

"Native Carolinians" additional activities

BY PAULINE S. JOHNSON

The following lessons can be found in the UNC Research Laboratories of Archaeology's *Intrigue of the Past*¹. They include excellent activities that can be used with the "Native Carolinians"² chapter of the module "Two Worlds: Prehistory, Contact, and the Lost Colony"³.

- **"A Siouan Village"⁴** — The first part of this lesson is an excellent way to introduce students to observation and inference. Use the "Child's Bedroom" transparency and the "Setting the Stage" section.
- **"Observation and Inference"⁵** — Part of this lesson uses a Theodor De Bry engraving of a John White painting of Algonkian Indians working on a boat. The corresponding lesson reviews the differences between inference and observation, and is particularly useful after the "Child's Bedroom" activity above.
- **"Artifact Classification"⁶** — This lesson is a good way to introduce to students the types of artifacts that have been found by archaeologists in North Carolina. It also allows students to have practice in classification of artifacts and to make inferences about the lives of native peoples in North Carolina. It requires some higher levels of thinking and is fun!
- **"Shadows of North Carolina's Past"⁷** — This can be used as a preview activity for "Shadows of a People"⁸, page 2.3 of the "Two Worlds" module. It can also serve as an excellent review activity after the students have read "Shadows of a People." Students can assume the role of archaeologists who are determining the cultural periods of sites they are examining.
- **"Name that Point"⁹** — This activity allows students to examine and classify projectile points from the Archaic period. A related activity involves stratigraphy. It is very detailed and requires students to think about multiple facts and variables. It is particularly fascinating if students have seen points in a museum or found them themselves.
- **"Pottery Traditions"¹⁰** — Students can actually make pottery in the method and style of North Carolina Indians. It requires clay and materials such as popsicle sticks and burlap.

- “A Siouan Village^{II}” — The main lesson from this page (see “Procedure”) is a good culminating activity for the study of the native people of North Carolina. It requires students to practice observation and making inferences, as well as reviewing factual information about one particular site in North Carolina.
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North Carolina Curriculum Alignment

SOCIAL STUDIES (2003)

Grade 8

- **Goal 1:** The learner will analyze important geographic, political, economic, and social aspects of life in the region prior to the Revolutionary Period.
 - **Objective 1.02:** Identify and describe American Indians who inhabited the regions that became Carolina and assess their impact on the colony.

On the web

Peoples of the Piedmont

<http://www.learnnc.org/lp/editions/nchist-twoworlds/2.4>

In the years between 1000 and 1200 CE, Native life in the north and central Piedmont hadn't changed much from prior Woodland times. People still lived in small hamlets whose houses strung out along river and stream banks. At times, the hamlets sat empty when people left to hunt and gather wild foods. But times were about to change. Around 900 CE, corn agriculture began. As a result, population began to grow, people began gathering in larger villages, and conflicts erupted.

The process of archaeology

<http://www.learnnc.org/lp/editions/nchist-twoworlds/2.11>

Archaeologists use several processes to address questions about the past. They may gather new data by conducting regional surveys to locate archaeological sites. Occasionally sites are partially or completely excavated to address specific research questions or to salvage information prior to disturbance by a development project. All data recovered are thoroughly analyzed following scientific inquiry procedures before conclusions are reached.

First peoples

<http://www.learnnc.org/lp/editions/nchist-twoworlds/2.1>

Beringia was a wide land bridge between Alaska and Siberia that was periodically exposed during the last Great Ice Age. According to a widely-held theory, the first people to live in North America were Asians who followed animal herds across Beringia. The Paleoindians living in North Carolina by 9000 BCE were descendents of these first North Americans. Nobody knows how long it took before the first Paleoindians reached North Carolina, but the few artifacts they left create an image of their past.

The mystery of the first Americans

<http://www.learnnc.org/lp/editions/nchist-twoworlds/2.2>

In the second half of the twentieth century, archaeologists agreed that those “first Americans” migrated from Asia across Beringia and into North America between fourteen and twenty

thousand years ago. Recently, though, new evidence has come to light that has led some archaeologists to doubt that theory and to suggest new possibilities.

Peoples of the Coastal Plain

<http://www.learnnc.org/lp/editions/nchist-twoworlds/2.6>

When Europeans arrived in the late 1500s, North Carolina's northern Coastal Plain was home to two different cultures. Speakers of Algonkian languages lived closest to the Atlantic edge, in the Outer Coastal Plain or Tidewater. Iroquoian speakers lived more inland, on the Inner Coastal Plain. Based on the distinctive items each group left, archaeologists call the Algonkian speakers Colington and the Iroquoian speakers Cashie.

Peoples of the mountains

<http://www.learnnc.org/lp/editions/nchist-twoworlds/2.5>

During the Mississippian period, corn agriculture became more important in the mountains of North Carolina. More productive agriculture supported larger populations and provided opportunities for accumulating wealth. This brought about increased social ranking and political centralization. The Mountain region was creating its own identity -- an identity that archaeologists tie to the modern-day Cherokee. Archaeologists have given the names Pisgah and Qualla to these Cherokee ancestors.

Shadows of a people

<http://www.learnnc.org/lp/editions/nchist-twoworlds/2.3>

Archaeologists divide North Carolina's prehistory -- the time before contact with Europeans -- into four periods: Paleoindian, Archaic, Woodland, and Mississippian.

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Notes

1. See <http://www.learnnc.org/lp/editions/intrigue>.
2. See <http://www.learnnc.org/lp/editions/nchist-twoworlds/2.0>.
3. See <http://www.learnnc.org/lp/editions/nchist-twoworlds>.
4. See <http://www.learnnc.org/lp/editions/intrigue/4.6>.
5. See <http://www.learnnc.org/lp/editions/intrigue/1.4>.
6. See <http://www.learnnc.org/lp/editions/intrigue/2.4>.
7. See <http://www.learnnc.org/lp/editions/intrigue/4.2>.
8. See <http://www.learnnc.org/lp/editions/nchist-twoworlds/2.3>.
9. See <http://www.learnnc.org/lp/editions/intrigue/4.4>.
10. See <http://www.learnnc.org/lp/editions/intrigue/4.5>.
11. See <http://www.learnnc.org/lp/editions/intrigue/4.6>.

About the author

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