

# The Story of North Carolina

## Teacher Guide

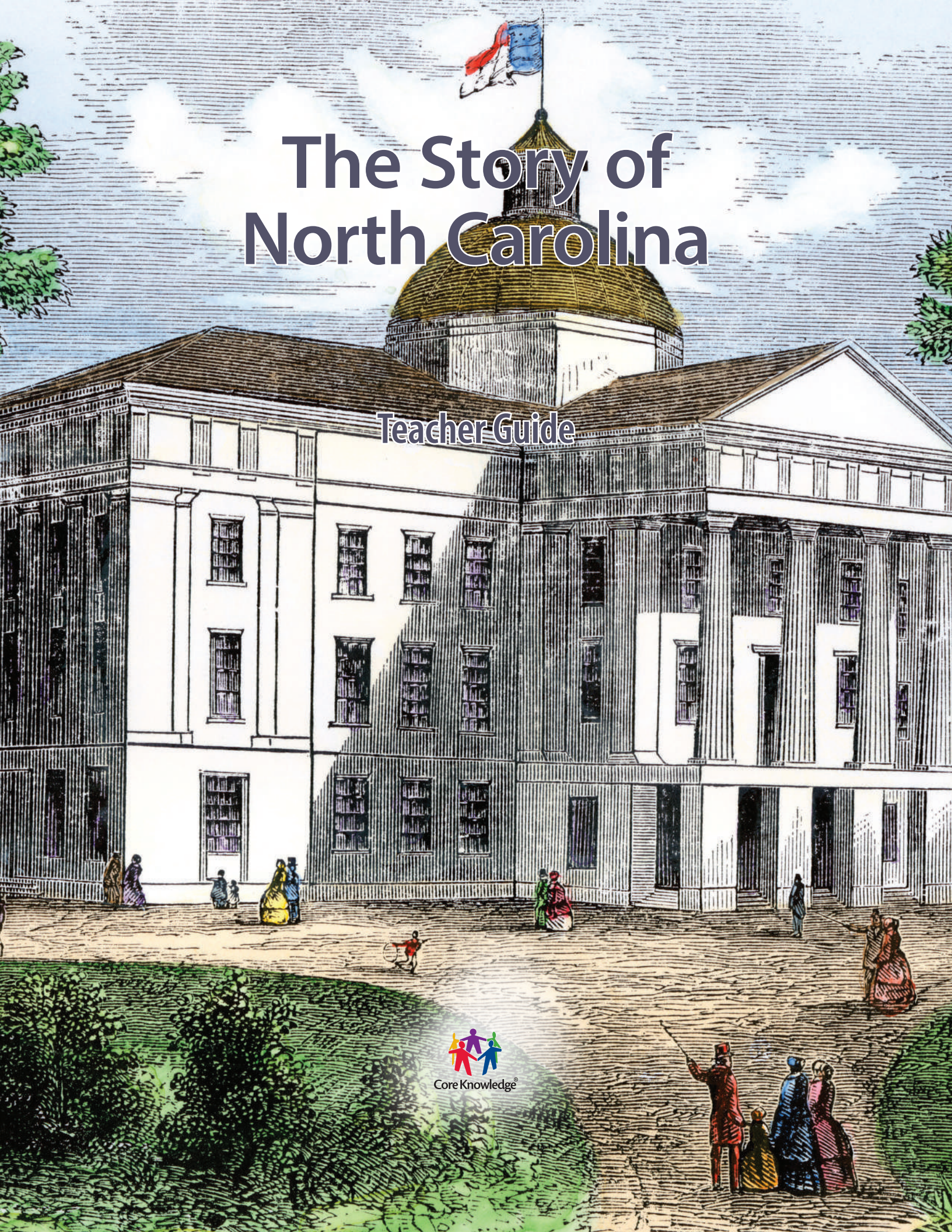






# The Story of North Carolina

## Teacher Guide





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**The Story of North Carolina**  
**Teacher Guide**  
Core Knowledge In Your State™



# Introduction

### ABOUT THIS UNIT

#### The Big Idea

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The story of North Carolina is the story of many different groups of people.

The history of North Carolina is in many ways a story of the interactions among groups of people. These groups include Native American nations, European settlers and their descendants, free and enslaved African Americans and their descendants, and generations of immigrants from other parts of the United States and around the world. These interactions were at times shaped by conflicts over land, freedom, or power and at other times shaped by cooperation and growth. Together, these groups helped create and shape the state we have today.

## A SPECIAL NOTE TO TEACHERS—TALKING ABOUT SLAVERY

Discussing slavery with younger students is a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhuman practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence.

Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In Core Knowledge materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to *slaves* but instead to *enslaved persons* or *enslaved workers*. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* or *enslaved worker* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as if they were someone else's property.

At Core Knowledge, we acknowledge the logic of both perspectives, and sometimes refer to *slaves* while at other times referring to *enslaved persons* or *enslaved workers*.

### Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 10,000 BCE to the 2000s CE.

10,000–1000 BCE	The first peoples in North Carolina were cultures of the Paleoindian and Archaic periods.
1500s CE	More than 100,000 Native Americans from different groups lived in what is now North Carolina.
1587	English settlers formed the Roanoke Colony off the coast of what would become North Carolina.
1680s	The first enslaved Africans arrived in the colony of Carolina.
1712	The colony of Carolina was divided into North and South Carolina.
1760s	The Regulator Movement fought for fairer government practices, representation, and tax policies.
1775–83	The American Revolution was fought.
1790s	The cotton gin was invented, helping to fuel the growth of North Carolina's textile industry.
1830	The Indian Removal Act was passed, which led to the forced removal of thousands of Native Americans to present-day Oklahoma.
1861–65	North Carolina fought in the Civil War, seceding on May 20, 1861, and losing its last major port at Wilmington in January 1865.
January 1865	The Union captured Wilmington, the Confederacy's last major port.
1868	North Carolina passed a new constitution, abolishing slavery and granting the right to vote to all men of any race.
Late 1800s	Railroads expanded rapidly in North Carolina, while the growth of industry and monopolies made a small number of people very wealthy.



## AT A GLANCE:

The most important ideas in *The Story of North Carolina* are:

- North Carolina's diverse geography includes the Coastal Plain, Piedmont, and Mountain regions, each with distinct landscapes and cultures.
- The state's cultural identity has been shaped by Native American, African American, European, and other ethnic and religious traditions.
- Natural resources and fertile land supported agriculture and early industries; later, textiles, furniture, and tobacco drove growth, followed by banking, tourism, and technology.
- Native American tribes lived in the region long before European colonization and continue to exercise their sovereignty today.
- North Carolina was one of the original thirteen colonies and played key roles in the American Revolution and the founding of the United States.
- Slavery and plantation agriculture shaped the colony and state, with enslaved African Americans contributing greatly to the economy and culture.
- North Carolina was a major contributor to the Confederacy during the Civil War.
- During Reconstruction, North Carolina and the South saw reforms such as new state constitutions, public schools, and expanded rights for the formerly enslaved, but also setbacks, including violent resistance, Black Codes, and the rise of sharecropping.
- The late 1800s and early 1900s brought industrialization, shifts in women's roles, and participation in both world wars.
- The Great Depression, followed by mid-twentieth-century economic growth, reshaped the state, highlighted by the creation of Research Triangle Park.
- North Carolinians played an active role in the civil rights movement, challenging segregation and discrimination.
- Today, North Carolina faces rapid urban growth, rural decline, and challenges from natural disasters, while continuing to be one of the nation's fastest-growing states.

1917–18	The United States fought in World War I.
1920	The Nineteenth Amendment granted women the right to vote.
1930s	The Great Depression hit North Carolina.
1941–45	The United States fought in World War II. North Carolina's military bases served as important training centers.
1959	Research Triangle Park was established.
1971	North Carolina's current constitution was adopted.
2000s	North Carolina became one of the fastest-growing states in the country, with booming urban centers like Charlotte and Raleigh fueled by banking, technology, and research industries, while many rural areas faced population decline.

## WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Core Knowledge In Your State Online Resources at the beginning of each chapter.

## UNIT RESOURCES

### Student Component

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*The Story of North Carolina* Student Reader—ten chapters

### Teacher Components


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*The Story of North Carolina* Teacher Guide—ten chapters. The guide includes lessons aligned to each chapter of *The Story of North Carolina* Student Reader, with instructional support, activities such as note-taking graphic organizers and primary source analysis, and a Check for Understanding. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 147.

- The Chapter Assessments test knowledge of each chapter using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned throughout the unit through either an oral or a written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

*The Story of North Carolina* Timeline Cards—thirty-three individual images depicting significant events and individuals related to the history of North Carolina. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period.



*The Story of North Carolina* Online Resources—Additional instructional and professional learning resources are provided via the Core Knowledge In Your State Online Resources for this unit. These resources include, but are not limited to, guidance for teaching with primary sources, background information (What Teachers Need to Know) for each chapter, and Additional Activities for each chapter, as well as videos and other web resources that support Student Reader content. These resources are indicated throughout the Teacher Guide by the icon .

# Timeline

Some advance preparation will be necessary prior to starting *The Story of North Carolina*. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the Timeline Cards can be attached with clothespins!

Create eight time indicators or reference points for the timeline. Write each of the following dates on sentence strips or large index cards:

- **Before 1700**
- **1700–1749**
- **1750–1799**
- **1800–1849**
- **1850–1899**
- **1900–1949**
- **1950–1999**
- **2000–present**

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of Timeline Cards that you will be adding to each time period as per the following table:

	Before 1700	1700– 1749	1750– 1799	1800– 1849	1850–1899	1900–1949	1950–1999	2000–present
	.. ..	...	...	. .	... ..	....	... .	... . . .
Chapter	33 44	444	555	2 5	666 777	8888	999 2	111 2 101010

You will want to post all the time indicators on the wall at the outset before you place any Timeline Cards on the timeline.

Before 1700



Chapter 3

Before 1700



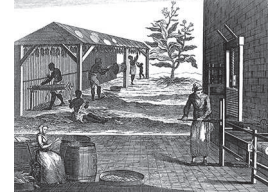
Chapter 3

Before 1700



Chapter 4

Before 1700



Chapter 4

1700–1749



Chapter 4

1700–1749



Chapter 4

1700–1749



Chapter 4

1750–1799



Chapter 5

1750–1799



Chapter 5

1750–1799



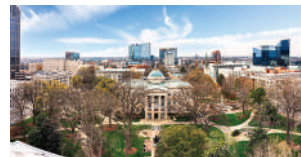
Chapter 5

1800–1849



Chapter 5

1800–1849



Chapter 2

1850–1899



Chapter 6

1850–1899



Chapter 6

1850–1899



Chapter 6

1850–1899



Chapter 7

1850–1899



Chapter 7

1850–1899



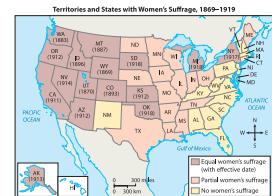
Chapter 7

1900–1949



Chapter 8

1900–1949



Chapter 8



1900–1949



Chapter 8

1900–1949



Chapter 8

1950–1999



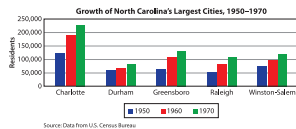
Chapter 9

1950–1999



Chapter 9

1950–1999



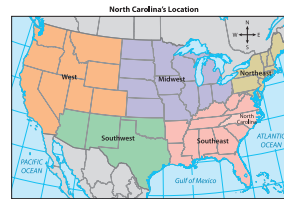
Chapter 9

1950–1999



Chapter 2

2000–present



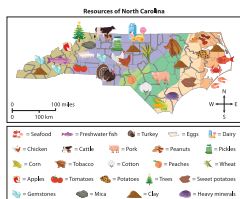
Chapter 1

2000–present



Chapter 1

2000–present



Chapter 1

2000–present



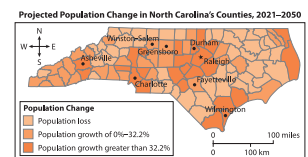
Chapter 2

2000–present



Chapter 10

2000–present

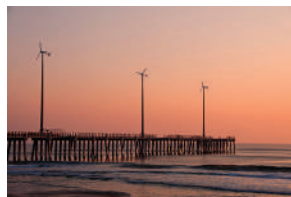


Chapter 10

2000–present



Chapter 10



## The Timeline in Relation to Content in the Student Reader

The events highlighted in *The Story of North Carolina* Timeline Cards are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Reader is sometimes organized thematically or geographically rather than chronologically.

## Understanding References to Time in *The Story of North Carolina*

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, Chapter 5 discusses the period from the 1760s to the 1780s as

well as specific events, such as the date the North Carolina Provincial Assembly agreed to the Halifax Resolves (April 12, 1776).

### Time to Talk About Time

Before you use the timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What do *BCE* and *CE* mean?
9. What is a timeline?

## USING THE TEACHER GUIDE

### Pacing Guide

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*The Story of North Carolina* is a Core Knowledge In Your State history unit. This unit may be used in conjunction with the Core Knowledge History and Geography units for Grade 4 or used independently.

If you are using this unit in conjunction with Grade 4 CKHG, we recommend allocating a total of thirty-five days to *The Story of North Carolina* to ensure that you have sufficient instructional time to complete all Grade 4 units. At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. We have also provided a blank Pacing Guide that you may use to plan the activity choices and pacing for your class.

#### Online Resources



If you are using this unit independently, you will find a Sample Pacing Guide that covers 140 instructional days in the Core Knowledge In Your State Online Resources:

<https://www.coreknowledge.org/ck-in-your-state-history/>

However, there are many options and ways that you may choose to individualize this unit for your students based on their interests and needs.

If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

## Reading Aloud

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Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Core Knowledge In Your State Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or a student volunteer. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

## Picture This

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During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

## Turn and Talk

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After the reading of each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—e.g., reading manageable sections of each chapter and then discussing what has been read) is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

## Primary Sources

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Most chapters include primary source images in the Student Reader and additional primary sources in the Additional Activities. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students



are encouraged to explore these sources through the structured activities provided in each chapter.

#### Online Resources



For more about primary sources, download the Core Knowledge In Your State Online Resource “About Teaching with Primary Sources”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

To facilitate student engagement with these primary sources, instructional guidance has been provided in the Guided Reading Support and Additional Activities, and artifact and image analysis Activity Pages are included in Teacher Resources. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

## Big Questions

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At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Question
1	What physical and human features define North Carolina?
2	How do North Carolina’s different levels of government work?
3	Who were North Carolina’s first peoples, and how did they live?
4	How did Carolina grow and change as a colony?
5	How did North Carolina develop as a state?
6	How did the debate over slavery and the Civil War affect North Carolina?
7	How did North Carolina change after Reconstruction?
8	How did world and national events affect North Carolina in the early twentieth century?
9	How did North Carolina change in the late twentieth century?
10	What challenges and changes face North Carolina in the twenty-first century?

## Core Vocabulary

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Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	diverse, natural resource, fertile, agriculture, barrier island, rural, urban, symbol, industry, scarcity, import, export, high-tech, immigration
2	governor, democracy, state legislature, federal, sovereign, jury, budget, financial literacy
3	artifact, archaeologist, nomadic, extinct, adapt, forager
4	proprietor, sound, persecution, immunity, plantation, subsistence, descendant, revival, abolitionism
5	militia, boycott, delegate, ratify, infrastructure, turnpike, canal, cure, resilience, reservation
6	sectionalism, states' rights, exempt, casualty, blockade, sharecropper, segregation
7	discrimination, spiritual, literacy test, poll tax, assimilate, suffrage, temperance, labor union, monopoly, mandatory
8	stock, levee, desegregation, ration
9	interstate highway, suburb, integrate, sit-in, civil disobedience, capitalism, communist
10	centennial, aviation, supply chain, renewable energy, solar energy, fossil fuel, tourism, terrorist, erosion, fracking

## Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 186–199. They are to be used with the chapter specified either for Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Map of North Carolina (AP 1.1)
- Chapter 2—My Representatives (AP 2.1)
- Chapter 2—Domain Vocabulary: Chapters 1–2 (AP 2.2)
- Chapter 2—Whose Job Is It? (AP 2.3)
- Chapter 3—Artifact Study (AP 3.1)
- Chapter 3—GRAPES (AP 3.2)
- Chapters 4, 5, 7, 9, 10—Analyze an Image (AP 4.1)
- Chapter 4—Domain Vocabulary: Chapters 3–4 (AP 4.2)
- Chapter 6—Domain Vocabulary: Chapters 5–6 (AP 6.1)
- Chapter 8—Domain Vocabulary: Chapters 7–8 (AP 8.1)
- Chapter 10—Domain Vocabulary: Chapters 9–10 (AP 10.1)

## Additional Activities and Website Links

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A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

### Books

Ancona, George. *Can We Help? Kids Volunteering to Help Their Communities*. Candlewick Press, 2015.

Bruchac, Joseph. *Voices of the People: Introduction to Famous Indigenous Leaders*. Reycraft Books, 2023.

Hooks, Gwendolyn. *If You Were a Kid During the Civil Rights Movement*. Illustrated by Kelly Kennedy. Scholastic Books, 2017.

Mullenbach, Cheryl. *The Great Depression for Kids: Hardship and Hope in 1930s America*. Chicago Review Press, 2015.

Sorell, Traci. *We Are Grateful: Otsaliheliga*. Illustrated by Frané Lessac. Charlesbridge, 2018.



### From the Core Knowledge Bookshelf

#### Voices in History

*Dorothea Dix: Woman on a Mission* by Anne Marie Pace

*Maya Angelou: Finding Her Voice* by Glenda Armand

#### Adventures in History

*American Revolution: Hidden Weapons* by Anne Marie Pace

*Trail of Tears: Footsteps in the Snow* by Leslie Stall Widener

*World War I: The Day Before Leaving* by Beth Kephart

#### Collection of Tales

*Collection of Native American Tales* by Celia Stall-Meadows

### Online Resources



These books are available for purchase from the Core Knowledge bookstore and as free digital books from the Core Knowledge® Free Library. Links to the bookstore and Free Library can be found in the Online Resources for this unit:

<https://www.coreknowledge.org/ck-in-your-state-history/>



# THE STORY OF NORTH CAROLINA SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence* or Core Knowledge History and Geography

TG—Teacher Guide; SR—Student Reader; AP—Activity Page

## Week 1

### Day 1

### Day 2

### Day 3

### Day 4

### Day 5

#### *The Story of North Carolina*

"A Place Called North Carolina" Core Lesson: "A Journey Across the State"—"North Carolina's People" (TG & SR, pp. 2–9)	"A Place Called North Carolina" Core Lesson: "Symbols of North Carolina"—"North Carolina's Economy" (TG & SR, pp. 9–15)	Chapter 1 Assessment (TG, Teacher Resources)	"Government in North Carolina" Core Lesson: "Government in Times of Need"—"Roles and Responsibilities of Government" (TG & SR, Chapter 2, pp. 16–22)	"Government in North Carolina" Core Lesson: "Rights and Responsibilities in the North Carolina Constitution"—"Financial Literacy and Community Responsibility" (TG & SR, Chapter 2, pp. 22–27)  Domain Vocabulary: Chapters 1–2 (AP 2.2)
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## Week 2

### Day 6

### Day 7

### Day 8

### Day 9

### Day 10

#### *The Story of North Carolina*

My Representatives (AP 2.1)	Chapter 2 Assessment (TG, Teacher Resources)	"North Carolina's First Peoples" Core Lesson: "The First Peoples"—"The Archaic Period" (TG & SR, Chapter 3, pp. 28–34)  Artifact Study: Arrowhead (SR, p. 30, AP 3.1)	"North Carolina's First Peoples" Core Lesson: "Woodland Indians"—"Mississippian Culture" (TG & SR, Chapter 3, pp. 34–39)	Chapter 3 Assessment (TG, Teacher Resources)
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### Week 3

#### Day 11

#### Day 12

#### Day 13

#### Day 14

#### Day 15

#### *The Story of North Carolina*

<p>"Colonial North Carolina" Core Lesson: "The Lost Colony"—"Colonial Growth" (TG &amp; SR, Chapter 4, pp. 40–47)</p> <p>Analyze an Image: Sorting and Hanging Tobacco (SR, p. 47, AP 4.1)</p>	<p>"Colonial North Carolina" Core Lesson: "Carolina Splits in Two"—"Reforms and Resistance" (TG &amp; SR, Chapter 4, pp. 47–53)</p> <p>Domain Vocabulary: Chapters 3–4 (AP 4.2)</p>	<p>Chapter 4 Assessment (TG, Teacher Resources)</p>	<p>"Revolution and Early Statehood" Core Lesson: "Seeds of Anger"—"The American Revolution" (TG &amp; SR, Chapter 5, pp. 54–62)</p>	<p>"Revolution and Early Statehood" Core Lesson: "North Carolina in the New United States"—"Indian Removal and Forced Migration" (TG &amp; SR, Chapter 5, pp. 62–71)</p> <p>Analyze an Image: The Cotton Gin (SR, p. 67, AP 4.1)</p>
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### Week 4

#### Day 16

#### Day 17

#### Day 18

#### Day 19

#### Day 20

#### *The Story of North Carolina*

<p>Chapter 5 Assessment (TG, Teacher Resources)</p>	<p>"North Carolina and the Civil War" Core Lesson: "North Carolina Chooses a Side"—"North Carolina's Role in the Civil War" (TG &amp; SR, Chapter 6, pp. 72–80)</p>	<p>"North Carolina and the Civil War" Core Lesson: "Civil War—Era Changes"—"Reconstruction and Postwar Reform Efforts" (TG &amp; SR, Chapter 6, pp. 80–87)</p> <p>Domain Vocabulary: Chapters 5–6 (AP 6.1)</p>	<p>Chapter 6 Assessment (TG, Teacher Resources)</p>	<p>"North Carolina in a Changing Nation" Core Lesson: "The Industrial Age"—"Women's Lives" (TG &amp; SR, Chapter 7, pp. 88–94)</p>
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### Week 5

#### Day 21

#### Day 22

#### Day 23

#### Day 24

#### Day 25

#### *The Story of North Carolina*

<p>"North Carolina in a Changing Nation" Core Lesson: "Economic Growth and Industrialization"—"Resistance, Reform, and Social Challenges" (TG &amp; SR, Chapter 7, pp. 95–101)</p> <p>Analyze an Image: White Oak Cotton Mill (SR, p. 97, AP 4.1)</p>	<p>Chapter 7 Assessment (TG, Teacher Resources)</p>	<p>"Years of Challenge and Conflict" Core Lesson: "Entering a World War"—"The Roaring Twenties and Prohibition" (TG &amp; SR, Chapter 8, pp. 102–110)</p>	<p>"Years of Challenge and Conflict" Core Lesson: "The Great Depression in North Carolina"—"North Carolina in World War II" (TG &amp; SR, Chapter 8, pp. 110–119)</p> <p>Domain Vocabulary: Chapters 7–8 (AP 8.1)</p>	<p>Chapter 8 Assessment (TG, Teacher Resources)</p>
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## Week 6

**Day 26**

**Day 27**

**Day 28**

**Day 29**

**Day 30**

### *The Story of North Carolina*

"North Carolina in the Late 1900s" Core Lesson: "Research Triangle Park"—"Postwar Growth and Urbanization" (TG & SR, Chapter 9, pp. 120–124)	"North Carolina in the Late 1900s" Core Lesson: "The Civil Rights Movement and Social Change"—"Hurricane Floyd and Environmental Challenges" (TG & SR, Chapter 9, pp. 124–133)  Analyze an Image: The Greensboro Sit-In (SR, p. 127, AP 4.1)	Chapter 9 Assessment (TG, Teacher Resources)	"North Carolina in the Twenty-First Century" Core Lesson: "Celebrating a First"—"Population and Demographics" (TG & SR, Chapter 10, pp. 134–141)  Analyze an Image: The Wright Brothers at Kitty Hawk (SR, pp. 134–135, AP 4.1)	"North Carolina in the Twenty-First Century" Core Lesson: "Culture and Diversity"—"The Impact of National and Global Events on North Carolina" (TG & SR, Chapter 10, pp. 141–147)  Domain Vocabulary: Chapters 9–10 (AP 10.1)
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## Week 7

**Day 31**

**Day 32**

**Day 33**

**Day 34**

**Day 35**

### *The Story of North Carolina*

Chapter 10 Assessment (TG, Teacher Resources)	Performance Task (TG, Teacher Resources)	Performance Task (TG, Teacher Resources)	Performance Task (TG, Teacher Resources)	Performance Task (TG, Teacher Resources)
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# THE STORY OF NORTH CAROLINA PACING GUIDE

\_\_\_\_\_ 's class

(A total of thirty-five days have been allocated to *The Story of North Carolina* in order to complete all Grade 4 history and geography units in the Core Knowledge Curriculum Series.)

## Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

*The Story of North Carolina*

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## Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

*The Story of North Carolina*

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## Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

*The Story of North Carolina*

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**Week 4**

**Day 16**

**Day 17**

**Day 18**

**Day 19**

**Day 20**

***The Story of North Carolina***

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**Week 5**

**Day 21**

**Day 22**

**Day 23**

**Day 24**

**Day 25**

***The Story of North Carolina***

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**Week 6**

**Day 26**

**Day 27**

**Day 28**

**Day 29**

**Day 30**

***The Story of North Carolina***

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**Week 7**

**Day 31**

**Day 32**

**Day 33**

**Day 34**

**Day 35**

***The Story of North Carolina***

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## CHAPTER 1

# A Place Called North Carolina

**The Big Question:** What physical and human features define North Carolina?

### Primary Focus Objectives

- ✓ Identify and compare the main geographic regions of North Carolina. **(4.G.1.1)**
- ✓ Describe North Carolina's unique identity, including the diverse groups that make up its population. **(4.G.1.2, 4.B.1.1, 4.B.1.2)**
- ✓ Describe historical symbols in North Carolina and explain their significance. **(4.H.1.6)**
- ✓ Describe available resources in North Carolina and the factors that have led to economic growth and decline for North Carolina's major industries. **(4.E.1.1, 4.E.1.2, 4.E.1.3)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *diverse, natural resource, fertile, agriculture, barrier island, rural, urban, symbol, industry, scarcity, import, export, high-tech, immigration.*

### What Teachers Need to Know

#### Online Resources



For background information, download the Core Knowledge In Your State Online Resource "About A Place Called North Carolina":

<https://www.coreknowledge.org/ck-in-your-state-history/>

### Materials Needed

- globe
- red crayons
- crayons in a variety of colors
- videos of Merle Haggard's "Big City" and Nina Simone's "Mood Indigo"

#### Online Resources



Use this link to download the Core Knowledge In Your State Online Resources for this unit, where the specific links to the videos may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>



## Core Vocabulary (Student Reader page numbers listed below)

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**diverse, adj.** having many different types or parts (4)

*Example:* With so many new people moving to the state from different areas, North Carolina has a diverse population.

*Variations:* diversity (n.)

**natural resource, n.** something from nature that is useful to humans (5)

*Example:* Timber is an important natural resource in North Carolina.

*Variations:* natural resources

**fertile, adj.** able to grow a large amount of crops (6)

*Example:* The Piedmont region has fertile land and soil for agriculture.

*Variations:* fertility (n.)

**agriculture, n.** the growing of crops and raising of livestock for food and other purposes (6)

*Example:* North Carolina's rich soil and warm climate make it perfect for many forms of agriculture, including growing sweet potatoes.

*Variations:* agricultural (adj.)

**barrier island, n.** a long, narrow island lying parallel to the shore that protects the mainland from storms (6)

*Example:* A string of barrier islands stretches along the coast of North Carolina.

*Variations:* barrier islands

**rural, adj.** of or relating to the countryside (6)

*Example:* North Carolina's rural areas offer a quiet lifestyle and beautiful scenery.

**urban, adj.** of or relating to a city (7)

*Example:* Many North Carolinians live in busy urban areas like Charlotte and Raleigh.

*Variations:* urbanization (n.)

**symbol, n.** an object or picture that stands for something else (9)

*Example:* The dogwood, North Carolina's state flower, serves as a symbol of beauty, renewal, and hope.

*Variations:* symbols, symbolism, symbolize (v.), symbolic (adj.)

**industry, n.** a group of businesses that manufacture a product or provide a service (10)

*Example:* The furniture industry is an important part of North Carolina's economy.

*Variations:* industries, industrialization, industrial (adj.), industrialize (v.)

**scarcity, n.** a limitation to the amount of a resource, good, or service (10)

*Example:* Trade is one way that people deal with the limits of scarcity.

*Variations:* scarce (adj.)

**import, v.** to bring in goods from another country or state (11)

*Example:* North Carolina imports some things it needs from other states and from other countries.

*Variations:* imports, importing, imported, import (n.)

**export, v.** to send goods to another country to sell (11)

*Example:* When it was a colony, North Carolina grew tobacco to export.

*Variations:* exports, exporting, exported, export (n.)

**high-tech, adj.** using advanced technology, such as electronics and computers (12)

*Example:* The Research Triangle is the center of North Carolina's modern high-tech industry.

**immigration, n.** the act of moving from one country to another to live (14)

*Example:* Immigration from many different countries has contributed to the diversity of North Carolina's population.

*Variations:* immigrant, immigrate (v.)

## THE CORE LESSON

### Introduce *The Story of North Carolina Student Reader*

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Distribute copies of *The Story of North Carolina Student Reader*. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and images in the unit. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention maps showing North Carolina's location and what makes it special, photos of rural and urban areas and things that are important to the state, and chapters that focus on important times in the state's history.

### Introduce "A Place Called North Carolina"

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Use a globe to have students identify the planet that they live on (*Earth*), the continent that they live in (*North America*), the country that they live in (*United States*), and the state that they live in (*North Carolina*). Explain that in this chapter, students will learn more about North Carolina and what makes it unique.

Call students' attention to the Big Question. Clarify what physical features are (mountains, rivers, and other natural features of Earth) and what human

features are (e.g., cities, canals, dams, and other things built by people, as well as the people themselves). Tell students to watch for information about both physical and human features as they read the text and look at the maps, photos, and other images.

## Guided Reading Supports for “A Place Called North Carolina”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

### “A Journey Across the State,” pages 2–4

**Scaffold understanding as follows:**

**Read the section on pages 2–4 aloud.**

**SUPPORT**—Point out the term *foothills* in the second paragraph of the section. Explain that foothills are the low, hilly areas that sit at the bottom of mountains.

**CORE VOCABULARY**—Point out the vocabulary term *diverse*, and explain its meaning.

**ELL SUPPORT**—Use crayons to illustrate the meaning of *diverse*. Hold up a bunch of red crayons. Ask: Is this a diverse group of crayons? (*no*) Hold up crayons in different colors. Ask: Is this a diverse group of crayons? (*yes*)

**SUPPORT**—Point out the word *bluegrass* in the last sentence of the section. Explain that bluegrass is a type of music. Explain that bluegrass music is an American genre, or type, of music that uses instruments like banjos, fiddles, and guitars. Explain that this music originated in the Southeast, particularly in Appalachia, to which parts of North Carolina belong.

**TURN AND TALK**—Ask students to talk with a partner about which parts of North Carolina they are familiar with. Ask them also to discuss any areas they would like to visit and why. (4.G.1.1)

**After you read the text, ask the following questions:**

**LITERAL**—What are the Outer Banks? (4.G.1.1)

- » The Outer Banks are a chain of narrow islands along the Atlantic Ocean.

**LITERAL**—According to the text, what are some other things you might see in North Carolina? (4.G.1.1, 4.G.1.2)

- » In North Carolina, you might see big cities like Charlotte, farms with dairy cows and sweet potatoes, rolling hills, foothills, and mountains, like the Great Smoky Mountains.



**EVALUATIVE**—How does the western part of North Carolina differ from the eastern part? (4.G.1.1)

- » The western part of North Carolina has soaring mountains, but the eastern part is flat and has sandy beaches.

### **“Where Is North Carolina?” pages 4–6**

**Scaffold understanding as follows:**

**Read the first paragraph of the section on pages 4–5 aloud.**

**SUPPORT**—Direct students to the map on page 4. Ask students to point to North Carolina. Ask students to identify which region North Carolina is in. (*Southeast*) Have students point to Virginia to the north of North Carolina, South Carolina and Georgia to the south, Tennessee to the west, and the Atlantic Ocean to the east. Invite students to share anything else they notice about the map. (4.G.1.1)

**Invite volunteers to read the next paragraph of the section on page 5 aloud.**

**SUPPORT**—Point out the terms *physical features*, *range*, and *climate*. Remind students that physical features are the natural features of the earth, like mountains or rivers. Explain that a mountain range is a group of mountains, usually forming a kind of line. Climate is the usual weather in a place over a long time. Explain that the state is divided into regions based on common physical features and climates found in each region.

**CORE VOCABULARY**—Point out the vocabulary term *natural resource*, and explain its meaning.

**Invite volunteers to read the remainder of the section on page 6 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *fertile*, *agriculture*, and *barrier island*, and explain their meanings.

**SUPPORT**—Direct students to the map of North Carolina’s regions on page 5. Explain that the gray lines represent counties. Guide students to find their county on the map. Ask: Which region do we live in? (*Students should correctly identify the region where they live.*) (4.G.1.1)

**After volunteers read the text, ask the following questions:**

**LITERAL**—What are the three main regions of North Carolina? (4.G.1.1)

- » The three main regions of North Carolina are the Mountain region, the Piedmont, and the Coastal Plain.

**LITERAL**—In what region are North Carolina’s largest cities located? (4.G.1.1)

- » North Carolina’s largest cities are located in the Piedmont region.

**INFERENTIAL**—Why do you think the Piedmont is home to the largest cities? (4.G.1.1, 4.G.1.2)

- » Possible response: People were first attracted to the Piedmont because its land was good for farming. It is flat, so it is easier to build there than in the mountains, and it has better soil for farming than sandy areas.

### “North Carolina’s Unique Identity,” pages 6–7

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 6–7 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *rural* and *urban*, and explain their meanings. Point out that these terms are antonyms: They have opposite meanings.


**SUPPORT**—Point out the phrase “long-standing traditions” in the first paragraph of the section. Explain that traditions are special ways of doing things that are passed down from parents to children. *Long-standing* means something has been around for a very long time. Thus, long-standing traditions are customs that people have followed for many generations.

**SUPPORT**—At the mention of Charlotte, Raleigh, and Durham in the first paragraph have students find those cities on the map on page 5. (4.G.1.1)

**SUPPORT**—Point out the sentence with “cultural identity” in the second paragraph of the section. Explain that cultural identity is the way people feel connected to their culture, or the customs, beliefs, language, and traditions that are shared by a group of people. Cultural identity helps people understand who they are and where they come from.

Online Resources



 **SUPPORT**—Point out the reference to “folk music” in the third paragraph of the section. Explain that folk music is traditional music passed down within communities, often telling stories about daily life, work, or important events. Play a clip of the “Big City” music video from Merle Haggard, which is an example of bluegrass. Invite students to discuss with a partner how it is similar to or different from the music they like to listen to today. (4.B.1.1)

**After volunteers read the text, ask the following questions:**

**LITERAL**—What are some traditional crafts in North Carolina? (4.B.1.1)

- » Traditional crafts in North Carolina include woodworking and quilting.

**EVALUATIVE**—What impact do festivals and the state fair have on North Carolinians? (4.B.1.1)

- » Festivals and the state fair help bring people together and connect them to their past.

## “North Carolina’s People,” pages 7–9

**Invite volunteers to read the first three paragraphs of the section on pages 7–8 aloud.**

**SUPPORT**—Point out the word *thrive* in the first paragraph of the section. Explain that to thrive means to do more than just exist. It means to grow, succeed, and do well.


**Have students read the remainder of the section with a partner.**

**SUPPORT**—Point out the phrase “Lutheran churches” in the fourth paragraph of the section. Explain that churches were and still are important places for community life and culture in North Carolina.

**SUPPORT**—Help students understand how much of the population considers itself African American (22 percent) or Hispanic/Latino (11 percent) by working with students to convert into fractions and rough estimations of 1 in 5 and 1 in 10. **(4.G.1.2, 4.H.1.2)**

### Online Resources



 **SUPPORT**—Point out the sentence that includes “new types of music, such as gospel and jazz” in the fifth paragraph of the section. Explain to students that they will listen to a song by Nina Simone, a jazz singer who was from North Carolina. Play a clip of the video of Nina Simone’s “Mood Indigo.” After listening, invite students to discuss with a partner how it is similar to and different from the music they listen to most often. **(4.B.1.1)**

**After students read the text, ask the following questions:**

**LITERAL**—What are some of the Native American tribes that live in North Carolina today? **(4.G.1.3)**

- » The Lumbee, Cherokee, Coharie, Haliwa-Saponi, Meherrin, Sappony, Occaneechi Band of the Saponi, and the Waccamaw Siouan all live in North Carolina.

**LITERAL**—What are some ways that Native Americans keep their traditions alive? **(4.B.1.2)**

- » People keep traditions alive through festivals and storytelling.

**LITERAL**—Where did some of the early immigrants to North Carolina come from? **(4.G.1.2)**

- » Early immigrants to North Carolina came from Scotland, Ireland, and Germany.

**LITERAL**—What are some ways that settlers from Scotland, Ireland, and Germany influenced North Carolina’s culture? **(4.G.1.2, 4.B.1.1, 4.B.1.2)**

- » Scottish and Irish settlers brought their religion and cultural traditions, including an emphasis on education. German people introduced new farming methods and their Lutheran religion.



**LITERAL**—What are some ways that African Americans have shaped North Carolina’s culture? (4.G.1.2, 4.B.1.1, 4.B.1.2)

- » African Americans introduced new types of music like gospel and jazz and influenced the soul food that the South has become known for. They have helped shape the state’s economy, society, and government.

### “Symbols of North Carolina,” pages 9–10

**Scaffold understanding as follows:**

**Have students read the section on pages 9–10 independently.**

**CORE VOCABULARY**—Point out the vocabulary term *symbol*, and explain its meaning. Share examples of symbols students are familiar with, such as a smiley face for happiness and a heart for love. Invite volunteers to share other examples. (4.H.1.6)

**SUPPORT**—Explain that the word *represents* means to stand for an idea or quality, such as loyalty, beauty, or hope. The word *symbolize* has a very similar meaning. For example, a heart stands for, represents, and symbolizes love.

**SUPPORT**—Briefly clarify or explain the terms *renewal* (starting fresh or beginning again) and *loyalty* (sticking with someone or something for a long time).

**CORE VOCABULARY**—Point out the vocabulary term *industry*, and explain its meaning.

**After students read the text, ask the following questions:**

**LITERAL**—What are some of North Carolina’s state symbols? (4.H.1.6)

- » State symbols include the dogwood (the state flower), the pine tree (the state tree), the cardinal (the state bird), the sweet potato (the state vegetable), and milk (the state beverage).

**INFERENTIAL**—Why do you think states choose symbols like state flowers, trees, and birds? (4.H.1.6)

- » Possible response: States choose symbols like these to show what is special or important about the state and to help people feel proud of where they live.

### “North Carolina’s Economy,” pages 10–15

**Scaffold understanding as follows:**

**Read the first three paragraphs of the section on pages 10–12 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *scarcity*, and explain its meaning.

**ELL SUPPORT**—Illustrate the concept of scarcity with a game of musical chairs. Explain that when there are not enough chairs for everybody, that’s scarcity.

**SUPPORT**—Point out the word *timber* in the second paragraph of the section on page 11. Explain that timber is wood cut from trees that is used to build things.

**CORE VOCABULARY**—Point out the vocabulary terms *import* and *export*, and explain their meanings. Help students remember the meanings by telling them that *imports* come *in*, and *exports* exit.

**SUPPORT**—Direct students to the map “Resources of North Carolina” on page 11. Guide students to find their area of the state. Ask: What resources are found in our area? (*Answers should accurately reflect the information on the map.*) What resources are found along the coast? (*seafood*) Where are apples grown? (*in the Mountain region*) **(4.G.1.1, 4.G.1.2, 4.E.1.3)**

**SUPPORT**—Point out the word *global* in the third paragraph of the section on page 12. Explain that *global* means worldwide, so *global trade* means the exchange of goods with countries all around the world.

**Have students read the remainder of the section with a partner.**

**CORE VOCABULARY**—Point out the vocabulary term *high-tech*, and explain its meaning. Ask students to identify high-tech items in the classroom, such as computers, printers, or cell phones. **(4.G.1.2, 4.E.1.1, 4.E.1.2)**

**SUPPORT**—Point out the word *colonial* in the fifth paragraph of the section on page 12. Explain that this word refers to the time before North Carolina became a state. Back then, North Carolina belonged to the country of England. Tell students that they will read more about North Carolina’s colonial history in Chapter 4.

**SUPPORT**—Point out the word *tobacco* in the fifth paragraph of the section. Explain that tobacco is a plant that is used to make products like cigarettes. It has been an important crop throughout the history of North Carolina.

**SUPPORT**—Point out the word *innovative* in the seventh paragraph of the section on page 13. Explain that being *innovative* means finding new and creative ways to solve problems or accomplish tasks.

**CORE VOCABULARY**—Point out the vocabulary term *immigration*, and explain its meaning.

**SUPPORT**—Point out the word *textiles* in the ninth paragraph of the section on page 14. Explain that textiles are things made from cloth or fabric.

**SUPPORT**—Point out the term *cash crop* in the ninth paragraph of the section on page 14. Explain that a cash crop is grown to be sold for a profit rather than consumed by the farmer and their family.

**After students read the text, ask the following questions:**

**EVALUATIVE**—What is scarcity, and how does it affect North Carolina’s economy? (4.E.1.1)

- » Scarcity means there are not enough resources to meet all wants and needs. Scarcity means that people in North Carolina have to trade in order to import what they need.

**LITERAL**—What are some examples of things that North Carolina exports? (4.E.1.1)

- » North Carolina exports agricultural products, cloth and fabrics, furniture, and aircraft parts.

**LITERAL**—What was the main crop grown in North Carolina during its colonial days? (4.E.1.2, 4.E.1.3)

- » The main crop grown in North Carolina’s colonial days was tobacco.

**LITERAL**—How did North Carolina get its nickname of the “Tar Heel State”? (4.E.1.2, 4.E.1.3)

- » The nickname the “Tar Heel State” is from North Carolina’s early days as a state, when it was a producer of tar, which was used to make wooden ships waterproof.

**LITERAL**—What is the Research Triangle? (4.G.1.2)

- » The Research Triangle is an area in North Carolina that is famous for its focus on technology, health, and science.

## Timeline Cards

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- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What physical and human features define North Carolina?”
- Invite a student to post the cards to the timeline under the dates referencing the 2000s to present. Refer to the diagram in the unit Introduction for guidance on the placement of each card to the timeline.



## CHECK FOR UNDERSTANDING

### Ask students to do the following:

- Write a short answer to the Big Question: “What physical and human features define North Carolina?”
  - » Key points students should cite include: Physical features include mountains, forests, rivers, and farmland, more specifically the beaches, islands, and swampy land of the Coastal Plain; rolling hills and fertile soil of the Piedmont; the Blue Ridge and Great Smoky Mountains of the Appalachian chain in the Mountain region; and Mount Mitchell (the tallest mountain in the eastern United States); human features include big cities like Charlotte and Raleigh, the Research Triangle, furniture and textile mills, Native American communities, and cultural features such as music, crafts, and barbecue.
- Choose one of the Core Vocabulary terms (*diverse, natural resource, fertile, agriculture, barrier island, rural, urban, symbol, industry, scarcity, import, export, high-tech, immigration*), and draw the definition.

To wrap up the lesson, invite several students to share their responses.

## Additional Activities

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### Online Resources



Download the Core Knowledge In Your State Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>



## CHAPTER 2

# Government in North Carolina

**The Big Question:** How do North Carolina's different levels of government work?

### Primary Focus Objectives

- ✓ Explain the significance of political symbols in North Carolina. **(4.H.1.6)**
- ✓ Describe and compare the roles and responsibilities of local, state, federal, and tribal governments. **(4.C&G.1.1)**
- ✓ Explain the ways in which individuals and groups influence local and state government. **(4.C&G.1.2)**
- ✓ Identify and differentiate between the rights and responsibilities of individuals in North Carolina. **(4.C&G.1.3)**
- ✓ Discuss how state government, local governments, and individuals address scarcity and make economic decisions. **(4.E.1.1, 4.E.1.2, 4.E.2.1, 4.E.2.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *governor, democracy, state legislature, federal, sovereign, jury, budget, financial literacy*.

### What Teachers Need to Know

#### Online Resources



For background information, download the Core Knowledge In Your State Online Resource “About Government in North Carolina”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

### Materials Needed

#### Activity Pages



AP 2.1

AP 2.2

- student Internet access
- individual student copies of My Representatives (AP 2.1)
- individual student copies of Domain Vocabulary: Chapters 1–2 (AP 2.2)

## Core Vocabulary (Student Reader page numbers listed below)

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**governor, n.** the elected leader of a state in the United States (16)

*Example:* In North Carolina, the governor serves a four-year term.

*Variations:* governors, govern (v.)

**democracy, n.** a form of government in which people choose their leaders; a country with this form of government (18)

*Example:* In a democracy, people get to vote in elections.

*Variations:* democracies, democratic (adj.)

**state legislature, n.** the part of state government responsible for making laws for the state (19)

*Example:* North Carolina's state legislature makes laws to meet the needs of people in the state.

*Variations:* state legislatures

**federal, adj.** relating to a system of government in which the national government shares power with other levels of government, such as state governments; it can also refer to the national government of the United States (20)

*Example:* A federal system of government divides power between the national and state governments.

*Variations:* federalism (n.)

**sovereign, adj.** having the right to govern oneself (22)

*Example:* As sovereign nations, Native American groups can independently write the laws for their people.

*Variations:* sovereignty (n.)

**jury, n.** a group of people who listen to information presented during a trial in a court and make decisions about whether someone is guilty or innocent (23)

*Example:* The jury listened carefully to the trial and then discussed the evidence before making a decision.

*Variations:* juries, juror

**budget, n.** a plan for how money will be spent (25)

*Example:* Our family makes a budget to plan how to spend our money each month.

*Variations:* budgets, budgeting, budget (v.)

**financial literacy, n.** the ability to understand how money is used and handled in order to make informed decisions about spending and saving (26)

*Example:* Financial literacy is important because it helps people save and spend their money wisely.

### Introduce “Government in North Carolina”

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Review what students learned in Chapter 1 about North Carolina’s geography. Then explain that North Carolina is defined by more than its geography. It is also shaped by its government. In this chapter, students will read about the different governments that have authority in the state.

Call students’ attention to the Big Question. Tell students to look for ways to respond to the question while reading the chapter.

### Guided Reading Supports for “Government in North Carolina”

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When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “Government in Times of Need,” pages 16–18

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 16–18 aloud.**

**Note:** When teaching this section, please be sensitive to students’ experiences with Hurricane Helene in 2024 and other natural disasters.

**CORE VOCABULARY**—Point out the vocabulary term *governor*, and explain its meaning.

**SUPPORT**—Direct students to the caption on page 17, and read it aloud. Clarify the meaning of the word *debris*, which in this context is anything that has been broken, knocked down, or left behind by the storm. Ask students what they learn from the photograph and what they learn from the caption that highlights collaborative work between different levels of government in North Carolina following a natural disaster. (*Possible response: Multiple levels of government work together following natural disasters.*) Emphasize the importance of looking at images and reading their captions as students continue through the unit. **(4.C&G.1.1)**

**SUPPORT**—Point out the phrase “state of emergency” in the second paragraph of the section. Explain that this is a special declaration made by a government when something very serious or dangerous is happening, like a natural disaster, to allow leaders to respond more quickly.

**After volunteers read the text, ask the following questions:**

**LITERAL**—Based on the text, what is one important role of the government? (4.C.1.1)

- » One important role of the government is to help people and communities after disasters like hurricanes.

**LITERAL**—How did the government help people and communities after Hurricane Helene? (4.C.1.1)

- » The government cleared roads, delivered food, and helped families find places to stay after Hurricane Helene.

### **“Political Symbols of North Carolina,” pages 18–20**

**Scaffold understanding as follows:**

**Have students read the section on pages 18–20 with a partner.**

**SUPPORT**—Remind students of the meaning of the word *symbol*. Guide them to recall some of the symbols that they learned about in Chapter 1. (4.H.1.6)

**CORE VOCABULARY**—Point out the vocabulary term *democracy*, and explain its meaning.

**SUPPORT**—Have students look at the photograph of North Carolina’s capitol building on page 18. Explain that features of the building, such as the high columns, are representative of Greek architecture.

**TURN AND TALK**—How is the capitol building in Raleigh a symbol of democracy? (*Its design reflects the architecture of ancient Greece, where democracy began.*) (4.H.1.6)

**CORE VOCABULARY**—Point out the vocabulary term *state legislature*, and explain its meaning.

**SUPPORT**—Direct students to the image of the state seal on page 19. Reread the paragraph that describes the seal, and have students point to each feature in the seal as it is mentioned. Then read the caption aloud. Explain that it is not clear whether the constitution held by the figure of Liberty refers to the U.S. Constitution or the North Carolina state constitution, or both.

**SUPPORT**—After students read the last sentence of the section on page 19, briefly review when and what the American Revolution was, clarifying that during this event, Americans gained independence from Great Britain and that North Carolina and its people played an important role. Tell students that they will learn more about the American Revolution in Chapter 5.



**After students read the text, ask the following questions:**

**LITERAL**—What is a democracy? (4.C&G.1.1)

- » A democracy is a form of government in which people choose their leaders.

**LITERAL**—What are other political symbols in North Carolina? (4.H.1.6)

- » Two political symbols are North Carolina's state seal and its state flag.

**INFERENTIAL**—What do you think the state motto "to be rather than to seem" means? (4.H.1.6)

- » The state motto "to be rather than to seem" might mean that people should *be* honest and good, not just try to *look* honest or good. It's better to truly have good character and do the right thing than to just pretend.

### **"Roles and Responsibilities of Government," pages 20–22**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 20–22 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *federal*, and explain its meaning.

**SUPPORT**—Point out the term "U.S. Constitution" in the second paragraph of the section. Explain that the U.S. Constitution is a written document that describes how the national government is supposed to work. It is the supreme—or highest—law of the land. Ask students to share anything else they know about the U.S. Constitution. (*It contains the Bill of Rights, it says what the government can and can't do.*) Explain that the state of North Carolina also has a constitution, which outlines how the state government works. (4.C&G.1.1)

**SUPPORT**—Use an analogy to make the idea of state constitutions more relatable. Point out that the school has rules that apply to everyone, no matter what or whose class they are in. This is like the U.S. Constitution. But each class also has its own rules. That's what it means for each state in the United States to have its own constitution. State constitutions are like rulebooks for how the state is run. This allows different states (like North Carolina and Montana) to develop rules that fit their specific needs.

