

The Effects of Colonization on Southeastern Tribal Life

Lesson One

Standard 3-2: The student will demonstrate an understanding of the exploration and settlement of South Carolina and the United States.

- 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.
- 3-2.5 Summarize the impact that the European colonization of South Carolina had on Native Americans, including conflicts between settlers and Native Americans.

Standard 4-2: The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these peoples.

- 4-2.2 Compare the everyday life, physical environment, and culture of the major Native American cultural groupings, including Eastern Woodlands, **Southeastern**, Plains, Southwestern, and Pacific Northwestern. (G, H)

Objectives:

- The student will identify the three major Native American tribes that existed during colonization.
- The student will describe each tribe's location, history, dwellings, agriculture, and customs.
- The student will identify and list the various ways colonization affected the lives of the Native Americans as well as the settlers.

Materials:

- PowerPoint- The Effects of Colonization on Southeastern Tribal Life
- Blank three column chart for student to fill in about each of the tribes discussed
- Chart Paper to create a class master list of ways Native Americans and settlers lives were altered due to colonization
- Video from Streamline SC

Procedures:

1. The teacher will introduce the students this unit with a series of questions about Native Americans of South Carolina and the effects of colonization. This activity will activate students' prior knowledge before beginning the lesson.
 - Where did Native Americans live?
 - What activities did Native Americans perform?

- What foods did they eat? Did they raise crops? Hunt animals?
 - How did they build homes? What materials did they use? Were they nomads living in temporary homes?
 - Did they have a religion? What were some of their beliefs?
 - What types of art, architecture, and crafts did they produce?
 - How was the community organized? Who made the rules? How were leaders chosen?
2. Following the initial discussion, the teacher will pass out charts for each student to fill out while the Power Point ‘The Effects of Colonization on Southeastern Tribal Life’ is being covered.
 3. Each chart will have columns for each of the three Native American tribes and different characteristics of each (housing, hunting, agriculture, clothing, etc..). To give clarity of what is expected, the teacher will inform the students they need to fill out the chart with as much information as they can while the presentation is occurring.
 4. The teacher will present the Power Point “The Effects of Colonization on Southeastern Tribal Life”.
 5. The student will fill in their charts as thoroughly and accurately as possible while the lecture is occurring.
 6. Following the lecture, the teacher will lead a class discussion on what the students learned from the presentation. Example questions may include:
 - What were some of the differences among the 3 tribes we discussed?
 - Did all of the tribes live on the same type of land?
 - Were all of the characteristics about the tribes very similar since they are from the state?
 - What did you find surprising about the different tribes?
 - Do you think you could have lived similar to the Native Americans?
 - What are some of the differences of living in the 1700s versus what it is like to live today?
 7. Now the discussion will move on to how life changed for Native Americans and settlers during colonization.
 8. Using large chart paper, the teacher will have one side of the paper for Native Americans and one side for settlers. The top portion of the chart will focus on positive influences and effects for each group. The lower half of the chart will be negative impacts felt by both groups.
 9. Once the chart is complete, the teacher will show a short film called “The Cherokee Trail of Tears” to enhance the students’ understanding of Native American hardships. <http://player.discoveryeducation.com/index.cfm?guidAssetId=a3aaa0bb-39fc-4daa-9f4c-e713309907a7>

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Lesson Two

Social Studies Standard 3-2: The student will demonstrate an understanding of the exploration and settlement of South Carolina and the United States.

- 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.
- 3-2.5 Summarize the impact that the European colonization of South Carolina had on Native Americans, including conflicts between settlers and Native Americans.

Integration Standard- ELA: 3-4: The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

- 3-4.1 Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).
- 3-4.2 Use complete sentences (including compound sentences) in writing.
- 3-4.3 Create paragraphs that include a topic sentence with supporting details and logical transitions.
- 3-4.4 Use grammatical conventions of written Standard American English.

- 4-4.1 Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).
- 4-4.2 Use complete sentences (including compound sentences) in writing.
- 4-4.3 Create paragraphs that include a topic sentence with supporting details and logical transitions.
- 4-4.4 Use grammatical conventions of written Standard American English.

Objectives:

- TSW recall various aspects of Native American nations in South Carolina, including culture, governance, and geographic location.
- TSW identify and describe the impact of contact with European settlers
- TSW describe the effects of colonization on Native Americans.
- Integration- TSW write a detailed story describing what their tribe or European settler group experienced before and after contact with each other, using complete sentences.

Materials:

- Teacher prepared worksheet (attached)
- Pencils and paper

Procedures:

1. The teacher will activate prior knowledge about the three main native tribes and the settlers who colonized South Carolina.
 - Who can tell me the names of the tribes that we learned about yesterday?
 - Can anyone tell me some characteristics that all of the tribes had in common?
 - How were they different?
 - Would you like to discover a new land?
 - Who can tell me what colonization means?
 - How did life change for the Native Americans? European settlers?
2. The teacher will introduce the appreciation lesson plan. “We talked about the three main tribes of South Carolina, and the many ways that life changed because of colonization. We are going to do a project with the information we learned yesterday. You are going to work in small groups, and each group is going to be either a tribe that we learned about **or** a group of European settlers. In your group, you are going to discuss what it was like making contact with each other. There is a sheet you will fill out to guide you. Once your group has finished filling out your sheet, then you will write a story, using the perspective of whichever group you are a part.”
3. The teacher will divide students into small groups of 3-5, making sure there is one group each to represent Cherokee, Catawba, and Yemassee tribes as well as European settlers. All members of each group will receive a worksheet to fill out.
4. The teacher will read give the students a moment to look at the worksheet and ask questions.
5. The teacher will point out that the students will have to “use their imagination to answer some of the questions. Use the information we learned, and pretend you are in that situation. Talk with your group to come up with some answers. If you are stuck, I am happy to help you.”
6. The teacher will walk around and listen to students discussions, making sure that they are staying on task, and answering any questions. (Allow ten minutes for this portion of activity.)
7. The teacher will ask students to raise their hands when they have completed the worksheet. As students complete the sheet, the teacher will scan their answers to ensure they are using accurate information, correcting as needed, and giving out paper to begin writing assignment.
8. The teacher will remind students when writing their stories, “to use as many details and to be as creative as possible. Use complete sentences, proper spelling, grammar, and punctuation. There should be at least TWO well-developed paragraphs.”

9. The teacher will remind students to proofread their work before handing it in. “When you are done with your story, check your work. Do sentences make sense? Did you include details? Please check grammar, spelling, and punctuation. Please staple your worksheet to the top of your story and put in the basket of completed work.”

Lesson Two Worksheet

Name of tribe:	
Beliefs:	
Agriculture:	
Hunting:	
House:	
Arts:	
Government:	
Do the settlers seem friendly? Why or why not?	
What new things did you learn from the settlers?	
As you got to know the settlers, did anything surprise you? Name two.	
Did you barter with the settlers? If so, what?	
Did you disagree over anything? If so, what?	

Using these details, create a story about being a member of this tribe and how your life has changed because of colonization.

Lesson Two Worksheet

Settler group: (give your group a name)	
What country did you leave?	
Why did you make the journey to America?	
Do you think you'll miss your homeland?	
What did you bring with you?	
Agriculture:	
Livestock:	
Metal:	
Guns:	
What tribe did you first meet upon landing?	
Do the natives seem friendly? Why or why not?	
Name two things that surprised you about this new land and/or people.	
What new things did the native people teach you?	
Did you disagree over anything? If so, what?	

Using these details, create a story about being a settler and how you have changed the lives of Native Americans because of colonization.

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Homework

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Integration Standard- ELA: 3-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of **voice**, and correct use of the conventions of written

- 3-4.2 Use complete sentences (including compound sentences) in writing.
- 3-4.3 Create paragraphs that include a topic sentence with supporting details and logical transitions.
- 3-4.4 Use grammatical conventions of written Standard American English, including American English.
- 4-4.2 Use complete sentences (including compound sentences) in writing.
- 4-4.3 Create paragraphs that include a topic sentence with supporting details and logical transitions.
- 4-4.4 Use grammatical conventions of written Standard American English.

Objectives:

- Students and parents will work together to create an essay describing what life would be like if they were forced to leave their home.
- Students and parents will predict what it would feel like to be uprooted. They will develop an essay describing their feelings and curiosities about their new home.

Students are encouraged to write in detail about the positive and negative thoughts that surround the move.

- Integration – Students will complete their essay using correct grammar, spelling, and punctuation. Student will be expected to revise, edit, and rewrite prior to turning in their essay.

Materials:

- Letter of instruction for each student and their parents.
- Rubric detailing the exact expectations of the assignment.

Dear Students and Parents,

We have just completed a unit on the effect of colonization on Native American life. The students have learned about the three main tribes of South Carolina and the role colonization had in changing their way of life both positively and negatively. In order for my students to truly understand what life was like for the Native Americans during this period in history, I have developed a fun and exciting writing assignment that will put them in a similar situation. Although I would like for most of the main thoughts to come from my students, I strongly encourage getting the whole family involved and imagining how your lives might differ if you were forced to abandon the home you now occupy. As the students have learned, there are positive and negatives aspects of colonization. Not only did the Native Americans learn a lot from the colonists, they were friendly with them in the beginning. I hope that you and your child enjoy working on this together and I look forward to reading everyone's feelings. Please email me if you have any questions or comments about this project.

Thank you so much,

Story Writing : Moving Day

Imagine that you are 'removed' from your home and relocated somewhere else to begin a different life, not unlike what happened to young Cherokees, Catawba, and Yemassee in the 1800s. Write a story that describes that situation. How would you feel and cope in that situation? Include the reason why you must leave your home. Be sure to talk with your parents and siblings for additional input. Be sure to include what you miss most about your life now and any fears of moving to a new place. Additionally, please include where you are being sent and what you think that place may be like. Remember students, this assignment is fun!!! Be as creative as you want. Your story need not be factual. Please follow the attached rubric to ensure that all categories are included in your essay. There is no limit to the amount you write, but you must have at least one full page written. Here is a bulleted list of things I want each student to cover in his/her essay:

- Why you must leave your home
- Where you are being sent to (be creative)
- Feelings or thoughts about your impending “eviction” from your home
- Pros/Cons of leaving your home
- Fears/Excitement about your new home
- A clever title for your essay

Student Name: _____

CATEGORY	4	3	2	1
Title	Title is creative, sparks interest and is related to the story and topic.	Title is related to the story and topic.	Title is present, but does not appear to be related to the story and topic.	No title.
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.



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For further information, please visit The Charleston Powder Magazine website at <http://www.powdermag.org>.