Native Plants, Native People
American Indian Tribes of North Carolina and Their Relationship to the Land

General Notes About this Program
- This is an outdoor program. Participants should dress for the weather, and be aware that, at certain times of year, mosquitoes can be bothersome.
- We can serve a maximum of 60 students at a time with this program
- Please divide your students into groups of 10-12 prior to your arrival at NCBG. We can serve a maximum of 6 groups of this size at a time.

Curriculum Alignment
All of the North Carolina Botanical Garden’s educational programs are aligned with North Carolina and/or national education standards. The pre-visit, Garden visit, and extension activities that make up the Native Plants, Native People educational program align with the following standards:

<table>
<thead>
<tr>
<th>Essential Standards: 4th Grade Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.H.1.1 Summarize the change in cultures, everyday life and status of indigenous American Indian groups in NC before and after European exploration.</td>
</tr>
<tr>
<td>4.C.1.2 Explain how the artistic expression of various groups represents the cultural heritage of North Carolina.</td>
</tr>
</tbody>
</table>
Pre-Visit Activity: A Sense of Place
In this activity, students will learn about the Cherokee Indians in North Carolina.

Materials Needed:
Map of the United States which indicates major landforms and state boundaries.
Post-It Notes

Procedure:
1. Ask students if they know when North Carolina became a British colony (1729).
2. Ask the students what types of people lived in North Carolina in 1729 (European Settlers and American Indians).
3. Ask students to describe how people lived at that time. Mention that they lived without cars, grocery stores, and electricity.
4. Ask students if they know the names of any American Indian tribes in North Carolina at that time. If they don’t say it, mention that in 1729, about 50,000 Cherokee lived in the Southern Appalachians, including North Carolina.
5. Inform students that the Cherokee had many villages, each with 30-60 homes. The Cherokee primarily used farming for food, but also hunted and collected wild plants for food. They relied heavily on “The Three Sisters”: corn, beans, and squash. They planted those three crops together, as the corn would provide support for the beans to grow, and the low growing squash would serve as a mulch and help conserve water for all three plants. For many years after contact with European settlers, the two groups lived together peacefully and traded with each other.
6. Point out that in 1729, the Cherokee lived in the Southern Appalachian Mountains, in what are today 7 states. Write the names of the following 7 states on the chalkboard: North Carolina, Virginia, South Carolina, Georgia, Alabama, Tennessee, Kentucky.
7. Show the students the map of the United States, indicating the location of the Appalachian Mountains. Tell them that we want to show on the map where the Cherokee lived in 1729 (The Appalachian region of the 7 states you wrote on the board).
8. Have students proceed to the map one-by-one. With a post-it note, ask students to cover up an area where the Cherokee lived in 1729. Remind them that they ONLY lived in the Appalachian regions of the states listed on the board. Once every student has placed a post-it on the map, fill in any gaps on your own.
9. Have students look at the map again, and remind them that the area covered by the post-its was where the Cherokee once lived. Leave the post-its on the map for use in an extension activity after your visit to the Garden.
10. Inform students that they will visit the North Carolina Botanical Garden, and they will learn more about the Cherokee and other American Indian tribes.
Garden Visit: Native Plants, Native People

In this activity, Docents will lead an educational program at the North Carolina Botanical Garden. Students will be led to different areas in the Display Gardens where they will learn about American Indian Tribes from North Carolina’s 3 different geographic regions. Students will learn how American Indians lived with nature and will explore how American Indians used plants in different ways.
Extension Activities: Bringing it Home
The North Carolina Botanical Garden encourages you to continue to teach students about American Indian history and culture by engaging them in hands-on, inquiry-based learning opportunities in the indoor and outdoor classrooms. The activities and books listed below are a good way to follow-up your garden visit.

Classroom Activities:
Follow up the pre-visit activity by researching where the Cherokee live now, placing different colored post-it notes on those lands. Compare this area with the lands they occupied in 1729.

Visit the Occaneechi Indian Village in Hillsborough, the Oconaluftee (Cherokee) Indian village in Cherokee, or other American Indian cultural centers throughout North Carolina.

Visit the Smithsonian National Museum of the American Indian in Washington, D.C.

Have students research and create maps showing all American Indian tribes that lived in North Carolina at particular times in history.

Have groups of students research other American Indian Tribes that live/lived in North Carolina. Have them research their lifestyle, where they live/lived, their history, and how they interacted with nature. Have student groups share their reports with the class.

Have students trace the “Trail of Tears” on a map, plotting out what current cities the Cherokee would have traveled through. Students can use the map provided on the National Park Service website: (http://www.nps.gov/archive/trte/pphtml/maps.html).

Have students complete the activity The Cherokee Response to Removal, found in the Smithsonian National Museum of the American Indian’s pre-visit Teacher Guide: http://www.nmai.si.edu/education/files/PreVisitTG_Fina2.pdf

Have the students research the true events of “The First Thanksgiving”. A good online resource is the Oyate website (http://www.oyate.org/). Another good source on this topic is the Smithsonian National Museum of the American Indian: (http://www.nmai.si.edu/education/files/harvest.pdf)

Use the book Native America: Arts, Traditions, and Celebrations (citation below) to have students research the art of American Indians and create their own artwork inspired by what they saw.

Use the book Myth, Music and Dance of the American Indian (citation below) to learn more about the music and dance of American Indians. Then use music and dance to celebrate American Indians in your classroom. You can gather natural materials to use in this celebration as well.
Suggested Resources:
It is important when teaching students about the history and culture of American Indians, that it is done accurately and in a way that does not perpetuate stereotypes. Unfortunately, many popular books about American Indians are inaccurate. The following resources are meant to help you teach your students more accurately about the American Indian. It should be noted, though, that the best sources for studying American Indian tribes are the tribes themselves, and we encourage you to contact them directly.

Activity Guides for Teachers:


Websites for Teachers Containing Recommended Books:

Oyate: Resources. http://www.oyate.org/resources.html


Other Websites:
American Indian Library Association: http://aila.library.sd.gov/

Eastern Band of the Cherokee: http://www.cherokee-nc.com/

Occaneechi Band of the Saponi Nation: http://www.occaneechi-saponi.org/

Smithsonian National Museum of the American Indian: http://www.nmai.si.edu/

University of Michigan-Dearborn: *Native American Ethnobotany Database.* http://herb.umd.umich.edu/
Suggested Resources (continued):

Videos:

Books for Students:


References:
In creating *Native Plants, Native People,* a variety of different sources were used, including those listed in the “Suggested Resources” section above. In addition, the following books were used:


