

SAMPLE LESSON

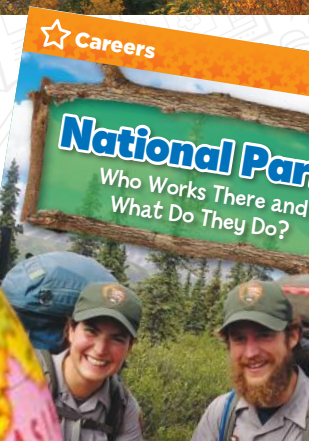
Grade 4 Encounter

North Carolina

NYSTROM

4

Young Citizens



Compelling Question

How Did North Carolina Develop over Time?

In this chapter, students will examine how different factors have impacted the state in the past.

Time Frame: 6 Weeks

- 1 Students will categorize North Carolina into different geographic regions.
- 2 Students will explore the history and influence of the American Indians.
- 3 Students will examine the circumstances behind the colonization and statehood of North Carolina.
- 4 They will describe how people have exercised their rights throughout history.
- 5 Students will analyze the impact of slavery and immigration on North Carolina.
- 6 Students will complete the chapter review, project, and assessment.

Custom Components and Activities

Every chapter comes with Leveled Student Readers and Group Activity Cards. There is also a Biography Gallery in the Student Book. All three components include an activity. These activities are designed to enhance the material covered in the chapter. Based on the recommendations below, decide how and when to incorporate these activities into your teaching plan.

LEVELED STUDENT READER

The Battle of Guilford Courthouse: Why Was It a Turning Point in the American Revolution?

This Leveled Student Reader works well with lesson 3. The pre- and post-reading activities are in the inside covers of the reader.

GROUP ACTIVITY CARD

Immigration Stations

This Group Activity Card works well with lesson 5. Divide the class into six groups and distribute one card to each group.

BIOGRAPHY GALLERY

People from North Carolina's History

The following activity works well with lessons 4 or 5.

1. Have students read pp. 58–59 of the Student Book (People from North Carolina's History).
2. Distribute **Activity Sheet 2a** to students. Instruct students to choose one of the people featured on the pages of the Biography Gallery. Explain that they must add details to the image to show what the person might have been thinking about.
3. Be sure students write the name of the person they chose on the back of the activity sheet.
4. Hang or post the heads around the classroom. Ask students to circulate and put a sticky note on each sheet with the name of the individual they think it is based on.
5. Review the activity by revealing the names of the people written on the back of each sheet. Have students give a brief presentation explaining their work.



Lesson 3

How Did North Carolina Become a State?

Online Activities

- Vocabulary
- Sequencing

Literacy Links

- *The North Carolina Colony*, by Kevin Cunningham
- *Mrs. Lincoln's Dressmaker: The Unlikely Friendship of Elizabeth Keckley & Mary Todd Lincoln*, by Lynda Jones
- *A Kid's Guide to the American Revolution*, by Kathleen Krull

Activity

Interview with History



Civics



History



Speaking &
Listening



Vocabulary

abolitionist
American Revolution
Bill of Rights
enslaved
Loyalist
Patriot
plantation
refugee
secede
Underground Railroad

Materials

- Student Book
- Activity Sheet 2b
- Think Book
- scissors

Objectives

Students will be able to:

- Sequence historical events.
- Describe the colonization of North Carolina.
- Explain why Hannah Blair was an important figure in North Carolina's history.

Getting Started

1. Tell students that they will practice their interviewing skills during today's lesson.
2. Have students think about questions they would ask their classmates to learn more about their lives. Instruct students to write at least three questions in their **Think Books**. 
3. Pair students. Tell them to practice interviewing each other. Have them write down the answers to the questions they asked. 
4. Call on students to tell one detail about their partners that they learned during the interview.
5. Explain to students that they will conduct an interview with an important historical person today.

