

North Carolina American Indians Patch Program

Long before Europeans arrived in North Carolina, American Indians lived on this land and still do. This program honors the history of North Carolina American Indians, but also educates Girl Scouts on modern American Indians. GS-NCCP celebrates the culture of North Carolina American Indians past and present.

Girl Scouts - North Carolina Coastal Pines

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We would like to thank The Lumbee Tribe, The Eastern Band of the Cherokee Nation, Cape Fear Museum, Museum of the Cape Fear, the American Indian Heritage Commission, and the NC Commission of Indian Affairs for their guidance, education, and help with this Patch Program.

Troop Leaders-Please read before starting this program!

This program was created to encourage being culturally respectful of modern and historical American Indian information while also educating Girl Scouts on North Carolina American Indians. Below are websites with resources to help you work through this patch program with your troop. Before starting the patch program, look through some of the information on [this site](#) to increase your knowledge on how to demonstrate cultural respect as you teach your Girl Scouts about North Carolina American Indians.

Terminology

A common question when learning about American Indians is "What is the proper term to use when talking about American Indians?" The state of North Carolina uses the term American Indians. This term is accepted by many American Indian people in the state of North Carolina. Some organizations do use the term Native American. If interacting with an American Indian, the best thing to do is ask which term they prefer to be called. Many American Indians prefer to first be identified with their tribe rather than just American Indian or prefer to be identified as Indigenous Peoples. Again, this is different from person to person, so a respectful, open conversation about this topic is appreciated.

Requirements:

Girl Scouts must complete the number of activities below to receive their North Carolina American Indian patch.

- Daisies/Brownies- Must complete the required activities and one activity from each section (Discover, Connect, and Take Action) *If some activities in the section are beyond your troop's ability you can do 3 activities from another section instead or do the same activity again (for instance read two books, instead of just one).
- Juniors/Cadettes- Must complete the required activities and two activities from each section (Discover, Connect, and Take Action)
- Seniors/Ambassadors- Must complete the required activities and three activities from each section (Discover, Connect, and Take Action)

Required Activities:

1. Discuss the word CULTURE and its definition. What is Your Culture?- Culture is the arts, beliefs, customs, and traditions of a group of people. Have your troop think about their own family. Talk about what traditions they had, what is important to them and what they believe and celebrate. Have each girl draw a picture of her culture or write a paragraph about it. Then share as a group.

2. Learn the names of the 8 tribes in North Carolina and read more about them on the North Carolina Government Website. Then do the activity requirement for your level:

Daisies/Brownies-Write down one interesting fact about each tribe.

Juniors/Cadettes- Write down two facts about each tribe. One fact must be about historical life and one fact must be about modern life.

Seniors/Ambassadors- Write down three facts about each tribe. Two facts must be about historical life and one fact must be about modern life.

DISCOVER

1. Notable Modern American Indians-Research the following modern American Indians to learn more about their jobs and contributions.

Research the first American Indian in space. Where did he go? What tribe is he a member of?

Who is Ben Nighthorse Campbell? What job is he known for doing? What tribe is he a member of? What sport did he compete in during the 1964 Olympics?

Who is the Director of the American Indian Center at UNC Chapel Hill? Which local NC tribes is she a member of? Where did this person get their law degree from?

Which American Idol songwriter and singer is from Robeson County? She is of the Lumbee and Tuscarora descent. How many NAMMYS as she won?

Who was Wilma Mankiller? What important role did she play in the Cherokee Nation? Which quote by Wilma inspires/interests you most?

Who wrote from Princess to Chief? Which North Carolina tribe was she a Chief of?

2. History Lesson-Learning about modern American Indians is very important, but to understand modern American Indians, you also need to learn their history.

Daisies, Brownies, and Juniors must research 2 of the questions below. Cadettes, Seniors, and Ambassadors must research 3 questions below.

1. Research historical American Indian homes. How many types were there? Which types of homes did North Carolina tribes live in?

2. What are two common foods that American Indians in North Carolina historically ate?

3. Research two tools that American Indians in North Carolina used historically in everyday life. What were they used for?

4. Deer were an important animal to early American Indians. Name at least two ways deer were used historically by American Indians.

5. How did American Indians travel short and long distances?

6. Why has the American Indian population decreased over the last 200 years? Give three reasons.

3. Discussion.

Stereotypes- A stereotype is a **fixed, over-generalized belief about a particular group or class of people**. By stereotyping, we infer that a person has a whole range of characteristics and abilities that we assume all members of that group have.

Discuss the following questions with your co-leader and peers. Have you heard of stereotypes before? Why do you think some people think stereotypes are true? Why are stereotypes harmful? How would you feel if you were an American Indian and people were saying stereotypical things about you? What can you do to stop people from investing in stereotypes.

Picture Investigation-Find a picture of an American Indian in popular media. It can be from a movie, a mascot, cartoon, food package, or other similar references to pop culture. As a troop talk, about the image and answer the questions below:

- Does the image represent a modern or historic American Indian?
- What are they wearing?
- What are they doing in the picture?
- What is one word you would use to describe the picture?
- Talk about what the image represents (the movie, food product, etc.), Why would it need an Image of an Indigenous person attached to it? Does it make sense? Is it appropriate to use ethnic groups of people to commercially represent a product?
- Does the image display negative views of American Indians? How would you make the image more positive and realistic?

4. Tea Time- American Indians were and are resource at using herbs to make teas. The process of growing herbs and making tea today isn't vastly different than the past. Learn about herbs and teas through the resources below and then make some tea!

[The Herbal Academy](#)

CONNECT

Have a tea party- grab a few interesting herbal teas from the store and do a taste test. What teas does your troop like? What do they dislike? How are these herbal teas similar or different to the ones American Indians would have drunk?

Make your own tea- take a class or visit an herbal tea shop to learn how to make herbal tea. How does the process of making herbal tea now differ from the way American Indians would have made tea in the past?

1. Map it Out-Look at the map in this packet. Which tribe is closest to your hometown? As a troop talk about the following things:

Has anyone visited the tribe before?

Do you know anyone who is from the tribe?

Contact the tribe to learn more about them and possibly visit. Get connected [here](#).

2. Importance of Insignias- Insignias represent the culture of a tribe and what they value. Look at the insignias of NC Tribe at the bottom of the packet. After looking at the insignias and researching them, make your own insignia based on your culture and values. Share with your family and troop. Discuss as a troop, why you added certain elements to your insignia.

3. Arts and Crafts-American Indian culture is rich in arts, crafts, and music. Pick one or two of the activities below and research more about American Indian Arts and Crafts.

- o Bead Work
- o Coiled Pot
- o Clay Imprinting

o American Indian Pouches

4. Storytelling- Storytelling was a part of historical American Indian life. Many of the legends are still told today as a part of tradition. The legends and stories told by American Indians historically often explained things they saw in their lives. Please keep in mind these legends are not told by all tribes and were more often told historically. Modern American Indians write stories about all different topics, not just legends. Check out the books listed further on in this packet.

5. Powwows-Powwows are an important part of American Indian culture. Powwows are a tradition that have been adapted and changed over time as the life of American Indians has changed. Research the history of North Carolina Indian Powwows and how they have developed today. Present your findings to your troop or co leader.

6. Now it is time to think about American Indian culture. Pick [two tribes](#) in North Carolina.

- What did they value historically, what was their culture like?
- What do they value now, what is their culture like now?
- How is your culture similar to and different from American Indian culture past and present?

Remember: The idea of culture is complex when educating yourself about American Indians. Not because they don't have it, but because there are so many. American Indian culture is far from monolithic. It is important not to mash cultures together.

TAKE ACTION

1. Share Knowledge-Create a poster, video, speech, picture, or collage displaying what you learned about American Indians throughout this patch program. Share with your family, troop, classmates, or church.

2. Visit! -Visit one of these museums or historic sites to learn more about American Indians in North Carolina.

- o [UNC Pembroke Museum of the Southeast American Indian](#)
- o [North Carolina Museum of History](#)
- o [Town Creek Indian Mound](#)
- o [Museum of the Cape Fear](#)

3. Be a book advocate -Literature, especially children's literature, can misrepresent American Indians, African-Americans, Asians, and other minorities. Read over the criteria on how to tell if a book contains anti-American Indian bias in the link below. Also, look at the list of books that are approved and culturally respectful and those that aren't culturally respectful of American Indian culture. Help out your school or local library (with the help of an adult) by bringing attention to staff books that are anti-minority biased and then get culturally respectful books donated to replace those books.

