

Native Americans of South Carolina

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Overview

Students will explore various Native American tribes of South Carolina. They will make a brochure to share information on Native Americans location, population, clothing, homes, and food. The students will use these brochures to educate their other group members on their particular tribe.

Connection to the Curriculum

This can be taught across the curriculum, especially history and social studies. The research and writing aspect of this lesson can be presented during English/Language Arts. This lesson and unit can be adapted to fit into math and science.

South Carolina Social Studies Academic Standards

3-2.4 Compare the culture, governance, and geographic location of different Native American nations in South Carolina, including the three principal nations – Cherokee, Catawba, and Yemassee – that influenced the development of colonial South Carolina.

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?

Grade Range

Grades 3-8

Time

Allow two fifty-minute class periods for research, two for creation of the brochures, and one for presentations.

Materials Needed

- *South Carolina: An Atlas* created by the South Carolina Geographic Alliance
- Internet Access (one for the teacher to print – or one for each student)
- White paper (multiple sheets per student for rough drafts)
- Construction paper (one sheet per student)
- Colored Pencils, Crayons, or Markers (decoration)
- Pens (for darkening)
- Pictures of Native Americans from each tribe (optional for brochure)
- Peer Survey (optional)

Objectives

- The students will create an attractive brochure to help define certain South Carolina Native American tribes.
- The students will present this brochure to their group members and help them become knowledgeable about their tribe.

Suggested Procedures

- Introduce Native Americans with books or legends from the Native American culture so that students will better understand the background. Resource 2 provides an extensive list of Native American legends.
- Next, introduce *South Carolina: An Atlas* page 11 to show the areas where the tribes occupied prior to European settlement. Perhaps use transparency overlays for the overhead to show the present counties (page 2) and other areas of South Carolina.
- Now explain the research project and how to create a brochure. Show the example you created as a demonstration brochure. Separate students into groups of four or five. Each member will research a different tribe. After they create their brochures, they will be informing their other group members about this tribe. Make a copy of each person's brochure so that all of the students will have one from each tribe. Use the grading rubric provided to tell them about what will be expected.
- Save the website (see resource 1) on a shared document to the desktop.
- Have each student look up the information on the website by simply choosing their tribe. This can be printed out if adequate Internet access is not available.
- Have them use the collection sheet (page 4) to gather the appropriate information.
- Show the students the sample brochure to demonstrate the proper document styles. Stress to them that there needs to be a space for each of the answered questions.
- Allow the students to use white paper to create a rough draft. Then, give them opportunities for proofreading, using a dictionary, and a thesaurus to clarify and organize their final project.
- After you have signed off on their rough draft, they may create the final copy on construction paper. They can use pens to darken the material and coloring materials to illustrate.
- Set aside one class period for each group to discuss their tribe, allowing 3 - 5 minutes per student.
- Optional - Have them fill out a peer survey. I do this after every lesson to promote participation and cooperation.
- You can then display their work any way you would like.
- Use a rubric to grade. A sample rubric is provided on page 6.

Lesson Extensions

- Technology can be used in this lesson extensively. They can do more research; create their brochure on Publisher, or a similar program, or a PowerPoint.
- Each group can choose one tribe and create a small skit of an important historical event.

- Researching different aspects of the culture would always create a fun and informative extension.

Evaluation

Rubric – In the case of the collection sheet, I know that some of the questions will not be answered due to lack of information or extinction of the tribe. The students will not be marked for this lack of information as long as it is written on the sheet.

Materials Provided

Collection sheet
Grading Rubric
Peer Survey
Internet resources

Resources

- 1) <http://www.sciway.net/hist/indians/tribes.html> (tribe information)
- 2) <http://etext.lib.virginia.edu/toc/modeng/public/MclMyth.html>
- 3) *South Carolina: An Atlas*
Produced and distributed by the South Carolina Geographic Alliance
1-888-895-2023
www.cas.sc.edu/cege

Collections Sheet

Name _____ Date _____

1) What is the name of your tribe? _____

2) Can you find any possible meanings of that name? What are they? _____

3) To what language family do they belong? _____

4) Are they an active or extinct tribe today? _____

5) What type of recognition does the group have as a Native American tribe? _____

6a) Where were they located prior to European settlers?

6b) Where are they located today? _____

7) What are the population estimates that you are given and the years? _____

8) What types of the following did they have?

Dwellings - _____

Food - _____

Clothing - _____

9) Do they have any special beliefs within their tribe? What are they? _____

10) In one paragraph, tell how the European settlers changed this Native American tribe.

Write about the good changes and the bad. _____

11) In the space below, give a brief timeline of important events in your tribe's history.

Please do not put more than 10 facts.

Native American Brochure Rubric

Name _____ Date _____

Collection Sheet Completed _____/35

Brochure Completed _____/25

Presented to Group _____/15

Neatness and Legibility _____/10

Creativity on Brochure _____/10

Peer Survey _____/5

Total Grade _____/100

Native American Brochure Rubric

Name _____ Date _____

Collection Sheet Completed _____/35

Brochure Completed _____/25

Presented to Group _____/15

Neatness and Legibility _____/10

Creativity on Brochure _____/10

Peer Survey _____/5

Total Grade _____/100

Peer Participation Survey

Name _____ Date _____

Circle the number that best fits the group member. BE HONEST!

1 – Does not fit at all 2 – Does not fit a little 3 – Not sure 4 – Fits a little
5 – Fits completely

Yourself

I helped during every part of the activity.	1	2	3	4	5
I was fair and listened to everyone's ideas.	1	2	3	4	5
I did not waste time talking or playing in this activity.	1	2	3	4	5

Group Member #1 _____

He/she helped during every part of the activity.	1	2	3	4	5
He/she was fair and listened to everyone's ideas.	1	2	3	4	5
He/she did not waste time talking or playing in this activity.	1	2	3	4	5

Group Member #2 _____

He/she helped during every part of the activity.	1	2	3	4	5
He/she was fair and listened to everyone's ideas.	1	2	3	4	5
He/she did not waste time talking or playing in this activity.	1	2	3	4	5

Group Member #3 _____

He/she helped during every part of the activity.	1	2	3	4	5
He/she was fair and listened to everyone's ideas.	1	2	3	4	5
He/she did not waste time talking or playing in this activity.	1	2	3	4	5

Group Member #4 _____

He/she helped during every part of the activity.	1	2	3	4	5
He/she was fair and listened to everyone's ideas.	1	2	3	4	5
He/she did not waste time talking or playing in this activity.	1	2	3	4	5