Reading

Student Book pp. 50–57: Colonization and Enslaved People; Separation and Growing Unrest; The American Revolution and Statehood; A Fight for Change

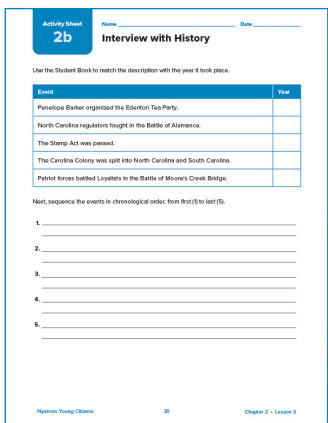
As students read, have them write answers to the following in their 

Think Books:

- Where did most of North Carolina's early settlers come from?
≈ British colonies to the north
- Define *Patriot* and *Loyalist*.
≈ Patriots were supporters of American colonists' struggle against Britain during the American Revolution.
≈ Loyalists were supporters of Britain during the American Revolution.
- What part did Hannah Blair play in the American Revolution?
≈ She provided Patriot soldiers with food and medicine, hid them when necessary, and sometimes carried their secret messages.

Teaching

1. Direct students to p. 54 of the Student Book (Skill: Sequencing). Call on students to read aloud the text and skill box.
 - a. Have students answer the three questions in their **Think Books**. 
 - b. Call on students to read their answers as a way to review the skill.
2. Pair students and distribute **Activity Sheet 2b**. 
 - a. Instruct pairs to complete the sequencing skill on the activity sheet.
 - b. Call on student pairs to read aloud their answers to the activity sheet.
3. Next, remind student pairs of the interviewing skills they practiced during the Getting Started activity.
 - a. Have student pairs reread p. 53 of the Student Book (Supporting the Cause).
 - b. Instruct pairs to write at least five details about Hannah Blair in their Think Books.



Activity Sheet 2b

Interview with History

Use the Student Book to match the description with the year it took place.

Event	Year
Penelope Barker organized the Edenton Tea Party.	
North Carolina regulators fought in the Battle of Alamance.	
The Stamp Act was passed.	
The Carolina Colony was split into North Carolina and South Carolina.	
Patriot forces defeated Loyalists in the Battle of Moore's Creek Bridge.	

Next, sequence the events in chronological order, from first (1) to last (5).

1. _____
2. _____
3. _____
4. _____
5. _____

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Activity Sheet 2b

- c. Then, tell students that they will act out a pretend interview with Hannah Blair. Explain that one partner will play the role of a journalist and the other will play Blair.
 - d. Have pairs turn the five details they wrote into questions and answers. Have them write the interview script in their Think Books.
 - e. Have students rehearse their scripts.
 - f. Allow pairs to present their interviews in front of the class.
4. **Summarizing and Assessing:** Have students use **Activity Sheet 2b** and their knowledge of history to decide if each of the statements below is true or false. Explain that one side of the room is for true answers and one side is for false answers. Instruct students to move to the side of the room that they feel represents the best response to each statement.
- Penelope Barker rode her horse over 50 miles to warn General Skinner that British Troops were heading for North Carolina. (false; she organized the Edenton Tea Party)
 - Patriots were colonists who wanted to be independent from England. (true)
 - Patriots were defeated in the Battle of Moore's Creek Bridge. (false)
 - Many Black Americans, both free and enslaved, fought in the war and supported the American cause of independence. (true)
 - All the American Indians in North Carolina fought on the side of the Patriots. (false; the Cherokees sided with the British)

Modifications for Differentiation

Above Have these students provide additional questions and answers to the Hannah Blair interview. Optionally, students might also add another historical figure to the interview.

Below Provide support for students while they complete **Activity Sheet 2b** by preparing the events and years ahead of time on slips of paper. Then ask students to match them. Pair students with stronger writers during the interview activity.

ELL If students feel less comfortable speaking in front of the class for the interview activity, consider forming groups of three students instead of two. Instruct the third student to take a nonspeaking role, such as director. These students can organize the interview, hold cue cards, and even design costumes or sets.

Extending

History Ask students to write a diary entry from the perspective of someone (other than Hannah Blair) living in North Carolina during this time. Have them write about what life would have been like and some of the differences between that time and today.



Lesson 3 Closure

Review Activity: Time Line

Have students work in small groups. Give each group a sheet of paper or mini whiteboard. Instruct students to draw a time line, using 1663 as the beginning year and 1789 as the ending year. You may wish to show students the time lines on pp. 204–207 of the Student Book so that students can see how time lines are structured.