Leaders- Check out these books and see if you can find them at your local library to enjoy with your troop/Girl Scout!

[WE ARE WATER PROTECTORS](#) BY CAROLE LINDSTROM AND ILLUSTRATED BY MICHAELA GOADE

Inspired by the events at Standing Rock in North Dakota, Carole Lindstrom's poetry speaks to just how important it is to stand up for the Earth and her first medicine, Water.

FRY BREAD: A NATIVE AMERICAN FAMILY STORY BY KEVIN NOBLE MILLARD AND JUANA MARTINEZ-NEIL

Fry Bread gives us a glimpse into the modern indigenous family. *Fry Bread* is food, it is time, love, patience, and it is ancient. It's a sweet story that helps us remember that our families have roots; and Indigenous people are still here, with roots deeper than we realize.

I AM NOT A NUMBER BY DR. JENNY KAY DUPUIS, KATHY KASER, AND GILLIAN NEWLAND

Written in both Nishnaabemwin (Ojibwe) Nbisiing dialect and English, we are given the story of 8-year-old Irene who was removed from her Indigenous family to go to residential boarding school. This book looks at the darker part of Indigenous history. It's about the fight to maintain personal and cultural identity in a time when every other effort was to erase it.

THE PEOPLE SHALL CONTINUE BY SIMON J ORTIZ AND SHAROL GRAVES

This powerful—and often painful—book looks at the history of North American First Nations. Told in the rhythms of traditional oral storytelling, we go back to creation—to the settler invasion and usurping of Native lands. The people saw their lands be destroyed for profit, saw the destruction of their Nations. It tells of how hard they fought, and how hard they fight now to keep their cultures alive. Even after everything they've been through, and what they *still* go through...they persist. The people shall continue.

WE ARE GRATEFUL: OTSALIHELIGA BY TRACI SORELL AND ILLUSTRATED BY FRANNE LESSAC

Following a Cherokee community throughout their year, we learn how to live with otsaleheliga (thankfulness) through work and celebration. Written by a member of the Cherokee Nation, we are given a glossary of Cherokee terms which help us to realize language is imperative to our cultures.

3A. Check out this link [here](#) to learn more about celebrating Native Cultures through words. Now ask Girl Scouts to come up with a story of their own that teaches a lesson everyone could learn. It could be about sharing, being brave, friendship...the sky is the limit!

4. Costume Analysis- CADETTES AND UP ACTIVITY

Many Halloween costumes seen today are culturally inappropriate and disrespectful to minorities. American Indian Halloween costumes are often ones that are worn by non-American Indians. These costumes are hurtful and promote stereotypes. First, you're not dressing up as a *person*, you're dressing up as a culture. When people do that, we call it "cultural appropriation," or taking the trappings of a non-dominant culture and using it for their own ends. Do the following activity:

- Discuss Halloween costumes and appropriate cultural representation. Do certain Halloween costumes promote stereotypes?

- Optional. Be an advocate- You are at a Halloween party and see someone in a costume that is misrepresentative. If you feel safe, calmly inform them that their costume is hurtful. Use the opportunity to share what you've learned about being culturally respectful through this program.

**We always want Girl Scouts to feel safe. Public advocacy requires courage, character, and confidence. It is always okay to check in with an adult if you are feeling uncomfortable or unsure how to handle a situation that might involve a confrontation, no matter how small.*

Arts and Crafts

American Indian Jewelry

American Indians have a long history of making beautiful pieces of jewelry from their surroundings. They used stones, shells, feathers, bones and many other materials. Find materials around you to make a necklace or bracelet to tell a story about where you are from.

Powwows

- What is a powwow?

In the context of American Indian culture a powwow is a community gathering of American Indians.

- What is the history of a powwow?

