

Whispers from the Past

Overview

Native Americans have been inhabitants of South Carolina for more than 15,000 years. These people contributed in countless ways to the state we call home. The students will be introduced to different time periods in the history of Native Americans and then focus on the Cherokee Nation.

Connection to the Curriculum

Language Arts, Geography, United States History, and South Carolina History

South Carolina Social Studies 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.

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

Time

One to two fifty-minute class periods

Materials

South Carolina: An Atlas

Computer

South Carolina Interactive Geography (SCIG) CD-ROM

Handouts included with lesson plan

South Carolina Highway Map

Dry erase marker

Objectives

1. Students will compare the Native Americans in South Carolina during the Prehistoric Era.
2. Students will identify place names in South Carolina today that were named after different Native American tribes.
3. Students will discuss the history of the Cherokee tribe.
4. Students will create their own folktale.
5. Students will relate the story of the Trail of Tears.

Suggested Procedures

1. Students will utilize the SCIG CD-ROM for this procedure. Click on 'Uses of Geography' – go to 'Historical Geography: Using Geography to Interpret the Past'. Go to the 'Indigenous Era: Prehistory to 1565. Use the chart on 'Native Americans in Prehistoric South Carolina' to complete Handout 1. May wish to use a transparency of the chart and have the class complete it together or discuss the different periods.
2. Using *South Carolina: An Atlas*, page 11, start a discussion of words on the map they have seen or heard before. Students will use *South Carolina: An Atlas* and the South Carolina Highway map to identify place names in South Carolina that were named after these tribes. The sites may be counties, cities, rivers, or any other place name they can find. They will list these sites on a piece of paper.
3. Students will read the background material on the Cherokee tribe. The teacher may let the students conduct some research on their own if they wish. Each student will create a short booklet including information about the Cherokee. The students may want to use colored pencils and include illustrations.
4. Pass out and read 'The Legend of Issaqueena'. After reading the legend you may want to point out the area on a state map. Both Issaqueena Falls and the Stumphouse Mountain Tunnel are located off S.C. 28 about five miles north of the city of Walhalla. Have students create a Native American legend based on a real place name in the state of South Carolina.
5. Have students read the background material on the Trail of Tears. Lead a discussion comparing the obstacles that were faced by the Cherokees then and the obstacles that a group would face today if forced to go on such a journey.

Suggested Evaluation

1. Completion of chart on Handout 1.
2. List of place names in South Carolina that are named after Native American tribes.
3. Completion of Cherokee booklet.
4. Completion of Native American legend.

Lesson Extensions

1. Research plants that the Native Americans used as medicine.
2. Explain how the environment influenced the housing used by the various tribes.
3. Report on the Native Americans living in the state today.
4. Map the locations of reservations found throughout the United States today
5. Have a tribal group come to your school for a presentation.
6. Take a field trip. Suggested sites – Catawba Indian Reservation, Pee Dee Indian Nation Cultural Center, Edisto Indian Center, and Oconee Station.
7. Trace the journey made by the Cherokees from the southeastern United States to Oklahoma.

Resources

Catawba Cultural Preservation Project
611 East Main Street
Rock Hill, SC 29730
803 – 324-5214

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

South Carolina Travel Guide and Highway Map
South Carolina Department of Parks, Recreation, and Tourism
P.O.Box 71 Columbia, SC 29202

SC MAPS – State Department of Education
South Carolina Department of Natural Resources
2221 Devine Street, Suite 222
Columbia, SC 29205
(803) 734-9108

www.pride-net.com/native_indians

<http://www.powersource.com/nation.html>

<http://ngeorgia.com/history/nghisiii.html>

Kovacik, Charles F. and John J. Winberry. (1987). *South Carolina: The Making of a Landscape*.
Columbia, SC: University of South Carolina Press.

STUDENT ACTIVITY HANDOUT 1

Name _____

Use the SCIG CD-ROM to complete the chart. Click on 'Uses of Geography' – go to 'Historical Geography: Using Geography to Interpret the Past'. Go to the 'Indigenous Era: Prehistory to 1565.

NATIVE AMERICANS IN PREHISTORIC SOUTH CAROLINA

<u>Period</u>	<u>Date</u>	<u>Livelihood</u>	<u>Artifacts/Events</u>
Pre-Projectile	13,000 to 9000 B.C.		
Paleo-Indian	9000 to 8000 B.C.		
Archaic	8000 to 1000 B.C.		
Woodland	1000 B.C. to 1150 A.D.		
Mississippian	1150 to 1550 A.D.		
Historic	1550 A.D.		