1. Tell the groups to use the Student Book and find three important events from the lesson. Have them put the three events on the time line in the correct chronological order.
2. Have each group present its time line to the class. Ask groups to explain why they chose the events and what makes them important.

Writing Prompt

Have students imagine that the state of North Carolina has decided to rename a highway in the state in honor of someone from the colonial period. Instruct students to write a letter to the committee in charge of the decision. Explain that students must suggest an appropriate person from history and describe why they chose that person.

Interview with History

Use the Student Book to match the description with the year it took place.

Event	Year
Penelope Barker organized the Edenton Tea Party.	
North Carolina regulators fought in the Battle of Alamance.	
The Stamp Act was passed.	
The Carolina Colony was split into North Carolina and South Carolina.	
Patriot forces battled Loyalists in the Battle of Moore's Creek Bridge.	

Next, sequence the events in chronological order, from first (1) to last (5).

1. _____

2. _____

3. _____

4. _____

5. _____

LESSON 3

How Did North Carolina Become a State?

Vocabulary

plantation

enslaved

Patriot

Loyalist

American Revolution

Bill of Rights

abolitionist

Underground Railroad

secede

refugee

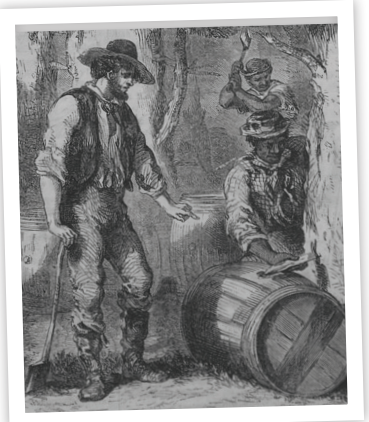
Colonization and Enslaved People

In 1663, the king of England gave a huge amount of land in North America and the Caribbean to eight of his friends. He wanted the men to create colonies in the area so they could harvest its resources and send those resources back to England. Eventually, the land in North America would become North Carolina, South Carolina, Tennessee, Georgia, Alabama, and Mississippi.

The area now known as North Carolina did not grow as quickly as colonies to the north. But as more European settlers arrived, colonists had to move south to find land for farming and development. They settled along the coasts and waterways of present-day North Carolina.

Most of Carolina's early settlers were farmers. In the north, they grew tobacco and raised hogs. In the south they grew rice and cotton on large farms called **plantations**. Plantation owners used **enslaved** people from Africa and the Caribbean to work their farms. Among other things, enslaved people had their freedom taken away and were forced to work without pay.

By 1861 there were more than 331,000 enslaved people living in North Carolina. Men, women, and children worked long, hard hours in the fields and homes of slaveholders. They lived in huts, often without enough food or clothing to meet their family's needs. Even worse, they lived in constant fear of being sold away from their families, beaten, or even killed.



▶ Enslaved people worked in North Carolina's pine forests making turpentine and other materials to be used on boats.

▶ Enslaved people plant rice at the Orton Plantation in Brunswick County.



Separation and Growing Unrest

The Carolina colony was too large and the people too spread out to manage well. Taxes were not being collected and laws were not being enforced. Finally, in 1712, leaders split the colony into North and South Carolina to help manage it. But that did not solve all the problems in the colony.

To raise money, the king of England tried to impose higher taxes on all the 13 colonies—without their input. The Stamp Act of 1765 taxed paper goods like newspapers, birth certificates, and books. All official documents had to be stamped to prove the tax had been paid. When the Stamp Act passed, the people protested. Angry colonists marched in the streets. They pressured the stamp officer to resign and told business owners to ignore the new law.

In North Carolina, a group of western farmers stood up against the colonial governor, but their concerns were ignored. The frustrated colonists organized 2,000 armed “regulators.” In 1771, they faced the royal governor’s troops at the Battle of Alamance. The regulators were not trained soldiers, and they were quickly defeated. They were also severely punished. The citizens of North Carolina were shocked by the harsh treatment. Tensions between the colonists and the British government rose even higher.

When the king taxed tea, the people protested again. In 1774, Penelope Barker and more than 50 other women in Edenton held a tea party at the home of a local tea merchant. They signed a resolution stating that they would refuse to buy English goods, including tea.

Colonists who agreed with Barker and the people protesting the actions of the king were known as **Patriots**. As English citizens, Patriots felt their voices should be heard before laws and taxes were passed. Those who believed the colonists’ loyalty belonged to the king no matter what he did were called **Loyalists**.



▶ This postcard features a painting of the Battle of Alamance, “the first battle of the Revolution.”



▶ This cartoon from a British newspaper in 1775 makes fun of Penelope Barker's tea party.

The American Revolution and Statehood

In 1775, the growing unrest throughout the colonies led to the start of the **American Revolution**, which was fought to gain independence from Great Britain. In February 1776, North Carolina Patriots discovered that Loyalists were assembling a volunteer army. The

Loyalists had been called on to prepare for a landing of 7,000 British troops. The Patriots took action immediately.

To keep the Loyalists from reaching Wilmington (North Carolina's only seaport), Patriot forces blocked the roads and rivers between Fayetteville and the coast. The two militias met at Moore's Creek Bridge. The battle lasted only a few minutes before the Loyalists scattered.

Shortly after the Battle of Moore's Creek Bridge, North Carolina became the first colony to officially call for America to break ties with England to form an independent nation. North Carolina

Patriots shared their support for independence in a statement called the Halifax Resolves. But Great Britain ignored their requests for "peace, liberty, and safety" and continued to tax and threaten them with military force. Therefore, Patriots felt it necessary to declare independence and form their own government.



► This painting of the Battle of Moore's Creek Bridge shows the fighting from the Patriots' position.

► The earthworks that were created for the Battle of Moore's Creek Bridge have been restored at Moore's Creek National Battlefield.

Supporting the Cause

Though few battles took place in North Carolina, its residents contributed to the American Revolution. People from every background participated in the war—even children. One night Betsy Dowdy, a young girl from the Outer Banks, overheard a neighbor say the British were making their way to North Carolina. Betsy's neighbor wished someone could warn the Patriot army camped nearby. Later that night, while her family was sleeping, Betsy took her pony—the fastest on the island—and rode for help. She swam her horse across the Currituck Sound, rode through the Great Dismal Swamp, and galloped 50 miles inland until she reached the Patriot camp. After General William Skinner heard Betsy's tale, he immediately rallied his men and marched north to stop the British.

Both the colonists and the British promised enslaved Black people freedom in exchange for their service. Many Black Americans (both enslaved and free) fought in the war. Many others served as laborers and builders. They cleared roads and took care of horses. They made ammunition and acted as guides.

American Indians also fought on both sides of the war, often as scouts guiding the armies through the wilderness. In North Carolina, the Cherokees sided with the British. The Catawbas chose to fight with the Americans. Though they fought for different sides, the Cherokee and Catawba people fought for the same reason—to save their land.

Women, too, played an important role in the American Revolution. While the men fought, women protected their homes from enemy raids. They provided food for the army, cared for the wounded, and sometimes served as spies. A Quaker woman named Hannah Blair often provided Patriot soldiers with food and medicine. She hid them when necessary and sometimes carried their secret messages. The Quakers are a religious group that formed in Great Britain in the 1650s. They do not believe in violence but instead believe all people—including Black people and American Indians—should be treated fairly and equally. That was a radical idea in the seventeenth century.



▶ Guilford Courthouse was the largest battle in the southern theater of the war.



▶ Quakers treated wounded soldiers at their meetinghouse after the Battle of Guilford Courthouse.



▶ This painting depicts the 1787 meeting where the U.S. Constitution was drafted.

After seven years of fighting, the American colonies were finally an independent nation. But the citizens of the newly formed United States had a lot of questions. How would the new nation be run? What was the job of the federal government? Should large states have more power than small states? Could a government protect individual rights while maintaining the common good?

After much debate—and lots of compromises—leaders from the 13 former colonies crafted a document to outline how the new government would work. But before North Carolina would approve the United States Constitution, they wanted a **Bill of Rights** added to plainly list the rights of every citizen. Leaders got to work drafting the bill. As a result, on November 21, 1789, North Carolina approved the U.S. Constitution and became the 12th state.



READING SKILL

Sequencing

To understand a text, it is important to understand the order, or sequence, of events. Authors may use dates, such as months and years, to show the order in which things happened. They may also use certain words or phrases to explain the order of events.

Examples of words that help show a sequence of events are:

first ▶ later ▶ then ▶ after ▶ next ▶ as a result ▶ finally

Find dates and sequencing words to help you understand the events on pages 52–54.

1. What happened shortly after North Carolina Patriots discovered the Loyalists were assembling an army?
2. What happened next?
3. What dates and sequencing words are in the section above? List them in order.

A Fight for Change

After the war, several thousand enslaved African American men who had fought for the United States were freed. Free Black men in North Carolina could vote, own property, testify in court, and sell goods and services. Donum Montford, a freedman in New Bern, owned a construction business. He employed several Black men and built public buildings throughout the town, including the Craven County Jail. However, slavery did not end.

For many North Carolinians, life from 1815 to 1835 passed as it always had. While other states were building cities and enjoying new inventions, most North Carolinians farmed. The government did not spend as much money on roads or schools as other states. The government did not lay new railroad track or string telegraph wires that would allow people to communicate from town to town.

Taking Control

By the 1800s, the **abolitionist** movement was spreading through the North. It was an organized effort to bring an end to slavery in the United States. Some White people freed their enslaved workers, and some enslaved people were able to purchase their freedom. Elizabeth Hobbs Keckley was among those who purchased their freedom. She used earnings that she made from sewing to buy her freedom and that of her son. Keckley later moved to Washington, D.C., and designed dresses for First Lady Mary Todd Lincoln.

Some enslaved people managed to escape from bondage and stay hidden in the Great Dismal Swamp. They were safe from discovery because most people were too afraid to enter the mosquito-infested swamp. The escapees came to be called maroons. They raised their families outside the cruelty of slavery and built small communities on plots of dry ground.

The Quakers believed slavery was wrong and should be outlawed. They started manumission societies to encourage White people to free enslaved members of their households. The Quakers also worked to educate Black people, who had been forbidden to



▶ This log home in Bethabara was built in 1815 or 1816.



▶ Elizabeth Keckley wrote a book called *Behind the Scenes: Or, Thirty Years a Slave, and Four Years in the White House*.



▶ The Underground Railroad helped thousands of people escape to freedom before the Civil War. Many stopped in North Carolina.

read or write when they were enslaved. Many Quakers worked on the **Underground Railroad**, an organized secret system that helped enslaved people reach free states like Ohio and Pennsylvania in the 1800s. On the Underground Railroad, the “stations” were homes or churches where people could hide while escaping to freedom. “Conductors” helped people get where they needed to go during their escape. By 1830, nearly 20,000 free African American people lived in North Carolina—more than in any other southern state.

But this growing population of free Black people worried enslavers. They feared free Black people would encourage enslaved people to rebel. They wrote stricter laws making it illegal to free enslaved people or to teach them to read or write. They wrote laws keeping enslaved people from gathering in groups, traveling, buying or selling goods, and even defending themselves.

The Civil War

Conflict between the North and South over slavery grew. The majority of people in the North opposed slavery, and the majority of Southerners supported it. Then, in 1860, after President Abraham Lincoln was elected, some Southern states **seceded**, or left the United States. They formed their own government called the Confederate States of America, also known as the Confederacy.

North Carolina did not leave the United States at first. The state’s economy did not depend on slavery as much as other Southern states’, and many citizens felt it was better to remain in the United

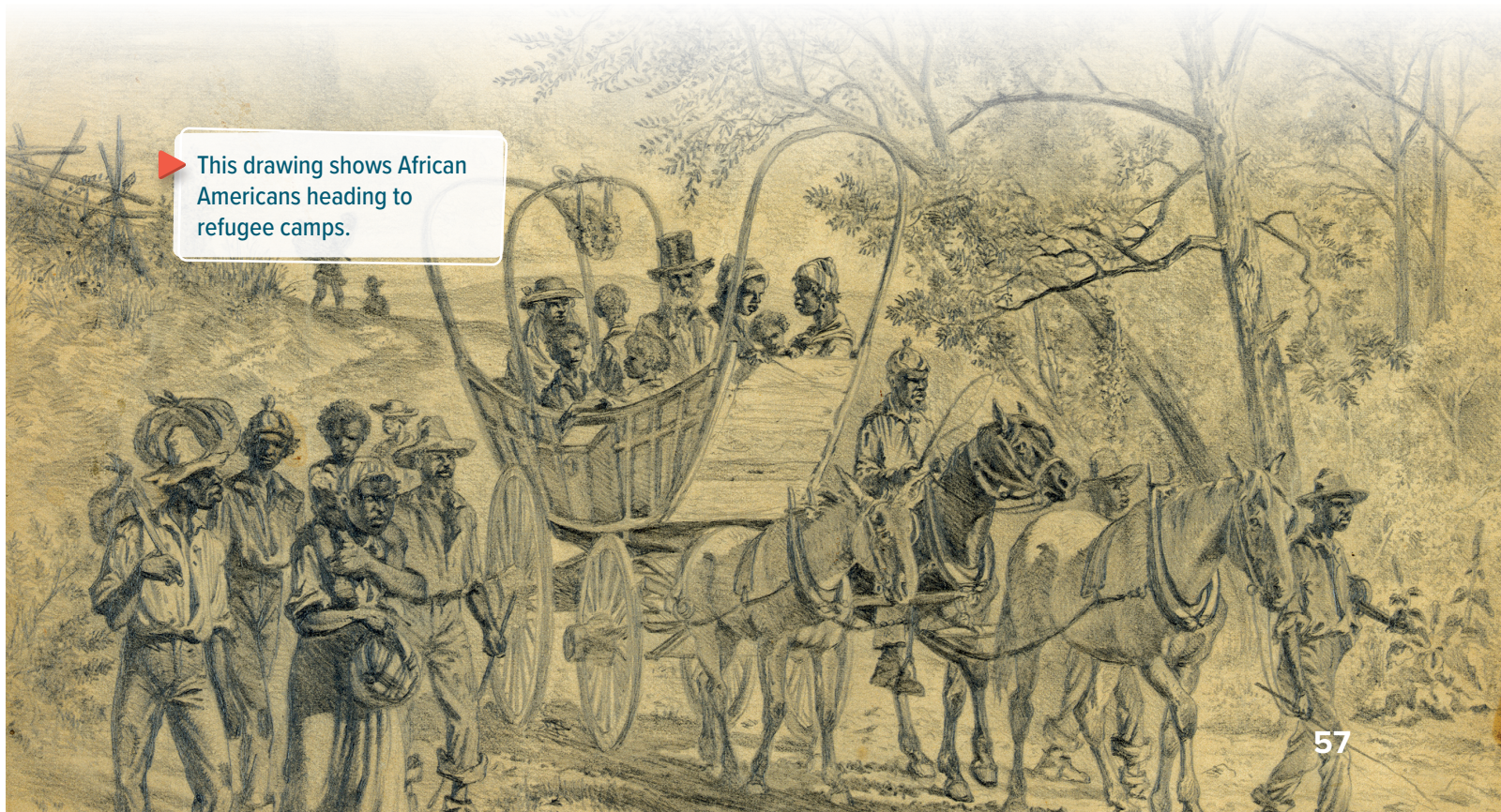


States (or the Union, as it was called during the Civil War). However, when South Carolina troops fired on the Union Army at Fort Sumter, President Lincoln called for volunteer troops from every state. North Carolinians refused to fight against their Southern neighbors and, on May 20, 1861, chose to leave the United States. North Carolina joined the Confederacy the next day—the last state to do so—and entered the Civil War. Fighting between the Union and the Confederacy continued until 1865, when the Confederacy surrendered. After the Union victory in the Civil War, slavery was outlawed everywhere in the country.

When slavery ended, some African Americans migrated to **refugee** camps. Refugees are people who are seeking safety in a time of crisis. The refugee camps were small, temporary shack-and-tent villages run by formerly enslaved people. There, newly freed people could gather supplies and information about new opportunities and look for family members who had been sold during enslavement. Some refugee camps even had small schools to teach people how to read and write. Eventually, most of these men and women made their way west.



▶ On April 26, 1865, this cabin at Bennett Farm in Durham County became the site of the largest surrender of Confederate troops—89,270 soldiers—of the Civil War.



▶ This drawing shows African Americans heading to refugee camps.