**SUPPORT**—Review the chart on page 22, and read the caption. Ask: Which level of government makes decisions for the whole country? (*the federal government*) Which level of government makes rules for local governments? (*the state government*) What are some things that you have seen in your neighborhood that are responsibilities of the local government? (*Possible responses: police, firefighters, trash pickup, parks, water*) Point out that some

responsibilities may overlap or be shared, such as disaster response or relief in emergencies. (4.C&G.1.1, 4.C&G.1.2)

**CORE VOCABULARY**—Point out the vocabulary term *sovereign*, and explain its meaning.

**TURN AND TALK**—Have students discuss the following prompt: Which level of government do you think makes decisions that affect your daily life the most? Why? (*Possible response: I think local government makes the biggest difference in my daily life. Local leaders make decisions about schools, roads, and parks that I use every day. For example, they decide how my school is run and when repairs are made to streets in my town.*) (4.C&G.1.1, 4.C&G.1.2)

**After volunteers read the text, ask the following questions:**

**LITERAL**—What are the four levels of government in North Carolina? (4.C&G.1.1, 4.C&G.1.33)

- » The four levels of government are the national, or federal, government, the state government, local governments, and Native American or tribal governments.

**EVALUATIVE**—How does the federal system help governments meet the needs of people? (4.C&G.1.1, 4.C&G.1.2)

- » The federal system of government gives different levels of government different responsibilities. States and local governments can better meet the specific needs of their residents, which might be different from the residents in other states and communities.

**EVALUATIVE**—How are sovereign tribal governments different from state and local governments? (4.C&G.1.1, 4.C&G.1.2)

- » Tribal governments can make their own laws and have their own court system.

**INFERENTIAL**—Which level of government do you think makes decisions that affect your daily life the most? Why? (4.C&G.1.1, 4.C&G.1.2)

- » Answers will vary. Possible response: I think the local government affects my daily life the most because it takes care of things in my town. The local government makes sure we have clean water, picks up trash, and keeps our parks and roads in good shape. It also has police and firefighters who help keep us safe. I see the things they do every day where I live.

**“Rights and Responsibilities in the North Carolina Constitution,”  
pages 22–23**

**Scaffold understanding as follows:**

**Read the section on pages 22–23 aloud.**

**SUPPORT**—Point out that North Carolina has rewritten its constitution three times and has amended, or changed, parts of it even more times. Remind students that amendments are changes to a constitution. Ask students to share ideas about why they think a constitution might need to be changed. Make sure that they understand that a constitution is amended to keep up with changes in the state or country. **(4.C&G.1.2, 4.C&G.1.3)**

**CORE VOCABULARY**—Point out the vocabulary term *jury*, and explain its meaning.

**SUPPORT**—At the end of the section on responsibilities, provide an example that shows how rights and responsibilities are connected: *You have the right to go to school, but this means you also have the responsibility to learn and follow school rules.*

**After you read the text, ask the following questions:**

**LITERAL**—What are some important rights that are protected by the U.S. Constitution and the state constitution? **(4.C&G.1.3)**

- » Some important rights that are protected by the U.S. and state constitution are the right to free speech, the right to education, and the right to be treated equally by the law.

**LITERAL**—What are some important responsibilities of citizens? **(4.C&G.1.3)**

- » Some responsibilities of citizens are that we must pay taxes, serve on a jury if called, vote in elections, stay informed about issues, and speak up when something is unjust. This will help make our community a better place to live.

**EVALUATIVE**—How are rights and responsibilities different? **(4.C&G.1.3)**

- » Rights are things like free speech that all citizens have and are guaranteed by the state and federal constitutions. Responsibilities are things like paying taxes or serving on a jury that citizens are expected to do to help their communities run smoothly.

**Scaffold understanding as follows:**

**Have students read the section on pages 23–24 independently.**

**SUPPORT**—Explain that *participate* means to take part or join in, so when people vote, attend meetings, or help their community, they are *participating* in democracy.

**SUPPORT**—Point out the word *assemble* in the second paragraph of the section. Explain that to *assemble* means to come together as a group. When people gather in a peaceful protest or march, they are using their right to assemble. Ask: Why do you think the right to assemble is important? (*It provides a way for people to speak out against things that they think are wrong.*) (4.C&G.1.2, 4.C&G.1.3)

**TURN AND TALK**—Point out the word *upstander* in the third paragraph of the section. Explain that being an upstander means noticing a problem and doing something to help. Ask: What might that look like at school or in your neighborhood? (*At school, being an upstander might mean standing up for someone who is being teased, including someone who is left out, or telling a teacher if you see someone being treated unfairly. In my neighborhood, being an upstander could mean helping a new family feel welcome or picking up trash at the park to keep it clean for everyone.*) (4.C&G.1.3)

**ACTIVITY**—Explain that part of being an informed member of a community is knowing who your representatives are at every level of government. Have students look up their representatives and record them on My Representatives (AP 2.1). (4.C&G.1.1, 4.C&G.1.2, 4.C&G.1.3)

Activity Page



AP 2.1

**After students read the text, ask the following questions:**

**EVALUATIVE**—What are some ways that people can influence local and state governments? (4.C&G.1.2, 4.C&G.1.3)

- » Some ways people can influence local and state governments are by voting in elections, attending public meetings, writing letters to elected officials, or taking part in a protest activity like a march.

**INFERENTIAL**—Why do you think it is important for people to be active citizens by voting and staying informed of issues? (4.C&G.1.2, 4.C&G.1.3)

- » Possible response: I think it is important for people to be involved because that is the way they can influence the government. Otherwise, the government might do things that most people don't like.

## **“Government and the Economy,” pages 25–26**

**Scaffold understanding as follows:**

**Have students read the section on pages 25–26 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary term *budget*, and explain its meaning.

**SUPPORT**—Point out the phrase “tax breaks” in the fifth paragraph of the section. Explain that a tax break is when a business is allowed to pay less in taxes than they would usually owe. This helps the business save money. If a business pays less taxes in North Carolina than elsewhere, this might persuade the business to move to North Carolina, generating jobs and tax revenue for the state. Governments offer tax breaks so that businesses choose to operate in that state.

**After students read the text, ask the following questions:**

**LITERAL**—Who proposes a budget for the state each year? Who reviews the proposed budget? (4.C&G.1.1, 4.E.1.1, 4.E.2.2)

- » The governor proposes the budget, and the state legislature reviews and approves it.

**LITERAL**—What does it mean to balance a budget? (4.E.1.1, 4.E.2.2)

- » To balance a budget, governments cannot spend more than they take in from taxes and other sources.

**EVALUATIVE**—What can citizens do to influence how their tax money is spent? (4.C&G.1.3, 4.E.1.1)

- » Possible response: Citizens can attend public meetings and budget hearings, contact representatives to let them know their budget priorities, and vote for the candidate that they think has the best plan for spending taxpayer money.

**EVALUATIVE**—What is the purpose of tariffs, and who pays for them? (4.E.1.2)

- » Tariffs are meant to encourage people to buy things made in America, such as furniture made in North Carolina. Companies often add the costs of the tariffs to their prices, so consumers end up paying the tariffs.

## **“Financial Literacy and Community Responsibility,” pages 26–27**

**Scaffold understanding as follows:**

**Read the section on pages 26–27 aloud.**



**CORE VOCABULARY**—Point out the vocabulary term *financial literacy*, and explain its meaning.

**ELL SUPPORT**—Point out the vocabulary term *financial literacy*. Explain that the word *literacy* by itself means the ability to read and write. However, when combined with a term like *financial*, the word *literacy* means familiarity and competency. Provide students with examples of other terms that combine *literacy* with another concept (cultural, digital, media), and help students figure out their meanings based on their parts.

**SUPPORT**—Remind students of the definition of *budget*. Point out that you discussed how governments make budgets, but people make budgets, too. Like a government, an individual's budget is used to help them plan how to spend money, as well as how much to save.

**SUPPORT**—Clarify how banks work. Explain that people deposit money in an account at a bank, and then the bank loans this money to other people who need it. This benefits everyone: The person saving the money earns interest, and the person who needs money can get a loan, paid back with interest.

**After you read the text, ask the following questions:**

**LITERAL**—What is financial literacy? (4.E.2.1)

- » Financial literacy means being smart with money—knowing how to earn, save, and spend it in a way that helps you now and later.

**EVALUATIVE**—How is a community affected when people don't have enough money? (4.E.2.1, 4.E.2.2)

- » A community suffers when many people face money difficulties because more people may need the government to provide basic needs. Also, if people have less money to spend, businesses earn less and pay less in taxes. This means that the government has less money to spend on meeting people's needs.

**INFERENTIAL**—What can you do to make good financial decisions? (4.E.2.1, 4.E.2.2)

- » Answers will vary. Possible response: I can think carefully about what to buy when I need something and not spend more than I have. If I'm making a large purchase, I can save up for it. I can budget how much money to spend, save, and give away to charity. I can become more financially literate so I know how to make good decisions.

## Timeline Cards

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- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.

- Review and discuss the Big Question: “How do North Carolina’s different levels of government work?”
- Invite a student to post the cards to the timeline under the dates referencing the appropriate spans of time provided. Refer to the diagram in the unit’s Introduction for guidance on the placement of each card to the timeline.



## CHECK FOR UNDERSTANDING

### Ask students to do the following:

- Write a short answer to the Big Question: “How do North Carolina’s different levels of government work?”
  - » Key points students should include: There are four levels of government in North Carolina—federal, state, local, and tribal; the federal government is supreme; tribal governments are sovereign, which means they make their own laws and have their own courts; different levels of government have their own powers and responsibilities; different levels of government sometimes work together (such as in emergency response); governments make budgets to plan how to spend money on the things people want and need; citizens influence governments’ decisions by voting, attending meetings, writing letters to elected officials, and so on; governments protect people’s rights, such as free speech, education, and being treated equally.
- Choose two of the Core Vocabulary terms (*governor, democracy, state legislature, federal, sovereign, jury, budget, financial literacy*), and explain how they are related to each other.

To wrap up the lesson, invite several students to share their responses.

**Note:** You may wish to assign Domain Vocabulary: Chapters 1–2 (AP 2.2) at this time.

Activity Page



AP 2.2

## Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

## CHAPTER 3

# North Carolina's First Peoples

**The Big Question:** Who were North Carolina's first peoples, and how did they live?

### Primary Focus Objectives

- ✓ Describe the cultures of North Carolina's Indigenous peoples, and explain how they contributed to the development of North Carolina. (4.B.1.2, 4.G.1.2, 4.H.1.1, 4.H.1.2)
- ✓ Compare the geographic regions where Indigenous groups lived prior to 1500 CE. (4.G.1.1)
- ✓ Explain how the Mississippian culture influenced Native American groups living in North America and how these groups influenced one another. (4.G.1.2, 4.H.1.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *artifact*, *archaeologist*, *nomadic*, *extinct*, *adapt*, *forager*.

### What Teachers Need to Know

#### Online Resources



For background information, download the Core Knowledge In Your State Online Resource "About North Carolina's First Peoples":

<https://www.coreknowledge.org/ck-in-your-state-history/>

### Materials Needed

#### Activity Page



AP 3.1

- display and individual student copies of Artifact Study (AP 3.1)
- image of a giant mastodon
- video demonstration of throwing an atlatl
- diagram of the Three Sisters

#### Online Resources



Use this link to download the Core Knowledge In Your State Online Resources for this unit, where the specific links to the image, video, and diagram may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

## Core Vocabulary (Student Reader page numbers listed below)

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**artifact, n.** an object used during a past period of history (28)

*Example:* Arrowheads found in the ground are important artifacts that help us learn about the cultures of Indigenous Americans.

*Variations:* artifacts

**archaeologist, n.** an expert in the study of ancient people and the objects from their time period that remain (28)

*Example:* The archaeologist carefully dug in the soil to find tools, pottery, and arrowheads made by the earliest North Carolinians.

*Variations:* archaeologists, archaeology, archaeological (adj.)

**nomadic, adj.** moving around often in search of food; not settled in one place (30)

*Example:* Some nomadic groups followed the herds of animals that they hunted.

*Variations:* nomad (n.)

**extinct, adj.** having died out completely (31)

*Example:* The mastodon was a large, elephant-like mammal that became extinct over ten thousand years ago.

*Variations:* extinction (n.)

**adapt, v.** to change to fit a new situation (32)

*Example:* Early people had to adapt to the lands on which they lived to survive.

*Variations:* adapts, adapting, adapted, adaptation (n.), adaptable (adj.)

**forager, n.** a person who finds food by collecting it from wild plants (32)

*Example:* A forager looked for wild berries, seeds, and nuts to eat.

*Variations:* foragers, forage (v.)

## THE CORE LESSON

### Introduce “North Carolina’s First Peoples”

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Review what students read about North Carolina’s levels of government in Chapter 2. Then explain that what students know as the state of North Carolina has not always existed. Long before there was a state of North Carolina—long before there was even a United States—people lived in this place. In this chapter, students will read about some of those people.

Call students’ attention to the Big Question. Tell students to look for details about how different groups in North Carolina lived.

## Guided Reading Supports for “North Carolina’s First Peoples”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

### “The First Peoples,” pages 28–29

**Scaffold understanding as follows:**

**Read the section on page 28 aloud.**

**SUPPORT**—Direct students to the phrase “vast natural landscape” in the first sentence of the section. Explain that *vast* means huge and open. A *natural landscape* is land that is created by nature, not by people. Read the caption on page 29, and explain that wild animals like the majestic elk roamed the vast natural landscapes of North Carolina. Explain to students that *majestic* means grand or impressive.

**CORE VOCABULARY**—Point out the vocabulary terms *artifact* and *archaeologist*, and explain their meanings.

**SUPPORT**—Point out the word *fascinating* in the last sentence of the section. Explain that *fascinating* means very interesting.

**After you read the text, ask the following questions:**

**EVALUATIVE**—How did the land in what is today North Carolina look different when the first peoples lived there? (4.G.1.1)

- » When the first peoples lived in North Carolina, the land looked different because it did not have highways or skyscrapers. It was a vast natural landscape.

**LITERAL**—How do archaeologists learn about early Native Americans and their ways of life? (4.B.1.2, 4.H.1.1, 4.H.1.2)

- » Archaeologists learn about Native Americans of the past by studying the tools and other artifacts that they left behind.

**INFERENTIAL**—What do you think it would be like to be an archaeologist? What do you think the most exciting part of the job would be? (4.H.1.1)

- » Possible response: I think being an archaeologist would be hard work. You would have to dig carefully and study old things to learn about people who lived long ago. The most exciting part would be finding an artifact no one has seen in thousands of years. That would probably make all the hard work worthwhile.



## “The Paleoindian Peoples,” pages 30–31

### Scaffold understanding as follows:

#### Read the first paragraph of the section on page 30 aloud.

**SUPPORT**—Point out the term *Paleoindian* in the section title. Explain that *paleo-* means very old or ancient. Thus, Paleoindians were very old or ancient Indians. Paleoindians were the first peoples who entered the Americas and what is today North Carolina.

**SUPPORT**—Point out the phrase “educated guesses” in the first paragraph of the section. Explain that an educated guess is using things that you know to make a guess about things that you don’t know. Historians use artifacts and evidence to make educated guesses about how people lived in the past.

**SUPPORT**—Point out the phrase “piece of a puzzle” in the first paragraph of the section. Explain that this simile compares studying artifacts to completing a puzzle. Like in a jigsaw puzzle, every new piece (or artifact) helps us see the image more clearly and completely.

#### Invite volunteers to read the remainder of the section on pages 30–31 aloud.

**SUPPORT**—Point out the abbreviation *BCE* in the second paragraph of the section. Explain that *BCE* stands for “before the Common Era” and that *CE* stands for “Common Era,” which is the system of counting years that we use today. *BCE* counts backward, so 10,000 *BCE* is earlier than 8000 *BCE*. If possible, provide or create a visual timeline to illustrate.

**CORE VOCABULARY**—Point out the vocabulary term *nomadic*, and explain its meaning.

**ACTIVITY**—Have students complete an Artifact Study (AP 3.1) for the image of the arrowhead on page 30. (I.1.9, 4.G.1.2, 4.H.1.1)

**CORE VOCABULARY**—Point out the vocabulary term *extinct*, and explain its meaning.

**SUPPORT**—Show students the image of a giant mastodon. Ask: What modern animal does it remind you of? (*an elephant*) (4.G.1.2)

**SUPPORT**—Remind students that *natural resource* was a vocabulary term from Chapter 1. Ask students to recall its definition. (*something from nature that is useful to humans*) Ask: What natural resources are mentioned in this section of the text? (*plants, berries, animals*) How did these natural resources impact how people lived? (*They moved to access the natural resources. They hunted, fished, and gathered plants and berries.*) (4.G.1.2, 4.H.1.1)

#### Activity Page



AP 3.1

#### Online Resources



**SUPPORT**—Point out that the stone used to make spear points is another example of a natural resource that people used to survive, as were animal hides used to make clothing.

**After volunteers read the text, ask the following questions:**

**EVALUATIVE**—What are two ideas about how the first people arrived in the Americas? (4.G.1.2)

- » Some experts think that people walked across a land bridge that connected Asia and North America during the last Ice Age. Others believe that they traveled from Asia down the coast of North America in boats.

**LITERAL**—When did the Paleoindians live in what is now North Carolina? (4.H.1.2)

- » Paleoindians lived in North Carolina between 10,000 and 8000 BCE.

**EVALUATIVE**—Why were Paleoindians nomadic? (4.G.1.2, 4.H.1.2)

- » They moved from place to place to hunt animals, fish, and gather plants and berries when they were in season. Paleoindians had to follow where food could be found.

**EVALUATIVE**—What are some of the ways that Paleoindians relied on natural resources to survive? (4.G.1.2, 4.H.1.2)

- » Paleoindians relied on natural resources as they hunted animals for food, clothing, and shelter. They gathered plants and berries. They used stone to make tools like spear points and scrapers.

**EVALUATIVE**—Why were the animals living in what is now North Carolina during the Paleoindian time different from the animals that live here today? (4.G.1.2, 4.H.1.2)

- » The climate back then was cooler and wetter. Animals like bison, caribou, and moose today live in cooler climates of North America. Some animals, such as mastodons, are extinct.

**EVALUATIVE**—How did the Paleoindians use the animals that they hunted? (4.H.1.1)

- » Paleoindians used the meat for food, the hides for clothing and shelter, and the bones to make tools.

**LITERAL**—What group has lived in North Carolina since the Paleoindian period? (4.G.1.2)

- » The Catawba have lived in North Carolina since the Paleoindian period.

## "The Archaic Period," pages 31–34

### Scaffold understanding as follows:

**SUPPORT**—Read aloud the title. Explain that *archaic* is pronounced (/ar\*kay\*ik/) and means something very old or from an earlier time period, often no longer in everyday use.

### Invite volunteers to read the section on pages 31–34 aloud.

**CORE VOCABULARY**—Point out the vocabulary term *adapt*, and explain its meaning. Invite students to watch and listen for ways that Archaic peoples adapted to the changing world in which they lived. (4.H.1.2)

**ELL SUPPORT**—Point out the word *rhythms* on page 32. Students may have heard this word used to describe timing in music, but it is often used to describe other kinds of timing. In this case it refers to the timing of the changing seasons.

**SUPPORT**—Point out the phrase “rhythms of the seasons” in the second paragraph of the section. Explain that this means people paid attention to the changes that happened during each season, like when certain plants were ready to eat or when animals moved to new areas. These changes happened in a regular rhythm, or pattern, each year, so people learned to move and gather food based on the seasons.

**CORE VOCABULARY**—Point out the vocabulary term *forager*, and explain its meaning.

**SUPPORT**—Point out the word *atlatl* in the fifth paragraph of the section, and direct students to the image of the man using one on page 33. Show students the demonstration of throwing an atlatl. Tell students that atlatl technology allowed Paleoindians to throw spears farther distances.

### Online Resources



### After volunteers read the text, ask the following questions:

**EVALUATIVE**—How did the climate change between the Paleoindian and Archaic periods? (4.G.1.1)

- » Between the Paleoindian and Archaic periods, the climate became warmer.

**LITERAL**—How did the Archaic Indians adapt to a warmer climate? (4.H.1.2)

- » Archaic Indians adapted as they shifted from large animals like the mastodon to smaller animals like deer and rabbits. They expanded their diets to include more plants, berries, seeds, and nuts. They began to live in camps.

**EVALUATIVE**—How was the lifestyle of the people in the Archaic period similar to and different from the Paleoindians? (4.G.1.2, 4.H.1.2)

- » The Paleoindians and Archaic people were both nomadic. The Archaic people began to craft new tools, bowls, and baskets. Archaic people expanded their diets to include more plants, berries, seeds, and nuts.

**LITERAL**—What is an atlatl, and how did it change life for Archaic Indians? (4.G.1.2, 4.H.1.1, 4.H.1.2)

- » The atlatl is a carved wooden tool with a hook or groove at one end to hold the base of a spear. It worked like an extension of the arm, enabling hunters to throw spears farther and more accurately. The atlatl made it easier to hunt smaller, faster animals and safer to take down large animals from a distance.

### **“Woodland Indians,” pages 34–38**

**Scaffold understanding as follows:**

**Read the first two paragraphs of the section on pages 34–35 aloud.**

**SUPPORT**—Guide students to understand that the Woodland period came after the Archaic period and lasted until about 1,500 years ago. Explain that archaeologists know more about these peoples because they lived more recently, and so they have found more artifacts. The more artifacts that archaeologists have, the more they can piece together how these people lived.

**SUPPORT**—Point out the words *permanent* and *semipermanent* in the first paragraph of the section. Explain that *permanent* means lasting forever; the prefix *semi-* means half or partly, so *semipermanent* means something that lasts for a long time, but not forever. Have a volunteer paraphrase what the sentence means. Ask: What does this tell you about how the Woodlands Indians were different from those who came before them? (*The Woodlands Indians were no longer completely nomadic.*) (4.G.1.2, 4.H.1.1, 4.H.1.2)

**SUPPORT**—Point out the phrase “earthen winter homes” in the second paragraph of the section. Explain that *earthen* means made from dirt or soil, so the Cherokee built homes by using natural materials like packed dirt and clay, which helped to keep in the warmth during the winter months.



**SUPPORT**—Direct students to the map on page 35. Point out the key. Explain that Iroquoian, Siouan, and Algonquian are language groups. The people within each group speak similar languages. Ask: What language do the Tuscarora people speak? (*Iroquoian*) Which group lived in the Mountain region? (*Cherokee*) What do the trails tell you about the Native American

groups? (*They traveled and probably traded with one another.*) Which Native Americans lived or live in our community? Help students identify where your community is, as needed. (4.G.1.1, 4.G.1.2)

**Have students read the remainder of the section on pages 35–38 with a partner.**

**SUPPORT**—Point out the phrase “living in harmony, or agreement, with nature” in the fourth paragraph of the section. Explain that living in harmony with nature means trying to live in balance with the environment: not taking more than you need, respecting plants and animals, and seeing yourself as part of nature, not above or more important than it.

**SUPPORT**—Display the diagram of the Three Sisters. Point out that these three plants grew better together than alone.

**SUPPORT**—Point out the word *stockades* in the sixth paragraph of the section on page 36. Explain that a stockade was a wall or fence made from tall wooden posts. People built them around their village to protect themselves and their food from enemies or wild animals.

**SUPPORT**—Clarify the terms *myths* and *legends* in the seventh paragraph of the section. Explain that myths are stories that explain things in nature or how the world began. Legends are old stories about heroes or important events. Ask: Why do you think myths and legends were important to the Native Americans? (*Possible response: Myths and legends helped to tell the younger generations about their history and customs and to pass down beliefs and lessons. They did not have a written language, so stories were even more important.*) (4.B.1.2)

**SUPPORT**—Direct students to the image of the Algonquian village on page 37. Ask them to describe what they see. Ask: What features of Woodland culture do you see in the image? (*Possible response: a permanent village; homes made of straw; agriculture, planted crops, such as corn; a ceremonial dance; people working*) (4.G.1.2, 4.H.1.2)

**After students read the text, ask the following questions:**

**LITERAL**—What was the purpose of the public house? (4.B.1.2)

- » The public house was a place for people to gather and make important decisions.

**EVALUATIVE**—How did the new tools made by the Woodland Indians help them? (4.H.1.1)

- » Woodland Indians made stone hoes, which made gardening easier. They made bows and arrows, which were easier to carry and could be used from a greater distance than the atlatl, making them more effective for hunting and warfare.

Online Resources





**INFERENTIAL**—Why do you think storytelling, music, and dancing became more important as Woodland people began living in villages? (4.B.1.2, 4.H.1.2)

- » Possible response: I think storytelling and music became more important because people were not spending all their time hunting and looking for food. They had more time to share ideas and celebrate together.

### **“Mississippian Culture,” pages 38–39**

**Scaffold understanding as follows:**

**Have students read the section on pages 38–39 independently.**

**SUPPORT**—Point out the phrase “pyramid-shaped mound topped by a temple or meeting house” in the second paragraph of the section. Show students an example of the pyramid shape by drawing one on the board or chart paper. These mounds were hand-built, often using layers of earth and clay, and could be quite large. Explain that today we use the word *temple* to describe a house of worship and the term *meeting house* for a building used for political meetings or gatherings where people make decisions. However, Native Americans often did not separate religion from government. The structures on top were used for ceremonies, leadership meetings, and religious rituals.

**After students read the text, ask the following questions:**

**EVALUATIVE**—How did the Mississippian culture influence Woodland tribes in North Carolina? (4.G.1.2, 4.H.1.1)

- » The Mississippian culture introduced new ideas and technologies, including new farming methods, pottery styles, and ceremonial mounds. Woodland groups adopted some of these practices.

**LITERAL**—What is one way we know that Woodland Indians in North Carolina had contact with other groups? (4.G.1.2, 4.H.1.1)

- » One way we know that Woodland Indians in North Carolina had contact with other groups is because archaeologists have found clay pots with special designs used by people from places like Ohio and Tennessee.

## **Timeline Cards**

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- Show students the Chapter 3 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “Who were North Carolina’s first peoples, and how did they live?”

- Invite a student to post the cards to the timeline under the dates referencing the appropriate spans of time provided. Refer to the diagram in the unit's Introduction for guidance on the placement of each card to the timeline.



