

# Chapter 2: The Earliest Americans

## Early Native American Tribes in South Carolina

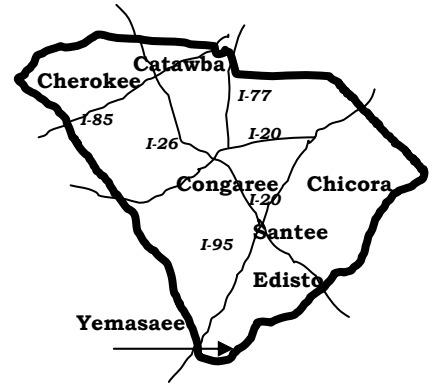
**Objective:** To understand the culture and living conditions of early Native American tribes in South Carolina.

**Standard:** *Indicator 8-1.1 — Culture and daily life of Native Americans*

### Mapping Activity

Ask your students map out a trip to a specific location in South Carolina. Have them write down what interstates they would take, as well as any specific attractions they would pass, or side trips they might go on.

Next, have your students imagine that they are taking the same trip in the year 1500. What Native American tribes and other specific landmarks will they encounter along the way? Have them research the lifestyles and political structures of one or two major tribes they would meet. *Obviously, the answers will depend on the final destination the student chose, as well as the route that was traveled.*



*The above map shows where major Native American tribes once lived in South Carolina. It is overlaid by routes of major interstates which currently run through the state.*

### Classroom Activity

Native Americans often relied in the barter system with one another, and with the European settlers. Discuss with the students the fundamentals of the barter system (*where one item is traded directly for another*) versus the monetary system (*where goods are purchased by currency that has been given an assigned value*). What are the pros and cons of each system?

To demonstrate how the barter system works, play the game: **Barter Nation:**

Have each student bring in a small item valued at only 50¢ or \$1.00. Here are some sample items:

- Pencils
- Pens
- Bubble Gum
- Candy Bar
- Highlighter
- White Out
- Whistle
- Can of Soda
- Lollipop
- Key Chain
- Apple
- Marbles
- Baseball Card
- Banana
- Pencil erasers

At the beginning of class, have each student briefly present the item that he or she has brought. During the presentations, have the other students write down the item that they like the most.

For the next five minutes, turn your classroom into “**Barter Nation.**” Allow the students to go around trading the items with one another, trying to get the item that they want. If a student does not see any item that is better than the one he/she brought, than he/she does not need to trade.

At the end of the five minutes, ask the students to return to their seats with the items that they ended up with. See if anybody ended up with what they originally wrote down as wanting to have (*most of the students will be unable to get the item they most wanted*). Discuss the problems and difficulties of the “barter system,” and what strategies were used when bartering.

Consider why the barter system proved effective for the basic needs of the Native Americans and the initial transactions between the Native Americans and the Europeans. Why would the barter system be nearly impossible in today’s world?