It is reported by the NC State Multicultural Student Affairs Office that powwows have a long historic background. They started out as huge summer gatherings that were held by tribes on the Plains. Word spread of these types of gatherings and each tribe modified the powwow to their own culture and traditions. Click here to read more.

- What does a modern-day powwow look like?

Powwows still do take place today. According to the NC State Multicultural Student Affairs Office as the lives of American Indians have changed so have their powwows. Powwows are now a festival and celebration. Many are open to the public. Powwows often still incorporate traditional dances, re-enactments, and arts. Powwows bring American Indians together to revisit their history and share stories.

Ones that are open to the public are an opportunity to educate non-American Indians on American Indian culture.

- Can I go to a powwow?

Yes! As mentioned various powwows are open to the public and they want non-American Indians to come experience their culture and learn.

- What is good powwow etiquette?

1. Always listen to the Master of Ceremonies or announcer- they will tell you when to photograph and what you should/shouldn't be doing at certain times.
2. Stand up during the grand entry- this shows your respect of the dancers.
3. Dress modestly- follow school rules when dressing to show respect.
4. Do not sit in the seats nearest the dancing circle- those seats are reserved for singers, dancers, and drummers. If you aren't sure where to sit, ask.
5. Powwows are religious ceremonies- when you are at a powwow think of it like going to church and show the same honor.
6. Refrain from negative thoughts and comments- the blessing before the ceremony sets the tone of the event and these types of thoughts/comments go against the blessing.
7. Do not bring alcohol, cigarettes, drugs or firearms- all of these items are prohibited and show disrespect.

8. Use common sense when taking photos- listen to the host and often they will note if it appropriate to take pictures. However, use common sense and don't shoot during prayers, dances, or flag ceremonies.

9. Powwows are colorful and high-energy events- audiences should have fun, but remember the dancers, singers, and drummers are not just there to entertain. For many of them this is a way of life and tradition.

10. Be flexible- open your eyes to a new cultural experience. Don't judge or criticize, just enjoy and be enlightened.

• Where are powwows in North Carolina?

Greenville- ECU Powwow (Spring)

Durham- North Carolina Museum of Science and Mathematics- American Indian Cultural Club (Spring)
Raleigh- NCSU Powwow (Spring)

Hollister- Haliwa-Saponi Powwow (Spring) Lumberton- Lumbee Powwow (Spring) Chapel Hill-UNC
Chapel Hill (Spring) Cherokee-Cherokee July Powwow (Summer) Clinton- Coharie Indian Cultural
Powwow (Fall)

Greensboro- Guilford Native American Association Powwow (Fall) Indian Trail- Indian Trail Powwow
(Fall)

Ahoskie- Meherrin Indian Powwow (Fall)

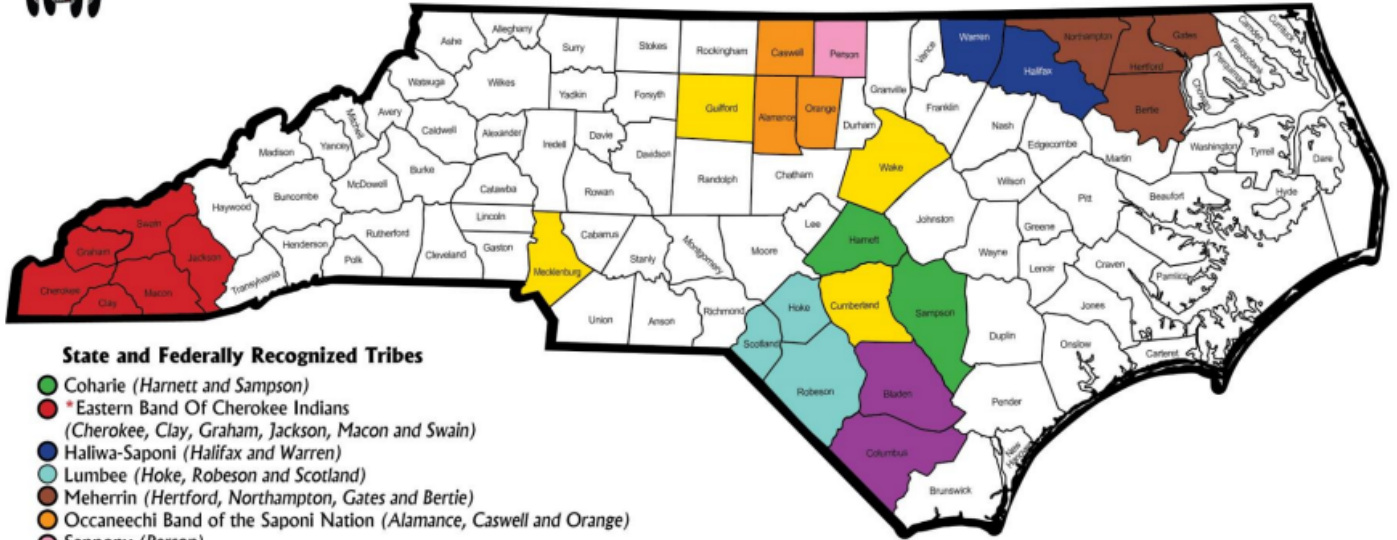
Check out these two links about powwows: [Link1](#) and [Link2](#).