The Legend of Issaqueena

Traditional

There lived near the Chattooga River a beautiful Native American Cherokee Princess named Issaqueena. She had caught the attention of a handsome British soldier who was stationed at an upstate fort. They soon fell in love, but knew they had to keep their relationship a secret.

Things were not going well at this time between the British and the Cherokees, so Issaqueena was pretty certain that she would not be allowed to marry the young soldier. One night Issaqueena overheard that the Cherokees planned to attack the fort at dawn the next morning. Issaqueena was torn between staying loyal to her people or saving the man she loved. She ran off through the night to the British fort.

She reached the fort and warned the people, so they were ready the next morning when the Cherokees arrived. Lacking the element of surprise, the Native Americans returned to their village. Issaqueena's father had noticed that she was absent during the night and questioned her location.

Issaqueena would not lie to her father and admitted that she had warned the soldiers because of her love for the young man. Her father told her to run for her life, because the angry warriors were sure to come after her. She rushed toward the fort, but realized that she was not going to be able to outrun the warriors. She paused at the top of a waterfall near Stumphouse Mountain. She heard the natives close behind her and jumped to fall to the rocks below.

The waterfall near Stumphouse Mountain is still called Issaqueena Falls today.

One version of the legend relates that Issaqueena grabbed a vine as she fell and swung herself to safety. She waited till the warriors gave up and then headed to the British fort where she and the soldier were married.

Background Information

PREHISTORIC ERA

Pre-Projectile Point

- Little evidence of this group has been found.
- Used scrapers and choppers.
- Probably arrived here at least 15,000 years ago.
- Hunting tradition

Paleo-Indian

- Presence of projectile points.
- Used Clovis points on the ends of spears.
- Hunted large herd animals.
- Used a variety of stone tools.
- Some small groups may have gathered plant material.

Archaic

- Change in climate and vegetation.
- New way of life for the Native Americans.
- Used smaller points and a variety of natural resources.
- Hunted smaller animals such as deer and turkey.
- Gathered acorns, walnuts, seeds, and roots.
- Nomadic small bands that may have moved up and down river systems.
- Advances such as pottery and use of agriculture.

Woodland

- Hunting and gathering.
- Increased usage of agriculture.
- Beginning of more stable villages.
- Sand-tempered and more decorative pottery.
- Smaller points such as those associated with bows and arrows.

Mississippian

- Corn, beans, and squash.
- Burial practices.
- Presence of chiefs.
- Palisades surrounding the villages.
- Platform mounds.
- Trade network.
- Continued hunting and gathering.

Historic

- Arrival of the Europeans.
- Decline of population and culture.
- Four language families.
- Villages located along villages or streams.
- Corn was the most important food.
- Variety of plants and animals used by the Indians.
- Indian dwellings varied from group to the next.

THE CHEROKEE

The Cherokees called themselves Ani-yun' wiya. This means leading or original people. The Cherokee originally were found in western North and South Carolina, northern Georgia and Alabama, southwest Virginia, and portions of Tennessee and Kentucky. Presently, the tribe is found in eastern Oklahoma, North Carolina, Missouri, Arkansas, Georgia, and Alabama. The center of the Cherokee people in South Carolina was the Lower Villages found in Oconee, Greenville, Pickens, and Anderson counties. The Cherokee Path, which led to all the Cherokee sites, was the leading trading path out of Charleston heading toward the city of Columbia.

The Cherokees were a stable group of people who relied heavily on agriculture, such as corn, beans, and squash. They were governed by a tribal council and had a written constitution that was modeled after the United States Constitution. The tribe invited Christian missionaries into their villages to teach the children how to read and write the English language. Sequoia invented a Cherokee alphabet that led to almost total literacy among his people.

The life of the Cherokee came to a drastic change when gold was discovered on Cherokee land in northern Georgia. What came next in the history of the Cherokee is known as the Trail of Tears.

TRAIL OF TEARS

Once gold was discovered in Georgia, the United States Government decided that it was time for the Cherokees to leave the area. President Andrew Jackson signed the Indian Removal Act of 1830. This was followed by Worcester vs. Georgia in 1832 and the Treaty of New Echota in 1835. Georgia and the U.S. Government forced almost 17,000 Cherokees from their southeastern homelands. 3000 Cherokees went by boats that navigated along several river systems till they reached the Indian Territory in what is now Oklahoma. 14,000 marched 1,200 miles through Tennessee, Kentucky, Illinois, Missouri, and Arkansas during the winter of 1838-39. Around 4,000 people died from disease, hunger, and exposure. The trail will always be "the trail where they cried".