## CHECK FOR UNDERSTANDING

### Ask students to do the following:

- Write a short answer to the Big Question: "Who were North Carolina's first peoples, and how did they live?"
  - » Key points students should include: The first peoples were Native Americans who lived in North Carolina for thousands of years before European contact; Paleoindians were the earliest group, arriving between 10,000 and 8000 BCE; Paleoindians were nomadic hunter-gatherers who followed animal herds and gathered wild plants; Archaic peoples came after the Paleoindians and adapted to warmer climates by hunting smaller animals, gathering more plants, and developing new tools like the atlatl; Woodland peoples began growing gardens, used bows and arrows, and lived in villages near rivers; Woodland peoples valued community leadership, storytelling, and harmony with nature; the Mississippian culture influenced Woodland groups by introducing new farming methods, organized governments, and ceremonial mounds like Town Creek Indian Mound; Native peoples like the Catawba and Cherokee lived in North Carolina and preserved their cultures through farming, pottery, storytelling, and trade.
- Choose one of the Core Vocabulary terms (*artifact*, *archaeologist*, *nomadic*, *extinct*, *adapt*, *forager*), and write a sentence using the term.

To wrap up the lesson, invite several students to share their responses.

## Additional Activities

### Online Resources



Download the Core Knowledge In Your State Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

## CHAPTER 4

# Colonial North Carolina

**The Big Question:** How did Carolina grow and change as a colony?

### Primary Focus Objectives

- ✓ Explain why people settled in the Carolinas in colonial times, including through voluntary and forced migration. (4.E.1.2, 4.G.1.2, 4.G.1.3, 4.H.1.1)
- ✓ Contrast the ways different Native American groups responded to the arrival of European settlers. (4.B.1.2, 4.G.1.2, 4.G.1.3, 4.H.1.3, 4.H.1.4, 4.H.1.5)
- ✓ Contrast the lives of people in the northern and southern Carolina colonies. (4.E.1.2, 4.G.1.2, 4.G.1.3)
- ✓ Summarize how different groups contributed to the economy and culture of colonial North Carolina. (4.B.1.2, 4.E.1.2, 4.H.1.1, 4.H.1.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *proprietor*, *sound*, *persecution*, *immunity*, *plantation*, *subsistence*, *descendant*, *revival*, *abolitionism*.

### What Teachers Need to Know

#### Online Resources



For background information, download the Core Knowledge In Your State Online Resource “About Colonial North Carolina”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

### Materials Needed

#### Activity Pages



AP 4.1

AP 4.2

- individual student copies of Analyze an Image (AP 4.1)
- individual student copies of Domain Vocabulary: Chapters 3–4 (AP 4.2)

## Core Vocabulary (Student Reader page numbers listed below)

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**proprietor, n.** a person who owns or is charge of something, such as land or a business (42)

*Example:* A chosen proprietor managed a large piece of land granted by the king.

*Variations:* proprietors, proprietorship, proprietary (adj.)

**sound, n.** a large, shallow body of water (42)

*Example:* The settlers had trouble reaching the shore because the sound was too shallow for their ships.

*Variations:* sounds

**persecution, n.** cruel and unfair treatment of a group of people (44)

*Example:* Some Europeans moved to the colonies to escape religious persecution in their home countries.

*Variations:* persecutor, persecute (v.)

**immunity, n.** the body's ability to remain free of illness even after being exposed to the cause of the illness (44)

*Example:* Native Americans fell ill because they had no immunity to the diseases brought unintentionally by Europeans.

*Variations:* immunities, immune (adj.)

**plantation, n.** a large farm where cash crops are grown on behalf of the person who owns the land (45)

*Example:* The wealthy landowner built a large plantation where rice and indigo were grown.

*Variations:* plantations

**subsistence, n.** just enough food to keep a person alive (46)

*Example:* The Carolinas became home to many subsistence farmers who had to grow crops to survive.

*Variations:* subsist (v.)

**descendant, n.** someone who is related to a person or group of people who lived in the past (51)

*Example:* She is a descendant of and related to one of the early families who settled in the colony.

*Variations:* descendants, descend (v.)

**revival, n.** a movement marked by renewed religious interest (52)

*Example:* The revival spread quickly through the country, inspiring many people to attend church for the first time.

*Variations:* revivals, revive (v.)

**abolitionism, n.** the movement to end slavery in the 1700s and 1800s (52)

*Example:* Abolitionism became a central message of the critics and opponents of slavery.

*Variations:* abolition, abolitionist (n.), abolitionist (adj.), abolish (v.)

## THE CORE LESSON

### Introduce “Colonial North Carolina”

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Review what students learned in Chapter 3 about North Carolina’s Native peoples. Remind students that at the end of the chapter, they read that the arrival of European settlers changed the way the Native Americans lived. In this chapter, students will read about the arrival of Europeans and how they changed North Carolina.

Call students’ attention to the Big Question. Tell students to look for changes that occurred in the colony of North Carolina while reading the chapter.

### Guided Reading Supports for “Colonial North Carolina”

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When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “The Lost Colony,” pages 40–42

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 40–42 aloud.**

**SUPPORT**—Point out the word *colony* in the section title. Explain that a colony is a settlement that is ruled by another country. In this case, Roanoke was a colony ruled by England. Point to the word *colonists* in the first paragraph, and explain that a colonist is someone who lives in a colony.

**SUPPORT**—Remind students that ships traveled under sail during this era. They were dependent on the weather and the tides. On average, it took six to twelve weeks to cross the Atlantic Ocean, depending on conditions.

**SUPPORT**—Point out the term *CROATOAN* in the second paragraph of the section. Explain that Croatoan was the name of a nearby island and also a Native American group living in the area. Ask students why the colonists might have carved that word before they disappeared. (*They might have said who was responsible for their disappearance or written the name of where they went.*) (4.H.1.5)



**SUPPORT**—Direct students to the Chapter Opener image on pages 40–41. Ask them to describe what is happening in the image. Explain that pictures can provide clues about the time period being studied and help them better understand the text. Emphasize the importance of looking at the pictures and reading captions as they go through the chapter. **(4.G.1.3)**

**TURN AND TALK**—Ask students to discuss with a partner what they think probably happened to the settlers of the Roanoke Colony. Encourage them to discuss each of the theories and share their reasoning about which they think is most likely. (*Possible responses: They were attacked, they fled, they went into hiding, they died off, they went to live with Native Americans.*) **(4.G.1.3, 4.H.1.5)**

**After volunteers read the text, ask the following questions:**

**LITERAL**—Where is Roanoke Island? **(4.G.1.1)**

- » Roanoke Island is off the coast of North Carolina.

**EVALUATIVE**—Why is Roanoke Island called the Lost Colony? **(4.G.1.2)**

- » Roanoke Island is called the Lost Colony because the people of the colony disappeared, and what happened to them remains a mystery.

**LITERAL**—What are the main theories or ideas about what happened to the colonists of Roanoke Island, and what clue supports these theories? **(4.H.1.5)**

- » The only clue that remained of the Roanoke Colony was the word “CROATOAN” carved into a wooden post. One theory about what happened to the colonists is that the colonists wrote the message to indicate that they had gone to live with the Croatoans. Others think it was a plea for help because they were under attack by the Croatoans. Another theory is that the settlers may have tried to sail back to England and were lost at sea.

## **“Founding Carolina,” pages 42–45**

**Scaffold understanding as follows:**

**Read the first three paragraphs of the section on page 42 aloud.**


**SUPPORT**—Explain that England had claimed parts of North America as English territory, and the king could give that land to individuals or groups as he saw fit. Remind students that during this time, kings held supreme authority and could grant land however they wanted.

**CORE VOCABULARY**—Point out the vocabulary term *proprietor*, and explain its meaning. Explain that Carolina was granted, or given, to English proprietors by King Charles II.

**SUPPORT**—Explain that the Carolina colony included what is now North Carolina and South Carolina. Later in the chapter, students will read about how the Carolina colony was split into separate North and South Carolinas.

**SUPPORT**—Point out the word *remote* in the third paragraph of the section. Explain that *remote* means far away from other places and people. Clarify understanding by asking students what they think it would have been like to live in Albemarle at this time. (*Students may say that it would have been quiet, lonely, or challenging.*) (4.G.1.1, 4.H.1.5)


**CORE VOCABULARY**—Point out the vocabulary term *sound*, and explain its meaning.

 **SUPPORT**—Point out the vocabulary word *sound*. Students may be familiar with the word meaning noise. But *sound* has other meanings, as well. It can mean solid or logical, as in reasoning. It can also mean a shallow body of water. Ask: What meaning is being used here? (*a shallow body of water*)

**Have students read the remainder of the section on pages 43–45 with a partner.**

**SUPPORT**—Explain that by 1700, England had established colonies all along the Atlantic coast. In fact, all but one of the original thirteen colonies (all except Georgia) existed before Carolina split into two. New colonists came to North Carolina from these existing colonies as well as from places in Europe, such as Scotland.

**SUPPORT**—Point out the word *fertile* in the fourth paragraph of the section on page 43. Remind students that this was a Core Vocabulary word from Chapter 1, and ask a volunteer to recall its meaning. (*able to grow a large amount of crops*) (4.G.1.2)

 **SUPPORT**—Direct students to the map of the Great Wagon Road on page 43. Read aloud the title and caption, and ask students to share what they know about the map. Then point out the map key, compass rose, and scale. Ask: Through which region of North Carolina did the wagon road go? (*the Piedmont, or the backcountry*) Which communities are shown in its path? (*Bethania, Bethabara, Salem, Salisbury, and Charlotte*) (4.G.1.1, 4.G.1.2)

**CORE VOCABULARY**—Point out the vocabulary term *persecution*, and explain its meaning.

**SUPPORT**—Point out the term *Quakers* in the fifth paragraph of the section. Explain that Quakers were members of a religious group also called the Society of Friends. They got the nickname Quakers because early members were said to “quake,” or tremble, when they felt the presence of God. They were often persecuted for their beliefs, which included the idea that everyone had a direct connection to God, equality between men and women, and nonviolence. They refused to fight in wars.

**CORE VOCABULARY**—Point out the vocabulary term *immunity*, and explain its meaning. Explain that diseases like smallpox had existed in Europe for thousands of years, so many Europeans had been exposed to them as children. Those who survived carried some immunity, which made them less likely to die from repeated exposure as adults. Native Americans, however, had never been exposed to these diseases before, so outbreaks proved especially deadly in their communities.



**SUPPORT**—Point out the phrase “Tuscarora War” in the sixth paragraph of the section on page 44. Have students turn back to the map on page 35 and point to where the Tuscarora lived. Have students compare this map to the Great Wagon Road map on page 43. Explain that before it became a major migration route for European settlers, the Great Wagon Road followed a network of Indigenous trails, most notably the Great Warriors’ Path, which had been used for centuries by Native peoples, including the Tuscarora. When settlers began traveling southward from Pennsylvania into the backcountry of Virginia and the Carolinas, they followed and widened these existing paths. The Great Wagon Road passed through the Piedmont region, where the Tuscarora had built many villages. Ask: What impact do you think the Great Wagon Road had on the Tuscarora? (*It brought new settlers to the area where the Tuscarora lived, creating conflicts over land and bringing diseases that killed Native people. It may have also made it more difficult for the Tuscarora to continue to use traditional paths for hunting, trade, and travel.*) (4.G.1.2, 4.H.1.1, 4.H.1.2, 4.H.1.4)

**After students read the text, ask the following questions:**

**LITERAL**—Where did the first European settlers to Carolina come from? Why did they move? (4.G.1.1, 4.G.1.2, 4.G.1.3)

- » The first settlers came from Virginia in search of new opportunities and land.

**LITERAL**—What made life in Albemarle difficult? (4.G.1.2, 4.H.1.1)

- » Albemarle was in a remote location, and travel was challenging. The sound was too shallow for ships.

**INFERENTIAL**—Why did it matter that Albemarle Sound was too shallow for ships? (4.G.1.2, 4.E.1.2)

- » That made it difficult to bring more settlers or to deliver supplies to people who lived in the region.

**INFERENTIAL**—Why do you think Albemarle’s leaders wanted to attract new settlers? (4.G.1.3, 4.E.1.2)

- » Albemarle’s leaders wanted to attract new settlers because it would make life easier. By bringing in more settlers, they could build a stronger, more successful community. More people meant more farms, more trade, and more help with defense and building roads or towns.

The leaders wanted the colony to survive and grow so it could become more stable and profitable.

**EVALUATIVE**—What are two reasons that people moved from Europe and other British colonies to North Carolina in the 1730s? (4.B.1.2, 4.G.1.3, 4.H.1.1)

- » People moved from Europe and other British colonies to North Carolina in the 1730s to escape poverty and to take advantage of the fertile land for farming. Others came to escape religious persecution and to be able to worship freely.

### “Colonial Growth,” pages 45–47

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 45–47 aloud.**

**SUPPORT**—Point out the word *lumber* in the first paragraph of the section. Explain that *lumber* is another word for timber. It is wood cut from trees that is used for building things.

**SUPPORT**—Point out the term *natural resources* in the first paragraph of this section. Remind students that this was a vocabulary term in Chapter 1. Ask: What natural resources are mentioned in the first paragraph of this section? (*fertile land, forests, waterways*) (4.E.1.2)

**CORE VOCABULARY**—Point out the vocabulary term *plantation*, and explain its meaning.

**SUPPORT**—Point out the word *inhumane* in the second paragraph of the section and break it into its word parts: *in-*, meaning not, and *humane*, meaning caring or kind. Explain that *inhumane* means extremely cruel and unfair.

**SUPPORT**—Explain that enslaved people were forced to work without pay and had no freedom. They were treated as property, even though they were human beings with families, skills, and cultures. Make sure students understand this was wrong, even though it was legal at the time.

**CORE VOCABULARY**—Point out the vocabulary term *subsistence*, and explain its meaning.

**ACTIVITY**—Have students complete an Analyze an Image (AP 4.1) about the image of the tobacco farm on page 47. (4.E.1.2, 4.G.1.2, 4.H.1.1, 4.H.1.5)

**After volunteers read the text, ask the following questions:**

**LITERAL**—What was the Carolina colony’s most important crop? (4.E.1.2)

- » Carolina’s most important crop was tobacco.

Activity Page



AP 4.1

**EVALUATIVE**—How did tobacco contribute to slavery? (4.E.1.2, 4.G.1.2, 4.G.1.3, 4.H.1.1)

- » Because tobacco required a lot of work to grow, farmers began to rely on enslaved people to work their farms and plantations.

**EVALUATIVE**—How did enslaved Africans contribute to the economy? (4.E.1.2, 4.G.1.2, 4.H.1.1)

- » Enslaved Africans provided labor and important knowledge. They knew how to grow crops like rice and indigo.

**EVALUATIVE**—How did the economies of different parts of North Carolina begin to change? (4.E.1.2, 4.G.1.1)


- » Tobacco led to large plantations. Rice and indigo began to be grown in the southern part of the colony. The Piedmont region had mostly small family farms where settlers worked the land themselves. Settlers in the Mountain region relied mostly on subsistence farming, hunting, and trade, including of lumber, tar, turpentine, and other products.

### **“Carolina Splits in Two,” pages 47–49**

**Scaffold understanding as follows:**

**Have students read the section on pages 47–49 independently.**

**SUPPORT**—Point out the word *stark* in the first paragraph of the section. Explain that *stark* means clear or obvious.

 **SUPPORT**—Direct students to the map on page 48. Invite a volunteer to read aloud the title and caption. Make sure that students note the years that are shown. Explain that 1663 was the year that the Carolina colony was established, and that 1787 was when the U.S. Constitution was written. Ask: What features do you see on the map? (*a map key, compass rose, and scale*) What states were originally part of the Carolina colony? (*North Carolina, South Carolina, and Georgia*) What changes to Carolina between 1663 and 1787 are shown on the map? (*In 1712, Carolina split into North and South Carolina; in 1732, it gave land to Georgia; in 1787, the border between North Carolina and Georgia was moved farther north.*) (4.G.1.1, 4.G.1.2)

**SUPPORT**—Point out the phrase “officially divided” in the third paragraph of the section. Clarify that this meant that the split between North and South Carolina, which was already happening because of changes in their cultures, became legal and permanent. Each became a separate colony, with its own leaders and laws.

**After students read the text, ask the following questions:**

**EVALUATIVE**—Why did Carolina split into two colonies? What role did geography play? (4.G.1.1, 4.G.1.2, 4.H.1.4)

- » Carolina split into two colonies because it was too big to easily govern. The geography was different in the north and south, which led to different economies and lifestyles for the people who lived in the different regions. In the south, it was warmer and wetter, so people grew rice on big plantations and used enslaved workers. In the north, there were smaller farms and fewer people. The two regions had different ways of life and different economies, so it made sense to divide them and let each one have its own government.

**INFERENTIAL**—Do you think the split between North and South Carolina helped both colonies? Why or why not? (4.G.1.2, 4.H.1.5)

- » The split helped both colonies because the governments could better focus on what the people there needed. For example, South Carolina could focus on helping rice plantations, and North Carolina could focus on tobacco farming.

### **“Cultures Mix and Blend,” pages 49–51**

**Scaffold understanding as follows:**

**Have students read the section on pages 49–51 independently.**

**SUPPORT**—Point out the phrase “exchange of ideas” in the first paragraph of the section, and explain that this means people from different groups shared what they knew with each other. Native Americans taught settlers about the land, including how to use local plants in healing wounds or curing illnesses. Settlers brought tools, animals like horses, and farming techniques from Europe.

**SUPPORT**—Point out the word *adopted* in the fifth paragraph of the section on page 51. Explain that to adopt means to choose to use, to follow an idea, or to gain a practice.

**CORE VOCABULARY**—Point out the vocabulary term *descendant*, and explain its meaning. Point out that the descendants of enslaved Africans were enslaved at birth, and the vast majority would be enslaved throughout their entire lives. This continued until the end of the Civil War, which students will learn about in Chapter 6.



**After students read the text, ask the following questions:**

**INFERENTIAL**—Why do you think it was helpful for settlers and Native Americans to exchange ideas? (4.B.1.1, 4.G.1.2, 4.H.1.1)

- » Sharing ideas between the groups was helpful for both groups to survive and adapt to changes. Settlers learned how to live in a new place, and Native Americans got new tools, animals, and ideas that they could fit into their ways of life.

**LITERAL**—What kinds of work did women in colonial North Carolina typically do? (4.H.1.2)

- » Women took care of the home, cooked, cleaned, cared for children, and sometimes helped with farming and trading.

**EVALUATIVE**—How were the rights of women in colonial North Carolina different from the rights of women today? (4.H.1.2)

- » Women had fewer rights in colonial times. They were not allowed to vote or participate in politics.

### **“Reforms and Resistance,” pages 52–53**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 52–53 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *revival*, and explain its meaning.

**SUPPORT**—Explain that traditional churches, such as the Catholic Church and Church of England, taught that people needed priests or church leaders to guide their connection to God and interpret religious teachings. The Great Awakening challenged this idea by encouraging people to seek a personal relationship with God, without formal church structures or leaders. This made religion feel more personal for many people.

**SUPPORT**—Point out the sentence in the last paragraph of the section that includes “question the power.” Clarify that this means that people started to wonder whether their leaders were always right and whether they should always follow them.

**CORE VOCABULARY**—Point out the vocabulary term *abolitionism*, and explain its meaning.

**After volunteers read the text, ask the following questions:**

**LITERAL**—What was the Great Awakening? (4.B.1.2, 4.H.1.3)

- » The Great Awakening was a religious revival movement.

**EVALUATIVE**—How did the Great Awakening change how people viewed their government and help lead to future changes in society? (4.B.1.2, 4.H.1.3)

- » The Great Awakening led people to question their leaders. They started to speak up and share their ideas. They also began to think more about equality and fairness, which inspired movements like abolitionism.

## Timeline Cards

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- Show students the Chapter 4 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did Carolina grow and change as a colony?”
- Invite a student to post the cards to the timeline under the dates referencing the appropriate spans of time provided. Refer to the diagram in the unit’s Introduction for guidance on the placement of each card to the timeline.



### CHECK FOR UNDERSTANDING

#### Ask students to do the following:

- Write a short answer to the Big Question: “How did Carolina grow and change as a colony?”
  - » Key points students should include: The first settlers moved south from Virginia; new communities grew, starting with Albemarle County in the north; many different groups of settlers followed, including Scots, Scotch-Irish, Germans, and Quakers; settlers sought land and religious freedom; the Tuscarora War and the spread of European diseases drove out many Native Americans, but some others, such as the Cherokee, stayed and adopted European ways of life; Carolina’s economy grew due to crops like tobacco, rice, and indigo; farms grew into plantations; Carolina became reliant on enslaved African labor; the colony was divided into North and South Carolina in 1712; cultures mixed as Native Americans, Europeans, and Africans exchanged knowledge and traditions; the Great Awakening in the 1730s brought religious renewal, challenged social hierarchies, and encouraged ideas about equality and justice, setting the stage for future social and political changes.
- Choose one of the Core Vocabulary terms (*proprietor, sound, persecution, immunity, plantation, subsistence, descendant, revival, abolitionism*), and draw the definition.

To wrap up the lesson, invite several students to share their responses.

Activity Page



AP 4.2

**Note:** You may wish to assign Domain Vocabulary: Chapters 3–4 (AP 4.2) at this time.

## Additional Activities

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Online Resources



Download the Core Knowledge In Your State Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

## CHAPTER 5

# Revolution and Early Statehood

**The Big Question:** How did North Carolina develop as a state?

### Primary Focus Objectives

- ✓ Describe North Carolina's role in the American Revolution, and explain how the Regulator Movement and the American Revolution impacted various groups living in North Carolina. (4.H.1.1, 4.H.1.2, 4.H.1.3, 4.H.1.4, 4.H.1.5)
- ✓ Explain how the different values and beliefs of Patriots, Loyalists, Federalists, Antifederalists, and Indigenous and racial groups contributed to the development of North Carolina. (4.B.1.2)
- ✓ Describe the effects of the First Industrial Revolution and infrastructure improvements on the textile industry, plantation agriculture, and different regions and groups across the state. (4.E.1.2, 4.G.1.1, 4.G.1.2, 4.H.1.2)
- ✓ Summarize reasons that people moved to, within, and out of North Carolina between 1763 and 1840, including the forced migration of the Cherokee during the Trail of Tears. (4.G.1.2, 4.G.1.3, 4.H.1.5)
- ✓ Understand the meaning of the following domain-specific vocabulary: *militia*, *boycott*, *delegate*, *ratify*, *infrastructure*, *turnpike*, *canal*, *cure*, *resilience*, *reservation*.

### What Teachers Need to Know

#### Online Resources



For background information, download the Core Knowledge In Your State Online Resource "About Revolution and Early Statehood":

<https://www.coreknowledge.org/ck-in-your-state-history/>

### Materials Needed

#### Activity Page



AP 4.1

- individual student copies of Analyze an Image (AP 4.1)
- map of the Revolutionary War in North Carolina



Use this link to download the Core Knowledge In Your State Online Resources for this unit, where the specific link to the map may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

## Core Vocabulary (Student Reader page numbers listed below)

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**militia, n.** a group of armed citizens prepared for military service at any time (56)

*Example:* The town's militia marched into battle to defend their homes.

*Variations:* militias

**boycott, n.** a form of organized protest in which people refuse to buy goods or have anything to do with a particular group or country (57)

*Example:* The colonists organized a boycott of goods from Britain.

*Variations:* boycotts, boycott (v.)

**delegate, n.** a representative (57)

*Example:* The delegate worked to protect the interests of the people he was sent to represent.

*Variations:* delegates, delegation (n.)

**ratify, v.** to approve (62)

*Example:* The states held meetings to officially ratify the proposed constitution.

*Variations:* ratifies, ratifying, ratified, ratification (n.)

**infrastructure, n.** the public works system that includes roads, bridges, water, public transportation, etc. (64)

*Example:* Local governments are responsible for maintaining infrastructure like roads, bridges, and sewer systems.

**turnpike, n.** a road with a gate that people had to pay a toll to pass through (65)

*Example:* Although the toll made it more expensive, the turnpike was the fastest route between the two cities.

*Variations:* turnpikes

**canal, n.** a channel dug by people, used by boats or for irrigation (65)

*Example:* The canal sped up travel for both people and goods, making transportation more efficient and reliable.

*Variations:* canals

**cure, v.** to preserve meat, fish, or other food by smoking, drying, or salting it (68)

*Example:* Before they start their long journey, they will cure the deer meat to make it last longer.

*Variations:* cures, curing, cured, cured (adj.)

**resilience, n.** the ability to recover from hardship or difficult conditions (71)

*Example:* Many enslaved persons showed courage and resilience in the face of brutal working and living conditions.

*Variations:* resilient (adj.)

**reservation, n.** an area of land set aside by the government for Native Americans to live (71)

*Example:* After being forced from their ancestral lands, many Native American tribes were relocated to government-established reservations.

*Variations:* reservations

## THE CORE LESSON

### Introduce “Revolution and Early Statehood”

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Introduce the chapter by reviewing what students read about colonial North Carolina in Chapter 4. Explain that over time, North Carolina and other British colonies began to unite against British policies that they felt were unfair. Eventually, joined together to fight for their independence. In this chapter, students will read about the fight for independence and what happened after.

Call students’ attention to the Big Question. Tell students to look for information about events that impacted the state of North Carolina in its early years.

### Guided Reading Supports for “Revolution and Early Statehood”

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When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “Seeds of Anger,” pages 54–56

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 54–56 aloud.**

**SUPPORT**—Direct students to the Chapter Opener image on pages 54–55. Ask them to describe what is happening in the image. (*There is a crowd of angry people, and uniformed troops with guns are confronting them. A man has his hand up in the air.*) (4.H.1.4, 4.H.1.5)

**SUPPORT**—Remind students that North Carolina was a British colony. It was part of the British Empire and under British control. The colonial government met in North Carolina, but it followed the laws and rules set in Britain. Parliament was the elected lawmaking body in Britain. The colonists did not get to vote for members of Parliament, but Parliament



still made laws, including tax laws, that the colonists had to follow. The colonists also did not vote for William Tryon, the governor of North Carolina. Colonial governors, like Tryon, were appointed by the King of Britain.

**SUPPORT**—Explain that farmers often borrowed money to buy seeds, tools, or food. If they could not pay it back, or unfair taxes made it too hard to earn enough money, their land was taken to pay off the debt. Losing a farm and its land meant losing a home, as well as the ability to feed one’s family.

**CORE VOCABULARY**—Point out the vocabulary term *militia*, and explain its meaning. Explain that the colonies did not have their own standing, or permanent, professional armies like we have today. Instead, they had militias formed by citizens who had other jobs but who served as soldiers when needed.

**SUPPORT**—Point out the clause “seeds of resistance had been planted” in the last sentence of the section. Explain that this doesn’t mean real seeds were put in the ground. It is a metaphor. It means that people were starting to feel angry and ready to resist unfair treatment. Just like a seed grows into a plant over time, their anger and desire to fight back would grow into something larger: the American Revolution.

**After volunteers read the text, ask the following questions:**

**LITERAL**—Who were the Regulators? (4.H.1.3, 4.H.1.4)

- » The Regulators were farmers who were upset about unfair taxes and dishonest tax collectors, and they organized to do something about it.

**INFERENTIAL**—What do you think the Regulators hoped would happen when they protested? (4.H.1.3, 4.H.1.5)

- » The Regulators probably hoped that Governor Tryon would agree to reduce the taxes or allow them to participate in the government in some way.

**EVALUATIVE**—What was the Battle of Alamance, and why was it important? (4.H.1.4)

- » The Battle of Alamance was a battle between the Regulators and the British militia. Even though the Regulators lost, the battle was important because it showed that the colonists were starting to stand up against unfair government.

### **“Revolution Approaches,” pages 56–58**

**Scaffold understanding as follows:**

**Have students read the section on pages 56–58 independently.**

**SUPPORT**—Point out the slogan “No taxation without representation” in the last sentence of the first paragraph of the section. Explain that this reinforced the idea that British Parliament was taxing the colonists even though the colonists didn’t vote for members of Parliament or have a say in the British government. Ask students why they think this slogan spread through the colonies. (*It rhymes and got across an important idea or argument in just a few words.*) (4.H.1.1)

**CORE VOCABULARY**—Point out the vocabulary term *boycott*, and explain its meaning.

**SUPPORT**—Point out the word *harsh* in the third paragraph of the section. Explain that *harsh* means strict or severe.

**CORE VOCABULARY**—Point out the vocabulary term *delegate*, and explain its meaning.

**SUPPORT**—Point out the word *rebell* in the fourth paragraph of the section. Explain that *rebell* means to fight against someone in power or refuse to follow rules that seem unfair. Ask students: What actions did the colonists take that would be considered *rebell*? (*boycotting goods like tea from Britain, protesting, discussing independence*) (4.H.1.3, 4.H.1.4)

**After students read the text, ask the following questions:**

**EVALUATIVE**—Why were many colonists growing unhappy with British rule? (4.H.1.3, 4.H.1.4)

- » Many colonists were unhappy with British rule because they thought British taxes were unfair, especially because they didn’t have a say in choosing the people who passed the tax laws.

**LITERAL**—Who were the Loyalists? (4.H.1.3, 4.H.1.5)

- » The Loyalists were people who wanted to remain British subjects and remained loyal to the king.

**EVALUATIVE**—Why did Loyalists want to remain loyal to the king?

- » Many Loyalists believed that the British government was the rightful authority and had the right to tax. Others knew that rebellion would bring war and wanted to keep peace. They worried about the negative impact on the economy. Some Loyalists had strong economic or personal ties to Britain, while others feared losing their property or social status if the colonies became independent. Some Loyalists argued that complaints were exaggerated and that breaking away was reckless. They may have believed that the king and Parliament could protect their rights better than the colonial governments.

**INFERENTIAL**—Do you think Britain could have done anything at this point to stop the war from coming? Why or why not? (4.H.1.3, 4.H.1.5)

- » Possible response: Yes, Britain could have listened to the colonists and given them more say in their government. They could have lowered the taxes.

### **“The American Revolution,” pages 58–62**

**Scaffold understanding as follows:**

**Have students read the section on pages 58–62 with a partner.**

**SUPPORT**—In the third paragraph on page 59, explain that the Halifax Resolves were the first official action by any colony calling for independence. Since the colonists were still part of the British Empire, this was a very bold move. It could be considered treason, a crime punishable by death. Two months later, the other states joined North Carolina in their resolve by writing and signing the Declaration of Independence.

**SUPPORT**—In the fourth paragraph of the section, point out the sentence in the Declaration of Independence that says that, “all men are created equal.” Ask students to consider the use of the word *men* and discuss how at the time, women were denied equal rights. Guide them to recognize that enslaved people were denied even the most basic human rights and were not included in these ideals of equality. (4.H.1.5)

**SUPPORT**—Point out the sentence in the Declaration that says “life, liberty, and the pursuit of happiness.” Ask: What is meant by “the pursuit of happiness”? (*“The pursuit of happiness” means everyone has the right to try to be happy and live a good life in their own way.*) (4.H.1.3, 4.H.1.4)

**SUPPORT**—Point out the phrase “turn the tide” in the sixth paragraph of the section on page 60. Explain that to turn the tide means to change the direction. In this case, it is used to explain that it looked like Britain was going to win the war until this battle. Now it looked like the Patriots would win.

**SUPPORT**—Point out the word *surrendered* in the sixth paragraph of the section. Explain that *surrender* means to officially give up and agree that the other side won.

**SUPPORT**—Direct students to the image on page 61. Ask them what they notice in the image and what it shows about the war. (*It shows that the fighting, which was deadly, often took place between small groups of soldiers in places like the woods.*) (4.H.1.3, 4.H.1.4)

Online Resources



**SUPPORT**—Display the map of the Revolutionary War in North Carolina, and point out where these battles took place: the Battle of Moore’s Creek, the Battle of Kings Mountain, and the Battle of Guilford Courthouse. Have students recall what happened in each battle and why it was important.

*(Patriots won the Battle of Moore’s Creek, an early battle that boosted morale, and the 1780 Battle of Kings Mountain, which helped to turn the tide of the war. The British won the Battle of Guilford Courthouse, but they suffered heavy losses and retreated to Virginia.) (4.H.1.3, 4.H.1.4, 4.G.1.2)*

**After students read the text, ask the following questions:**

**LITERAL**—What were the Halifax Resolves? (4.H.1.3, 4.H.1.4)

- » The Halifax Resolves were a set of instructions from North Carolina’s leaders telling their delegates at the Continental Congress to vote for independence from Britain.

**INFERENTIAL**—What does the fact that the date of the Halifax Resolves is on North Carolina’s flag reveal about the state’s Revolutionary War legacy? (4.H.1.3, 4.H.1.4, 4.H.1.6)

- » The fact that the date of the Halifax Resolves is on North Carolina’s flag shows that North Carolina is proud to have been one of the first colonies to call for independence and sees that moment as an important part of the state’s history.

**EVALUATIVE**—Did life for everyone in North Carolina change for the better after the American Revolution? Why or why not? (4.H.1.2, 4.H.1.5)

- » No, life did not improve for everyone. Loyalists lost their land. Patriots also retaliated against Native American groups, such as the Cherokee, who had sided with the British. Enslaved people continued to face the harsh conditions of slavery.

**LITERAL**—What are some ways that women supported the American Revolution? (4.H.1.1, 4.H.1.2)

- » Women managed farms and businesses, raised money and supplies, and cared for wounded soldiers. A few even fought in battles.

### **“North Carolina in the New United States,” pages 62–64**

**Scaffold understanding as follows:**

**Have students read the section on pages 62–64 independently.**

**SUPPORT**—Explain that the Articles of Confederation established a weak central government that had very little power and could not make or enforce rules for all the states. People at the time were concerned about an overly strong government due to their experiences with the British government, which they felt trampled on their rights, but they also realized that they needed a stronger government than the Articles of Confederation provided.

**CORE VOCABULARY**—Point out the vocabulary term *ratify*, and explain its meaning.

**SUPPORT**—Point out the terms *Federalists* and *Antifederalists* in the third paragraph of the section on page 63. Explain that the prefix *anti-* means against. Ask students what Antifederalists were against and how their ideas differed from the Federalists. (*Antifederalists were against a strong national government, but Federalists thought a strong national government was needed.*) (4.H.1.3, 4.H.1.5)



**SUPPORT**—Point out the phrase “bill of rights” in the last paragraph of the section. Explain that a bill of rights is a list of rights or freedoms that the government promises to protect. The U.S. Constitution’s Bill of Rights consists of the first ten amendments and protects rights like freedom of speech, assembly, and religion.

**After students read the text, ask the following questions:**

**LITERAL**—What were the Articles of Confederation, and why did they need to be changed? (4.H.1.3)

- » The Articles of Confederation were the first plan for the U.S. government, but the plan lacked an executive and had a weak central government. The states acted independently, and the central government couldn’t collect money or make rules that applied to the whole country.

**LITERAL**—Why didn’t North Carolina approve the Constitution at first? (4.H.1.3, 4.H.1.5)

- » Some North Carolina leaders didn’t approve of the Constitution at first because they thought the new government would be too powerful and take away the freedoms they had just won.

**EVALUATIVE**—Why did adding a bill of rights help convince North Carolinians to ratify the Constitution? (4.H.1.3, 4.H.1.4)

- » Adding a bill of rights helped convince North Carolinians to ratify the Constitution because it promised to protect the rights of citizens, such as freedoms of speech and religion.

### **“Challenges and Growth,” pages 64–66**

**Scaffold understanding as follows:**

**Read the first two paragraphs of the section on page 64 aloud.**

**SUPPORT**—Invite students to visualize (or picture in their mind) the scene as you read. Then have one or two volunteers paraphrase the problems with transportation identified in these paragraphs. (*Narrow dirt roads made travel slow, difficult, and sometimes dangerous.*) (4.E.1.2, 4.G.1.2)

**CORE VOCABULARY**—Point out the vocabulary term *infrastructure*, and explain its meaning. Invite volunteers to share examples of infrastructure in your community. (4.G.1.2)

**Have students read the remainder of the section on pages 65–66 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary terms *turnpike* and *canal*, and explain their meanings.

**SUPPORT**—Point out the phrase “plank roads” in the third paragraph of the section. Explain that plank roads were made by laying wide wooden boards across the ground. This helped keep wagons from sinking in mud, especially in rainy weather.

**After students read the text, ask the following questions:**

**LITERAL**—What was a turnpike, and why did some people build them? (4.E.1.2, 4.G.1.2)

- » A turnpike was a road for which travelers paid a fee; the money helped keep the road in good shape. People built them to make travel easier and possibly also to make some money.

**EVALUATIVE**—Why were canals and waterways important for North Carolina’s economy? (4.E.1.2, 4.G.1.2)

- » Canals and waterways were important for North Carolina’s economy because boats could carry goods faster than wagons, especially in places where roads were in bad shape.

**EVALUATIVE**—How did railroads help bring the people and regions of North Carolina closer together? (4.E.1.2, 4.G.1.2)

- » Railroads helped bring the people and regions of North Carolina closer together because they allowed people and goods to travel faster and connect with faraway places, making trade and communication easier.

### **“The First Industrial Revolution,” pages 66–68**

**Scaffold understanding as follows:**

**Have students read the section on pages 66–68 independently.**

**SUPPORT**—Point out the word *revolution* in the section title. Explain that a revolution is a huge change. Remind students that they just learned about the American Revolution, which was a big change in government. In the Industrial Revolution, the big change was in how people made things and did work, using machines instead of doing everything by hand.

**SUPPORT**—Remind students that textiles, referenced in the first sentence of the third paragraph of the section, are things made from cloth or fabric.





**SUPPORT**—Point out the term *raw material* in the third paragraph of the section. Explain that a raw material is something from nature, like cotton, that is used to make other products (like textiles).

**ACTIVITY**—Have students complete an Analyze an Image (AP 4.1) for the image on page 67. (4.E.1.2, 4.H.1.1, 4.H.1.2)

**SUPPORT**—Point out the phrase “economic diversity” in the fifth paragraph of the section on page 68. Explain that economic diversity means having many different kinds of jobs and industries. During the Industrial Revolution, new jobs in mills, railroads, and businesses gave people more choices beyond farming, which helped towns grow and allowed families to earn wages and improve their lives.

**CORE VOCABULARY**—Point out the vocabulary term *cure*, and explain its meaning.

**ELL SUPPORT**—Point out the vocabulary term *cure*. Explain that *cure* has more than one meaning. It can mean preserving by smoking, drying, or salting, or it can mean treatment or recovery from a disease. Give students two example sentences, and have them identify which meaning is being used in each sentence: Scientists are looking for a cure for the common cold. (*treatment or recovery from disease*) Bacon is a cured meat. (*preserving by smoking, drying, or salting*)

**After students read the text, ask the following questions:**

**EVALUATIVE**—Why were textile mills built next to rivers? (4.E.1.2, 4.G.1.1, 4.G.1.2)

- » Textile mills were built next to rivers because they were powered by water.

**EVALUATIVE**—What factors helped North Carolina become a leader in the textile industry? (4.E.1.2)

- » North Carolina became a leader in the textile industry because cotton grew well in its fertile soil and warm climate. There were also rivers that provided power for the mills. North Carolina’s economy also benefited from its location. It served as a connection for trade between the agricultural, cotton-growing South and the industrial North.

**EVALUATIVE**—How did the invention of the cotton gin change life for North Carolinians? (4.E.1.2, 4.H.1.1, 4.H.1.2, 4.G.1.2)

- » The cotton gin changed life for North Carolinians because it made farming more efficient and profitable. This meant more wealth for plantation owners in eastern North Carolina. It also meant more demand for enslaved labor. Enslaved workers were forced to work harder under harsh conditions.

**LITERAL**—How did the Industrial Revolution change where people lived? (4.E.1.2, 4.G.1.1, 4.G.1.3)

- » The Industrial Revolution changed settlement patterns. The promise of work in textile mills drew settlers to the growing towns in the Piedmont region.

**INFERENTIAL**—Did everyone benefit from the Industrial Revolution in the same way? Why or why not? (4.E.1.2, 4.H.1.1, 4.H.1.2, 4.H.1.5)

- » No, everyone did not benefit from the Industrial Revolution in the same way or at the same time. Some people became rich because new machines made work more efficient, but it made life harder for other people. Factory work was hard, and enslaved people were forced to work even more as demand for cotton production grew.

### **“Indian Removal and Forced Migration,” pages 68–71**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 68–71 aloud.**

**SUPPORT**—Point out the phrase “forced migration” in the section title. Explain that migration is a move from one place to another. Forced migration means that people were made to move from their homes, even if they didn’t want to. Another term for forced migration is “involuntary migration” because people did not volunteer to relocate.



**SUPPORT**—Direct students to the Trail of Tears map on page 70. Ask: Where did the forced migration of the Cherokee begin on the Trail of Tears? (*Charleston and Fort Payne*) Where did they end their journey? (*Tahlequah and Fort Gibson, Oklahoma*) What present-day states did the trails pass through? (*Some passed through Alabama, Tennessee, and Arkansas; others passed through Tennessee, Kentucky, Illinois, Missouri, and Arkansas.*) (4.G.1.2, 4.G.1.3)

**SUPPORT**—Explain to students that the Indian Removal Act did not actually give President Jackson the power to force Native Americans off their land. The law only said the president could offer Native Americans land in the West if they agreed to leave their land in the East. Jackson went further than the law allowed by using soldiers to make Native Americans leave their homes.

**TURN AND TALK**—Why did the Cherokee refer to the Trail of Tears as “the place where they cried”? (*Possible response: The Cherokee called the Trail of Tears “the place where they cried” because it was a very sad and painful journey. Thousands of Cherokee people were forced to leave their homelands and move west to unfamiliar lands. They suffered from hunger, disease, and harsh weather during the long trip, and many died.*) (4.B.1.2, 4.G.1.3, 4.H.1.1, 4.H.1.2, 4.H.1.4)

**CORE VOCABULARY**—Point out the vocabulary terms *resilience* and *reservation*, and explain their meanings.

**After volunteers read the text, ask the following questions:**

**LITERAL**—What was the Indian Removal Act of 1830? (4.H.1.4)

- » The Indian Removal Act was a law passed in 1830 that aimed to clear the way for settlers to move onto Native lands. It led the U.S. government to force Native American tribes to move west of the Mississippi River so white settlers could take their land.

**LITERAL**—What did the Cherokee do to try to stay on their land? (4.G.1.3, 4.H.1.4)

- » Cherokee attempts to stay on their land included fighting to protect their homeland, writing letters, and going to court. They won the Supreme Court case *Worcester v. Georgia*, but their victory was short-lived.

**EVALUATIVE**—Describe the condition of the Cherokee by the end of the Trail of Tears. (4.G.1.3, 4.H.1.1)

- » The Cherokee and others who traveled the Trail of Tears suffered from disease, starvation, and harsh weather conditions. Many did not survive the journey.

**EVALUATIVE**—Who are the Eastern Band of Cherokee Indians? (4.H.1.3)

- » The Eastern Band of Cherokee Indians are a band of Cherokee who descended from Cherokee Indians who avoided removal by fleeing to the mountains. Many continued to hunt and farm in the ways of their ancestors.

## Timeline Cards

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- Show students the Chapter 5 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did North Carolina develop as a state?”
- Invite a student to post the cards to the timeline under the dates referencing the appropriate spans of time provided. Refer to the diagram in the unit’s Introduction for guidance on the placement of each card to the timeline.



## CHECK FOR UNDERSTANDING

### Ask students to do the following:

- Write a short answer to the Big Question: “How did North Carolina develop as a state?”
  - » Key points students should include: North Carolina developed from a colony of struggling farmers into a more connected, economically diverse state; high taxes and unfair treatment led farmers to protest in the Regulator Movement and to later move toward independence; state leaders supported independence with the Halifax Resolves; North Carolina played key roles in battles like Moore’s Creek Bridge; the state ratified the U.S. Constitution, but only after a bill of rights was promised; the state improved transportation with plank roads, canals, and railroads, which helped expand trade and connect regions; the Industrial Revolution brought factories and increased the textile and tobacco industries, which helped lead to economic growth and population shifts to the Piedmont; the invention of the cotton gin increased cotton production and plantation agriculture, as well as the demand for enslaved labor; the Indian Removal Act and the Trail of Tears forced many Native Americans, especially the Cherokee, off their land, but some resisted or survived in the mountains.
- Choose two of the Core Vocabulary terms (*militia, boycott, delegate, ratify, infrastructure, turnpike, canal, cure, resilience, reservation*), and explain how they are related to each other.

To wrap up the lesson, invite several students to share their responses.

## Additional Activities

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### Online Resources



Download the Core Knowledge In Your State Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

## CHAPTER 6

# North Carolina and the Civil War

**The Big Question:** How did the debate over slavery and the Civil War affect North Carolina?

### Primary Focus Objectives

- ✓ Describe how the values and beliefs of various groups affected the slavery debate in North Carolina and its decision to secede. (4.B.1.2, 4.G.1.3, 4.H.1.5)
- ✓ Explain how the Civil War and Reconstruction affected the state's economy and the lives of different groups of people living in the state. (4.E.1.2, 4.G.1.1, 4.H.1.1, 4.H.1.2, 4.H.1.3)
- ✓ Summarize the role that North Carolina played in the Civil War. (4.B.1.2, 4.H.1.1, 4.H.1.3, 4.H.1.4)
- ✓ Understand the meaning of the following domain-specific vocabulary: *sectionalism, states' rights, exempt, casualty, blockade, sharecropper, segregation*.

### What Teachers Need to Know

#### Online Resources



For background information, download the Core Knowledge In Your State Online Resource "About North Carolina and the Civil War":

<https://www.coreknowledge.org/ck-in-your-state-history/>

### Materials Needed

#### Activity Page



AP 6.1

- individual student copies of Domain Vocabulary: Chapters 5–6 (AP 6.1)
- map of westward expansion
- map of North Carolina during the Civil War

#### Online Resources



Use this link to download the Core Knowledge In Your State Online Resources for this unit, where the specific links to the maps may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

**sectionalism, n.** strong loyalty to one's region and its interests, often to the exclusion of the interests of other regions (75)

*Example:* As a result of sectionalism, people tended to favor the interests of their state over the country as a whole.

*Variations:* sectionalist (n.)

**states' rights, n.** political powers that belong to state governments under the Constitution; also, the belief that the federal government should have less power and state governments should have more power (75)

*Example:* Southern leaders argued that states' rights allowed states to make their own decisions about issues like slavery.

**exempt, adj.** excused from the reach of a law or rule (78)

*Example:* Rich men could pay money to become exempt from fighting in the war.

*Variations:* exempt (v.), exemption (n.)

**casualty, n.** a person killed, wounded, injured, or missing in wartime (79)

*Example:* Civil War battles resulted in many casualties on both sides.

*Variations:* casualties

**blockade, n.** a military strategy aimed at preventing people and goods from entering or leaving an area (79)

*Example:* Union ships formed a blockade to stop supplies from reaching Southern ports.

*Variations:* blockades, blockade (v.)

**sharecropper, n.** a farmer who works land owned by someone else and pays the landowner with a portion of the crops they grow (85)

*Example:* After the war, many formerly enslaved people became sharecroppers, farming land in return for a share of the crops they grew.

*Variations:* sharecroppers, sharecrop (v.), sharecropping (n.)

**segregation, n.** the act of keeping people separate, usually on the basis of race (86)

*Example:* Southern states passed laws to enforce segregation, which separated people based on race.

*Variations:* segregate (v.), segregated (adj.)



## Introduce “North Carolina and the Civil War”

Review what students read in Chapter 5 about the growth of plantations and number of enslaved people in North Carolina. Explain that throughout the first half of the 1800s, slavery became an increasingly important—and divisive—issue in the country. Eventually, disagreements about slavery led to war. Explain that students will read about that war and its aftermath in this chapter.

Call students’ attention to the Big Question. Tell students to look for details about the impact of slavery and the Civil War on North Carolina.

## Guided Reading Supports for “North Carolina and the Civil War”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

### “North Carolina Chooses a Side,” pages 72–74

**Scaffold understanding as follows:**

**Read the first paragraph of the section on page 72 aloud.**

**SUPPORT**—Direct students to the image of the state capitol on pages 72–73. Explain that the drawing shows the state capitol building in the 1800s. Have students turn back to page 18 and find the image of the capitol building today. What looks the same? (*Possible response: The dome, the columns, and the architecture are all the same.*) What looks different? (*Possible response: The photo on page 18 shows the city and tall buildings behind the capitol, which were not there at the time of the Civil War.*) (4.H.1.5)

**ELL SUPPORT**—Point out the word *anxiously* in the first sentence of the paragraph. Explain that feeling anxious means feeling nervous or unsure. Ask: What does being anxious look like or feel like? Invite volunteers to act it out.

**SUPPORT**—Point out the word *secede*. Explain that *secede* means to officially leave a group or organization. In this case, it describes leaving the United States. This was the first time that a state had *seceded* from the United States.

**SUPPORT**—Point out the word *hesitated* at the end of the first paragraph. Explain that *hesitate* means to stall, pause, wait, or put off a decision.

**Invite volunteers to read the remainder of the section on page 74 aloud.**

**SUPPORT**—Draw attention to the table. Ask: Which was the first state to secede? (*South Carolina*) How long did it take after South Carolina seceded for North Carolina to vote to follow? (*five months*) How does the caption help you understand the information in the table? (*The caption explains why the Southern states left, or seceded from, the United States. It helps me understand that even though it looks like the states seceded within a few months of each other, they decided after years of disagreements between the North and South.*) (4.H.1.3, 4.H.1.4)

**SUPPORT**—Read aloud the last clause in the last sentence of the section: “There was no turning back.” Explain that this meant that the decision to leave the Union was final; North Carolina could not change its mind. Using this sentence helps readers better understand the seriousness of the decision.

**After volunteers read the text, ask the following questions:**

**LITERAL**—What were the people outside the capitol building waiting for? (4.B.1.2, 4.H.1.3, 4.H.1.4)

- » The people outside the capitol building were waiting to hear whether the lawmakers had decided if the state would secede, or leave the United States of America.

**EVALUATIVE**—What are two reasons that some people in North Carolina thought the state should leave the Union? (4.B.1.2, 4.H.1.4)

- » People believed in states’ rights and thought that North Carolina and other states should be able to decide on issues like slavery. They also felt that it didn’t make sense for North Carolina to stay with the Union when it was surrounded by states that planned to secede.

**INFERENTIAL**—Why do you think people were anxious, or hesitant, about the decision of whether or not to leave the Union? How do you think people felt after the decision was made? (4.H.1.4, 4.H.1.5)

- » Possible response: People were anxious because this was a big decision, and there was no turning back. People might have even felt more anxious after the decision was made because they didn’t know what to expect. Some people were apparently happy about the decision because the text says that “church bells rang, cannons fired, and cheers erupted.” Many people probably knew that war was coming, even if they didn’t know how long the war would last.

**Scaffold understanding as follows:**


**Invite volunteers to read the section on pages 74–78 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *sectionalism*, which is also in the section title, and explain its meaning. Relate it to the root word *section* by explaining that people felt more loyalty to their own “section,” or part, of the country than to the country as a whole.

**SUPPORT**—Point out the phrase “caught between two worlds” in the first sentence of the section. Explain that this phrase means being pulled in two directions or having to choose between two different sides.

