The Occaneechi, Piedmont Super Power

**Objectives: Students will be able to:**

1. Define characteristics that make a civilization a super power including military might and wealth amassed through the control of international trade
2. Identify super powers throughout history including western and non-western civilizations such as Greece, Rome, China, India, Mali, the Aztecs
3. Determine if the Occaneechi met the criteria to be a super power and defend their conclusion
4. Explain how factors beyond a civilization’s control affect their super power status such as location, means of transportation, disease, and fashion

**Associated Vocabulary:**

* Indigenous
* Draft animals
* Migratory
* Palisade
* Breeches
* Bastion House
* Cash crop
* Assimilation

**Anticipatory Set: (40 minutes)**

Students will take a virtual tour of the Yésah exhibit or watch the slideshow on the Orange County Historical Museum’s website.

**Involvement of Learners: (20 minutes)**

Independently or in small groups, students will answer the following questions:

1. Name at least two key characteristics that make a civilization a super power and explain why.
2. Based on this definition, identify super powers throughout history and explain why and how they met the criteria.
3. Did the Occaneechi meet the criteria to be a super power? Explain why or why not.
4. How did location, means of transportation, disease, and fashion affect the Occaneechi’s economic status?
5. How did trade affect the Occaneechi’s military might?

**Summary: (20 minutes)**

As a class, students will discuss their responses to these questions.

**Closure: (30 minutes)**

Informal debate: are super powers good or bad for the world? Students will be divided into two opposing views. They will have approximately 15 minutes to prepare their argument and another 15 to present and defend it.