



NORTH CAROLINA  
MUSEUM OF HISTORY

*History Happens Here*

## An Educator’s Guide to ***The Story of North Carolina***

An exhibition content guide for teachers covering the major themes and subject areas of the museum’s exhibition *The Story of North Carolina*. Use this guide to help create lesson plans, plan a field trip, and generate pre- and post-visit activities.

**This guide contains recommended lessons by the UNC Civic Education Consortium (available at <http://database.civics.unc.edu/>), inquiries aligned to the C3 Framework for Social Studies, and links to related primary sources available in the Library of Congress.**

Updated Fall 2016

*The earth was formed about 4,500 million years (4.5 billion years) ago. The landmass under North Carolina began to form about 1,700 million years ago, and has been in constant change ever since. Continents broke apart, merged, then drifted apart again. After North Carolina found its present place on the eastern coast of North America, the global climate warmed and cooled many times. The first single-celled life-forms appeared as early as 3,800 million years ago. As life-forms grew more complex, they diversified. Plants and animals became distinct. Gradually life crept out from the oceans and took over the land. The ancestors of humans began to walk upright only a few million years ago, and our species, Homo sapiens, emerged only about 120,000 years ago. The first humans arrived in North Carolina approximately 14,000 years ago—and continued the process of environmental change through hunting, agriculture, and eventually development.*

—From NCPedia Anchor ([www.ncpedia.org/anchor/anchor](http://www.ncpedia.org/anchor/anchor))

## **Gallery 1: An Ancient People**

**Overview:** People have been living in what is now North Carolina for a very long time. The early inhabitants used resources the land provided, hunting animals and gathering plants to eat. They were also skilled toolmakers. They knew how to select and chip a stone to create an effective spear point, and how to make an *atlatl* (spear thrower) that could launch a weapon with deadly force. Most of what we know about these people comes from studying the stone tools they left behind.

### **Related Library of Congress Sources**

- Photograph of “Man from U.B. tribe in Australia throwing spear with atlatl” (1885) at <https://www.loc.gov/item/2005681022/>

### **Related Inquiry Resources**

- “Was the development of agriculture good for humans” 6<sup>th</sup> grade inquiry available at <http://www.c3teachers.org/inquiries/agriculture/>

## **Gallery 2: Establishing Settlements**

**Overview:** About three thousand years ago, early North Carolinians began settling down in villages. They tended small gardens but still gathered nuts and berries and hunted game for a large part of their diet. People later settled into bigger communities and began tending substantial gardens filled with corn, beans, squash, and other plants. They began to settle down in one place, building villages, planting crops, and making pottery. As they adopted agriculture, people started making pottery to cook with. Pots, usually deep bowls, were placed over an open fire or in a pile of hot coals. Over time, dozens of tribes and communities formed, each with its own history and way of life.

**Skilled Watermen:** Poling or paddling their canoes, Indian men speared fish or scooped them up in nets. By day they built and tended fish weirs, or traps. At night, they lit small fires in their boats to attract the fish. Maintaining their gear took work, too. Ashore, people fashioned shuttles from stone and used them to weave nets from plant fibers. They made plummets, or net weights, by grinding stone and then fastened them to nets used to trap fish and waterfowl.

**NCMH Detail:** *A Woman from Sauratown:* This figure depicts a woman who lived in North Carolina in the late 1600s. In place of the bone and shell beads of her grandmother’s generation, her dress sported European glass beads and brass bells brought by traders to Lower Sauratown, in present-day Stokes County. Scientists and historians created this figure based on a real person. We know little about her except that she held high status in her tribe and was about twenty years old when she died.

**NCMH Detail:** *An Indian House:* North Carolina Indians typically lived in villages. They found everything they needed for constructing houses in the natural world around them. Tribes in the Piedmont built dome-shaped, circular houses that ranged in size from about eighteen to twenty-five feet in diameter. First, they created a frame from saplings lashed together with fiber cords. Then they covered it with large pieces of bark. They often made woven split-cane mats to spread over the packed-dirt floors.

**Exchanging Goods:** For thousands of years, Indians traded with one another. When a stranger arrived in a village, he often carried useful and beautiful items from distant places. In exchange for his wares, he accepted local products, things that he knew people elsewhere wanted. Traders didn’t need to speak the same language as their customers to exchange goods successfully. The earliest European traders fit right into existing trade systems. They were just another group speaking strange languages, but the objects they brought changed Indian life and culture.

**Trade Brings Crisis:** Trade brought more than copper pots and firearms to the dome-shaped houses of the Piedmont. It brought germs, and germs brought death. The first smallpox outbreak to strike a village killed as many as nine of every ten people. Illness threatened the survival of whole families, communities, and tribes. Those who were left struggled to tend the sick, bury the dead, and do basic chores. Many banded together with survivors from other places, creating blended cultures and communities such as the Catawba and Saponi confederations.

**Spain and England Explore the New World:** Both Spain and England showed an early interest in the land that would become North Carolina. Spanish expeditions in 1540 and 1567–1568 explored the foothills and mountains, searching for riches and a passage to Mexico. Juan Pardo constructed Fort San Juan in 1567 next to the Indian town of Joara (in present-day Burke County), creating the earliest European settlement in the interior of what is now the United States. The outpost survived eighteen months before the people of Joara burned the fort and ousted the Spaniards.

Like the Spanish, the English were keen to learn more about the New World and how it might profit them. Sir Walter Raleigh sponsored three expeditions to the future North Carolina: in 1584 and 1585 and ending with the

1587 failed colonization attempt at Roanoke Island that became known as the Lost Colony. Although the English remained enthusiastic about establishing settlements, neither Spain nor England had success in early attempts to gain a foothold here.

**NCMH Detail:** *John White, an artist on the second voyage, recorded much that he saw in watercolor drawings. These images helped Raleigh promote his plans for colonization.*

**Related UNC CEC lesson plans:**

- [Who Was Christopher Columbus?](#) (& accompanying [PPT](#))
- [North Carolina’s First People: Their Life, Culture & Tools](#)
- [Voices from the Trans-Atlantic Slave Trade](#) (& accompanying [PPT](#))
- [How Do You Lose a Colony???](#)

**Related Inquiry Resources:**

- “What’s the Real Story Behind the Purchase of Manhattan?” 4<sup>th</sup> grade inquiry available at <http://www.c3teachers.org/inquiries/manhattan-purchase/>
- “Why did the Pilgrim–Wampanoag friendship go so wrong?” 7<sup>th</sup> grade inquiry at <http://www.c3teachers.org/inquiries/pilgrims-and-wampanoag/>

**Related LOC Primary Sources**

- Map from Cape Fear to Chesapeake Bay c1590 at <https://www.loc.gov/item/78694920/>
- Baptism of Virginia Dare 1883 at <https://www.loc.gov/item/2006686841/>
- Virginia Dare headstone 1924 at <https://www.loc.gov/item/npc2008005707/>
- Special Exhibit: Exploring the Carolinas at <https://www.loc.gov/exhibits/treasures/trm069.html>

### **Gallery 3: On the Rough Frontier**

**Overview:** In 1663 King Charles II granted “true and absolute” rule over the “Province of Carolina” to eight noblemen called Lords Proprietors. Their colony stretched south from the Virginia border to the northern boundary of Spanish Florida and westward to the “South Seas.”

Carolina endured political and religious strife, lawlessness, and conflict with Indians in its early decades. The colony saw America’s first popular uprising and a major war between white settlers and Tuscarora Indians. It also became known as a haven for pirates. Dangerous and unpredictable conditions limited settlement, which in turn restricted profits for the ruling Lords Proprietors. Seven of the eight Proprietors had sold their land back to the Crown by 1729. As a royal colony, North Carolina stabilized and began to attract more settlers.

**Tuscarora War:** On September 22, 1711, some members of the Tuscarora Confederation struck back against ongoing European encroachment on their lands, unfair treatment by traders, and the sale of their people into slavery. They coordinated a surprise attack on European settlers living along the Neuse and

Pamlico Rivers. Attacks continued until James Moore of South Carolina arrived leading an army of Indians who were enemies of the Tuscarora. This force crushed the Tuscarora at Fort Neoheroka, breaking their power in the colony by leaving hundreds dead or sold into slavery.

**NCMH Detail:** *John Lawson: Before attacking European settlements, the Tuscarora captured surveyor general John Lawson, Baron Christoph von Graffenried, and two black slaves. They tortured and killed Lawson but released the others.*

**King Tobacco:** Most Carolina settlers were farmers, and their main cash crop was tobacco. Planters exported dried tobacco leaves in thousand-pound units, shipped in large wooden barrels called hogsheads. Tobacco was so important that price changes could harm the economy. The government passed various laws attempting to keep prices high. Tobacco was even used in place of money in the cash-strapped colony.