Online Resources



 **SUPPORT**—Show students the map of westward expansion. Point out the areas gained in the Louisiana Purchase and the Mexican–American War. Note that these were huge areas of land that accounted for more than half of the present-day continental United States. When the United States acquired these areas, they were broken into territories, but when enough people settled in the territories, they could ask to become states. Every time a new state was added, leaders argued about whether or not it would allow slavery. People in both the North and the South worried that adding new states with or without slavery would give more power in Congress to the other side.

**CORE VOCABULARY**—Point out the vocabulary term *states’ rights*, and explain its meaning.

**SUPPORT**—Point out the word *abolitionists* in the second paragraph of the section. Explain that abolitionists wanted to abolish, or end, the practice of slavery.

**SUPPORT**—Point out the phrase “Fugitive Slave Act” in the third paragraph of the section. Define the word *fugitive* as someone who is running away or trying to escape. In this context, it refers to people escaping from slavery. Explain that the Fugitive Slave Act required that Northern states return enslaved people who had escaped back to the South.

**SUPPORT**—Point out the word *immoral* at the end of the third paragraph of the section. Explain that *immoral* means wrong.

**SUPPORT**—Point out the word *revolts* in the fourth paragraph of the section. Explain that a revolt is when a group of people fights back or rises up against those in power, often arming themselves with whatever weapons are available. Let students know that slave revolts were rare in part because they were so dangerous. Those captured after a revolt were usually killed. Even those suspected of planning a revolt would be severely punished, sold, and possibly even killed.

**SUPPORT**—Point out the word *collapse* in the fifth paragraph of the section on page 76. Explain that *collapse* means to fall apart or break down completely; the plantation owners worried that their plantations would fail because they depended on enslaved people to grow and harvest their crops. But they went further, arguing that the entire economy of the South would collapse, or fail, because the plantations were important to the state's economy.

**SUPPORT**—For the seventh paragraph of the section, explain that Fort Sumter was a U.S. (federal) military base in Charleston, South Carolina, where the war began. Union troops had been stationed there since before South Carolina seceded. After that state seceded, its leaders said that the fort now belonged to their new government, the Confederacy. The U.S. government disagreed and refused to give up the fort. In April 1861, Confederate forces fired on Fort Sumter, starting a battle. The Union commander surrendered after about a day and a half, mainly because of the heavy damage caused by the bombardment, though the fort was also short on supplies. Point out that this happened about six weeks before North Carolina seceded.



**SUPPORT**—Direct students to the map on page 77. Explain that the border states were states that allowed slavery but did not secede; rather, they chose to stay with the Union. Explain that one of the border states, West Virginia, was actually part of Virginia, but the people in that part of the state chose in 1863 to break away from Virginia to form their own state. Ask students to name the other four border states. (*Missouri, Kentucky, Maryland, Delaware*) Explain that Kansas was admitted to the Union after South Carolina had seceded. Ask: Was Kansas a slave state or a free state? (*a free state*) (4.G.1.2, 4.H.1.3)

**TURN AND TALK**—Ask students to discuss why the states of Missouri, Kentucky, West Virginia, Maryland, and Delaware decided to stay with the Union, even though they allowed slavery. (*Possible response: The slave states of Missouri, Kentucky, West Virginia, Maryland, and Delaware likely stayed with the Union because of their location. They were close to Northern states and surrounded by Union forces, so it may have been harder for them to join the Confederacy. Also, these states probably did not have as many big plantations as in the South and may have had more industry. Some people in those states might not have wanted to leave the United States or go to war.*) (4.H.1.3, 4.H.1.5)

**CORE VOCABULARY**—Point out the vocabulary term *exempt*, and explain its meaning. Help students understand that some people believed the war helped only wealthy plantation owners; they pointed to the exemption to the draft given to men who owned twenty or more enslaved people as evidence for that view.

**After volunteers read the text, ask the following questions:**

**EVALUATIVE**—How did the economies of the Northern and Southern states differ, and how did this contribute to the conflict? (4.E.1.2, 4.G.1.1)

- » The economy of Northern states was based on factories and trading businesses, while the Southern economy relied heavily on agriculture and enslaved labor. This difference in economic systems created tension and disagreement between the regions.

**EVALUATIVE**—What was the Fugitive Slave Act, and how did it contribute to the conflict? (4.H.1.3, 4.G.1.3)

- » The Fugitive Slave Act was a law passed in 1850 that required people to return escaped enslaved people, even if they were found in free states. It contributed to the conflict because many Northerners thought the law was unfair and wrong, while many Southerners believed it was needed to protect what they saw as their property.

**EVALUATIVE**—What were some ways that enslaved people resisted slavery? (4.H.1.1, 4.H.1.3, 4.G.1.3)

- » Some enslaved people ran away, traveling long distances to reach free states. Others slowed down their work or created work stoppages by breaking or hiding tools. Others resisted in more direct ways, such as by revolting. Some sued for their freedom.

**LITERAL**—Who was Dred Scott? What did the Supreme Court rule in his lawsuit? (4.H.1.1, 4.H.1.2, 4.H.1.3, 4.G.1.3)

- » Dred Scott was an enslaved man who sued in court for his freedom because he had lived in free territories. The Supreme Court ruled against him, saying that African Americans were not citizens and had no rights.

**LITERAL**—What happened at Fort Sumter in April 1861? What did that event launch? (4.H.1.4)

- » In April 1861, Confederate forces fired on Union troops at Fort Sumter. That event launched the Civil War.

### **“North Carolina’s Role in the Civil War,” pages 78–80**

**Scaffold understanding as follows:**

**Have students read the section on pages 78–80 with a partner.**

**TURN AND TALK**—At the time of the Civil War, people thought being a North Carolinian was more important than being a citizen of the United States. Ask: Do people still think that way today? How do you know?


(Answers will vary, but students should defend their opinions with relevant facts and examples.) (4.H.1.5)

**CORE VOCABULARY**—Point out the vocabulary term *casualty*, and explain its meaning.

**CORE VOCABULARY**—Point out the vocabulary term *blockade*, and explain its meaning. Explain also that blockade runners were fast ships used to sneak supplies past the Union’s blockade.

Online Resources



 **SUPPORT**—Display the map of North Carolina during the Civil War, and point out the locations and battles mentioned in the text.

**SUPPORT**—Call attention to the image at the top of page 80, and read aloud the caption. Remind students that a “turning point” means an important moment when things start to change direction. Ask students why closing the port of Wilmington might have been such a big moment in the war. Guide them to consider how it affected the Confederacy’s ability to get food, weapons, and other supplies. (4.G.1.2, 4.H.1.4)

**After students read the text, ask the following questions:**

**EVALUATIVE**—Why was North Carolina a “key battleground” during the war? (4.G.1.2, 4.H.1.4)

- » North Carolina was a “key battleground” because of its location and its ports, which were important.

**LITERAL**—What kinds of goods did the South bring in through its ports? (4.G.1.2, 4.H.1.4)

- » The South brought in food and supplies, including shoes, uniforms, bullets, medicine, and wheat.

**EVALUATIVE**—Why was Fort Fisher important to the Confederacy? (4.G.1.2, 4.H.1.4)

- » Fort Fisher was the fort that protected the port of Wilmington, which was the last major port for the Confederacy to bring in supplies.

**INFERENTIAL**—Why do you think more Union-supporting soldiers came from the Piedmont and Mountain regions than from other parts of North Carolina? (4.B.1.2, 4.G.1.1, 4.H.1.5)


- » More soldiers maybe came from the Piedmont and Mountain regions because those areas had fewer large plantations and did not rely as much on slavery. They may have been more likely to view the war as benefiting only plantation owners and other wealthy Southerners.



**Scaffold understanding as follows:**

**Have students read the section on pages 80–82 independently.**

**SUPPORT**—Point out the phrase “path of destruction” in the first paragraph of the section. Explain that a path of destruction means a trail or area where things have been badly damaged or ruined. As General Sherman’s troops moved through the South, they destroyed buildings, railroads, and supplies to weaken the Confederate war effort. The phrase is often used to describe the destruction left by a tornado, hurricane, or other storm.

 **SUPPORT**—Direct students to the map of Sherman’s March to the Sea on page 81. Explain that General William Tecumseh Sherman led Union soldiers through Southern states, destroying property to weaken the Confederacy’s ability and willingness to fight. Use the map to trace his path into North Carolina. Ask: Through what North Carolina cities did Sherman’s troops pass? (*Fayetteville, Goldsboro, and Raleigh before stopping in Bennett Place*) (4.G.1.2, 4.H.1.4)

**SUPPORT**—Point out the word *refugees* in the second paragraph of the section on page 81. Explain that in this context, a refugee is someone who has to leave their home to escape danger. Point out that many North Carolinians became refugees during the Civil War.

**SUPPORT**—Clarify that the fighting stopped when Confederate armies surrendered, or gave up. The final surrender in North Carolina happened at Bennett Place.

**SUPPORT**—Point out that at the beginning of page 82, the text jumps backward in time to explain how North Carolina changed during the war. Illustrate this concept by making a simple timeline on the board or chart paper for students to see visually.

**SUPPORT**—Remind students that Abraham Lincoln was president at the time of the Civil War. Point out the word *emancipation* in the final paragraph of the section. Define *emancipation* as the act of freeing someone from slavery or control and *proclamation* as an official public announcement, so the Emancipation Proclamation was an official announcement declaring that enslaved people in Confederate states were free. Explain also that the Emancipation Proclamation freed enslaved people only in Confederate states, not in border states. Ask: Why do you think President Lincoln chose to free only the enslaved people in Confederate states and not in border states? (*Lincoln wanted to weaken the Confederacy, not push the border states into joining it.*) (4.H.1.2, 4.H.1.3)

**After students read the text, ask the following questions:**

**EVALUATIVE**—Why did Greensboro become important for the Confederacy during the Civil War? (4.G.1.2, 4.G.1.4)

- » Greensboro became important as a railroad hub connecting Confederate supply lines.

**EVALUTIVE**—Why did both Union and Confederate troops destroy towns, railroads, and farms? (4.H.1.4)

- » Both sides' troops destroyed towns and railroad tracks to stop the other side from making and transporting supplies. They destroyed farms so that the other side couldn't use the crops for food.

**LITERAL**—What was the Emancipation Proclamation? How did the proclamation affect people in North Carolina? (4.H.1.3, 4.H.1.5)

- » The Emancipation Proclamation was an 1863 order by President Lincoln that declared the end of slavery in Confederate states, including North Carolina.

**LITERAL**—How and when did the Civil War end? (4.H.1.4)

- » The Civil War ended when Confederate armies surrendered. In North Carolina, the fighting stopped in April 1865.

### **"The Impact of the War on North Carolina's Economy," pages 82–83**

**Scaffold understanding as follows:**

**Have students read the section on pages 82–83 with a partner.**

**SUPPORT**—Point out the phrase "came apart" in the second paragraph of the section. Clarify that this phrase means that the plantation system stopped working the way it had because it had depended on enslaved labor.



**SUPPORT**—Point out the term "Thirteenth Amendment" in the second paragraph of the section. Remind students that an amendment is an official change to the U.S. Constitution. The Thirteenth Amendment was ratified in 1865 and officially ended slavery in the United States, except for use as punishment for a crime.

**After students read the text, ask the following questions:**

**LITERAL**—In the years leading up to the war, what was North Carolina's economy largely based on? (4.E.1.2)

- » In the years leading up to the war, the state's economy was largely based on plantation agriculture, including tobacco, cotton, and rice. These crops required a lot of labor, much of which was provided by enslaved people.

**EVALUATIVE**—How did North Carolina’s economy change after the Civil War? (4.E.1.2)

- » The state gradually shifted away from agriculture and toward manufacturing.

### **“Contributions and Changing Roles,” pages 83–85**

#### **Scaffold understanding as follows:**

**SUPPORT**—Ask students to use what they’ve learned so far to make predictions about how the war impacted different groups of people living in North Carolina. (*Answers will vary.*) Suggest to students that they look and listen for details as you read that confirm or refute their predictions. (4.H.1.2, 4.H.1.3)

#### **Read the section on pages 83–85 aloud.**

**SUPPORT**—Call attention to the information about the Thomas Legion in the first paragraph of the section. Define *legion* as a group of soldiers. Guide students to understand that the Thomas Legion was a special Confederate military unit named after its leader, William Thomas. It was made up of different groups, including about four hundred Cherokee soldiers.

**SUPPORT**—Point out the phrase “shedding light” in the second paragraph of the section. Explain that this phrase is a saying that means helping people understand something or making something clearer.

**SUPPORT**—Point out the term *regiments* in the third paragraph of the section. Explain that a regiment is a large group of soldiers that fights together.

**SUPPORT**—Point out the phrase “strength of mind” in the last sentence of the section. Explain that strength of mind refers to mental courage, determination, and focus when facing something difficult.

#### **After you read the text, ask the following questions:**

**EVALUATIVE**—Why did some Cherokees join the Confederacy? (4.B.1.2, 4.H.1.2)

- » The Cherokee joined the Confederacy because some hoped that their participation in the war would help them protect their land.

**LITERAL**—What are some ways that the war changed life for women? (4.H.1.2)

- » The war changed life for women as they took on new responsibilities. With so many men away, women managed farms and businesses. They also worked as nurses and seamstresses who made uniforms and blankets for soldiers.

**INFERENTIAL**—Why do you think so many African Americans wanted to serve in the Union Army? (4.B.1.2, 4.H.1.1, 4.H.1.2)

- » Possible response: I think many African Americans wanted to serve in the Union Army because they hoped it would help end slavery and bring freedom for themselves and others. Joining the army was a way to fight for their rights and prove they were brave and independent.

### **“Reconstruction and Postwar Reform Efforts,” pages 85–87**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 85–87 aloud.**

**SUPPORT**—Unpack the title of this section, beginning with the word *reconstruction*. Work with students to break the word into its parts. Remind students that the prefix *re-* means again and the root *construction* means building, so reconstruction is building again. The word *Reconstruction* is used to describe the period after the war when the South rebuilt its towns, economy, and society. Then point out the phrase “Postwar Reform Efforts” in the section title. Explain that *postwar* means after the war. The word *reform* means to make something better or fairer by changing it. So postwar reform efforts were attempts to improve life in the South after the war.

**CORE VOCABULARY**—Point out the vocabulary term *sharecropper*, and explain its meaning.

**SUPPORT**—Point out the word *infrastructure* in the third paragraph of the section on page 85. Remind students that this was a vocabulary term in Chapter 5, and ask them to recall its meaning. (*the public works system that includes roads, bridges, water, public transportation, etc.*) Ask students why they think the federal government made repairing infrastructure a priority after the war. Remind students of the devastation that happened during the war, and guide them to understand that damaged roads, bridges, and railroads made it difficult to move goods and rebuild towns and farms. (4.H.1.3, 4.H.1.4)

**SUPPORT**—Point out the word *discriminatory* in the fourth paragraph of the section on page 86. Explain that something discriminatory is something that treats people unfairly.

**CORE VOCABULARY**—Point out the vocabulary term *segregation*, and explain its meaning.

**After volunteers read the text, ask the following questions:**

**INFERENTIAL**—Why do you think that sharecropping became common during Reconstruction? (4.E.1.2, 4.H.1.2)

- » Plantation owners still needed workers, and formerly enslaved people needed jobs, but most people who owned land had little money to pay people to work on that land.

**LITERAL**—What new rights were given to African Americans in North Carolina’s 1868 constitution? (4.H.1.4)

- » The state constitution granted African Americans the right to own property, sign contracts, go to court, and attend public school. It also granted African American men the right to vote.

**LITERAL**—What was the Freedmen’s Bureau? (4.H.1.2)

- » The Freedmen’s Bureau was an organization established by Congress to help formerly enslaved people and poor whites in the South by setting up schools, providing medical care, and helping newly freed people find jobs and land to farm.

**EVALUATIVE**—Why did many white Southerners resist Reconstruction? (4.H.1.3, 4.H.1.5)

- » Many white Southerners wanted to keep their old way of life and didn’t like being told what to do by Northerners or the federal government.

**INFERENTIAL**—Do you think Reconstruction was successful? Why or why not? (4.H.1.5)

- » Possible response: Reconstruction was somewhat successful because it helped some people find jobs and built schools for African Americans, but it was not as successful as it could have been because many Southerners did not want integration and went back to enforcing discriminatory laws and practices.

## Timeline Cards

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- Show students the Chapter 6 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did the debate over slavery and the Civil War affect North Carolina?”
- Invite a student to post the cards to the timeline under the dates referencing the appropriate spans of time provided. Refer to the diagram in the unit’s Introduction for guidance on the placement of each card to the timeline.



## CHECK FOR UNDERSTANDING

### Ask students to do the following:

- Write a short answer to the Big Question: “How did the debate over slavery and the Civil War affect North Carolina?”
  - » Key points students should include: The debate over slavery divided North Carolinians; some people supported staying in the Union, while others pushed to join the Confederacy; North Carolina seceded and joined the Confederacy in 1861; North Carolina contributed more soldiers and suffered more casualties than any other Southern state; the state became a major battleground; many enslaved people escaped to Union lines, where some joined the Union Army; many cities were left in ruins; after the war, the plantation system collapsed; the economy gradually shifted from agriculture to industry; many newly freed African Americans became sharecroppers, leading to continuing poverty; North Carolina adopted a new constitution that gave African American men new rights, including the right to vote and hold public office; the Freedmen’s Bureau helped newly freed people adjust to their new lives, but many of the gains made were later reversed through laws that enforced segregation and limited voting rights.
- Choose one of the Core Vocabulary terms (*sectionalism, states’ rights, exempt, casualty, blockade, sharecropper, segregation*), and write a sentence using the term.

To wrap up the lesson, invite several students to share their responses.

**Note:** You may wish to assign Domain Vocabulary: Chapters 5–6 (AP 6.1) at this time.

Activity Page



AP 6.1

## Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>



## CHAPTER 7

# North Carolina in a Changing Nation

**The Big Question:** How did North Carolina change after Reconstruction?

### Primary Focus Objectives

- ✓ Compare and contrast how different regions of North Carolina developed during the Industrial Age. (4.E.1.2, 4.G.1.1, 4.G.1.2)
- ✓ Summarize how industrialization changed life and influenced migration for various groups of people to, from, and within North Carolina. (4.E.1.2, 4.G.1.1, 4.G.1.2, 4.G.1.3, 4.H.1.2, 4.H.1.3)
- ✓ Describe how the roles of African Americans, Native Americans, women, immigrants, and other groups changed in North Carolina following Reconstruction and how these groups contributed to social and economic changes. (4.G.1.2, 4.G.1.3, 4.H.1.1, 4.H.1.2, 4.H.1.3, 4.H.1.4)
- ✓ Understand the meaning of the following domain-specific vocabulary: *discrimination, spiritual, literacy test, poll tax, assimilate, suffrage, temperance, labor union, monopoly, mandatory*.

### What Teachers Need to Know

#### Online Resources



For background information, download the Core Knowledge In Your State Online Resource “About North Carolina in a Changing Nation”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

### Materials Needed

#### Activity Page



AP 4.1

- individual student copies of Analyze an Image (AP 4.1)
- video/audio of “African-American Spirituals,” “Nobody Knows the Trouble I’ve Seen,” “We Are Climbing Jacob’s Ladder,” and “Angels—A Call and Response Hymn”
- map of North Carolina
- world map



Use this link to download the Core Knowledge In Your State Online Resources for this unit, where the specific links to the video/audio clips and maps may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

## Core Vocabulary (Student Reader page numbers listed below)

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**discrimination, n.** unfair treatment of a person or group because of beliefs about that group of people (90)

*Example:* Following the Civil War, African Americans faced legal and cultural discrimination throughout the South.

*Variations:* discriminate (v.), discriminatory (adj.)

**spiritual, n.** a type of religious song marked by strong emotions that developed in African American churches (91)

*Example:* Spirituals emerged as a way for African Americans to express their faith and feelings through music.

*Variations:* spirituals

**literacy test, n.** a test to measure whether people could read, which citizens had to pass before they could vote (92)

*Example:* Some people could not vote because the literacy test was tricky to pass.

*Variations:* literacy tests

**poll tax, n.** a fee people had to pay in order to vote (92)

*Example:* Many poor people could not afford the poll tax that was required for people to vote.

*Variations:* poll taxes

**assimilate, v.** to adopt the culture or traditions of another group (93)

*Example:* Some immigrants had to learn new customs as they tried to assimilate into American life.

*Variations:* assimilates, assimilating, assimilated, assimilation (n.)

**suffrage, n.** the right to vote (94)

*Example:* Women in North Carolina joined the suffrage movement to fight for the right to vote.

*Variations:* suffragist (n.)

**temperance, n.** the practice of drinking little or no alcohol (94)

*Example:* The temperance movement demanded that people stop drinking alcohol.

**labor union, n.** a group of workers who join together to make sure their rights and wages are protected (97)

*Example:* The factory workers joined a labor union to demand an eight-hour workday instead of a ten-hour workday.

*Variations:* labor unions

**monopoly, n.** a situation in which one person, country, or company has complete control of the supply of a good or service (99)

*Example:* Because the company has a monopoly and benefits from no competition, they can charge prices that are extremely high.

*Variations:* monopolies, monopolize (v.)

**mandatory, adj.** required (100)

*Example:* It is mandatory for children in North Carolina to attend school.

*Variations:* mandate (n.), mandate (v.)

## THE CORE LESSON

### Introduce “North Carolina in a Changing Nation”

Review what students read about North Carolina and the Civil War in Chapter 6. Remind students that Reconstruction brought many changes to the state, but the period that followed brought additional changes. In this chapter, students will read about how North Carolina changed after Reconstruction.

Call students’ attention to the Big Question. Tell students to look and listen for details that describe how North Carolina changed during this time period.

### Guided Reading Supports for “North Carolina in a Changing Nation”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “The Industrial Age,” pages 88–90

**Scaffold understanding as follows:**

**Read the section on pages 88–90 aloud.**

**SUPPORT**—Call attention to the section title, “The Industrial Age.” Remind students that the word *industry* was a vocabulary term in Chapter 1, and have a volunteer recall the meaning. (*a group of businesses that manufacture a product or provide a service*) Explain that *industrial* is an adjective related to industry, meaning having to do with factories, machines, or manufacturing work. The word *age* in this context means an

era or time period, so the industrial age refers to a time in history when work shifted to focus on using machines and factories to produce goods.

**SUPPORT**—Direct students to the Chapter Opener image of the girl in the textile mill. Read the caption aloud. Remind students that textiles are cloths and fabrics. Point out the spools at the top of the machine. Explain that they are spools of thread. The machine weaves the threads together to create cloth.

**SUPPORT**—Point out the word *manufacturing* in the second paragraph of the section on page 90. Explain that manufacturing is when people use machines to produce goods, like clothes, toys, or cars. Have students identify things in the classroom or in everyday life that are manufactured. Guide students to recognize that this is basically everything: pencils, desks, cell phones, computers, clothing, sneakers, backpacks, and so on. **(4.E.1.2)**

**SUPPORT**—Point out the term “Second Industrial Revolution” in the last sentence of the section. Remind students that they learned about the First Industrial Revolution earlier in Chapter 5.

**TURN AND TALK**—Ask students to discuss the Big Question (“How did North Carolina change after Reconstruction?”) with a partner, summarizing the changes that are discussed in these first two paragraphs. (*Instead of relying mostly on farming, manufacturing became important. The state’s economy was industrialized. Many people moved to mill towns in search of jobs.*) **(4.G.1.2, 4.E.1.2, 4.H.1.4)**

**After reading the text, ask the following question:**

**EVALUATIVE**—What was the Second Industrial Revolution, and how did it affect North Carolina? **(4.E.1.2, 4.H.1.4)**

- » The Second Industrial Revolution was a time when factories and machines became important. In North Carolina, more mills and factories were built. This changed the economy because more people stopped farming and moved to mill towns so they could work in manufacturing jobs.

### **“African American Communities,” pages 90–93**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 90–93 aloud.**


**SUPPORT**—Remind students that Reconstruction was a period in which Southern states reentered the Union and the South had to rebuild. As part of Reconstruction, the federal government stationed troops in Southern states to help restore order, protect the rights of formerly enslaved people, and support the rebuilding of communities. Federal protection ended in 1877 when federal troops were removed from the South.

**CORE VOCABULARY**—Point out the vocabulary term *discrimination*, and explain its meaning.

**CORE VOCABULARY**—Point out the vocabulary term *spiritual*, and explain its meaning.


Online Resources




 **SUPPORT**—First, play the informative video “African-American Spirituals.” Then play the clips “Nobody Knows the Trouble I’ve Seen” and/or “We Are Climbing Jacob’s Ladder.” Explain that spirituals often provided hope to African Americans when they faced difficulties. Invite students to discuss with a partner how the songs contain the values and beliefs of the people who wrote the spirituals. (*Answers will vary.*) (4.B.1.1, 4.H.1.1, 4.H.1.3)

Online Resources




 **SUPPORT**—On page 91, explain that “call-and-response singing” is a song style in which one person sings a line and the group repeats the line or responds to it. Play the video clip of “Angels—A Call and Response Hymn.” Explain that a sermon is the talk or discussion given by a church leader during services.

 **SUPPORT**—Point out the phrase “civil rights” in the third paragraph of the section on page 91. Explain that civil rights are the rights that all citizens are supposed to have according to the Constitution and its amendments, such as the right to vote, freedom of speech, and freedom of religion. It is often used in the context of the civil rights movement of the 1950s and 1960s, when African Americans protested to demand equal treatment under the law. This movement inspired other groups to seek equality as well. However, as this chapter indicates, African Americans and their allies began fighting for civil rights long before the 1950s.

