



South Carolina Academic/Career Development Integration Activity (DRAFT)

Title **A New Look at Treaties (SS-1)**
Subject **Social Studies**

Grade Level(s) **8**

SC Content Standard – South Carolina: One of the United States Standard 8-1. The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

8-1.2. Categorize events according to the ways they improved or worsened relations between Native Americans and European settlers, including alliances and land agreements between the English and the Catawba, Cherokee, and Yemassee; deerskin trading; the Yemassee War; and the Cherokee War.

National Career Development Guidelines Goal/Indicator

Personal Social Development GOAL PS2. Develop positive interpersonal skills including respect for diversity.

Indicator PS2.A4. Demonstrate the ability to get along well with others and work effectively with them in groups.

Indicator PS2.A5. Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.

Career Development Objectives

1. Students will demonstrate the ability to work with others in a group to complete an assignment.
2. Students will describe a situation in their own lives when they had to use the skills of conflict resolution/problem-solving, and/or negotiation.

Assessment

1. Students will work in groups to complete the *Five Steps to Problem Solving* worksheet for the situation assigned. They will get a group grade.
2. Students will write a short composition that describes a situation in their own lives where they used the skills of conflict resolution/problem-solving, and/or negotiation.

Preparation

- Prior Learning—Unit on English and Native American relations
- Handouts/Worksheets—*Five Steps to Problem Solving* worksheet
- Resources/Materials—writing materials, textbook, optional: access to the Internet
- Time Required—1-2 class periods

Procedures

Part One

- In this activity, students use problem solving techniques to deepen their understanding of the issues concerning relations between the English and the Native Americans in South Carolina. It also provides them with an opportunity to build teamwork skills.
- After presenting material dealing with the alliances, land, and trade agreements between the English and Native Americans in South Carolina, discuss how they improved or worsened relations (e.g., Yemassee War and Cherokee War).
- Ask students to imagine what the meetings between the English officials and the Native American chiefs were like (e.g., needed interpreters, barriers of culture, different beliefs and ideas about life, different rituals and traditions, etc.).
- Ask students: What needs were driving the English officials during the treaty negotiations? (For example, to change the Indian lifestyle, to “civilize” the Native Americans, to free up more land for farmers, politics, etc.) What needs were driving the Native Americans? For example, hunger, survival, wanting peace, etc.)
- Ask students to brainstorm what people with different lifestyles or needs have to do in order to come together and develop a plan (e.g., listen to each other, gain understanding of each others’ culture, ask questions, be sensitive to others’ needs, show respect for each other, etc.).
- Tell students that they are going to help the British officials and South Carolina’s Native American chiefs find some solutions to their treaty problems. In order to do so, students must understand the five-step process to problem solving and decision making.
- Handout the *Five Steps to Problem Solving* worksheet and read through it.
- Organize the students into 6 problem solving groups. Tell them to imagine the English officials and Native Americans have asked them to help develop some solutions to the broken promises of the treaties in order to prevent further uprisings.
- Assign each group one of the problems leading to the uprisings (Yemassee War or Cherokee War). For example: shortage or lack of food and supplies, travel of white men on Native American land, little or no money given to the tribes.
- Tell the students to follow the steps outlined on the problem solving worksheet. Each group must cooperate to analyze the problem by obtaining information through their textbook or if possible use of the Internet; brainstorm a list of possible solutions and consequences; and then recommend a solution. Each group should hand in one completed worksheet for a group grade.
- Have the students report their group’s recommendations to the class.

Part Two - Career Development Connections

- Make students aware that many daily and work situations involve working as a group to develop a plan or provide solutions to problems. Members of the group often come from different lifestyles and cultures and have different needs. Following the five steps to problem solving can keep everyone focused on the common goal of finding a solution to the problem rather than on their differences.
- For self-reflection, have students “grade” their group discussion and participation by considering the following questions: Did all have opportunities to participate? Did the group work together to suggest ideas? Did people listen to each other? Was there interruption or cutting people off? Were members sensitive to the concerns of others? Did the group share the leadership? Did group members show respect?
- Have each student write a short composition that describes a situation in their own lives where they used the skills of conflict resolution/problem-solving and/or negotiation.

Crosswalks**SC Career Guidance Standard/Competency**

Learning to Live Standard 2. Students will understand and respect others.

Competency 2.5. Identify roadblocks to communication and model ways to overcome them.

Competency 2.6. Recognize and respect individual differences.

Competency 2.7. Explain and interpret interaction and cooperation between peers and adults.

Key Employability Skills

Interpersonal—Participates as a team member

Problem Solving—Recognizes problems and devises and implements plan of action

Works With Diversity—Works well with men and women from diverse backgrounds

* Adapted from *North Dakota Career Development Implementation Tool Kit Grade 8*, North Dakota Career Resource Network, 2000. Used with permission.

Five Steps to Problem Solving

Group Members: _____

Directions: Work together to find a solution to the Native American treaty problem your group was assigned. Follow the five-step process and write your comments for each step.

1. Define the problem.

2. Analyze the problem. List factors that make the situation worse (hinder) and those that make it better (help).

Factors that Hinder

Factors that Help

3. List possible solutions and the consequences of each solution.

Solution

Consequence

4. Recommended solution.