**Rivalry, Resentment, and Rebellion:** Carolina under the Lords Proprietors experienced governmental instability, political infighting, and popular uprisings. Some proprietary governors abused their power. They seized property illegally, overtaxed citizens, jailed their rivals, and accepted bribes. The colonists rose up against overbearing officials, imprisoning one governor and banishing another. They also met an incoming governor at the colony’s border and refused him entry. Political rivalries between colonists led to revolts, hostage taking, name-calling, and challenges to duels. Struggles between Anglicans and Quakers for control of the government caused a “rebellion.”

**Pirates!:** Pirates were quite at home in early Carolina. The colony’s coastline provided many isolated hiding places, and its citizens were willing to buy stolen goods. Legitimately imported items often proved scarce and expensive. Therefore, practical colonists welcomed any goods they could acquire more easily. Government officials turned a blind eye to the trade. Some were even reported to be in league with pirates. Piracy along the Carolina coast waned after the notorious Blackbeard was killed at Ocracoke Inlet in 1718.

**NCMH Detail:** *The Pirate Blackbeard: Blackbeard, also known as Edward Thatch or Teach, captured many ships in the Atlantic and Caribbean during his brief career. Contemporaries claimed his bushy beard and heavily armed, fearsome appearance terrified potential victims. After a notorious blockade of the port of Charles Town, South Carolina, in May 1718, Blackbeard sailed into North Carolina, where he spent several months. In November 1718, Royal Navy lieutenant Robert Maynard killed Blackbeard in bloody shipboard fighting at Ocracoke Inlet. To discourage other pirates, Maynard displayed Blackbeard’s severed head on his ship’s bowsprit.*

**Related UNC CEC lesson plans:**

- [8 Tribes, 1 State: Native Americans in North Carolina](#)
- [Early American Settlements](#)
- [The Tuscarora War](#)
- [WANTED: Edward Teach, AKA Blackbeard!](#)

**Related LOC Primary Sources**

- John Lawson’s New Voyage to the Carolina 1702 Book at <https://www.loc.gov/rr/rarebook/guide/ra017001.html>
- Engraving of Blackbeard the Pirate 1725 at <https://www.loc.gov/item/2007677050/>
- Blackbeard House in Elizabeth City 1936 at <https://www.loc.gov/item/csas200803042/>
- Engraving of Blackbeard’s head at end of bowsprit 1837 at <https://www.loc.gov/item/2002715400/>

**Gallery 4: Building Community**

**Overview:** Immigrants from other colonies and from across the Atlantic Ocean poured into North Carolina during the mid-1700s, adding to the mixture of people already here. English, Scots-Irish, Highland Scots, Germans, Africans, and native Indian groups all possessed skills, knowledge, and religious beliefs that combined to mold the developing colony. Cultural differences and rapid population growth sometimes caused friction within the colony. In addition, North Carolina was drawn into the French and Indian War and a conflict between European settlers and the Cherokee in the west.

**Eastern and Piedmont Indians:** Although their numbers had declined, Indians continued to live in eastern and central North Carolina while scores of white settlers swarmed in. The Europeans adopted many aspects of Indian culture, including foodways, clothing, and farming techniques. At the same time, Indian groups slowly changed some of their traditions in ways that reflected European influences. Catawba Indians in the Piedmont continued making pottery but modified their designs to appeal to white settlers. Likewise, Tuscarora Indians applied their traditional beadwork techniques to European-style hats.

**Demand for Laborers Drives Slavery:** The first enslaved people in North Carolina were Indians. But as Indian populations dwindled in the early 1700s, white colonists began to look for a new labor source. They found it in African slaves.

Most enslaved Africans in North Carolina were brought overland from Virginia and South Carolina by their owners and forced to work on tobacco, rice, and naval-store plantations in the Albemarle and Cape Fear regions. They were considered property and toiled their entire lives. Their children became the next generation of workers.

**The Great Wagon Road:** The best farmland in Pennsylvania, Maryland, and Virginia had been claimed by 1735. New immigrants and second-generation Americans seeking land loaded their possessions onto Conestoga wagons and headed south down the Great Wagon Road. Once an Indian path, this road became the main highway of the colonial backcountry, eventually reaching from Pennsylvania to Georgia. It was deeply rutted, sometimes muddy, and often blocked by rocks, rivers, and trees. Yet vast numbers of Scots-Irish, German, and English settlers traveled on it to the North Carolina Piedmont.

**NCMH Detail:** *Daniel Boone: Daniel Boone’s lifelong exploration of the frontier made him one of America’s first folk heroes. He was sixteen years old when his family moved from Pennsylvania down the Great Wagon Road into North Carolina’s backcountry. Boone blazed a trail across the Appalachian Mountains, opening the west for settlement. But he actually lived more years in North Carolina than any other place.*

**NCMH Detail:** *During the 1740s, Pennsylvania Germans began moving down the Great Wagon Road into west central North Carolina. Unique among this group of Germans were the Moravians, a German Protestant sect. In 1753, they bought nearly 100,000 acres in today’s Forsyth County to start a planned religious community called Wachovia. The trading town of Salem became this settlement’s center. Bound together by work and worship, the Moravians achieved success as tradespeople, artisans, and farmers.*

**Backcountry Battles:** European settlers saw North Carolina’s backcountry as a land of opportunity, with rich earth to farm and room to grow. But Indians had known this area as home long before the arrival of whites, and they were willing to fight to keep it. As the population increased, disputes arose. Some were sparked by local tensions, and others were fueled by events in neighboring colonies. Who would live in, control, and profit from this beautiful place?

**The French and Indian War at Home:** Violence ravaged the American backcountry during the 1754–1763 war between Britain and France over who would control the colonies. In western North Carolina, South Carolina, and Virginia, the larger conflict ignited existing tensions between one-time allies the British and the Cherokee. Colonial and tribal representatives negotiated peace settlements in 1761. But two years of raids and counterraided had created refugees on both sides and left families with ruined homes and crops. Conflicting claims on the land remained.

**Related UNC CEC lesson plans:**

- [Slavery, Naval Stores & Rice Plantations in Colonial NC](#) (& accompanying [PPT](#))
- [Colonial Slave Resistance](#)
- [The French & Indian War](#)

**Related Inquiry Resources:**

- “Did the French lose out in North America?” 5<sup>th</sup> grade inquiry at <http://www.c3teachers.org/inquiries/new-france/>
- “How did slavery feed Europe’s greed for sugar?” 5<sup>th</sup> grade inquiry at <http://www.c3teachers.org/inquiries/slavery>

**Related LOC Primary Sources**

- Spaniards robbing Indians at temple in Cofachiqui (South Carolina) at <https://www.loc.gov/item/91794405/>
- The African American Odyssey: A Quest for Full Citizenship Exhibit at <https://www.loc.gov/exhibits/african-american-odyssey/slavery-the-peculiar-institution.html>
- Engraving of Daniel Boone 1835 at <https://www.loc.gov/item/2004671936/>
- Engraving of Daniel Boone saving woman and baby from Indian 1874 at <https://www.loc.gov/item/92504615/>

## Gallery 5: Unrest and Revolution

**Overview:** In the mid-1700s, a group of backcountry farmers became increasingly angry with the royal colonial government, based in the east. They disliked what they believed were unfair taxes, illegal fees, and corrupt officials. They called themselves Regulators because they wanted the power to regulate their own lives. When peaceful protests failed, the Regulators disrupted courts and attacked local officials. Events came to a head in 1771 when Governor William Tryon led militia troops to victory over the Regulators in a battle near Alamance Creek.

**The Fight for Independence:** Support for liberty came early in North Carolina. On February 27, 1776, Patriot (Whig) forces defeated a group of Loyalists (Tories) at the Battle of Moores Creek Bridge. The Halifax Resolves of April 12 made North Carolina the first colony to authorize its Continental Congress delegates to vote for independence. North Carolinians served in local militias and the Continental Army throughout the Revolution. But many remained loyal to the Crown, and internal conflict brought bloodshed. Battles on North Carolina soil played an important role in America’s eventual victory.

**The Revolutionary War in North Carolina:** In North Carolina, place has always been important. During the Revolution, where people came from and where they lived played a large role in whether they supported the Patriot or the Loyalist cause. Neighbors fought one another over the right to rule the land they called home. And battles on North Carolina soil affected the character and outcome of the war.

**Neighbor against Neighbor:** North Carolinians disagreed about whether to rebel against Great Britain. Patriots (Whigs) welcomed the struggle for independence, but Loyalists (Tories) considered rebelling against the royal government as treason. Some citizens remained neutral and tried to stay out of the fight. The divisions among colonists led to a virtual civil war within North Carolina during the Revolution. Neighbors clashed with neighbors, seizing and destroying property. Groups of armed Patriots and Loyalists roamed the colony fighting one another and leaving a trail of destruction in their wake.

