

UNIT PLAN

Grade Level: 3
Unit #: 2
Unit Name: Native Americans

Big Idea/Theme: Native American tribes influenced the development of colonial South Carolina.

Culminating Assessment: Complete a brace map (Thinking Map) that includes Cherokee, Catawba, and Yemassee tribes in South Carolina. List 3 aspects of culture (foods, type of dwelling, & an interesting fact), geographic location, and governance.

Unit Understanding(s)

Students will understand that...

- Native Americans in South Carolina can be identified by their geographic location, culture, and governance.
- Native American tribes in South Carolina showed similarities and differences.
- Elements of Native American daily life influenced the early development of our state.
- European colonization of South Carolina had a large impact on Native Americans.
- The trading relationship and interactions between Native Americans and Europeans was characterized as being friendly at first then worsening when Native Americans were handled unfairly by the Europeans.

Unit Essential Question(s):

- What attributes can be used to identify Native Americans in South Carolina?
- What were the similarities and differences between Native American tribes in South Carolina?
- How did elements of Native American daily life influence the early development of our state?
- What effect did the European colonization of South Carolina have on the Native Americans?
- What made the relationship and interactions between Native Americans and Europeans worsen?

Students will know... / Students will be able to...

- Compare Native American tribes who lived in South Carolina to find similarities and differences in culture and government and language.
- Describe elements of **Cherokee** life including:
 - living off the land in the mountainous Blue Ridge region and the hilly Western Piedmont.
 - settling in many villages along rivers and traveling/trading by dugout Canoe.
 - living in longhouses (summer) and wattle/daub houses (winter).
 - villages ran by councils where leaders were elected and there was a form of a constitution.
 - securing food by hunting, gathering, fishing, and farming.
 - being powerful and thinking they were “the real people.”
- Describe elements of **Catawba** life including:
 - living off the land in the Piedmont.
 - settling in villages near rivers that were governed by councils.
 - securing food by hunting and farming.
 - being known as the “River People.”
 - being more peaceful than many Native American tribes in South Carolina at that time.
 - making pottery.
- Describe elements of **Yemassee** life including:
 - living in the Coastal Zone of South Carolina near the Georgia border.
 - living in wigwams near coast (summer) and wattle and daub houses inland (winter).
 - securing food by hunting, fishing, farming, and gathering shellfish.
- Summarize the trading relationship between Native Americans and Europeans as being friendly at first then worsening when Native Americans were handled unfairly by the Europeans.
- Identify trade items Native Americans (furs) exchanged with Europeans (knives, guns, manufactured goods).
- Summarize the conflict that arose over the ideas of communal land ownership (Native Americans) and individual land ownership (Europeans).
- Summarize the Yemassee War as being a year-long battle between native nations and European settlers which resulted in the Yemassee being driven from the state.
- Recall that European diseases brought to South Carolina killed many Native Americans because they had no immunity to them.

South Carolina Academic Standards:

- 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.

Interim Assessment (formative)

- Homework assignment
- Native American flip book
- Native American organizer
- Native American quiz
- Teacher observation

Key Criteria (to meet the standard/rubric)

Rubric

Major Tribes in South Carolina

Cherokee

Culture

Foods:

Home:

Fact:

Government

Location

Catawba

Culture

Foods:

Home:

Fact:

Government

Location

Yemassee

Culture

Foods:

Home:

Fact:

Government

Location

Native American Brace Map Rubric

Name: _____ Date: _____

	4	3	2	1
Cherokee Indian Tribe	Three accurate culture details (foods, dwelling, and interesting fact) One government detail. One location detail.	Same as four except one of the details is missing or inaccurate.	Same as four except two of the details are missing or inaccurate.	Same as four except three or more of the details are missing or inaccurate.
Catawba Indian Tribe	Three accurate culture details (foods, dwelling, and interesting fact) One government detail. One location detail.	Same as four except one of the details is missing or inaccurate	Same as four except two of the details are missing or inaccurate.	Same as four except three or more of the details are missing or inaccurate.
Yemassee Indian Tribe	Three accurate culture details (foods, dwelling, and interesting fact) One government detail. One location detail.	Same as four except one of the details is missing or inaccurate	Same as four except two of the details are missing or inaccurate.	. Same as four except three or more of the details are missing or inaccurate.

Total Points: _____/12

Teacher Comments:

Parent Comments: