knowledge you have gained regarding Native Americans living in pre-colonial North Carolina, you are to recreate artistically an item you think one of the “first people” would have made and used. You must also write a first person archeological description of the item, describing the archeological dig you went through and where/how the item was uncovered (creative), as well as how the item would have been used and created by North Carolina Natives (factual). Just as archeologists uncover artifacts and then infer (make an educated guess) on how it may have been used, you will create your own artifact and also infer.

Possible ways to create your artifact include, but are not limited to:

- Mold/sculpt using clay or wire
- Create a structure with Popsicle sticks/paper/etc.
- Draw/sketch on paper/poster board (**if you choose to draw you must turn in several drawings that are detailed)
- Carve something from wood, soap, clay, etc.
- Recreate an item with rocks, sticks, and other natural supplies
- Sewing
- Painting

Please note that this artifact must be your own original work, created specifically for this project. Items you have made or found in the past, or items not created by you will not be accepted.

Process:

1. **Research and Brainstorm:** As you research North Carolina Native Americans, create a list of different things you learn about that you might like to try to re-create. Once you decide on an item, also research and brainstorm how it would have been made. What materials would Native American’s have used to create it? Once created, how would they have used the item? What would its purpose have been? What time frame is your artifact representing?
2. **1st Draft (Rough sketch):** After you have decided what artifact you wish to re-create, use drawing paper to sketch out a rough design of what it will look like. Think about what materials you will need (clay, paint, cardboard, poster board, wire, etc.) Create a basic blueprint with detailed steps for completion.
3. **Gather Materials:** Make a list of materials you will need. Let your teacher know if there are supplies you need that he/she might be able to help you get.

4. **Create Your Artifact:** Be creative, be patient, and have fun! Not everyone is an artist, but try your best! Remember, whatever you create has to be brought to school, so make your item as sturdy as possible.
5. **Write an “Archeological Description”:** Archeologists who uncover artifacts often give speeches and presentations about their findings, and so will you. Write a one page first person account (a mixture of creativity, facts from your research, and educated inferences) about the process of “uncovering this artifact.” Describe your archeological dig, describe the item you found and how you uncovered it, and tell us everything you know about it (how it would have been made and used, its age, the people who used it, etc.) You will present a summary of this archeological description to class on our Archeological Conference day. As you are a true professional, your description will be typed and contain no mistakes.
6. **You will bring your artifact and archeological description to class on its due date.** All artifacts will be displayed for fellow archeologists to examine and take notes on. After viewing, you will all participate in a feedback session based on your work.

Grading: You will be graded out of 100 points. You will receive...

15 points: Effort/Attempt at completing the artifact

15 points: Creativity

25 points: Accuracy/detail

25 points: Written description

20 points: Participation in the Archeological Conference Day and positive peer feed back

What questions do you have about this assignment?