***NCMH Detail:** Leading the Way to Freedom: North Carolinians played an important part in events leading to the Revolution. Dislike of taxation brought about the 1774 “Edenton Tea Party,” when Edenton women pledged not to buy British tea and other goods.*

***NCMH Detail:** North Carolina soldiers served in the Continental Army and in militia units. In February 1776, North Carolinians fought the Battle of Moores Creek Bridge. Patriots there routed Loyalist Highlanders and ruined British hopes for a quick victory in the South. The Halifax Resolves, passed shortly after the battle, authorized a vote for independence almost three months before the Declaration of Independence was signed. North Carolina regiments traveled north, fighting with George Washington and wintering with him at Valley Forge, Pennsylvania. As the war moved south, they took part in the defense of Charleston, South Carolina, where British forces captured virtually the entire North Carolina Continental Line.*



**NCMH Detail:** *Flora MacDonald: When defeated Prince Charles Edward Stuart fled after the Battle of Culloden, Flora MacDonald disguised him as her maid and sneaked him out of Scotland. MacDonald and her family later immigrated to North Carolina, where her bravery was celebrated. But when she rallied Scots here to support England in the American Revolution, Patriots ran the heroine out of the colonies.*

**NCMH Detail:** *Kings Mountain and Guilford Court House: North Carolina was the site of several key battles that led to the eventual American victory. When the war’s focus turned to North Carolina, American “Overmountain Men” from the west routed British colonel Patrick Ferguson’s Loyalist forces at the Battle of Kings Mountain in October 1780. British troops led by the general Lord Charles Cornwallis defeated American general Nathanael Greene’s men at the Battle of Guilford Court House in March 1781. But the victory proved so costly that it contributed to Cornwallis’s later surrender at Yorktown, Virginia.*

**Related UNC CEC lesson plans:**

- [North Carolina’s Regulators Movement](#) (& accompanying [PPT](#))
- [The Mecklenburg Resolves](#)
- [African Americans in Revolutionary Times](#) (& accompanying [PPT](#))
- [You’re Invited! The Edenton Tea Party](#)
- [First & Second Continental Congress and the Declaration of Independence](#)
- [Loyalists vs Patriots](#)
- *Additional lesson plans on the Revolutionary War are available [here](#).*

**Related Inquiry Resources:**

- “How do countries declare independence?” 5<sup>th</sup> grade inquiry at <http://www.c3teachers.org/inquiries/declaration-of-independence/>
- “Was the American Revolution avoidable?” 7<sup>th</sup> grade inquiry at <http://www.c3teachers.org/inquiries/american-revolution/>

**Related LOC Primary Sources**

- Engraving of Edenton Tea Party 1775 at <https://www.loc.gov/item/96511606/>
- Letter from George Washington to William Tryon 1778 at <https://www.loc.gov/item/mgw450400/>
- Mecklenburg Declaration 8 Stanzas 1875 at <https://www.loc.gov/item/rbpe.1350270a/>
- Mecklenburg Declaration Reprint 1940 at <https://www.loc.gov/item/rbpe.1350010a/>
- First in Freedom: NC Takes a Stand at [http://www.americaslibrary.gov/jb/revolut/jb\\_revolut\\_freedom\\_1.html](http://www.americaslibrary.gov/jb/revolut/jb_revolut_freedom_1.html)
- Address delivered at celebration of Moore’s Creek Bridge 1857 at <https://lccn.loc.gov/03031331>
- Flora McDonald portrait at <https://www.loc.gov/item/cph21228/>
- Battle of Guilford Court House Booklet 1906 at <https://lccn.loc.gov/tmp96003891>

## Gallery 6: Forging a New Nation

**Overview:** In 1789 George Washington became president of the United States. But he wasn’t president here, because North Carolina had not yet ratified the Constitution and officially joined the new nation. Many North Carolinians feared that a strong central government would impose high taxes and hinder personal liberties. They insisted that the Constitution have a statement of rights added to it. On November 21, 1789, with the Bill of Rights under development, North Carolina ratified the Constitution and became the twelfth of the United States.

**NCMH Detail:** *Giorgio Washington: When North Carolina commissioned a statue of George Washington, Italian sculptor Antonio Canova chose to portray him as a Roman soldier-turned-statesman. The image became famous and appeared on objects ranging from dinner plates to money. An 1831 fire destroyed the original statue. Italy later gave this plaster replica to the State of North Carolina.*

**A Government Revised:** In 1835, North Carolinians decided that their state constitution needed an overhaul to express more clearly their changing idea of democracy. The revisions created more political equality. Western residents gained more representatives in the legislature, ending years of control by easterners. White men, including those who did not own land, got more say in electing officials. For the first time, Roman Catholics could legally hold state offices. However, free men of color, including African Americans and some American Indians, lost their right to vote.

**The Trail of Tears:** In 1838, the federal government forced members of the Cherokee nation to move from the Southeast to Oklahoma. More than 15,000 Cherokee left their homeland to travel over one thousand miles west. Between 4,000 and 8,000 of them died during the physically and emotionally difficult journey. Some North Carolina Cherokee hid to escape removal. A legal point spared others: An earlier treaty had made them citizens of the United States rather than the Cherokee nation. These two groups became the ancestors of today’s Eastern Band of Cherokee.

**NCMH Detail:** *Junaluska: The Cherokee Junaluska helped Andrew Jackson’s army defeat the Creeks at Horseshoe Bend, Alabama, in 1814. Twenty-four years later, Junaluska was forced from his home during the Cherokee removal, which President Jackson supported. Junaluska’s wife and children reportedly died on the Trail of Tears. He later returned to North Carolina and gained state citizenship when the legislature recognized his past heroism.*

**NCMH Detail:** *Sequoyah: For centuries, there was no written version of the Cherokee language. Sequoyah believed his people would benefit from being able to read and write in their native tongue. So, he spent twelve years creating a syllabary—eighty-six characters that correspond to the sounds of the syllables in Cherokee speech. He introduced his system in 1821, and the majority of Cherokee quickly became literate. By the 1830s, Cherokee people had a Cherokee constitution, a bilingual newspaper, and many books available in Cherokee translation—evidence of their ability to adopt aspects of white culture*

*and still maintain their cultural identity.*

**Related UNC CEC lesson plans:**

- [Emergence of an American Identity](#) (& accompanying [PPT](#))
- [Emergence of the Whig Party in NC](#)
- [NC Constitutional Convention of 1835](#)
- [Federalists vs Anti-Federalists](#)
- [Tales & Trails of Betrayal: America’s Indian Removal Policies](#) (& accompanying [PPT](#))
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**Related Inquiry Resources:**

- “Was the Great Compromise fair?” 7<sup>th</sup> grade inquiry at <http://www.c3teachers.org/inquiries/great-compromise/>
- “Did the Constitution Establish a Just Government” 11<sup>th</sup> grade inquiry at <http://www.c3teachers.org/inquiries/constitution/>

**Related LOC Primary Sources**

- North Carolina ratifying Constitution, 1789, <https://www.loc.gov/item/today-in-history/november-21/>
- Primary source set on Indian Removal Act at <https://www.loc.gov/rr/program/bib/ourdocs/Indian.html>

## **Gallery 7: Providing for Family**

**Overview:** During the early to mid-1800s, North Carolina family members depended upon one another to help support the family unit as a whole. Several generations sometimes lived together, sharing their daily chores, skills, and knowledge. Most North Carolinians—black and white—were farmers, and many had additional home occupations. Some also worked in small businesses or off-season industries. Though some African Americans were free, most were enslaved workers who struggled to live within a harsh system that often tore families apart.

**Home Industries:** Despite their best efforts, most small-scale farmers could not make a living by farming alone. They had to do additional jobs such as beekeeping, shoemaking, and distilling. Farmwives spun yarn, wove fabric, and made extra clothing and butter. By working hard during the winter, a family could produce surplus goods for sale or to trade to neighbors or to the local storekeeper. An alternative to home manufacturing was to work during the off-season in naval stores (pine products), gold mining, or maritime industries.

**Daily Chores before Breakfast:** Every morning before the folks in a farm family could eat breakfast, they had many chores to do. All the animals had to be fed. Cows had to be milked. Eggs had to be gathered. Barn stalls had to be mucked out (cleared of manure). Water had to be fetched, and firewood had to be split and carried inside. Each family member was responsible for certain chores. Some tasks needed to be repeated each evening. Children began helping with farm work around age five.

**Related UNC CEC lesson plans:**

- [The Rip Van Winkle State](#)

**Related LOC Primary Sources**

- Rendering Lard 1938 <https://www.loc.gov/item/fsa2000031492/PP/>

## **Gallery 8: Living Together**

**Overview:** By 1835 North Carolina’s geographical obstacles and lack of government support for public projects had weakened the economy so much that masses of people were leaving the state. Many who stayed opposed paying higher taxes for transportation and education. Consequently, North Carolina lagged behind its neighbors. Tar Heels awoke to the need for improvements at the same time that state constitutional amendments gave western residents more representation in the legislature. Construction of railroads, plank roads, canals, and public schools soon moved the state forward.

**The Social Order:** Wealth, race, and gender often determined a person’s status. Planters, yeoman farmers (who worked their own land), and slaves made up specific social groups within the antebellum community. American Indians, free blacks, poor whites, and people of mixed heritage did not fit easily into any category and were subjected to distinct kinds of discrimination.

**Community Life:** Community involvement was central to life in antebellum North Carolina. People met publicly to worship, govern, learn, and do business. They also visited privately in neighbors’ homes to help care for the sick, celebrate special events, or simply share the latest news. Community residents daily depended on each other for specialized skills and services. In times of crisis, they willingly gave what assistance they could to those in need, realizing that one day they might need help from the community in return.

**NCMH Detail:** *Conrad Reed: One Sunday morning in 1799, twelve-year-old Conrad Reed was playing with his siblings in Little Meadow Creek in Cabarrus County when a large yellow rock caught his eye. He lugged the seventeen-pound stone home. It served as a doorstep for three years, until a jeweler identified it as gold. News spread, and soon the Carolina gold rush had begun.*

**NCMH Detail:** *The Art of Cabinetmaking: North Carolina boasted a number of skilled cabinetmakers, or furniture makers, before the Civil War. One of the best known was Thomas Day, a free person of color from Caswell County who by 1850 operated the state’s largest cabinetmaking shop. The extensive pine and hardwood forests in antebellum North Carolina supported several furniture centers, including Wilmington, Tarboro, Raleigh, Fayetteville, and Salem. Most cabinetmakers produced furniture based on various classical styles made popular by artisans in northern and coastal urban areas.*

**NCMH Detail:** *Omar ibn Said. Dates: ca. 1770–1864: Born and educated in Africa, ibn Said was sold into slavery around 1806. An escape attempt ended in recapture in Fayetteville. To his jailers’ amazement, ibn Said wrote on the prison walls in a script they did not recognize: Arabic. He was an able, articulate Muslim scholar who used his literacy to gain limited freedoms that most enslaved people did not enjoy.*

**NCMH Detail:** *George Moses Horton: ca. 1798–1883: Sent to Chapel Hill by his owner to sell produce, this self-taught author soon found a market for his poetry. Admirers helped Horton produce two books, including The Hope of Liberty (1829), the first book by an African American published in the South. Horton’s work earned him time away from his owner, but not freedom. That came only with the Civil War.*

**NCMH Detail:** *Harriet Jacobs: 1813–1897: Chowan County slave Harriet Jacobs escaped from her abusive owner and hid in her grandmother’s tiny attic for seven years to stay near her two children. In 1842 she sneaked aboard a ship and sailed north. There she became active in the abolitionist movement. In 1861 Jacobs published a book about her experiences titled Incidents in the Life of a Slave Girl.*

**Free Blacks:** More than 30,000 free blacks lived in North Carolina in 1860. Some were skilled artisans and tradespeople. A few became wealthy and owned slaves. But in a society where dark skin denoted servitude, free blacks—especially successful ones—created a dilemma. Their enterprise contradicted the assumption of inferiority on which the entire slavery system rested. As a result, free blacks were denied full citizenship and restricted by state and local regulations. The revised state constitution of 1835 even deprived them of the vote.

**Related UNC CEC lesson plans:**

- [The NC Gold Rush](#)
- [Exploring the Poetry of George Moses Horton](#)
- [Stealing a Little Freedom: Slave Runaways in North Carolina](#) (& accompanying PPT)
- [AlbionTourgée & the Fight for Civil Rights](#) (& accompanying PPT)
- [African American Voting Rights and the NC Constitution](#) (& accompanying PPT)
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**Related Inquiry Resources:**

- “What does it mean to be equal?” 7<sup>th</sup> grade women’s rights inquiry at <http://www.c3teachers.org/inquiries/womens-rights/>

**Related LOC Primary Sources**

- 1814 map NC counties <https://www.loc.gov/item/99446176/>
- 1864 map NC/SC RRs <https://www.loc.gov/item/99447451/>
- Mary Clarke Poem Lines to the Old North State <https://archive.org/stream/northcarolinapoe00broo#page/24/mode/2up> through <https://lcn.loc.gov/12026244>

- How to get to Asheville 1886, Hinton Helper  
<https://archive.org/stream/westernnorthcaro00help#page/12/mode/2up>  
through <https://lcn.loc.gov/tmp92006711>
- Asheville property value growth 1880-1885, Hinton Helper  
<https://archive.org/stream/westernnorthcaro00help#page/42/mode/2up>  
through <https://lcn.loc.gov/tmp92006711>
- 1872 Chamber of Commerce Report, Wilmington:  
Intro <https://archive.org/stream/wilmingtonnorthc00wilm#page/n7/mode/2up>  
through <https://lcn.loc.gov/01006846>
- 1872 Chamber of Commerce Report: Crops in NC  
<https://archive.org/stream/wilmingtonnorthc00wilm#page/6/mode/2up>  
through <https://lcn.loc.gov/01006846>
- 1872 Chamber of Commerce Report: new Wilmington and Raleigh RR  
<https://archive.org/stream/wilmingtonnorthc00wilm#page/14/mode/2up>  
through <https://lcn.loc.gov/01006846>
- 1872 Chamber of Commerce Report: NC state govt not investing in harbor  
<https://archive.org/stream/wilmingtonnorthc00wilm#page/28/mode/2up>  
through <https://lcn.loc.gov/01006846>
- 1872 Chamber of Commerce Report: benefits of investing in harbor (immigrants,  
internal improvements)
- <https://archive.org/stream/wilmingtonnorthc00wilm#page/30/mode/2up>  
through <https://lcn.loc.gov/01006846>
- 1884 NC State Exposition Introduction: essay on lethargy of NC:  
<https://archive.org/stream/albemarlesection00vaug#page/n9/mode/2up>  
through <https://lcn.loc.gov/19015061>
- 1884: NC State Exposition People of Albemarle “Racial Harmony”, Isolation, RRs  
<https://archive.org/stream/albemarlesection00vaug#page/50/mode/2up>  
through <https://lcn.loc.gov/19015061>
- Pic 1910 The Depot, Weaverville, NC streetcar  
<https://www.loc.gov/item/89713561/>
- African American homes Winston-Salem 1935  
<https://www.loc.gov/item/fsa1997019564/PP/>

## **Gallery 9: North Carolina in Crisis**

**Overview:** War brings changes, division, and hardship. Abraham Lincoln’s election as president in 1860 took place in a country deeply divided over sectional issues, mainly slavery. On February 4, 1861, representatives from six Southern states met to form the Confederate States of America. Most North Carolinians still believed in the Union and didn’t support such drastic action. The state’s voters rejected a February call for a convention to discuss secession. Unionism held sway in North Carolina until the Confederate firing on Fort Sumter in April 1861.

President Lincoln’s subsequent call for troops to suppress the rebellion disturbed many Tar Heels, who could not support sending soldiers to attack fellow Southerners. Governor John Ellis summoned the state legislature, which called for a convention to consider secession. On May 20, 1861, delegates voted to leave the Union, and North Carolina became the eleventh state to join the Confederacy. After the firing on Fort Sumter, Ellis responded to Lincoln’s call for troops with these words: “You can get no troops from North Carolina.”

**The Slavery Crisis:** Debate about the future of slavery polarized the nation between the 1830s and the 1860s. A minority of North Carolinians actually owned slaves, but slavery impacted everyone in the state. Ending slavery would bring significant economic and social changes. The idea led to strong opinions, a sense of urgency, fear for some, and hope for others. Most outspoken opponents of slavery hailed from the North, but North Carolina had some homegrown abolitionists. They included Wesleyan Methodist minister Daniel Worth, free black author David Walker, fugitive slave and autobiographer Harriet Jacobs, and Quaker merchant Levi Coffin.

**The Rush to Fight:** After secession, scores of white North Carolinians rushed to support the new Confederacy in its fight for independence. Many Southerners believed the war would last only a few weeks or months. Men gathered across the state to form companies of soldiers seeking honor and glory on the battlefield. Over the course of the unexpectedly long struggle, North Carolina would supply approximately 125,000 men in sixty regiments to the Confederacy, as well as more than 10,000 white men and 5,000 black men in eight Union regiments.

