

Native Americans

Program Title: Rebirth of a Carolina People

Grade Level: 8th

Teacher: Tina Smith, Museum Educator, Museum of Anthropology at Wake Forest University

Program Objective:

The teacher will discuss what led to the decline of the Carolina tribes and how the Catawba are recovering. We will discuss the Catawba Nation and its relationships with the state and federal governments. The discussion will also include issues that Native Americans are still struggling with today.

Curriculum Connections:

Arts Education:

Visual Arts

5.01 Consider the history, purpose and function of visual arts and analyze their impact on various cultures.

8.01 Assess the ways art enhances all aspects of life.

8.02 Assess the criteria to pursue visual arts as a profession.

Language Arts

1.02 Analyze expressive materials that are read, heard, and/or viewed by:

monitoring comprehension for understanding of what is read, heard and/or viewed.

reviewing the characteristics of expressive works.

determining the importance of literary effects on the reader/viewer/listener.

making connections between works, self and related topics

drawing inferences.

generating a learning log or journal.

maintaining an annotated list of works that are read or viewed, including personal reactions.

taking an active role in and/or leading formal/informal book/media talks.

1.03 Interact in group activities and/or seminars in which the student:

shares personal reactions to questions raised.

gives reasons and cites examples from text in support of expressed opinions.

clarifies, illustrates, or expands on a response when asked to do so, and asks classmates for similar expansion.

1.04 Reflect on learning experience by:

evaluating how personal perspectives are influenced by society, cultural differences, and historical issues.

appraising changes in self throughout the learning process.

evaluating personal circumstances and background that shapes interaction with text.

2.01 Analyze and evaluate informational materials that are read, heard, and/or viewed by:

monitoring comprehension for understanding of what is read, heard, and/or viewed.

recognizing the characteristics of informational materials.

summarizing information.

determining the importance and accuracy of information.

making connections to related topics/information.

drawing inferences and/or conclusions.

generating questions.

extending ideas.

6.01 Model an understanding of conventional written and spoken expression by:

using a variety of sentence types, punctuating properly, and avoiding fragments and run-ons.

using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.

applying the parts of speech to clarify language usage.

using pronouns correctly, including clear antecedents and case.

using phrases and clauses correctly, including proper punctuation (e.g. prepositional phrases, appositives, dependent and independent clauses.)

determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.

extending vocabulary knowledge by learning and using new words.

evaluating the use and power of dialects in standard/nonstandard English usage.

applying correct language conventions and usage during formal oral presentations.

Social Studies

1.02 Identify and describe American Indians who inhabited the regions that became Carolina and assess their impact on the colony.

3.07 Explain the reasons for the creation of a new State Constitution in 1835, and describe its impact on religious groups, African Americans, and American Indians.

7.02 Evaluate the importance of social changes to different groups in North Carolina.

8.03 Describe the impact of state and national issues on the political climate of North Carolina.

9.03 Describe opportunities for and benefits of civic participation.

American Indian Studies

2.01 Explain the effects of contact and conflict between American Indians and Europeans.

2.03 Demonstrate an understanding of the impact on North Carolina tribes of the events of this period, such as the Tuscarora War and the disenfranchisement of the states' American Indians in 1835.

2.04 Assess the impact of the major events of the period including, but not limited to, the Iroquois Confederacy and the Great Law of Peace; the removal of American Indians from the East, and the participation of American Indians in the Civil War.

2.05 Describe colonial and federal treaty relationships with American Indians.

3.04 Describe the involvement of North Carolina tribes in the events of this period, including but not limited to the Lowie War, the establishment of all-Indian schools in the state's tribal communities, and the establishment of the North Carolina Commission of Indian Affairs.

4.06 Describe the traditional and contemporary cultural characteristics of North Carolina tribes.

5.02 Analyze the major political issues of concern to American Indians including tribal sovereignty, land, water, hunting, and fishing rights; and relationships with federal and state government.

5.05 Discuss the contemporary issues that affect North Carolina tribes.