



AMERICAN INDIAN EXPO

Charles Towne Landing State Historical Site

Dear Teachers, Counselors, and PTA Presidents

The Morgan Allen Platt Foundation in partnership with MUSC, The Citadel the College of Charleston, Brockington Associates, and the Charles Towne Landing State Historic Site (SHS) is pleased to extend an invitation to the students from your school to join us for the 8th annual American Indian Expo. This is a wonderful opportunity for students to learn more about the historical and contemporary lives of the American Indian communities that are native to South Carolina.

The Expo will provide an “experiential learning” opportunity that will engage students in a series of interactive educational activities which address directly the SC Department of Education academic curriculum standards. These will be clustered in the form of a timeline which will include:

- First encounters of American Indians in South Carolina with European settlers in the late 1600’s
- European settlement of back country from Monck’s Corner to Eutawville and other portions of South Carolina in 1730’s
- American Indian farming, fishing, and hunting techniques
- Military service of American Indians during the Revolutionary War, War of 1812, Yemesee War, and Civil War
- Acculturation of American Indians’ cultural, education, business, and political practices throughout the 19th century to present day
- Replica of an authentic Indian dwelling, historical story boards, daily living exhibit, archeological exhibits, flint knapping demonstration, musical performances, games of chance and skill, and an obstacle course

Additionally, students will have the opportunity to view Santé Indian tribal artifacts and artwork from local tribes native to South Carolina.

Join us at Charles Towne Landing SHS on Wednesday, Thursday, or Friday, November 2nd, 3rd, or 4th, 2016 from 8:30 am to 1:30 pm. There is no cost to students for this wonderful educational fair. **However, a \$50.00 deposit will be required at the time of registration, to be refunded on the assigned day of the Expo.** Please complete the attached **American Indian Expo Response Form** and mail it to 542 White Chapel Cr., Charleston, SC 29412 by Friday, October 7, 2016. You may also e-mail your registration to charlett@musc.edu to guarantee your spot and send payment separately.

You may visit our website at <http://www.americanindianexpo.org> for additional information or call Laurine Charles at (843) 568- 8924 should you have questions or concerns. Thank you for your consideration of this project and we look forward to seeing you at the American Indian Expo.

Sincerely,

Teresa Gore
Morgan Allen Platt Foundation

Robert Pickering
Multicultural Student Services, The Citadel

Laurine Charles
MUSC Professor Emerita

Chris Boucher,
College of Charleston

Rebeca Mueller
MUSC Global Health Initiative

Eric Poplin
Brockington & Associates

Patrick Cook, Terry Conway
Charles Towne Landing State Historic Site

**SOUTH CAROLINA DEPARTMENT OF EDUCATION
SOCIAL STUDIES CURRICULUM STANDARDS
GRADES 3 – 11**

Grade 3

- Standard 3-2 The student will demonstrate an understanding of the exploration and settlement of South Carolina.
- Indicator 3-2.1 Compare the **culture**, governance, and physical environment of the major Native American tribal groups of South Carolina, including the Cherokee, Catawba, and Yemassee.
- Indicator 3-2.3 Describe the initial contact, cooperation, and conflict between the Native Americans and European settlers in South Carolina.
- Standard 3-3 The student will demonstrate an understanding of the American Revolution and South Carolina’s role in the development of the new American nation.
- Indicator 3-3.2 Compare the perspectives of South Carolinians during the American Revolution, including Patriots, Loyalists, women, enslaved and free Africans, and Native Americans.

Grade 4

- Standard 4-1 The student will demonstrate an understanding of political, economic, and geographic reasons for the exploration of the New World.
- Indicator 4-1.2 Compare the everyday life, physical environment, and **culture** of the major Native American cultural groupings, including the Eastern Woodlands, the Plains, the Southwest, the Great Basin, and the Pacific Northwest.
- Standard 4-2 The student will demonstrate an understanding of how the settlement of North America was influenced by the interactions of Native Americans, Europeans, and Africans.
- Indicator 4-2.4 Summarize the relationships among the Native Americans, Europeans, and Africans, including the French and Indian Wars, the slave revolts, and the conduct of trade.
- Standard 4-3 The student will demonstrate an understanding of the conflict between the American colonies and England.
- Indicator 4-3.4 Explain how the American Revolution affected attitudes toward and the future of slavery, women, and Native Americans.
- Standard 4-5 The student will demonstrate an understanding of westward expansion of the United States and its impact on the institution of slavery.
- Indicator 4-5.4 Summarize how territorial expansion, related land policies, and specific legislation affected Native Americans, including the Northwest Ordinance of 1787 and the Indian Removal Act of 1830.

Grade 5

- Standard 5-2 The student will demonstrate an understanding of the continued onward expansion of the United States.
- Indicator 5-2.4 Explain the social and economic effects of westward expansion on Native Americans; including opposing views on land ownership, Native American displacement, the impact of the railroad on the **culture** of the Plains Indians, armed conflict, and changes in federal policy.

Grade 8

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.

Indicator 8-1.1 Summarize the collective and individual aspects of the Native American **culture** of the Eastern Woodlands tribal group, including the Catawba, Cherokee, and Yemassee.

Standard 8-2 The student will demonstrate an understanding of the causes of the American Revolution and the beginnings of the new nation, with an emphasis on South Carolina's role in the development of that nation.

Indicator 8-2.1 Explain the political and economic consequences of the French and Indian War on the relationship of the South Carolina colonists with Native American and England.

HIGH SCHOOL CORE AREA STANDARDS

U.S. HISTORY & THE CONSTITUTION

High School

USHC-2: The student will demonstrate an understanding of how economic developments and the westward movement impacted regional differences and **democracy** in the early nineteenth century.

USHC-2.1 Summarize the impact of westward movement on nationalism and democracy, including the expansion of the franchise, the displacement of Native Americans from the southeast and conflicts over states' rights and federal power during the era of Jacksonian **democracy** as the result of major land acquisitions such as the Louisiana Purchase, the Oregon Treaty, and the Mexican Cession.



AMERICAN INDIAN EXPO RESPONSE FORM

Contact Information

Contact Name	
School	
Address	
Telephone	
Fax	
e-Mail	

Schedule Information

Programs are scheduled to last approximately 1 hour in length. Please select your date, record your group size, and check your first and second choices for start times.

Wednesday, November 2, 2016

Time	1 st Choice	2 nd Choice	Group Size (indicate #)
8:30 am			
9:30 am			
10:30 am			
11:30 am			
12:30 pm			

Thursday, November 3, 2016

Time	1 st Choice	2 nd Choice	Group Size (indicate #)
8:30 am			
9:30 am			
10:30 am			
11:30 am			
12:30 pm			

Friday, November 4, 2016

Time	1 st Choice	2 nd Choice	Group Size (indicate #)
8:30 am			
9:30 am			
10:30 am			
11:30 am			
12:30 pm			

We will **e-mail your confirmation**. **Please be on time.** If you are more than 15 minutes late, we may not be able to accommodate your group in all of the demonstrations.