Resources:



N.C. COMMISSION OF INDIAN AFFAIRS

N.C. TRIBAL AND URBAN COMMUNITIES



State and Federally Recognized Tribes

- Coharie (*Harnett and Sampson*)
- * Eastern Band Of Cherokee Indians (*Cherokee, Clay, Graham, Jackson, Macon and Swain*)
- Haliwa-Saponi (*Halifax and Warren*)
- Lumbee (*Hoke, Robeson and Scotland*)
- Meherrin (*Hertford, Northampton, Gates and Bertie*)
- Occaneechi Band of the Saponi Nation (*Alamance, Caswell and Orange*)
- Sappony (*Person*)
- Waccamaw Siouan (*Bladen and Columbus*)
- * Federally Recognized

● **Urban Indian Organizations**

(Holding membership on the NC Commission of Indian Affairs):
 Cumberland County Association for Indian People
 Guilford Native American Association
 Metrolina Native American Association
 Triangle Native American Society

Areas in Color indicate counties where the eight Recognized Tribes of North Carolina reside.

Counties in yellow (Mecklenburg, Guilford, Cumberland and Wake)
 Location of American Indian Associations

Map published by the North Carolina Commission of Indian Affairs.

2020

Links to North Carolina American Indian Tribe Information and Tribe Seals:

[Coharie Tribe](#)

[Eastern Band of the Cherokee Nation](#)



[Haliwa-Saponi Tribe](#)



[Lumbee Tribe of North Carolina](#)



[Meherrin Indian Tribe](#)



[Occaneechi Band of the Saponi Nation](#)



[The Sappony](#)



[Waccamaw Siouan Tribe](#)



All Links:

<https://ncadmin.nc.gov/divisions/american-indian-affairs/nc-tribes>

<https://americanindian.si.edu/nk360/informational/storytelling-and-oral-traditions>

<https://www.powwows.com/category/articles/powwow/>

<https://www.doa.nc.gov/divisions/american-indian-affairs/upcoming-events>

<https://theherbalacademy.com/introduction-to-herbs-for-kids-meet-my-friend-herb/>

<https://www.uncp.edu/resources/museum-southeast-american-indian>

<https://www.ncmuseumofhistory.org/about>

<https://historicsites.nc.gov/all-sites/town-creek-indian-mound>

<https://museumofthecapefear.ncdcr.gov/museum-exhibits>

<https://coharietribe.org/>

<https://ebci.com/government/>

<https://www.haliwa-saponi.org/>

<https://www.lumbeetribe.com/history-and-culture>

<https://meherrinnation.org/>

<https://obsn.org/history/>

<https://www.sappony.org/>

<https://waccamaw-siouan.org/>

Evaluate this Patch Program

We're excited to hear what you think about our council patch program activities and resources. Use the online [evaluation form](https://gsnccp.wufoo.com/forms/r161ljvp0nkt8mt/) to share your feedback. Participant responses are used to help plan and enhance future programs.

<https://gsnccp.wufoo.com/forms/r161ljvp0nkt8mt/>

For your convenience, you can use this form to both evaluate the patch program and order patches.