

Carolina's Robinson Crusoe: Dr. Henry Woodward

Mary Ann Odom
Crayton Middle School
modom@richlandone.org

Overview

Students will research the lifestyles of the Native Americans living in South Carolina during the explorations of Dr. Henry Woodward, the first English explorer to visit this area. They will produce a board game using questions from their research and play the game to reinforce their knowledge of Native American cultures. They will connect river and place names across the state to tribal names in order to show the influence of these original settlers in South Carolina.

Connection to the Curriculum

South Carolina History, geography.

South Carolina Social Studies Academic Standards

- 8-1.1 Summarize the culture, political systems, and daily life of the Native Americans of the Eastern Woodlands, including their methods of hunting and farming, their use of natural resources and geographic features, and their relationships with other nations.
- 8-1.2 Categorize events according to the ways they improved or worsened relations between Native Americans and European settlers, including alliances and land agreements between the English and the Catawba, Cherokee, and Yemassee; deerskin trading; the Yemassee War; and the Cherokee War.
- 8-1.3 Summarize the history of European settlement in Carolina from the first attempts to settle at San Miguel de Gualdape, Charlesfort, San Felipe, and Albemarle Point to the time of South Carolina's establishment as an economically important British colony, including the diverse origins of the settlers, the early government, the importance of the plantation system and slavery, and the impact of the natural environment on the development of the colony.

Social Studies Literacy Elements

- F. Ask geographic questions: Where is it located? Why is it there? What is significant about its location? How is its location related to that of other people, places, and environments?
- I. Use maps to observe and interpret geographic information and relationships
- P. Locate, gather, and process information from a variety of primary and secondary sources including maps
- S. Interpret and synthesize information obtained from a variety of sources—graphs, charts, tables, diagrams, texts, photographs, documents, and interviews
- W. Apply geographic models, generalizations, and theories to the analysis, interpretation, and presentation of geographic information

Time

Three to five 50-minute class periods.

Materials Needed

South Carolina: An Atlas

Poster board

Markers, rulers, miscellaneous craft supplies

Handout of Rivers of South Carolina

Reference materials

Wall maps of the World

South Carolina Interactive Geography (SCIG) CD-ROM

Computer

Transparency

Rivers of South Carolina (*SC: An Atlas*)

Objective

1. Create a board game based on research of Native Americans in South Carolina.

Suggested Procedures

Day One:

1. The teacher will introduce the lesson by writing the word "explorer" on the board. Students will be asked to give their own definitions of this word. They will be asked to name an explorer and point out on the World map the location explored by the person named.
2. The teacher will discuss the explorations of Dr. Henry Woodward in South Carolina from 1666-1668. (See Background Information)
3. Students will be asked to brainstorm Native American lifestyles and ways in which Native Americans have left lasting influences, especially in the names of rivers and locations.
4. Students will use *SC: An Atlas*, maps, and/or texts to label rivers named for Native American tribes on a Rivers of South Carolina map.
5. Each group of students will select a Native American tribe or a region with several tribes for research.
6. The teacher will explain the project that will utilize the research students will conduct. Activity ideas and requirements will be reviewed. Groups can discuss the format they would like to use for the game and plan how to divide work among group members.
7. The project will be to create a board game that students will design and construct. They will create questions from their research on Native Americans in South Carolina at the time of Dr. Woodward that will be used for forward movement in the game.

8. Requirements:

- a. Title of the game written on the board.
- b. Creatively design the board as a map for movement of pieces along a trail of spaces between Native American villages.
- c. Label the names of rivers, villages, and tribes.
- d. Illustrate the board and, if desired, create 3-D decorations (animals, huts, etc.), player pieces, and spinners from miscellaneous craft materials.
- e. Include start and stop points, hazards, and bonuses on your game board.
- f. Make question and answer cards from your research to help players advance along the trail.
- g. List rules and objectives (how one wins) and all game parts (dice, spinner, etc.)

Day Two:

9. Groups will conduct research in the Media Center using all available resources. The teacher will supplement classroom resources with books from the public library, if necessary. The SCIG CD-ROM has some information on Native Americans found within the "Human Systems - The characteristics, distribution and complexity of Earth's cultural mosaics" module.

Day Three: Groups will create the board games.

Day Four: Each group will present its game to the class along with an explanation of the game, making sure to point out each of the requirements.

9. The students will test and evaluate the games.

10. If one or more groups need more time for research or construction, and additional day can be utilized. Groups who finish their presentation of the project may play the games and exchange games with other groups to test them.

Suggested Evaluation

Students will evaluate the projects and presentations of each group in addition to their own project using the point scale provided.