**An Occupied Confederate State:** Federal assaults quickly brought the realities of war home to North Carolinians. In the late summer of 1861, Northern ships and troops began attacking Confederate positions along the state’s coast. Roanoke Island fell to the Federals in February 1862, and the strategic mainland town of New Bern followed by mid-March. Union forces soon controlled much of eastern North Carolina, giving them a base for raids into the state’s interior counties. Federal occupation brought freedom to thousands of enslaved African Americans and sent many Confederate whites fleeing farther inland.

**A Woman’s War:** After North Carolina seceded, white women as well as men eagerly expressed their Confederate patriotism. Some joined Ladies’ Aid Societies, which furnished soldiers with homemade socks, shirts, trousers, blankets, bandages, and even food. Others raised money for the war effort. Women nursed sick and wounded soldiers in hospitals, and some even took paid work for the first time, producing uniforms and military supplies for the state. However, other women considered the war a mistake and actively called for peace.

**NCMH Detail:** *Isaac E. Avery: Colonel Isaac E. Avery was mortally wounded on the evening of July 2, 1863, while leading a brigade in an attempt to capture Union positions on Cemetery Hill during the Battle of Gettysburg. As he lay dying on the hillside, Avery scribbled a final message for his family: “Major Tell my Father I died with my Face to the enemy.”*

**The Final Days:** During the last months of the war, heavy fighting returned to North Carolina. Confederate defeats at Fort Fisher and Bentonville preceded the surrenders at Appomattox and Bennett Place, which brought the war to a close. Some 125,000 North Carolinians had served the Confederacy. Nearly half were wounded at least once, and an estimated 35,000 died.

**NCMH Detail:** *William Holland Thomas: Cherokee chief Yonaguska adopted young William Holland Thomas into his clan and in 1839 appointed him the new*

*Cherokee chief. In 1862 Thomas organized a group of fiercely loyal Cherokee, known as Thomas’s Legion, who spent the war defending the Tennessee border against the Federals. The group did not surrender until May 9, 1865—the last Confederates in North Carolina to do so.*

**NCMH Detail:** *Parker David Robbins: Bertie County native Parker D. Robbins, a free person of color, owned a 102-acre farm and worked as a carpenter and mechanic before the war. Robbins joined the Second United States Colored Cavalry in 1863, and he reached the rank of sergeant major. Later Robbins helped draft the 1868 state constitution and served a term in the state house of representatives.*

**Related UNC CEC lesson plans:**

- [To Secede or Not To Secede](#) (& accompanying [PPT](#))
- [Who Was Abraham Lincoln](#)
- [“As the War Turns:” Exploring the Drama of the Civil War](#)
- [Create a Living Timeline of the Civil War](#)
- [African American Troops During the Civil War](#)
- [American Abolitionists](#) (& accompanying [PPT](#))
- [Narratives of Enslaved North Carolinians](#)
- [The Narrative of the Life of Frederick Douglas, an American Slave](#)
- [NC’s Freedmen Settlements During the Civil War](#)

**Related Inquiry Resources:**

- “Does it matter who freed the slaves?” 11<sup>th</sup> grade inquiry at <http://www.c3teachers.org/inquiries/emancipation/>
- “Can words lead to war? 7<sup>th</sup> grade inquiry at <http://www.c3teachers.org/inquiries/utc/>

**Related LOC Primary Sources**

- Slave Narratives from NC collected 1936 at <https://www.loc.gov/item/mesn111/>
- Civil War in America Exhibit at <https://www.loc.gov/exhibits/civil-war-in-america/april-1861-april-1862.html>
- Timeline of the Civil War at <https://www.loc.gov/collections/civil-war-glass-negatives/articles-and-essays/time-line-of-the-civil-war/>

## **Gallery 10: Hope, Fear, and Freedom**

**Overview:** After the Civil War ended, North Carolina was in constitutional limbo. No one really knew how to become part of the United States again. President Andrew Johnson, who was born in Raleigh, wanted Southern states readmitted to the Union quickly. But Republicans in Washington, D.C., wanted Southerners to make major political changes first. Congress placed North Carolina under Federal military occupation and specified steps the state had to take to rejoin the country. Many white North Carolinians resented this outside control but they had to accept it.



**Rewriting the Rules:** To meet the demands of Congressional Reconstruction, North Carolina had to enact a new state constitution that gave voting rights to the freedmen. The state also had to accept the Thirteenth and Fourteenth Amendments to the United States Constitution—outlawing slavery and defining blacks as American citizens. The congressional plan at first denied some former Confederates the right to vote or hold office. But by 1868, most had regained their voting rights.

**Freedoms Gained:** The end of slavery opened a new world for African Americans in North Carolina. Newly freed people established communities, built churches, opened schools, and created civic organizations. Across the state, former slaves eagerly pursued the education that had long been forbidden to them. They crowded into makeshift schools, where adults and children studied side by side. Black men gained the right to vote, and some sought and attained political office, giving African Americans their first official taste of political influence.

**“Bottom Rail Now on Top”:** Many white North Carolinians deeply resented the social changes that Reconstruction brought. They refused to accept the fact that people who had once occupied the lowest rung on the social ladder were now their equals under the law. Seeing formerly enslaved African Americans voting seemed like the ultimate humiliation to those who felt their world had turned upside down. Some grew so frustrated that they resorted to violence to restore the former social order. They attacked and harassed blacks to scare them away from voting.

**Reconstruction Ends in North Carolina:** North Carolina rejoined the Union in 1868 but remained under Federal military occupation for two more years. Intimidation of black and white Republican voters, however, allowed the Democratic Party to regain power. In 1876 North Carolinians reelected Democrat Zebulon B. Vance, the state’s Civil War governor, to the executive office. This signaled a return to power for the prewar elite. In 1877 the Federal government withdrew its last occupying troops from the South. The end of Reconstruction forecast an end to hopes for equality for black North Carolinians.

**Living with Jim Crow:** Jim Crow laws prevented African Americans and American Indians from voting, and they formalized racial separation in North Carolina. Segregation affected every aspect of daily life. African Americans and Indians had inferior educational opportunities, worked at backbreaking and low-paying jobs, and were forced to use separate, usually substandard, public facilities. Within their own communities, blacks and Indians developed thriving businesses, schools, churches, and social organizations, but whites treated them as second-class citizens.

**The Rise of Sharecropping:** Farming changed after the Civil War. Former slaves and many poor whites had no land. Planters who still owned land had no one to work it. And nobody had much money. Sharecropping seemed like an ideal way to meet everyone’s needs. In this system, a landowner supplied workers with land, tools, and seeds to grow a cash crop in exchange for a large share of the harvest. But sharecroppers soon found that they could never get ahead and were trapped in a cycle of debt to the landholder.

**Related UNC CEC lesson plans:**

- [Reconstruction After the Civil War](#)
- [Law Enforcer or Law Breaker? Governor William Holden & the Kirk-Holden War](#)
- [African Americans in the US Congress During Reconstruction](#)
- [Plessy v. Ferguson & the Roots of Segregation](#) (& accompanying [PPT](#))
- [The Wilmington Race Riot of 1898](#) (& accompanying [PPT](#))
- [Exploring Life in 1898 Wilmington & the Wilmington Race Riot with CROW, a novel for young adults](#) (& accompanying [PPT](#))
- [From Slavery to Sharecropping](#) (& accompanying [PPT](#))
- [Against All Odds: The African American Founding of Princeville NC](#)
- [Moments in the Lives of Engaged Community Members Who Fought Jim Crow](#)
- [George Henry White](#)

**Related LOC Primary Sources**

- Photo of NC House of Representatives 1868 at <https://www.loc.gov/item/2015649038/>
- Child of NC sharecropper 1935: <https://www.loc.gov/item/fsa1997007458/PP/>
- Children of sharecropper 1935 <https://www.loc.gov/item/fsa1997007452/PP/>
- North Carolina road 1890s: <https://www.loc.gov/item/2016650201/>
- Frederick Douglas on NC farming <https://www.loc.gov/item/mfd.31026/>
- Hunters in east Carolina early 1900s <https://www.loc.gov/item/2012646798/>
- Two tenant farmers Chatham County 1939 <https://www.loc.gov/item/fsa2000003375/PP/>
- African American farmers <https://www.loc.gov/item/fsa1998006350/PP/>
- Primary Source set on Jim Crow and Segregation at [http://www.loc.gov/teachers/classroommaterials/primarysourcesets/civil-rights/pdf/teacher\\_guide.pdf](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/civil-rights/pdf/teacher_guide.pdf)
- African American Odyssey Exhibit at <https://www.loc.gov/exhibits/african-american-odyssey/reconstruction.html>

## **Gallery 11: Into the Modern Age**

**Overview:** With the end of Reconstruction, North Carolina entered an era of both promise and despair. Tobacco, textile, and furniture industries grew, and railroads connected farms, factories, and markets—making the state an industrial leader of the South. But while manufacturing boomed, farmers faced hardships.

