



Tribal Nations/Entities Across South Carolina

Overview of Lesson:

This lesson focuses on contemporary Native American Indian/Indigenous tribal nations and entities in South Carolina to increase awareness of and build an appreciation for, and understanding of, the tribes located in South Carolina. Students will select one of the state or federally recognized tribes in South Carolina, research the tribal nation/entity via a graphic organizer, and then create a presentation about a challenge that the tribe is facing today or has faced in the past and what the tribe is doing or has done to remedy, change, or improve the situation.

About the Project:

Native American/Indigenous history is American history. We often forget that in this nation there is a long and varied history, pre- European contact. Native American Indians/ Indigenous peoples lived in the area we now call South Carolina for at least 18,000 years. Archaeologists study artifacts and remnants of sites from these peoples to learn more about both South Carolina's history and the lives of the people. This lesson plan will help students learn about the history that predates written history in their state, and how it is still represented today. Understanding past indigenous lifeways—their complexity, resiliency, and vitality—allows for a greater appreciation of the contributions to the story of the local, state, and nation's past and its continued impact on the here and now, as well as the future.

Learning Objectives and Student Outcomes:

1. Students will be able to identify the names of the 1 Federally recognized tribe, 9 State recognized tribes, 4 State recognized groups, and 2 State recognized special interest groups.
2. Students will be able to describe the locations of the tribal entities in both modern and ancient times and determine which Indigenous peoples lived on land significant to each individual student (where they live, where they go to school, etc.)
3. Students will complete a graphic organizer about a selected tribe.
4. Students will be able to use their findings to develop historical questions that could be used in research.
5. Students will be able to investigate aspects of American Indian culture in South Carolina to include: foodways, recreation, gender roles, clothing, housing, and health.

Length of lesson: 1 week

Standards (details provided at end of lesson plan):

-English/Language Arts:

SL.11-12.5, W.11-12.6, W.11-12.2A, B, C, D, E, F, G, H



-American History:

AH.H.1.1, AH.H.3.4

-Civic Literacy:

CL.H.1.2, CL.H.1.3, CL.H.1.4, CL.H.1.5, CL.H.1.6

Activities/Tasks:

Section 1:

1. The instructor will review the assignment sheet with students.
2. Students will choose one of the tribal entities within the state of South Carolina.
 - a. OPTION 1: Student chooses one entity they would like to research.
 - b. OPTION 2: Instructor assigns tribes to students.
3. Students complete the South Carolina Tribal Entities/Nations Graphic Organizer using the provided links and any additional resources provided by the instructor.
4. Students submit their graphic organizers to their instructor for a grade and feedback.

Section 2:

1. Based on their research, students will create a presentation on their tribal nation/entity.
2. The presentation will explain the background, the contemporary tribe, and focus on one issue of importance in the modern group.
 - a. The student will examine this issue and explain different steps that the tribe is taking to resolve this issue.
3. Students will record their presentation, post it on YouTube as “unlisted” and supply the YouTube link to the instructor.
 - a. OPTION 1: Students present in front of the class.
 - b. OPTION 2: Students submit the presentation only to instructors.
 - c. OPTION 3: Students’ videos are added to a shared folder/drive/space (ie Moodle or Canvas) accessible to the class.

Strategies for Student Assessment:



- The graphic organizer is meant to be a scaffolded activity before the student starts their presentation. For best results, give feedback on the graphic organizer so students know how to progress on their presentation.
- Instructors should utilize their own customized rubric.

Resources, Materials, and References:

https://libguides.library.cofc.edu/indigenous_south/southcarolina

<https://cma.sc.gov/minority-population-initiatives/native-american-affairs/south-carolinas-recognized-native-american-indian-entities>

<https://discoversouthcarolina.com/articles/native-american-culture-in-south-carolina>

<https://www.sciway.net/hist/indians/geo.html>

<https://scdah.sc.gov/research-and-genealogy/resources/native-american-resources>

Detailed Standards:

English/Language Arts:

SL.11-12.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

W.11-12.6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Organize information and ideas around a topic to plan and prepare to write.

B. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.

C. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.



D. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

E. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

F. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

G. Provide a concluding statement or section that follows from and supports the information or explanation presented.

H. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

American History:

AH.H.1.1 Explain the causes and effects of various domestic conflicts in terms of race, gender, and political, economic, and social factors.

AH.H.3.4 Compare how competing historical narratives of various turning points portray individuals and groups including marginalized people.

Civic Literacy

CL.H.1.2 Compare competing narratives of the historical development of the United States and South Carolina in terms of how each depicts race, women, tribes, identity, ability, and religious groups.

CL.H.1.3 Interpret historical and current perspectives on the evolution of individual rights in America over time including women, tribal, racial, religious, identity and ability.

CL.H.1.4 Explain the impact of social movements and reform efforts on governmental change, both current and in the past.

CL.H.1.5 Explain how the experiences and achievements of minorities and marginalized peoples have contributed to the protection of individual rights and "equality and justice for all" over time.

CL.H.1.6 Exemplify ways individuals have demonstrated resistance and resilience to inequities, injustice, and discrimination within the American system of government over time.



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Contemporary Native American Indian/Indigenous Tribal Nations/Entities of South Carolina Research Graphic Organizer

Student Name: _____

Class: _____

Date: _____

Directions: Make sure you view the Native American Indian/Indigenous Tribal Nations/Entities of South Carolina Research Project Assignment Sheet. After you choose a tribe to research, complete this graphic organizer. To complete the graphic organizer, you will need to visit the tribe's official website along with other resources. Answer each question below using critical thinking, logical deduction, and research. Please list any website or other source that you use in the space provided for it below.

To help guide your research about an issue faced by modern tribal nations/entities, below is a list of common issues that some face. Be aware: not all tribal nations/entities have the same problems.

*Retaining the language of the tribe

* Financial issues

*Land rights or maintaining land

* Economic opportunities

*Education

*Building community within the tribe

*Efforts to become a federally recognized tribe

*Water Rights

To receive credit, do NOT copy and paste responses from outside sources. Responses should be written in your own words

South Carolina Tribal Nations/Entities:

[Beaver Creek Indians](#)

[Catawba Indian nation](#)

[Chaloklowa Chickasaw Indian People](#)

[Edisto Natchez-Kusso Tribe](#)

[Pee Dee Indian Nation of Beaver Creek](#)

[Pee Dee Indian Tribe of SC](#)

[Pee Dee Nation of Upper SC](#)

[P.A.I.A Lower Eastern Cherokee Nation](#)

[Santee Indian Organization](#)

[Sumter Tribe of Cheraw Indians](#)

[Waccamaw Indian People](#)

[Wassamasaw Tribe of Varnertown Indians](#)

[Natchez Indian Tribe](#)

[Eastern Cherokee, Southern Iroquois, and United Tribes of SC](#)



Background:

1. What is the name of the tribe that you have chosen to research?

2. What county/counties is the tribe currently located?

3. How many people are members of the Tribal Council?

4. Is the tribe federally recognized or state recognized today?

5. Research: What is the difference between being federally recognized versus state recognized in South Carolina?

History:

6. Using the [Exploring the Indigenous South: Indigenous People in South Carolina \(College of Charleston\)](#) website, describe Indigenous lifeways in the past in the area where the tribe lives today. [4-6 sentences]



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7. Read more about your tribe's history using the [Exploring the Indigenous South: Indigenous People in South Carolina \(College of Charleston\)](#). Relate a part of the tribe's history that stood out to you the most. Elaborate on that moment of tribal history. Why did this part stand out to you the most? [4-6 sentences].

Government:

8. Does the tribe have a constitution or mission statement? If so, when was it written?



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9. What stands out to you the most from the constitution or mission statement?

10. What is the name of the current tribal leader? What is his/her title and role in the tribe? (ie. what do they do?)

11. Elaborate on the tribal government: roles of officials, how rules and laws are made, etc [1-2 paragraphs]



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Community:

12. What is one thing that the tribe is doing to improve education in their community?

13. What is another thing that the tribe is doing to support their community? Is it helping? How?



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14. Discover: What is one way that the tribe is trying to strengthen their community and cultural identity?

Current Issue:



Consider the research that you have done. What is a current issue, challenge or problem that is facing the tribe you selected to research?

15. What issue did you find that your tribe is dealing with?

16. Explain the issue in 2-4 sentences.

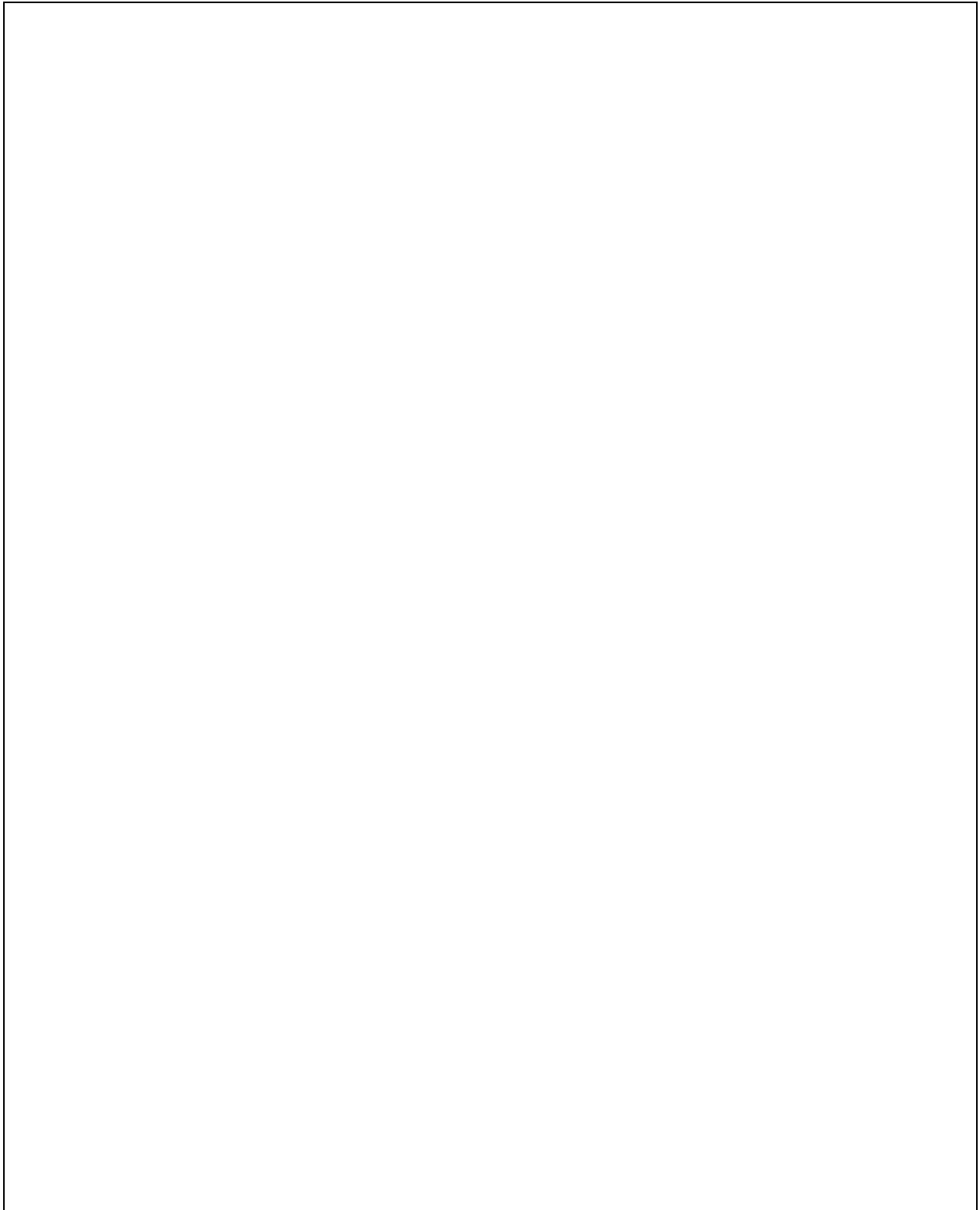
17. Elaborate on what actions the tribe is taking to alleviate (reduce) this issue.