Lesson Extensions

1. Write a letter from Dr. Woodward to the Lord Proprietors telling them about certain incidents that have occurred between Native Americans and the settlers that need to be brought to their attention.
2. Write and perform a play about Dr. Woodward's interactions with the Native Americans and the Lord Proprietors. The students can construct props and costumes.
3. Write a journal entry about the most interesting facts discovered by the students while conducting their research.
4. Write the rules to a physical game played by Native Americans and participate in the game outside.
5. Create a matrix using specific tribal names and years which shows the decrease in the Native American population after the arrival of the Europeans.
6. Mark and color-code the established trading paths of the Native Americans which crisscrossed South Carolina.

Resources

South Carolina: An Atlas and South Carolina Interactive Geography CD-ROM

Produced and distributed by the South Carolina Geographic Alliance

1-888-895-2023

www.cas.sc.edu/cege

Jones, Lewis P. *South Carolina: A Synoptic History for Laymen*. Sandlapper Publishing, Inc. Orangeburg, SC, 1971.

Kovacik, Charles F. and John J. Winberry. *South Carolina: The Making of a Landscape*. University of South Carolina Press, 1998.

Background Information

Dr. Henry Woodward explores and established relations with the Native Americans in the South Carolina area before the arrival of the first English settlers. He came to America in 1664 with settlers of Cape Fear in the North Carolina area. After a voyage of exploration to the Port Royal area in 1666 with Captain Robert Sandford, Woodward chose to remain in the South Carolina area where he was well respected by the Native Americans. He was formally designated by the Lord Proprietors to be in charge of the entire area in preparation for the arrival of the first English settlement. He was captured by the Spanish and jailed in St. Augustine, freed in a pirate's raid to join them as a surgeon, shipwrecked, and rescued by the settlers on their way to establish a colony in South Carolina in 1670.

Woodward interacted well with the Native Americans and fostered good relations between the Native Americans and the English. He spent the 1670s and 1680s in exploration and in diplomatic service to help the settlers establish fair trade with the Native Americans. Since conducting "Indian trade" was a lucrative business, some greedy colonists were eager to exploit the natives. The Lord Proprietors were concerned that the Natives should be treated fairly so they would not rise up against the settlers, stop the trade, or start a war. Woodward, as an interpreter and "Indian agent," became "the most useful servant of the Proprietors in South Carolina." He settled on John's Island and some credit him with engineering the first rice crop grown in the colonies. The "Indian trade" was the most important source of income until rice culture became financially successful in the 1690s.

Like the accounts from Hernando de Soto's exploration in 1540, the Native Americans at the time of Dr. Woodward's exploration lived in a well-organized society although their numbers were already decreasing as a result of the introduction of disease by the Spanish. There were 28 different tribes in four language groups. They lived in homes in villages and practiced diversified agriculture and organized government. They were friendly and hospitable toward the Europeans until they were exploited in trade. They loved colorful clothing and ornaments, and advantage to the white traders. They lived in different kinds of houses from dome-shaped cedar and thatched huts to waddle-and-daub houses to log cabin-type houses. Some groups constructed community houses, chief's houses, and ceremonial temples (some of which were located on raised mounds). Women planted corn, beans, pumpkins, squash, melons, and sunflowers while the men hunted and fished. The crops were often planted in the rich floodplains near villages located on bluffs of major rivers. Forest areas were also cleared for crops. Simple farming tools were made of sticks with bone attached for digging. Fire was often used by hunters to drive game to an area for easier killing. Nuts, fruits, and wild plants and roots also added to the diet. Most meat was roasted over a framework of sticks.

The religion of the Native Americans varied, but most recognized "the Great Spirit." They were great sportsmen, and they devised games resembling modern-day sports. Villages played against each other, complete with gambling. The Native Americans helped the English against the French. Being trappers and hunters, they supplied white traders with the furs and skins necessary for the economic survival of the colony. The relationship of the Native Americans to the Europeans was important to many generations of South Carolinians. Although the Native American population decreased very quickly after English colonists arrived, many artifacts, mounds, and middens are still found in the landscape. Rivers and place names remind us daily of the influence of the Native Americans on South Carolina.

Project and Presentation Evaluation

Group Members:

Date:

Evaluator's Name:

	Points Scored	Comments
Game Title: (10 points)		
Accuracy of Content: (50 points)		
Clarity of Directions: (10 points)		
Organization: (10 points)		
Creativity: (20 points)		
Presentation: (30 points)		
Fun Game to Play: (20 points)		
		Total Points:

Self Evaluation of Project and Presentation

Use of time in group:

Contributions of each group member:

Quality of project:

Quality of presentation:

List three new things I learned while doing this project:

Our project / presentation would have been better if we had . . .

Something about our project that I'm really proud of . . .