Many families left their farms, seeking “public work” in the new industries. For them, and for the many more who stayed behind to work the land, the modern age brought challenges. As always, North Carolinians looked to their communities for support in the face of change.

**The Bright Leaf:** Union troops camped near Durham in the final days of the Civil War, and they enjoyed bright-leaf smoking tobacco from John Ruffin Green’s small factory there. In fact, the soldiers liked its flavor so much that, after they returned home, some of them wrote to Green asking for more. Farmers produced bright-leaf tobacco by cultivating the plant in sandy, infertile soil and

then flue-curing the leaves with heated air. Its use became popular locally before the Civil War. After soldiers discovered the product, however, national demand skyrocketed.

**The Cotton Mill Campaign:** To many North Carolinians, textile mills meant progress, and community leaders championed their construction. Large numbers of people were still coping with the devastation of the Civil War, and they saw mills as a sign of a brighter future. Mill owners were typically local men who had made money as landowners and merchants or in other industries. Often helped by investors from the North, they increased cotton-spinning operations and emphasized weaving, changing the size and scope of southern textile manufacturing.

**Furniture:** North Carolina had a tradition of furniture crafting before the Civil War, and large-scale manufacturing developed in the late 1800s. The state’s vast hardwood forests provided lumber, and poor farmers supplied a ready workforce. New railroads made distribution faster and easier than ever before. A national demand for furniture and other consumer items fueled the industry, helping related veneer, glue, and paint businesses thrive. The town of High Point became a world-famous furniture marketplace and home to the Southern Furniture Exposition Building in 1921.

**The Age of New Things:** The beginning of the twentieth century brought transition to the Tar Heel State. Modern methods replaced old ways. New technologies and conveniences took hold, changing the lives of North Carolinians forever. A spirit of creativity sparked new inventions and ideas. Machines took the place of horses, and electricity gave towns and cities the power to grow. The celebrated first flight, made by the Wright brothers near Kitty Hawk in December 1903, became an important symbol of progress and introduced human aviation to the world.

***NCMH Detail:** Reproduction Wright Flyer: The aircraft suspended from the ceiling is a reproduction of the flyer that the Wright brothers used to make the first manned and powered flight on December 17, 1903. Orville Wright piloted that first attempt, which lasted twelve seconds and covered approximately 120 feet. In the final test flight of the day, his brother Wilbur flew for fifty-nine seconds and traveled 852 feet. The Wrights chose to conduct their experiments at Kitty Hawk because it offered an isolated area with steady winds, wide-open spaces, and lots of sand for soft landings.*

***NCMH Detail:** Georgia “Tiny” Broadwick: Tiny Broadwick stood just over four feet tall and weighed only eighty-five pounds, yet she was a giant in early aviation. The well-known air show performer from Oxford became known as the mother of modern skydiving. The pioneering Broadwick was the first person to jump from an airplane, the first to use a parachute rip cord, and the first to free-fall.*

**Modern Railroads:** To North Carolinians, railroads symbolized modern times. Railroad building aided industrialization, which led to more railroad construction. New lines prompted the creation of factories and connected those factories with the farmers who supplied their raw materials. Thus both industry and farming prospered. The state’s railroad mileage increased from 984 in 1866

to 5,522 in 1920. People were now more connected to the rest of the nation. Farm and factory machinery from northern cities could reach North Carolina to meet the growing demand here.

**Urbanization in North Carolina:** The movement of people away from farms caused the growth of cities and towns. The rise of businesses attracted workers and helped urban areas develop. Population centers such as Raleigh, Charlotte, Winston-Salem, Wilmington, and Asheville showcased the latest inventions. However, as the state became more industrial, most residents continued to embrace its rural roots. They took their goods to urban markets but continued to live on their farms. Trips to the city offered glimpses of modern trends and of life away from the dusty fields.

***NCMH Detail:** Harriet Morehead Berry: Harriet “Hattie” Berry, the voice of the good roads movement, thought North Carolina’s government should build and maintain hard-surface roads to replace the muddy, treacherous tracks Tar Heels had to travel. She canvassed the state touting the benefits of road improvement. Berry’s work with the Good Roads Association resulted in a 1921 law that committed the state to funding a modern highway system.*

**Social Movements:** Progressive campaigns sweeping the nation in the early 1900s called for major changes to give women the right to vote, stop the lynching (mob killing) of African Americans, prohibit alcoholic drinks, and make other reforms. Some of these movements took hold in North Carolina. The efforts met with limited success. A Prohibition Amendment to the United States Constitution outlawed alcoholic beverages but was eventually repealed. Despite the North Carolina legislature’s failure to ratify it, the Nineteenth Amendment guaranteed women in all states the right to vote. Lynching continued.

***NCMH Detail:** Gertrude Weil: Born in Goldsboro, Smith College graduate Gertrude Weil dedicated her life to political and social activism and became one of North Carolina’s most progressive figures. She worked for women’s rights by leading the state’s Equal Suffrage League, League of Women Voters, and Federation of Women’s Clubs. Weil also championed labor reform, better race relations, and Jewish causes.*

***NCMH Detail:** Jane Simpson McKimmon: In 1911 Jane McKimmon became North Carolina’s first home demonstration agent. Over the next three decades, she led the movement to educate farm women about better ways to grow, preserve, and market foodstuffs in order to increase family incomes and standards of living. During this time, McKimmon’s staff grew from one to more than 75,000 agents (black and white) in all one hundred counties.*

**Increasing Public Education:** By 1910 North Carolina had six public institutions of higher learning for white students, five for African Americans, and one for American Indians. The state’s public elementary and secondary schools had also grown in number and quality during Charles B. Aycock’s term as governor, from 1900 to 1904.

Despite longer school terms, improved textbooks, and additional teacher training, educational advances were not uniform. Black and Indian families continued to strive to educate their children despite separate, often inferior, public schools that

received less funding than white schools.

**NCMH Detail:** *Charlotte Hawkins Brown: Charlotte Hawkins Brown, the granddaughter of slaves, was a dedicated North Carolina educator and advocate for women and interracial cooperation. She founded Palmer Memorial Institute in Sedalia, Guilford County, in 1902. The school helped educate more than a thousand young African Americans during her fifty-year presidency. Palmer became a nationally recognized private preparatory school that drew students from many states.*

**The Rise of Black Business:** Between 1880 and 1930, Jim Crow laws made racism and segregation a part of life in North Carolina. The Democratic Party’s return to power after Reconstruction had pushed blacks out of state politics, and new laws forced them to stay in a separate and unequal place in society. Yet black communities flourished. Areas such as Durham’s “Black Wall Street” and Hayti neighborhood became centers of African American business and culture. Black businessmen operated within their own communities. Many engaged in successful enterprises that did not depend on white consumers.

**Related UNC CEC lesson plans:**

- [Industrial Revolution: Life in the Cities](#)
- [Industrial Revolution Living Museum](#)
- [North Carolina’s Tobacco Industry & Culture](#)
- [A Street With a Story – Durham’s “Black Wall Street”](#)
- [George Henry White](#)
- [Durham’s Hayti Community: Urban Renewal or Urban Removal?](#)
- 

**Related Inquiry Resources:**

- “Is anything new about today’s immigration policy debates?” 11<sup>th</sup> grade inquiry at <http://www.c3teachers.org/inquiries/immigration-2/>
- “How did the Industrial Revolution move people?” 11<sup>th</sup> grade inquiry available at <http://www.c3teachers.org/inquiries/industrialization-2/>
- “Is greed good?” 8<sup>th</sup> grade inquiry available at <http://www.c3teachers.org/inquiries/gilded-age/>

**Related LOC Primary Sources**

- Wright Brothers Gliding at Kitty Hawk 1902 <https://www.loc.gov/item/2001696469/>
- Dismal Swamp c1906 <https://www.loc.gov/item/2002718392/>
- 1925 book on Great Dismal Swamp by Charles Stansbury at <https://www.loc.gov/item/25005093/>
- North Carolina threshing 1936 <https://www.loc.gov/item/fsa1998021679/PP/>
- Scarecrow 1938 <https://www.loc.gov/item/fsa1997003264/PP/>
- Siler City, 1939 <https://www.loc.gov/item/fsa2000003749/PP/>
- Tobacco Auction in Durham c 1939 <https://www.loc.gov/item/fsa1998013927/PP/>
- Cotton Storage in Enfield 1938 <https://www.loc.gov/item/fsa1997003239/PP/>
- Child musicians in Asheville 1937 <https://www.loc.gov/item/fsa1997017094/PP/>
- Tobacco Factories in Durham 1940 <https://www.loc.gov/item/fsa2000010669/PP/>

- Tobacco Farmers 1939 <https://www.loc.gov/item/fsa2000003499/PP/>
- Picking Cotton early 1900s <https://www.loc.gov/item/2012648380/>
- Inside Tobacco Warehouses in Durham 1936  
<https://www.loc.gov/item/fsa1998019830/PP/>
- Cotton Gin in Smithfield 1936 <https://www.loc.gov/item/fsa1998019844/PP/>
- Movie theatre in Hillsboro 1938 <https://www.loc.gov/item/fsa1997003131/PP/>
- Signs on store in Halifax 1938 <https://www.loc.gov/item/fsa1997003222/PP/>
- Fiddler in Asheville 1937 <https://www.loc.gov/item/fsa1997017101/PP/>
- Traveling Show in Wilmar NC c1936  
<https://www.loc.gov/item/fsa2000000527/PP/>
- Interior of Bank Creedmoor 1940  
<https://www.loc.gov/item/fsa2000010660/PP/>
- Convicts building state road 1936  
<https://www.loc.gov/item/fsa1997001343/PP/>
- Furniture store in Mebane 1940 at  
<https://www.loc.gov/item/fsa2000036490/PP/>

## Gallery 12: An American State Part 1

**Overview:** By late 1914, North Carolinians were warily watching events in Europe, where war had broken out. The United States officially remained neutral but began shipping supplies to help the Allies fighting against Germany. German submarines operated in the Atlantic to keep the shipments from reaching England. A German submarine sank the British ocean liner *Lusitania* in May 1915, killing 128 Americans and changing antiwar attitudes in the United States. America finally declared war in April 1917, and Tar Heels were serving overseas by that fall.

**America Enters the Great War:** With the United States at war with Germany, all men between the ages of twenty-one and thirty had to register for a new national military draft. North Carolinians proved so eager to join up that the number who tried to register exceeded the number eligible by 6 percent. The state celebrated draft day with patriotic parades and banquets. The festivities honored the men who signed up, and people treated them as heroes. More than 86,000 Tar Heel troops eventually served in the military during the First World War.

North Carolina soldiers left their homes for the many army camps that dotted the South. The recruits, known as doughboys, put on khaki uniforms and trained for the dreadful trench warfare of Europe’s western front. When they arrived overseas, troops faced a horrifying new type of combat. Modern warfare introduced machine guns, high-explosive shells, poison gas, flamethrowers, tanks, and airplanes. North Carolina doughboys met the challenge, and some were among the first American soldiers to break through German lines and help end the war.

**Fighting the Flu:** A widespread outbreak, or pandemic, of influenza in 1918 and 1919 killed more people worldwide than the war did. Soldiers returning from Europe brought the flu virus to North Carolina. The disease moved fast and struck both young and old. It had killed more than 13,600 Tar Heels by April 1919. To control the spread of the virus, the state Board of Health ordered

schools, churches, movie houses, fairs, circuses, and other public places to close at the first sign of influenza.

**The Highs and Lows of the Twenties:** World War I put war-related industries into high gear. But after the fighting ended, the military’s demand for goods fell. Overproduction caused a drop in prices and profits, resulting in lower wages and job losses for factory workers. Farmers also faced hard times as demand for their cotton, tobacco, and other products decreased. Some North Carolinians did enjoy an economic boom in the 1920s, but life remained tough for many. Large numbers of African Americans left the state to look for work in the industrial North.

**The Great Depression:** Economic hardship rocks North Carolina: Already suffering after the post–World War I economic downturn, North Carolinians slowly began to feel the devastating effects of the national catastrophe known as the Great Depression. Businesses and farms failed. People lost their homes and other property, and even the most basic necessities became scarce. In these desperate times, most Tar Heels managed to get by. With help from neighbors, family, and government programs, they kept their self-respect and overcame the hardships of a decade defined by poverty

***NCMH Detail:** The Craft Revival: Industrialization altered society in ways that troubled some North Carolinians. Factories offered economic hope for poor people in Appalachia, but many feared their impact on local communities. These people wanted to maintain traditional ways of living in a changing world. Factories profited by mass-producing their wares. North Carolina’s Mountain communities, in contrast, marketed their unique traditional handicrafts. They attracted national interest and brought tourism into the region. And they became part of the craft revival, a social and artistic movement highlighting handmade products, natural materials, and local culture.*

**An Alphabet Soup:** Soon after the 1932 election of Franklin D. Roosevelt as president, the government put in place a number of programs designed to repair the economy and lift Americans’ spirits. Roosevelt called these programs the New Deal. Agencies such as the Civilian Conservation Corps (CCC) and the Works Progress Administration (WPA) put Tar Heels to work on sanitation, beautification, conservation, education, and arts projects, including the Blue Ridge Parkway and Manteo’s outdoor drama *The Lost Colony*.

***NCMH Detail:** Qualla Crafts: The Qualla Boundary is home to the Eastern Band of Cherokee Indians. Handcraft traditions there had dwindled by 1900, largely due to oppressive government policies. Many Cherokee determined to revive the artisanship of their ancestors, including making coil pottery, rivercane basket weaving, and wood carving. By the 1950s, Qualla had become one of the nation’s most vital craft regions, attracting global audiences.*

***NCMH Detail:** Radio Days: The Depression years marked the beginning of a golden age of radio that lasted through the 1950s. Stations such as WBT in Charlotte and WPTF in Raleigh—the state’s first and second—brought the world into North Carolina homes. The stations broadcast live music, news, variety shows, farm programs, comedies, dramas, and sports. Listening to the radio*

*offered a welcome escape from the stress of hard times. Many people who could not afford other luxuries made determined efforts to keep up payments on their radios.*

**World War II:** Worldwide conflict developed again in the 1930s, and most Americans hoped that the nation could remain neutral. But Adolf Hitler’s Nazi regime had conquered most of Europe, and Great Britain remained alone in its struggle against Germany. Then on December 7, 1941, the Japanese attacked the American naval base at Pearl Harbor in Hawaii, forcing the United States into a global war that would not end until 1945. As they had in 1917, North Carolinians responded with patriotic fervor and answered the nation’s call to arms. More than 360,000 North Carolinians served in the Second World War. Tar Heel servicemen were present at the initial attack on Pearl Harbor and at the dropping of the two atomic bombs on Japan that effectively ended the war.

**Turning Civilians into Soldiers:** During World War II, more soldiers trained in North Carolina than in any other state, nearly 2 million service members in more than a hundred locations. The mild climate, low population density, inexpensive land, and availability of low-cost labor made North Carolina perfect for building military bases. In World War II, as in prior conflicts, African Americans fought in separate, segregated units, and rarely received frontline assignments. Still, 69,000 black North Carolinians served, and the nation’s first African American marines trained at Montford Point near Camp Lejeune. American Indians enlisted in large numbers and served in white units. They sometimes faced discrimination but served in every military branch and on all fronts.

**Fighting from Home:** Folks on the home front in North Carolina—as in other states—bought war bonds, planted “victory gardens,” and collected scrap metal to help the war effort. They rationed products needed by the military and helped defend their state by scanning the skies and waters for enemy activity. Some of North Carolina’s greatest contributions lay in agriculture and industry. Farmers produced large amounts of food, cotton, and tobacco to support the troops, and many citizens, including women, went to work in shipbuilding and other war manufacturing.

**Related UNC CEC lesson plans:**

- [Trench Warfare in World War I](#)
- [Ending the War to End All Wars](#) (& accompanying [PPT](#))
- [The Great Depression](#) (& accompanying [PPT](#))
- [FDR & the New Deal](#) (& accompanying [PPT](#))
- [Eleanor Roosevelt](#)
- [The Rise of Totalitarianism, the Start of World War II and the US Response](#) (& accompanying [PPT](#))
- [Why a Second World War? The Failure of Peace](#)
- [What Should President Truman Do?](#)
- [Supporting the World War II Effort](#)
- [Decoding WWII Propaganda](#)
- [World War II Through the Radio Waves](#)
- [Major Conferences of WWII](#)
- [The End of World War II: Pearl Harbor, Japanese Internment Camps, and the](#)



[Atomic Bomb](#) (& accompanying [PPT](#))

- [Native Americans & WWII](#) (& accompanying [PPT](#))
- [Hero Abroad, Second Class Citizen at Home: John Seagraves, African Americans & World War II](#) (& accompanying [PPT](#))

**Related Inquiry Resources:**

- “Should freedom be sacrificed in the name of national security?” 8<sup>th</sup> grade inquiry at <http://www.c3teachers.org/inquiries/internment/>
- “Can peace lead to war?” 10<sup>th</sup> grade inquiry at <http://www.c3teachers.org/inquiries/treaty-of-versailles/>
- “Was the New Deal a good deal?” 8<sup>th</sup> grade inquiry at <http://www.c3teachers.org/inquiries/New-Deal>
- “Why was the US on the winning side of World War II?” 11<sup>th</sup> grade inquiry at <http://www.c3teachers.org/inquiries/world-war-ii/>

**Related LOC Primary Sources**

- Sheet Music to Sweet Carolina, Come: WWI music at <https://www.loc.gov/item/2013565744/>
- Sunday School in 1937 <https://www.loc.gov/item/fsa1997017258/PP/>
- Overcrowded schoolroom in Fayetteville 1941 <https://www.loc.gov/item/fsa2000024961/PP/>
- LOC Lesson Plan on Great Depression in NC at <http://www.loc.gov/teachers/classroommaterials/lessons/newdeal/>
- New Deal Primary Source set at [http://www.loc.gov/teachers/classroommaterials/primarysourcesets/new-deal/pdf/teacher\\_guide.pdf](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/new-deal/pdf/teacher_guide.pdf)
- Photo of Howard Perry, first African American to enlist in Marine Corps (at Camp Lejeune, 1943) <https://www.loc.gov/item/owi2001024277/PP/>
- Photo of Camp Lejeune buildings , New River, NC 1943 <https://www.loc.gov/item/owi2001024333/PP/>
- Photo of Camp Lejeune men marching, New River, NC <https://www.loc.gov/item/owi2001024329/PP/>
- Photo of Camp Lejeune integrated baseball team 1943 at <https://www.loc.gov/item/owi2001024281/PP/>
- Photo of Camp Lejeune marines studying in library 1943 at <https://www.loc.gov/item/owi2001024294/PP/>
- Photo of Camp Lejeune bayonet training 1943 at <https://www.loc.gov/item/owi2001024306/PP/>

## **Gallery 12: An American State Part 2**

**Searching for Social Justice:** After fighting for freedom overseas during World War II, African American and American Indian servicemen and -women returned home to a society that segregated them as second-class citizens. This great irony prompted many to take part in various elements of a widespread Civil Rights movement. The National Association for the Advancement of Colored People (NAACP) had been active in North Carolina since 1917. Through this organization and others, African Americans sought to claim full rights of citizenship. American Indians also wanted these rights, as well as recognition of their tribal identities.

**Implementing Integration:** On May 17, 1954, in *Brown v. Board of Education of Topeka, Kansas*, the United States Supreme Court declared racially segregated schools unconstitutional and commanded that states desegregate public schools. North Carolina lawmakers acted slowly. The 1964 Civil Rights Act, which prohibited segregation in public places and denied federal funding to segregated schools, sped integration. A 1970 Charlotte court case established busing as a way to achieve integration.

**Student Activism:** North Carolina college students took the lead in demanding civil rights. Inspired by a Montgomery, Alabama, bus boycott, students adopted principles of nonviolent protest championed by Dr. Martin Luther King Jr. On February 1, 1960, four Agricultural and Technical College of North Carolina students requested service at Woolworth’s whites-only lunch counter in Greensboro. The protest escalated and soon spread across the state. Woolworth’s integrated its lunch counters in July. Shaw University students made a national impact by forming the first chapter of the Student Non-violent Coordinating Committee (SNCC).

**Claiming Political Power:** Through the efforts of local and national organizations, racial minorities in North Carolina registered to vote in increasing numbers. The 1965 Voting Rights Act strengthened the federal government’s power over elections and eliminated loopholes, such as poll taxes and literacy tests, designed to prevent minority voters elected blacks and American Indians to public office for the first time since the 1800s. Although disparities stemming from centuries of racial injustice still linger, the Civil Rights movement brought about great and lasting change for all North Carolinians.

**Related UNC CEC lesson plans:**

- [North Carolina’s Lumbee Fight for Justice: The Battle at Hayes Pond in Maxton, NC Journey of Reconciliation, 1947](#) (& accompanying [PPT](#))
- [A “Counter Revolution” in Greensboro, NC](#) (& accompanying [PPT](#))
- [The Freedom Rides of 1961](#) (& accompanying [PPT](#))
- [Moments in the Lives of Engaged Citizens Who Fought Jim Crow](#)
- [School Segregation](#) (& accompanying [PPT](#))
- [How Horace Carter Fought the KKK in North Carolina](#) (& accompanying [PPT](#))
- [African Americans and the Vietnam War](#)
- [Exploring African American Leadership & Service in North Carolina](#) (& accompanying [PPT](#))

- [“Poor Power”: The North Carolina Fund & the Battle to End Poverty & Inequality in 19 60s America](#) (& accompanying [PPT](#))
- [Against Their Will: North Carolina’s Eugenics Program & In re Moore Learning About Immigration in North Carolina with “A Home on the Field”](#) (& accompanying [PPT](#))
- [Women’s Rights and the NC Constitution](#) (& accompanying [PPT](#))

**Related Inquiry Resources:**

- “What made non-violent protest effective during the Civil Rights Movement?” 11<sup>th</sup> grade inquiry at <http://www.c3teachers.org/inquiries/civil-rights/>
- “Is Protest Patriotic?” 11<sup>th</sup> grade inquiry at <http://www.c3teachers.org/inquiries/patriotism/>
- “Were the Suburbs good for America?” 8<sup>th</sup> grade inquiry at <http://www.c3teachers.org/inquiries/suburbs/>

**Related LOC Primary Sources**

- Voices of Civil Rights exhibit at <https://www.loc.gov/exhibits/civilrights/exhibit.html>
- Civil Rights History Project: All Collections with NC at [https://www.loc.gov/folklife/civilrights/survey/subject\\_state\\_this.php?state\\_id=46](https://www.loc.gov/folklife/civilrights/survey/subject_state_this.php?state_id=46)
- Civil Rights Resource guide at <https://www.loc.gov/rr/program/bib/civilrights/home.html>
- Woolworth’s Sit-in in Greensboro 1960 at <https://www.loc.gov/item/95512251/>
- Winston-Salem Department Store photo 1950 <https://www.loc.gov/item/gsc1994001092/PP/>
- NC-born Vietnam War veteran interview at <https://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.17549/>

*Notes on Recent North Carolina History*

Since the 1970s, North Carolina has grown far more diverse than ever before. The state has also become more integrated with the rest of the nation and the world. Traditional industries have declined, while new ones have grown up. The political landscape has changed, as the Republican Party became a major factor in the state for the first time since the 19<sup>th</sup> century. The natural environment, both as something to be protected and as a source of danger, has increasingly demanded attention.

The Research Triangle Park (RTP) was founded by a committee of government, university, and business leaders as a model for research, innovation, and economic development. By establishing a place where educators, researchers, and businesses come together as collaborative partners, the founders of the Park hoped to change the economic composition of the region and state, thereby increasing the opportunities for

the citizens of North Carolina.

Shifts in the structure of American society, begun years or even decades earlier, had become apparent by the time the 1980s arrived. The composition of the population and the most important jobs and skills in American society had undergone major changes.

The dominance of service jobs in the economy became undeniable. By the mid-1980s, nearly three-fourths of all employees worked in the service sector, for instance, as retail clerks, office workers, teachers, physicians, and government employees. Service-sector activity benefited from the availability and increased use of the computer.

For many Americans, the economic, social, and political trends of the previous two decades—crime and racial polarization in many urban centers, challenges to traditional values, the economic downturn and inflation of the Carter years—engendered a mood of disillusionment. It also strengthened a renewed suspicion of government and its ability to deal effectively with the country’s social and political problems.

Conservatives, long out of power at the national level, were well positioned politically in the context of this new mood. Many Americans were receptive to their message of limited government, strong national defense, and the protection of traditional values. Meanwhile, America’s “smokestack industries” were in decline.

For most Americans the 1990s would be a time of peace, prosperity, and rapid technological change. Some attributed this to the “Reagan Revolution” and the end of the Cold War; others to the return of a Democrat to the presidency.

Improved crime and other social statistics aside, American politics remained ideological, emotional, and characterized by intense divisions. Shortly after the nation entered the new millennium, moreover, its post-Cold War sense of security was jolted by an unprecedented terrorist attack that launched it on a new and difficult international track.

In 2008 the state had two firsts: the election of Beverly Perdue as our first female governor and Barack Obama as the first African American president of the United States.

—From LEARN NC  
([www.learnnc.org](http://www.learnnc.org))