Works Cited:

18. In the boxes below, list the websites you used to complete this graphic organizer.



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Native American Indian/Indigenous Tribal Nations/Entities of South Carolina Research Project Assignment Sheet

Name: _____

Course: _____

Instructor: _____

Task: For this assignment, you will research one of the fourteen tribal nations/entities located in South Carolina.

You will:

- Research the tribal nation/entity using the sources provided.
- Complete a graphic organizer.
- Create a slide presentation elaborating on your research from the graphic organizer.
- Present your research.

Part 1: Choose Your Tribal Nation/Entity Directions:

Choose ONE tribal nation/entity from the list below:

Beaver Creek Indians

Catawba Indian nation

Chaloklowa Chickasaw Indian People

Edisto Natchez-Kusso Tribe

Pee Dee Indian Nation of Beaver Creek

Pee Dee Indian Tribe of SC

Pee Dee Nation of Upper SC

P.A.I.A Lower Eastern Cherokee Nation

Santee Indian Organization

Sumter Tribe of Cheraw Indians

Waccamaw Indian People

Wassamasaw Tribe of Varnertown Indians

Natchez Indian Tribe

Eastern Cherokee, Southern Iroquois, and United Tribes of SC

Part 2: Research Your Tribe Directions:

1. Use the Contemporary Native American Indian/Indigenous Tribal Nations/Entities of South Carolina Research Graphic Organizer provided by instructor.

- a. Do not copy and paste information, please use your own words to detail the answers.
- b. Fully answer each question with as much detail as possible.



2. Use the links provided to help you complete the graphic organizer.
3. When finished, submit the graphic organizer for a grade and feedback.

Part 3: Create A Presentation Directions:

1. Create a slide presentation about your tribal nation/entity.
 - a. Use your graphic organizer as a guide.
 - b. Presentation length: 5-10 minutes
2. Slide breakdown:
 - a. Slide 1 = Title page
 - i. Tribal Nation/Entities name
 - ii. Your name
 - b. Slide 2 = Tribal background
 - i. Give a background about your chosen group, including population, language, location, etc.
 - ii. Include at least one image.
 - c. Slide 3 = Tribal history
 - i. Briefly explain the tribe's history.
 - ii. Include at least one image.
 - d. Slide 4 = Tribe government
 - i. Explain the governmental structure of your chosen group.
 - ii. Include at least one image.
 - e. Slide 5 = Tribal issue
 - i. Explain one challenge the group faces today, or has faced in the past, and how it relates to the tribe.
 1. Use the links and documents to discover a challenge unique to your chosen tribal nation/entity. Examples of an issue: retaining the language of the tribe, maintaining land, education, building community, financial issues, efforts to become a federally recognized tribe, etc.



2. Be aware: indigenous peoples are not a monolith, and as such, each tribe deals with different issues and in different ways. Use your research from the graphic organizer to help guide you.

ii. Include at least one image.

f. Slide 6-7 = Issue Resolution

i. Explain what the tribe is doing or has done to improve, mitigate, or address the situation.

ii. Include at least one image.

g. Slide 8 = Self-Reflection

i. Answer:

1. What did I know about this tribe before this research project?

2. What was the most interesting thing I learned while researching this?

3. Why is it important that people learn about Native American Indian/Indigenous peoples currently living in the state/area, and in the past?

h. Slide 9 = Works Cited

i. Include a list of the sources utilized in completing all portions of the project.

Part 4: Record Your Presentation

*Please add directions for the recording of your presentation using the formatting that you would prefer.

Part 5: Upload/Email Your Presentation

*Please add where you want the presentation to be uploaded or emailed.