**Note:** Students will read about the civil rights movement in Chapter 9.

**SUPPORT**—Explain that the term “Jim Crow,” mentioned in the fourth paragraph of the section, comes from a racist character in old songs and shows. Over time, the term became used to describe unfair laws that required racial segregation and denied Black people their rights.

**SUPPORT**—Point out the phrase “segregated society” in the fourth paragraph of the section. Remind students that *segregation* was a vocabulary word in Chapter 6, and ask a volunteer to recall its meaning. (*the act of keeping people separate, usually on the basis of race*) Explain that a segregated society is one in which people of different races are not allowed to mix freely. In North Carolina and in the United States, Jim Crow laws and Jim Crow culture required African Americans and white people to live in different neighborhoods, work in different places, and attend separate schools, churches, and social events. (4.H.1.1, 4.H.1.2, 4.H.1.3)

 **SUPPORT**—Point out the term “Fifteenth Amendment” in the sixth paragraph of the section on page 92. Explain that the Fifteenth Amendment was added to the U.S. Constitution in 1870. Remind students that an amendment is a change or addition to the Constitution. The Fifteenth Amendment was the last of three so-called Civil War

Amendments: The Thirteenth Amendment (1865) ended slavery, and the Fourteenth Amendment (1868) said that all people born in the United States are citizens and must be treated fairly under the law. The Fifteenth Amendment was meant to protect the right to vote by making it illegal to stop someone from voting based on race, but many states found unfair ways to get around it. Help students appreciate the profound changes that these amendments brought about in a very short period of time. Help them understand that many white people in the South resisted these changes and tried to find ways to prevent them from taking full effect, hence the passage of Jim Crow laws and the creation of barriers to African Americans exercising their voting rights.

**CORE VOCABULARY**—Point out the vocabulary terms *literacy test* and *poll tax*, and explain their meanings.



**SUPPORT**—Point out the term “Disenfranchisement Amendment” in the sixth paragraph of the section. Explain that this was an amendment to the state constitution, not the U.S. Constitution. Break apart the word *disenfranchisement*: Explain that *enfranchise* means giving the right to vote, and the prefix *dis-* means away or to get rid of, so *disenfranchisement* is the act of taking away someone’s right to vote. African Americans were denied the right to vote through literacy tests, poll taxes, and other means.

**SUPPORT**—Explain that mobs often used intimidation and violence to keep Black people from trying to vote or challenging unfair laws.

**SUPPORT**—Explain that the grandfather clause helped white voters avoid unfair voting laws. It said that if a person’s grandfather could vote in 1867, they didn’t have to take a literacy test or pay a poll tax. This protected the voting rights of white people, whose grandfathers *had* been able to vote, but excluded African Americans because their grandfathers were most likely enslaved. Even in the unlikely event that they were free, Black people would not have been allowed to vote due to racial discrimination and/or threats of violence. Explain that the year 1867 was deliberately and intentionally chosen to prevent Black voting as 1867 was before the ratification of the Fifteenth Amendment.

**TURN AND TALK**—Connect “separate but equal” to student experiences. The Supreme Court ruled that segregation was legal if places were “separate but equal.” Ask: If two classrooms are separated, but one gets new books and desks while the other does not, is that truly fair? Encourage students to reflect on what fairness means. (4.B.1.2, 4.H.1.1, 4.H.1.2)

**SUPPORT**—Explain that many years later, a different group of justices on the Supreme Court reversed the decision about “separate but equal” in a famous case in the 1950s called *Brown v. Board of Education*. They will read about this change in Chapter 9.



**After you read the text, ask the following questions:**

**EVALUATIVE**—What were some ways that African Americans built strong communities after Reconstruction? (4.B.1.2, 4.H.1.1, 4.H.1.2, 4.H.1.3, 4.H.1.4)

- » African Americans built strong communities by focusing on education and building schools and colleges. They also relied on churches as important places for worship, social life, and support.

**LITERAL**—What were Jim Crow laws? (4.B.1.2, 4.H.1.1, 4.H.1.2, 4.H.1.4)

- » Jim Crow laws were laws that enforced and maintained segregated society. They were discriminatory laws.

**EVALUATIVE**—What are two ways that states got around the Fifteenth Amendment, which protected the right of African American men to vote? (4.B.1.2, 4.H.1.1, 4.H.1.2, 4.H.1.3, 4.H.1.4)

- » States, like North Carolina, got around the Fifteenth Amendment by requiring African Americans to pass literacy tests and to pay poll taxes.

**“Native American Communities,” pages 93–94**

**Scaffold understanding as follows:**

**Have students read the section on pages 93–94 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary term *assimilate*, and explain its meaning.

**SUPPORT**—Point out that Native American families were forced to take on white American customs and that children were often intentionally sent to boarding schools away from their families to force their assimilation. Emphasize that this was not always a free choice, but something many families were pressured or forced to accept.

**TURN AND TALK**—Ask students to discuss how they might feel if they were required to stop speaking their home language, stop practicing their traditions, or stop expressing themselves in ways they wished. (*Answers will vary.*) (4.B.1.1, 4.B.1.2, 4.H.1.2, 4.H.1.3, 4.H.1.5)

**SUPPORT**—Clarify what it means for a Native American group to receive recognition from the federal government or state government. It matters because it gives the group more rights and resources. Explain that the Cherokee have long been a federally recognized tribe; the Lumbee did not get full federal recognition until 2025.

**SUPPORT**—Point out that the Lumbee created a separate school system for members of their tribe. This meant that their schools were not

integrated with white or Black schools. This gave the Lumbee some control over their own education, but it also reflected ongoing segregation.

**After students read the text, ask the following questions:**

**LITERAL**—What does it mean to assimilate? (4.B.1.2, 4.H.1.1, 4.H.1.2)

- » To assimilate means to take on the culture or traditions of another group, often by giving up your own.

**EVALUATIVE**—What are some ways that the U.S. government tried to make Native Americans assimilate into “American” culture? (4.B.1.2, 4.G.1.3, 4.H.1.1, 4.H.1.2)

- » The U.S. government created Indian schools that forced Native American children to give up their languages, cut their hair, wear different clothes, and stop following their own customs. They were taught farming, housework, and other things the government thought they should learn.

**LITERAL**—What was the purpose of the Cherokee Indian School? (4.B.1.2, 4.H.1.1, 4.H.1.2, 4.H.1.3, 4.H.1.4)

- » The Cherokee created the Cherokee Indian School to give their children an education while also preserving the Cherokee culture.

**“Women’s Lives,” page 94**

**Scaffold understanding as follows:**

**Have students read the section on page 94 independently.**



**Note:** Students will read more about women’s suffrage and the Eighteenth Amendment in Chapter 8.

**SUPPORT**—Explain that although many women gained new job opportunities, those opportunities were not equal. Point out that African American women were more likely to work outside the home because their families had fewer financial resources, but they also faced racial discrimination that allowed them even fewer job options.

**CORE VOCABULARY**—Point out the vocabulary terms *suffrage* and *temperance*, and explain their meanings.

**SUPPORT**—Explain that leaders of the temperance movement believed that alcohol use caused problems like poverty, crime, and family problems.



**SUPPORT**—Point out the term *rallies* in the second paragraph of the section. Explain that a rally is a meeting where people gather to show support for a cause or to try to create change. Have students draw or act out a rally.

**After students read the text, ask the following questions:**

**LITERAL**—What kinds of jobs did women have during this time? (4.E.1.2, 4.H.1.2, 4.H.1.3)

- » During this time, some women worked in factories, while others became teachers or nurses.

**INFERENTIAL**—Why do you think more African American women worked outside the home than white women? (4.E.1.1, 4.E.1.2, 4.H.1.1, 4.H.1.2, 4.B.1.2)

- » Possible response: African American families tended to be less well-off than white families, so they were more likely to need the money that women earned.

**LITERAL**—What was the goal of the temperance movement? (4.B.1.2, 4.H.1.3)

- » The goal of the temperance movement was to ban alcohol use.

### **“Economic Growth and Industrialization,” pages 95–96**


**Scaffold understanding as follows:**


**Have students read the section on pages 95–96 independently.**


**SUPPORT**—Tell students that before electricity, steam-powered machines were a major new technology. Steam engines were powered by heating water into steam, usually by burning coal or wood. Steam-powered machines allowed factories to run faster and work longer, changing how industries like textiles and furniture could produce goods.

Online Resources



 **SUPPORT**—Display the map of North Carolina, and point out the cities mentioned in the text (Greensboro, Charlotte, Gastonia, Durham, Winston-Salem, High Point, Wilmington).

 **ACTIVITY**—Explain to students that geography and resources led to different types of work and growth as a state. Direct students back to pages 5 and 11. Have students discuss which industries discussed in the section were most important to each region. (*Piedmont: textiles, furniture; Coastal Plain: farming, shipping/trade; Mountains: logging, small farms*) (4.E.1.2, 4.E.1.3, 4.G.1.1, 4.G.1.2, 4.G.1.3)

 **SUPPORT**—Direct students to the map of railroads in North Carolina on page 95. Point out that the different colors of tracks show the railroads owned by different companies. Ask: In which region are most of the railroads? (*the Piedmont*) Why do you think this map was created? (*Possible response: to help businesses know which railroads could help them move goods from one place to another; to help people know which railroads served their community*) (4.E.1.2, 4.G.1.1, 4.G.1.2)

**After students read the text, ask the following questions:**

**LITERAL**—What are three major industries that grew in North Carolina during this time? (4.E.1.2, 4.H.1.4)

- » The textile, tobacco, and furniture industries grew in North Carolina during this time.

**LITERAL**—How did railroads help North Carolina’s economy grow? (4.E.1.2, 4.G.1.2)

- » Railroads connected cities and factory centers and helped goods move faster and farther.

**INFERENTIAL**—Why do you think the Piedmont region became the center of industry in North Carolina? (4.E.1.2, 4.G.1.1, 4.G.1.2, 4.G.1.3)

- » Possible response: Factories had begun in the Piedmont area, where available water was important for running mills. Also, the region had larger cities with populations to support the workforce as it grew. The Piedmont also had railroads, which may have been easier to build there than in more mountainous parts of the state.

**“Migration and Movement,” pages 96–97**

**Scaffold understanding as follows:**


**Have students read the section on pages 96–97 with a partner.**

**SUPPORT**—Point out the word *migration* in the section title. Remind students that *migration* means moving from one place to another. Explain that many people migrated from farms to cities in search of factory jobs and better opportunities. Help students notice that the word *immigration* has the same root. Explain that *immigration* means moving to a new country. You don’t have to move to a new country to migrate. For example, you could migrate from a rural to an urban area within North Carolina.

**SUPPORT**—Point out the reference to sharecropping in the second paragraph of this section. Remind students that they read about sharecropping in Chapter 6. Guide students to recall that sharecropping meant working land owned by someone else and paying the landowner with a portion of the crops they grew.

**Online Resources**



 **SUPPORT**—Point out the countries of Lebanon, Italy, and Greece on the world map. Explain that in the late 1800s and early 1900s, jobs were hard to find in these countries, and some people in these areas faced additional problems such as war, poverty, or unfair laws. Many people immigrated to the United States, including North Carolina, hoping for jobs as well as for safety and more freedom.

**CORE VOCABULARY**—Point out the vocabulary term *labor union*, and explain its meaning.

**SUPPORT**—Point out the image of the White Oak Cotton Mill on page 97, and read the caption. Discuss the use of children in factories. Guide students to understand that children had traditionally been important workers on family farms. Farm work was hard, but children were with their families and worked outdoors. Factory work was indoors, noisy, and often dangerous. Ask students how the two experiences might feel different. (4.E.1.2, 4.H.1.3, 4.H.1.2)

Activity Page



AP 4.1

**ACTIVITY**—Have students complete an Analyze an Image (AP 4.1) for the image of the factory at the bottom of page 97. (4.E.1.2, 4.H.1.2)

**After students read the text, ask the following questions:**

**EVALUATIVE**—Why did many African Americans move from rural areas to cities? (4.B.1.2, 4.E.1.2, 4.G.1.1, 4.G.1.2, 4.G.1.3, 4.H.1.1, 4.H.1.2, 4.H.1.3)

- » African Americans were driven to leave rural areas due to a lack of work opportunities or because of harsh conditions caused by discrimination and violence.

**EVALUATIVE**—What were some dangers of working in a factory? (4.E.1.2, 4.H.1.2)

- » Factories were dark, dusty, and noisy; machines could catch on people's clothes or hair; and workers had to work long hours in unsafe conditions.

**INFERENTIAL**—Do you think it was fair that children had to work in factories? Why or why not? (4.E.1.2, 4.H.1.2, 4.H.1.5)

- » Possible response: I do not think it was fair to force children to work in factories because they had to work long hours, and the conditions were unsafe. Children should be learning and playing.

### **“Resistance, Reform, and Social Challenges,” pages 98–101**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 98–101 aloud.**

**SUPPORT**—Turn attention to the phrase “Wilmington Coup” in the first paragraph of the section. Explain that a coup (pronounced /koo/) is when a group forcefully takes over a government. In 1898, white citizens in Wilmington attacked African Americans and their allies in government. This was not just a protest; it was a violent and illegal overthrow. Historians say that the Wilmington Coup was the only successful coup in U.S. history, in which a legally elected government was overthrown by force.

**SUPPORT**—Point out the phrase “pattern of racial discrimination” in the second paragraph of the section. Explain that this means unfair treatment of people based on their race that happens again and again over time.

**SUPPORT**—Point out the phrase “captains of industry” in the third paragraph of the section. Explain that this refers to people who built and led powerful businesses during the industrial age. These leaders helped grow the economy and created jobs, and some people admired them for their success and innovation. Then point to the term “robber barons.” Explain that this was a negative name for the same business leaders. People who used this term believed that the men had become rich by mistreating workers and using dishonest business practices, like shutting down smaller companies. Have students discuss the differences between the two phrases. (“Captains of industry” means people thought these business leaders were good because they created jobs, helped the economy grow, and came up with new ideas. “Robber barons” means people thought the same leaders were bad because they were unfair to workers, shut down smaller companies, or got rich in dishonest ways. The difference is that one name shows praise, and the other shows criticism.) (4.H.1.5)

**CORE VOCABULARY**—Point out the vocabulary term *monopoly*, and explain its meaning. Help students understand that a monopoly can be good for the company because it can set prices and earn a lot of money, but it can be bad for consumers and workers because it limits choices, raises prices, and may lead to unfair working conditions. Explain that choices and competition are good for consumers. The United States has laws to prevent or break up monopolies so that no one business can become too powerful and use that power in unfair ways.

**SUPPORT**—Point out the term *Progressivism* in the fifth paragraph of the section on page 100. Highlight the root word, *progress*, which means moving forward or improving something. Explain that Progressivism was a movement in the late 1800s and early 1900s in which people (Progressives) wanted to fix problems in society and improve people’s quality of life. Progressives worked for changes in schools, cities, factories, and government.

**SUPPORT**—Point out the term *reform* in the sixth paragraph of the section. Explain that *reform* means to make something better by “re-forming,” or changing, it.

**SUPPORT**—Point out the phrase “public health” in the seventh paragraph of the section. Explain that public health involves things that the government does to keep everyone in a community healthy, such as providing clean drinking water, finding safe ways to get rid of garbage and waste, and taking steps to protect people from getting and spreading disease.

**CORE VOCABULARY**—Point out the vocabulary term *mandatory*, and explain its meaning.



**After volunteers read the text, ask the following questions:**

**LITERAL**—What was the Wilmington Coup? (4.B.1.2, 4.H.1.1, 4.H.1.3, 4.H.1.4)

- » The Wilmington Coup was an event in which a mob of white citizens violently took over the city government and forced out African American and white leaders who supported equal rights.

**EVALUATIVE**—Why did some people call business leaders “robber barons”? (4.E.1.2, 4.H.1.4, 4.H.1.5)

- » Those who used the term “robber barons” believed that the business leaders had become rich by treating workers unfairly and engaging in dishonest business practices.

**INFERENTIAL**—Why do you think North Carolina passed a mandatory school law? (4.B.1.2, 4.H.1.1, 4.H.1.3)

- » Possible response: North Carolina passed a mandatory school law because leaders wanted children to get an education. They thought that children needed to learn reading, writing, and math to get better jobs and help the state in the future. The law was intended to provide all children with an opportunity to go to school.

**EVALUATIVE**—Did all children in North Carolina have equal access to education in the early 1900s? Why or why not? (4.H.1.2, 4.H.1.3, 4.H.1.5)

- » No, all children did not have equal access to education. Students in rural areas were too far from schools to attend. In addition, schools for African American children had less money, fewer supplies, and less-qualified teachers than schools for white children.

## Timeline Cards

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- Show students the Chapter 7 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did North Carolina change after Reconstruction?”
- Invite a student to post the cards to the timeline under the dates referencing the appropriate spans of time provided. Refer to the diagram in the unit’s Introduction for guidance on the placement of each card to the timeline.



## CHECK FOR UNDERSTANDING

### Ask students to do the following:

- Write a short answer to the Big Question: “How did North Carolina change after Reconstruction?”
  - » Key points students should include: After Reconstruction ended, African Americans lost many of the rights and protections they had gained; the state government passed Jim Crow laws that forced racial segregation in almost every part of life; African Americans resisted this discrimination by building schools, churches, and businesses; events like the Wilmington Coup of 1898 showed a clear pattern of racial discrimination and violence aimed at limiting African American political and social power; due to industrialization, the economy continued shifting gradually from farming to other industries, including textiles, tobacco, and furniture; people migrated from rural areas to work in factories, fueling the growth of cities; railroads grew rapidly; labor unions began to form to try to ensure that workers had more rights and better working conditions; women took on new roles and jobs in factories and as teachers and nurses; some women demanded the right to vote; the temperance movement succeeded in winning a ban on alcohol; the federal government forced Native Americans to assimilate, but Native Americans worked to preserve their culture and gain legal recognition; the Progressive Era brought reforms aimed at improving public health, worker protections, and education, such as North Carolina’s laws making it mandatory for children to attend school.
- Choose two of the Core Vocabulary terms (*discrimination, spiritual, literacy test, poll tax, assimilate, suffrage, temperance, labor union, monopoly, mandatory*), and explain how they are related to each other.

To wrap up the lesson, invite several students to share their responses.

## Additional Activities

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### Online Resources



Download the Core Knowledge In Your State Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

# Years of Challenge and Conflict

**The Big Question:** How did world and national events affect North Carolina in the early twentieth century?

### Primary Focus Objectives

- ✓ Explain how the values and beliefs of different groups led to changes in the United States and North Carolina, focusing on events like World War I, World War II, Prohibition, and the women's suffrage movement. (4.B.1.2, 4.H.1.1, 4.H.1.2)
- ✓ Explain factors that contributed to economic growth and decline during the Roaring Twenties and led to the Great Depression. (4.E.1.2)
- ✓ Describe the impact of the Great Depression on North Carolina, including how it impacted different geographic regions and groups of people differently. (4.E.1.2, 4.G.1.1, 4.H.1.1, 4.H.1.2, 4.H.1.3)
- ✓ Explain the social and economic changes brought about by events such as the women's suffrage movement, Prohibition, the labor movement, and the Gastonia strike, and discuss their impact on North Carolina. (4.B.1.2, 4.H.1.2, 4.H.1.3, 4.H.1.4)
- ✓ Explain how North Carolinians contributed to the war effort in World War I and World War II, including training operations and state military bases, the contributions of factories in making wartime goods, and the contributions of Indigenous code breakers. (4.E.1.2, 4.H.1.1, 4.H.1.4, 4.G.1.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *stock*, *levee*, *desegregation*, *ration*.

### What Teachers Need to Know

#### Online Resources



For background information, download the Core Knowledge In Your State Online Resource "About Years of Challenge and Conflict":

<https://www.coreknowledge.org/ck-in-your-state-history/>

## Materials Needed

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Activity Page



AP 8.1

Online Resources



- individual student copies of Domain Vocabulary: Chapters 7–8 (AP 8.1)
- map of World War I alliances
- map of World War II alliances

Use this link to download the Core Knowledge In Your State Online Resources for this unit, where the specific links to the maps may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

## Core Vocabulary (Student Reader page numbers listed below)

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**stock, n.** a share of ownership in a company (110)

*Example:* After saving for several months, Maya decided to buy stock in a tech company she believed would grow in value.

*Variations:* stocks

**levee, n.** a raised area of land along a body of water built to prevent flooding (112)

*Example:* The levee kept the floodwater from reaching the downtown area after the storm.

*Variations:* levees

**desegregation, n.** the process of ending segregation, or the separation of people based on race (118)

*Example:* Following the Supreme Court's decision in *Brown v. Board of Education*, desegregation efforts led to Black and white students attending the same schools for the first time.

*Variations:* desegregate (v.)

**ration, v.** to carefully control how much of something people can have, especially when there isn't enough (118)

*Example:* We had to ration our food during the storm so that it would last all week.

*Variations:* rations, rationing, rationed, ration (n.)

## THE CORE LESSON

### Introduce “Years of Challenge and Conflict”

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Review what students read in Chapter 7 about how North Carolina changed after Reconstruction. Explain that in this chapter, students will read about how North Carolina was affected by big world and national events.

Call students' attention to the Big Question. Tell students to note the important world and national events in the chapter and to think about their impact on North Carolina.

## Guided Reading Supports for “Years of Challenge and Conflict”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

### “Entering a World War,” pages 102–104

**Scaffold understanding as follows:**

**Read the section on pages 102–104 aloud.**

**SUPPORT**—Point out the word *devastating* in the first sentence of the section. Explain that *devastating* means extremely damaging or destructive.



**SUPPORT**—Point out the phrase “declare war” in the fourth sentence of the section. Explain that to declare war is when a country officially announces that it is going to war against another country. In the United States, the Constitution says that only Congress can declare war.

**SUPPORT**—Reread the quote from Woodrow Wilson. Remind students that a democracy is a system of government in which people have the power to make decisions by voting. The United States is not only a democracy, but also a republic, which means that the people choose leaders to represent them and make laws on their behalf. Some of its allies in the war, such as Britain and France, were democracies too. Ask students what they think President Wilson meant by saying, “The world must be made safe for democracy,” and why he might have made this statement. (*Answers will vary.*) Guide students to understand that Wilson believed Germany’s actions showed that free, self-governing nations were in danger. He wanted others to see that the war wasn’t just about fighting back; it was also about protecting the idea that people should have the right to choose their leaders and live in freedom. **(4.H.1.5)**

**SUPPORT**—Point out the phrase “heir to the throne” in the second paragraph of the section. Define the word *heir* as someone who will inherit, or receive, the property or title of someone else when that person dies. So the heir to the throne is the person who will become king or queen when the current king or queen dies.

Online Resources



**SUPPORT**—Display the map of World War I alliances, and point out the countries and affiliations mentioned in the text (Allied Powers: Britain, France, Italy, and Russia; Central Powers: Austria-Hungary, Germany, and

the Ottoman Empire). Explain that the United States would join the Allied Powers, or Allies.

**SUPPORT**—Explain that submarines were relatively new. World War I was the first time they were used to attack ships. They made transporting goods by ship dangerous, but the attack on the *Lusitania*, which was a passenger ship carrying people, angered people even more.

**SUPPORT**—Point out the word *renewed* in the last paragraph of the section. Break it apart to show that the word is made up of the prefix *re-*, meaning again, and *new*, meaning fresh or recent, and the inflectional ending *-ed*, which shows that something happened in the past. So *renewed* means that something is new or fresh again. Here, it means that the Germans started their attacks again.

**SUPPORT**—Point out the word *outraged*, and explain that it means very angry.

**SUPPORT**—Point out the phrase “the War to End All Wars” at the end of the section. Ask students why they think it might have been called this. (*It was such a huge war that people thought no country would ever want to fight another war like it again.*) Ask: Was this a good name for the war? Guide students to understand that although many people hoped this war would prevent future wars, it was followed by several others, including World War II, which was even more destructive. Explain that at the time, World War I was often called the Great War. It only became known as World War I after a second major global conflict, World War II, began in 1939. **(4.H.1.5)**

**After you read the text, ask the following questions:**

**LITERAL**—What event started World War I? **(4.H.1.4)**

- » World War I started when the heir to the throne of Austria-Hungary was shot. After that, countries across Europe took sides and fought each other.

**LITERAL**—What did the United States do during the first few years of the war? **(4.H.1.4)**

- » During the first few years of the war, the United States stayed out of the fighting, but it sent supplies to Britain.

**EVALUATIVE**—What events led the United States to enter the war? **(4.H.1.4, 4.H.1.5)**

- » German submarines attacked ships with passengers, and they sank the *Lusitania*, killing more than 120 Americans. Although Germany agreed to stop these attacks, it later renewed them. In addition, Germany sent a secret message to Mexico, trying to convince Mexico to go to war with the United States. These actions made Americans very angry and led the United States to enter the war.



## “North Carolina’s Role in World War I,” pages 104–105

**Scaffold understanding as follows:**

**Have students read the section on pages 104–105 independently.**

**SUPPORT**—Point out the word *overseas* in the first paragraph of the section, and explain that it means across the ocean. In this case, it refers to U.S. soldiers fighting in Europe.

**SUPPORT**—Ask students to list the things that North Carolina’s factories made for the war. Point out that North Carolina had already become a leading manufacturer of some of these items, such as textiles, furniture, and tobacco. Explain also that propellers are the spinning blades that help airplanes fly. In World War I, many airplanes had wooden propellers instead of metal ones. (4.E.1.2, 4.H.1.4)

**SUPPORT**—Point out the last sentence of the section that mentions that Winston-Salem more than doubled its population from 1910 to 1920. Explain that this means that Winston-Salem had twice as many people in just ten years. Ask students to imagine what their city, town, school, or classroom would be like if it doubled in population. (4.G.1.3)

**SUPPORT**—Draw attention to the photograph on page 105, and have a volunteer read the caption. Ask students to recall other events that affected the roles of women. Students might note that the American Revolution and the Civil War also affected the roles of women. (I.1.9, 4.H.1.1, 4.H.1.2)

**After students read the text, ask the following questions:**

**LITERAL**—What are three ways that North Carolina supported the U.S. war effort during World War I? (4.H.1.4)

- » North Carolina supported World War I by contributing more than eighty-six thousand people to fight overseas; soldiers trained at Camp Greene, Camp Polk, and Camp Bragg within the state; and North Carolina’s industries produced supplies like uniforms and blankets.

