



## **Indigenous/Native Environments and Displacement**

### **Overview of Lesson:**

This lesson is designed to introduce students to ideas about Indigenous environments, sustainability, the why and how of settlement, as well as displacement through the years. Using critical thinking, settlement patterns, archaeology, as well as mapping and primary sources students will explore Indigenous lifeways and patterns based on the environment, and the impact of said environment on their lives.

### **About the Project:**

Indigenous/ Native American Indians have lived in South Carolina and the surrounding regions for at least 15,000 years. The material remains of these people are studied by archaeologists, anthropologists, and historians to understand how, where, and the why of where they lived. Shifting patterns of settlement give clues used to understand the environment, stressors, and cultural characteristics of the groups that lived here for thousands of years and in many cases continue to live here. Colonizers/Settlers viewed America as a largely unsettled and wild place, but this is simply not the case. Indigenous/Native American groups shaped their environment and learned how to coexist with the environmental factors at hand. Colonization and settlement furthered the shaping and manipulating of the lands. Indigenous/Native American history *IS* American history, and understanding the lifeways and contributions of these people gives a fuller understanding of the broad fabric of American history both past and present.

### **Learning Objectives and Student Outcomes:**

1. Students will understand how historical and geographic context impacts our understanding of Indigenous/Native groups.
2. Students will understand the cultural biases and misunderstandings that help contextualize the contact period.
3. Students will understand a broad based knowledge of, and practices in, environmentalism, coexistence, and sustainability.
4. Students will understand basic settlement patterns of Indigenous/Native American Indians in South Carolina.
5. Students will understand broad based Indigenous knowledge as it relates to resource use.



**Length of Lesson: 1 week**

**Standards (details provided at end of lesson plan):**

**Subjects: AP Environmental Science; Earth and Environmental Science; AP US History; American History 1 & 2; South Carolina History; AP Human Geography**

**Corresponding National and State Standards:**

**Environmental Science:**

EIN-2: When humans use natural resources, they alter natural ecosystems.

EEn.2.8: Evaluate human behaviors in terms of how likely they are to ensure the ability to live sustainably on Earth.

EEn.2.8.3: Explain the effects of uncontrolled population growth on Earth's resources.

Geography and the Environment: Geographic and environmental factors, including competition over, and debates about, natural resources shape the development of America and the region.

**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.

**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 aid 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.

### **Activities/Tasks:**

#### **Section 1:**

1. The instructor will review the Indigenous/ Native American Indian Graphic Organizer assignment sheet with students.
2. Students will view a map of known Indigenous/Native American pre/contact period sites within the state of South Carolina.
3. Students will watch the provided videos and research the provided websites to fill out the graphic organizer.
4. Students submit their graphic organizers to their instructor for a grade and feedback.



### **Section 2:**

1. The instructor will review the European Colonizing Nations Graphic Organizer assignment sheet with students
2. Students will view the methods of conquest/claiming land for the major European colonizing countries.
3. Students will watch the provided videos and research the provided websites to fill out the graphic organizer.
4. Students submit their graphic organizers to their instructor for a grade and feedback.

### **Section 3:**

1. Based on their research, students will create a presentation on Indigenous/Native American Indian settlement patterns and manipulation of the environment versus that of European colonizing nations.
2. The presentation will explain the primary factors for land use and ownership by Indigenous/Native American Indians versus European colonizing nations, major reasons for miscommunications/and manipulations, as well as differences in resource use and misuse and ideology.
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.



## **Colonizing Nations Environment and Displacement**

Student Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Make sure you view the Indigenous/Native Environments Assignment Sheet. After you research the provided websites, and watch the provided videos, complete this graphic organizer. 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 this topic, please watch the following videos, and review the websites.

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

### **Video:**

<https://www.knowitall.org/video/first-european-settlers-conversations-sc-history>

### **Websites:**

<https://education.nationalgeographic.org/resource/motivations-colonization/>

<https://www.ncpedia.org/anchor/who-owns-land>

[https://www.nps.gov/parkhistory/online\\_books/explorers/sitee26.htm](https://www.nps.gov/parkhistory/online_books/explorers/sitee26.htm)

<https://www.ccpl.org/charleston-time-machine/roots-spain-s-claim-south-carolina-1513-1670>

<https://discoversouthcarolina.com/articles/find-south-carolinas-missing-century-at-st-elena-history-center>

[https://www.worldhistory.org/Spanish\\_Requirement/](https://www.worldhistory.org/Spanish_Requirement/)

### **Background:**

1. How did the Dutch “claim” land in the “New World”?



**INDIGENIZE**  
SOUTH CAROLINA

2. How did the British “claim” land in the “New World”?

3. How did the Spanish “claim” land in the “New World”?

4. How did the French “claim” land in the “New World”?

5. Do any of these sound compatible with Indigenous/Native American Indian forms of “claiming” land?  
If no, why not? If yes, why?



6. Are any of these compatible with other European nations' ways of "claiming" land? If no, why not? If yes, why?

7. In what ways did European colonizing nations ignore similar/any Indigenous land claims? Why?



8. What was the status of European environmental/natural resources at that time?

9. What resource(s) was/were the European colonizing nations (give an example(s) for each) primary export, and what impact did it have on Indigenous/Native American Indian nations?

10. What role did the environment/resources play in each colonizing nations' settlement or attempted settlement in the region?





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Works Cited:

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

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