**EVALUATIVE**—Why did cities in North Carolina grow during the war? (4.E.1.2, 4.E.1.3, 4.G.1.3)

- » Cities in North Carolina grew during the war as people moved to cities to get jobs in factories that were making supplies for the war. There were more opportunities to earn money in those places during the war.


**Scaffold understanding as follows:**


**Invite volunteers to read the section on pages 105–108 aloud.**

**SUPPORT**—Point out the word *suffragists* at the top of page 106. Have students identify the root word (*suffrage*) and suffix (*-ist*). Remind students that *suffrage* was a vocabulary word from Chapter 7, and recall its meaning. Explain that the suffix *-ist* can mean a person who does or uses something, so a suffragist is someone who campaigns for the right to vote for women.


**SUPPORT**—Point out the term *activists* in the third paragraph of the section. Remind students that an activist is a person who actively works to bring about change on an issue that is important to them, such as voting rights.

**SUPPORT**—Point out the phrase “many walks of life” in the third paragraph of the section. Explain that this means that people came from all kinds of backgrounds; the suffragists were of different races and ethnicities, had different jobs, lived in different communities, and had varied experiences. Most of the leaders of the women’s suffrage movement were women, but there were also a fair number of men who supported the movement.

 **SUPPORT**—Direct students to the map of women’s suffrage on page 106. Ask: Which state was the first to grant women the right to vote? (*Wyoming*) What does the map show about North Carolina? (*Women in North Carolina did not have the right to vote before 1919.*) **(4.G.1.2, 4.H.1.2)**

 **SUPPORT**—Remind students that *ratify* means to approve. Constitutional amendments require a vote of two-thirds of each house of Congress and three-fourths of the states to be approved.

**SUPPORT**—Point out the phrase “balance of power” in the second-to-last paragraph of the section on page 108, and explain that it means the way political control is shared. Explain that some politicians feared that allowing women to vote would change who had influence in elections and laws.

 **SUPPORT**—Explain that even though the Nineteenth Amendment gave women the right to vote, not all women were able to exercise that right. Jim Crow laws, for example, meant that African American women faced the same barriers to voting that African American men did.

**After volunteers read the text, ask the following questions:**

**EVALUATIVE**—What was the goal of the women’s suffrage movement? **(4.B.1.2, 4.H.1.2, 4.1.3)**

- » The women’s suffrage movement’s goal was to give women the right to vote in elections.

**EVALUATIVE**—How did World War I influence the women’s suffrage movement? (4.B.1.2, 4.C&G.1.2, 4.H.1.2, 4.H.1.5)

- » The war helped the women’s suffrage movement because women took over jobs left by men who went to war, which increased their influence. People saw that women could do important work and began to think that they should have more say in political matters, too.

**EVALUATIVE**—What did the suffragists do to further their cause? (4.B.1.2, 4.H.1.1, 4.H.1.3)

- » To further their cause, African American, Chinese American, and Hispanic suffragists organized events, held rallies, gave speeches, translated materials, wrote letters, and encouraged others to get involved in the fight for voting rights.

**EVALUATIVE**—Why did some people argue against giving women the right to vote? (4.B.1.2, 4.H.1.5)

- » Some people who argued against giving women the right to vote believed that politics was unpleasant work that should be left to men. Others believed that women should focus on church and charity work. Some politicians opposed women’s suffrage because they worried that it would upset the balance of power.

**EVALUATIVE**—Why was the Nineteenth Amendment to the Constitution important? (4.H.1.2, 4.H.1.3)

- » The Nineteenth Amendment finally granted women the right to vote, bringing the United States closer to its ideals of equality.

**INFERENTIAL**—Why do you think the Nineteenth Amendment was such a major change in the lives of women in North Carolina? (4.H.1.2, 4.H.1.3)

- » Because women in North Carolina did not have the right to vote before the Nineteenth Amendment was ratified, adding it to the Constitution gave them that right for the first time. Now, women could be represented politically.

### **“The Roaring Twenties and Prohibition,” pages 108–110**


**Scaffold understanding as follows:**

**Have students read pages 108–110 with a partner.**

**SUPPORT**—Unpack the title of this section, beginning with the nickname “Roaring Twenties.” Explain that the 1920s were a time of fast economic growth, new inventions, jazz music, and significant changes to society. The decade was called “roaring” because things seemed loud, fast, and exciting. Next, point out the root word *prohibit* in *Prohibition*. Explain that *prohibit*

means to ban or not allow something. Prohibition was a time when the United States banned alcohol.

**SUPPORT**—Review the economic terms in the first paragraph. Explain that a downturn is when the economy slows. Businesses do not make as much money, and people may lose jobs. A boom is a time when the economy grows rapidly. This is a time when businesses grow, and workers tend to earn more money.

 **SUPPORT**—Have students draw a downturn and a boom.


**SUPPORT**—For the third paragraph of the section, have students recall the meaning of *discrimination* (unfair treatment of a person or group because of beliefs about that group of people) and “Jim Crow laws” (unfair laws that kept African Americans from having the same, equal rights as white citizens). (4.B.1.2, 4.H.1.2, 4.H.1.3)

**SUPPORT**—Call attention to the flapper in the photograph on page 109. Explain that flappers were young women in the 1920s who wore shorter dresses, cut their hair short (unlike traditional hairstyles for women), and acted in ways that were different from the way women acted in the past. Flappers became symbols of independence and change.

**SUPPORT**—Point out the phrase “temperance movement” in the fifth paragraph of the section on page 110. Remind students that they read about the temperance movement in Chapter 7. This movement focused on banning the making, sale, and drinking of alcohol. North Carolina’s temperance movement succeeded in getting the state government to enact a law banning alcohol in 1908. The Prohibition movement worked to achieve that goal across the country.

**SUPPORT**—Point out the term *smugglers* in the second-to-last paragraph of the section on page 110, and explain that a smuggler is someone who secretly moves goods from one place to another, usually to avoid the law. Smugglers of alcohol were called bootleggers.

**SUPPORT**—For the last paragraph of the section, explain that the Eighteenth Amendment made it illegal to sell alcohol. The time period when the Eighteenth Amendment was in effect is referred to as Prohibition. The ban on alcohol ended with the passage of the Twenty-First Amendment in 1933. Guide students to understand that people can work to change the Constitution and laws to reflect new opinions, experiences, or needs. Amendments allow the country to adjust when people decide that a law is no longer working or fair. Ask: Why do you think people changed their minds about Prohibition? (*Prohibition did not work as expected. People found ways to get around the ban on alcohol. It led to more crime.*) (4.H.1.3, 4.H.1.5)

 **SUPPORT**—Point out that North Carolina continued to ban alcohol even after the United States ended the nationwide ban with the Twenty-First Amendment. Remind students that both the federal government and state

governments can make laws for their citizens. This allows states to have laws that fit what their citizens want. Often this is a good thing because it lets states respond to local needs and values. However, sometimes it creates problems, as when states passed laws allowing slavery or enforcing segregation. In these cases, the federal government can step in to protect people's rights by passing new national laws or constitutional amendments that apply to all states.

**After students read the text, ask the following questions:**

**LITERAL**—What nickname was given to the 1920s? (4.H.1.3)

» The 1920s were called the “Roaring Twenties.”

**EVALUTIVE**—How would you describe the Roaring Twenties? (4.H.1.3)

» The Roaring Twenties were a time of change, new inventions, exciting music, and a booming economy.

**LITERAL**—What was Prohibition, and what was its goal? (4.B.1.2, 4.H.1.3)

» Prohibition was a ban on making, selling, or moving alcohol. Some people supported it because they believed alcohol caused problems like crime and poverty, and they wanted a safer society.

**LITERAL**—What happened during the period of Prohibition? (4.H.1.3)

» Many people broke the law by making or selling alcohol in secret. Crime increased. Prohibition ended in most parts of the country in 1933, when the Twenty-First Amendment was ratified. It ended in North Carolina in 1937.

**INFERENTIAL**—Why do you think North Carolina kept its ban on alcohol after the Twenty-First Amendment repealed Prohibition? (4.H.1.3, 4.H.1.4, 4.H.1.5)

» I think North Carolina kept its ban on alcohol after the Twenty-First Amendment because some people in the state still believed alcohol was bad for families and communities. They may have thought that banning it would keep people safer and prevent problems like crime or poverty.

### **“The Great Depression in North Carolina,” pages 110–113**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 110–113 aloud.**

**SUPPORT**—Note the name “Great Depression” in the section title. Explain that the word *great* has more than one meaning. It can mean really good, or it can mean large in size or importance. In this instance,

the second meaning applies. Similarly, *depression* also has more than one meaning. It can mean a severe economic slowdown in which many people lose their jobs, or it can mean feeling sad and hopeless. In this instance, the first meaning applies. So the Great Depression was a severe economic slowdown that was large in size or importance, during which many people lost their jobs.

**CORE VOCABULARY**—Point out the vocabulary term *stock*, and explain its meaning. Tell students that the stock market is a place where people buy and sell stocks.

**SUPPORT**—Point out the word *crashed* in the first paragraph of the section on page 110, and explain that this word is used to describe when prices suddenly and steeply drop, causing many investors to lose money quickly.

**SUPPORT**—For the fifth paragraph of the section on page 112, explain that the New Deal was a series of programs introduced by the federal government to help people in need. Ask students why they think President Franklin Roosevelt might have called his program the New Deal. Guide students to understand that the New Deal was meant to be a fresh start, to give people hope and help them recover from hard times.

**CORE VOCABULARY**—Point out the vocabulary term *levee*, and explain its meaning.

**SUPPORT**—Point out the phrase “economic stability” in the sixth paragraph of the section. Explain that this means a situation in which farmers could more easily make a living by getting good prices for the food they grew.

**SUPPORT**—Point out the word *self-sufficient* in the sixth paragraph of the section on page 113. Explain that self-sufficiency means being able to take care of one’s own needs without outside help. Ask: Why would the government want to establish self-sufficient communities? (*Answers will vary.*) Guide students to understand that many people were dependent on government aid during the Great Depression. Penderlea Homesteads and similar communities were intended to enable people within a community to work together to survive without outside help. (4.E.1.2, 4.H.1.1, 4.H.1.3)

**After volunteers read the text, ask the following questions:**

**LITERAL**—What event marked the start of the Great Depression? (4.E.1.2)

- » The stock market crash of October 29, 1929, marked the start of the Great Depression.

**EVALUATIVE**—How did the Great Depression affect people in different industries and parts of North Carolina? (4.E.1.2, 4.G.1.1, 4.H.1.4)

- » The Great Depression affected people in North Carolina, as many farmers in the western and central parts of the state lost their land because prices of cotton and tobacco fell and farmers could not repay

the money they had borrowed. Factory workers in the Piedmont region had their pay and hours cut, and many factories shut down, which put some workers completely out of work.

**LITERAL—What was the New Deal? (4.H.1.3)**

- » The New Deal was a plan introduced by Franklin D. Roosevelt to create jobs and provide support for people in need during the Great Depression.

**LITERAL—What was the goal of the Penderlea Homesteads? (4.G.1.2, 4.H.1.3, 4.H.1.4)**

- » The Penderlea Homesteads was a project that provided homes and farmland to provide economic stability for farmers and create self-sufficient communities.

**EVALUATIVE—Did everyone benefit equally from New Deal programs? (4.H.1.2)**

- » No, everyone did not benefit equally from New Deal programs. New Deal programs often discriminated against African Americans.

**“Labor Movements and the Gastonia Strike,” pages 113–115**

**Scaffold understanding as follows:**

**Have students read the section on pages 113–115 with a partner.**

**SUPPORT—**Ask students to recall the meaning of *labor union*, which was a vocabulary term from Chapter 7. (*a group of workers who join together to make sure their rights and wages are protected*) Have students point to details on page 113 that help explain why workers formed labor unions. (*Factories were crowded, noisy, and often dangerous; workers toiled long hours; wages were low; machines were unsafe; accidents were common.*) (4.E.1.2, 4.H.1.1, 4.H.1.3)

**SUPPORT—**Point out the phrase “went on strike” in the third paragraph of the section on page 114. Explain that to go on strike is to refuse to work until certain demands are met. It was and is a common tactic used by workers to fight for better pay and better working conditions.

**SUPPORT—**Point out the phrase “minimum wage” in the third paragraph of the section. Explain that this is the lowest amount of money that a worker can be paid, legally. Today, there is a federal law that requires a minimum wage of \$7.25 an hour. North Carolina’s minimum wage matches the federal law. Some other states have higher minimum wages. The minimum wage of twenty dollars a week that the workers were asking for amounts to about \$375 a week today.



**SUPPORT**—Point out the word *milestone* in the last sentence of this section. Explain that a milestone is an important event or achievement in a person’s life or in a community’s history.

**After students read the text, ask the following questions:**

**EVALUATIVE**—Why did workers at the Loray Mill in Gastonia go on strike? (4.H.1.1, 4.H.1.3, 4.H.1.4)

- » The workers at the Loray Mill went on strike because they wanted better pay, safer working conditions, equal pay for women and children, and a higher minimum wage.

**LITERAL**—How did mill owners feel about labor unions? (4.H.1.5)

- » The mill owners did not like the unions and tried to stop workers from joining them.

**INFERENTIAL**—Why do you think they had those attitudes? (4.H.1.5)

- » Mill owners probably thought that higher wages for workers meant they would make less money in profits. They probably also thought that having workers form a union meant that they would be less in control of how their business was run.

**LITERAL**—What caused tensions to rise after the strike began? (4.H.1.4)

- » Tensions began to rise when strikebreakers were hired to take the jobs of the striking workers. Fights broke out, and two people were killed.

**INFERENTIAL**—Do you think going on strike is a good way to solve labor issues? Why or why not? (4.H.1.5)

- » Answers will vary. Some students may say that it is the best way to influence owners who are not willing to improve working conditions and to bring attention to the poor working conditions of factory workers to other people in the country. Other students might point out that the Gastonia strike ended in violence without bringing about the desired changes in the working conditions of the factory workers.

### **“North Carolina in World War II,” pages 115–119**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 115–119 aloud.**

**SUPPORT**—For the first paragraph of the section, explain that Pearl Harbor was and still is a U.S. naval base in Hawaii.

**SUPPORT**—Point out the word *overwhelmingly* in the second paragraph of the section. Explain that *overwhelmingly* means by a very large amount or

majority. In this case, it means that almost everyone in Congress voted to declare war on Japan.

#### Online Resources



**SUPPORT**—Display the map of World War II alliances, and point out the countries and alliances mentioned in the text. Point out that the United States, Britain (United Kingdom), France, and the Soviet Union (U.S.S.R.) joined together as Allies, as they had in World War I. Ask students to identify the Axis Powers, or countries the Allies were fighting. (*Germany, Italy, Japan, Hungary, Romania, Bulgaria*) Ask: What does the map suggest about the balance of power in the war? (*Possible response: There were many more Allied Power countries than Axis Power countries.*) **(4.H.1.4)**

**SUPPORT**—For the sixth paragraph of the section on page 117, explain that the code talkers were Indigenous soldiers who used their Native languages to send secret messages during the war. These languages were not widely spoken, so the enemy was unable to break the code.

**CORE VOCABULARY**—Point out the vocabulary terms *desegregation* and *ration*, and explain their meanings.

**SUPPORT**—Briefly discuss the use of atomic bombs, mentioned in the eleventh paragraph of the section on page 119. Explain that an atomic bomb is a powerful weapon that releases energy from atoms to cause massive destruction. The United States dropped two atomic bombs on Japan to end the war. This is the only time that atomic bombs have ever been used in war.

**SUPPORT**—Point out the clause “North Carolina’s economy had been transformed” in the second-to-last paragraph of the section. Explain that *transformed* means changed in a big or dramatic way. Remind students that the United States had been in the middle of the Great Depression before the war. The economic transformation included having more factories, diverse industry, and bigger cities.

#### After volunteers read the text, ask the following questions:

**LITERAL**—What event caused the United States to enter World War II? **(4.H.1.4)**

- » The United States entered the war after Japan bombed Pearl Harbor in a surprise attack on December 7, 1941.

**EVALUATIVE**—Why was Wilmington an important part of the U.S. war effort in World War II? **(4.H.1.4)**

- » Wilmington was an important part of the U.S. war effort because it was home to shipyards, one of which built more than 230 ships in five years.

**EVALUATIVE**—How did people in North Carolina support the war effort at home? (4.H.1.4)

- » In North Carolina, people worked in factories, shipyards, and farms; rationed goods; collected scrap metal; planted victory gardens; and raised money for the military.

**EVALUATIVE**—How did World War II change North Carolina's economy? (4.E.1.2)

- » The war helped end the Great Depression by creating jobs and changed North Carolina's economy as more people moved to cities to work in factories. North Carolina became less rural and more industrial.

**INFERENTIAL**—What does the last sentence of the chapter suggest about what will happen next in North Carolina and in the country? (4.B.1.2, 4.H.1.3)

- » The last sentence of the chapter suggests that African Americans and other minorities will begin to work hard to obtain equal treatment and equal rights.

## Timeline Cards

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- Show students the Chapter 8 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "How did world and national events affect North Carolina in the early twentieth century?"
- Invite a student to post the cards to the timeline under the dates referencing the appropriate spans of time provided. Refer to the diagram in the unit's Introduction for guidance on the placement of each card to the timeline.



### CHECK FOR UNDERSTANDING

#### Ask students to do the following:

- Write a short answer to the Big Question: "How did world and national events affect North Carolina in the early twentieth century?"
  - » Key points students should include: Military bases in North Carolina trained soldiers in both World War I and World War II; factories produced supplies to support the war effort; people moved from farms to cities to work in those factories; women went to work to fill jobs left behind by men at war; women gained the right to vote when the Nineteenth Amendment was ratified in 1920; Prohibition was a nationwide ban on alcohol, but it was repealed with the Twenty-

First Amendment in 1933, although it remained in effect because of state law in North Carolina; the economy boomed in the 1920s, but the stock market crash at the end of the decade started the Great Depression; during the Great Depression, many farmers lost their farms, factories went out of business, and people lost their jobs; the New Deal provided support for farmers and jobs for many people; in North Carolina, New Deal programs led to construction of the Blue Ridge Parkway and other highways, bridges, roads, and streets, the construction of buildings at North Carolina State University, and improvement projects in the Outer Banks; people formed labor unions and fought for better working conditions; the United States entered World War II when the Japanese attacked the U.S. naval base at Pearl Harbor; the war was long and required a great effort from the American people; African Americans and others returning from World War II fought against discrimination.

- Choose one of the Core Vocabulary words (*stock, levee, desegregation, ration*), and write a sentence using the word.

To wrap up the lesson, invite several students to share their responses.

**Note:** You may wish to assign Domain Vocabulary: Chapters 7–8 (AP 8.1) at this time.

Activity Page



AP 8.1

## Additional Activities

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Online Resources



Download the Core Knowledge In Your State Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

## CHAPTER 9

# North Carolina in the Late 1900s

**The Big Question:** How did North Carolina change in the late twentieth century?

### Primary Focus Objectives

- ✓ Explain how major events and developments in the twentieth century impacted North Carolina's economy, population, and diversity. (4.B.1.2, 4.E.1.2, 4.G.1.1, 4.G.1.2, 4.H.1.4)
- ✓ Explain how civil rights activists contributed to change in North Carolina, and summarize the changes that resulted. (4.B.1.2, 4.H.1.1, 4.H.1.2, 4.H.1.3, 4.H.1.4, 4.H.1.5)
- ✓ Summarize the role that North Carolina played in the Korean War, the Vietnam War, and other Cold War events, and explain how these events shaped North Carolina. (4.H.1.4)
- ✓ Understand the meaning of the following domain-specific vocabulary: *interstate highway, suburb, integrate, sit-in, civil disobedience, capitalism, communist*.

### What Teachers Need to Know

#### Online Resources



For background information, download the Core Knowledge In Your State Online Resource "About North Carolina in the Late 1900s":

<https://www.coreknowledge.org/ck-in-your-state-history/>

### Materials Needed

#### Activity Page



AP 4.1

- individual student copies of Analyze an Image (AP 4.1)
- map of North Carolina highways
- Cold War map

#### Online Resources



Use this link to download the Core Knowledge In Your State Online Resources for this unit, where the specific links to the maps may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

**interstate highway, n.** a major highway that runs through more than one state (123)

*Example:* They drove along the interstate highway for hours, passing through three different states on their way to visit family.

*Variations:* interstate highways

**suburb, n.** a town or small city within commuting, or easy traveling, distance of a large city (124)

*Example:* Although Mia's family lived in a quiet suburb, her parents commuted into the city each day for work.

*Variations:* suburbs, suburban (adj.)

**integrate, v.** to end a policy that keeps apart people of different races; to make a place open to everyone (125)

*Example:* The school began to integrate after the court ruled that students of all races must be allowed to learn together.

*Variations:* integrates, integrated, integrating, integration (n.)

**sit-in, n.** a type of nonviolent protest in which protestors sit down in a place and refuse to move (127)

*Example:* The students organized a sit-in at the lunch counter, remaining seated until the restaurant agreed to serve everyone equally.

*Variations:* sit-ins

**civil disobedience, n.** refusal to follow the law or government because it goes against one's conscience; an act of protest (128)

*Example:* As an act of civil disobedience, the marchers walked peacefully through the streets, even though the law said they couldn't gather there without a permit.

**capitalism, n.** an economic system in which resources and businesses are privately owned and prices are not controlled by the government (129)

*Example:* Under capitalism, Sam opened his own bakery, set his own prices, and competed with other local shops to attract customers.

*Variations:* capitalist, capitalist (adj.), capitalistic (adj.)

**communist, adj.** relating to communism, an economic system based on community ownership of property and industry (129)

*Example:* The government in the communist country controlled all businesses and decided how goods would be shared among the people.

*Variations:* communist (n.), communism (n.)

## Introduce “North Carolina in the Late 1900s”

Review what students read about World Wars I and II in Chapter 8. Explain that the world wars changed the world—and North Carolina—forever. Students will read about those changes in this chapter.

Call students’ attention to the Big Question. Tell students to look for changes that occurred in North Carolina in the late 1900s.

## Guided Reading Supports for “North Carolina in the Late 1900s”


When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

### “Research Triangle Park,” pages 120–122

**Scaffold understanding as follows:**

**Read the first paragraph of the section on page 120 aloud.**

**SUPPORT**—Point out the term *world-class* in the fifth sentence of the section, and explain that this means that something is among the best in the world.

 **SUPPORT**—Point out the phrase “research park” in the first paragraph. Ask students what they think of when they hear the word *park*. (*a place to play or have a picnic, with grass, trees, and maybe a playground*) Explain that a research park is different; it is an area where businesses and scientists work together to solve problems or create new inventions, especially in science and technology. It is called Research Triangle because the cities of Chapel Hill, Raleigh, and Durham form a triangle. Display the map of North Carolina’s highways, and have volunteers point out the three cities that comprise the triangle shape. (4.E.1.2, 4.G.1.1, 4.G.1.2)

**Invite volunteers to read the remainder of the section on page 122 aloud.**

**SUPPORT**—Point out the word *investors* in the second paragraph of the section. Explain that an investor is someone who puts money into a business or project, hoping that it will succeed, typically, so that they will make back the money they invested plus some extra.

**SUPPORT**—Point out the word *diverse* in the last sentence of the section. Remind students that this was a vocabulary word in Chapter 1, and ask them to recall its meaning. (*having many different types or parts*) Ask students what it means for the state to be more diverse. (*It has more people*

Online Resources





*from a greater variety of backgrounds; it means having an economy with many different industries) (4.E.1.2, 4.G.1.3, 4.H.1.1)*

**After volunteers read the text, ask the following questions:**

**LITERAL**—What kinds of companies did the leaders and investors of the Research Triangle want to attract?

- » The leaders and investors of Research Triangle Park wanted to attract science and technology companies. (4.E.1.2, 4.G.1.3)

**INFERENTIAL**—Why do you think a company would want to move near world-class universities? (4.B.1.2, 4.E.1.2, 4.G.1.3)

- » Possible response: Companies might move near world-class universities because they can work with professors and students who are doing important research; companies may also want to hire well-educated graduates from those universities to help with new ideas and inventions.

**EVALUATIVE**—How did the Research Triangle change North Carolina's economy? (4.E.1.2)

- » The Research Triangle changed North Carolina's economy by bringing in new jobs in education, medicine, technology, and innovation. It also attracted many new people to the state.

**"Postwar Growth and Urbanization," pages 122–124**

**Scaffold understanding as follows:**

**Have students read the section on pages 122–124 with a partner.**

**SUPPORT**—Point out the word *urbanization* in the section title and the base word *urban*. Remind students that *urban* was a vocabulary term in Chapter 1. Guide them to recall that *urban* means of or relating to a city. Urbanization is the growth of cities. Then help students break apart the word *postwar* and explain its meaning. (Postwar is made up of the prefix *post-*, which means *after*, and the base word *war*, so postwar means *after a war*.) Explain that here, the word *postwar* refers to after World War II. Remind students about what they learned about World War II in Chapter 8. (4.H.1.4)

**SUPPORT**—Point out the word *exported* in the second paragraph of the section. Remind students that *export* was a vocabulary word in Chapter 1, and ask them to recall its meaning. (*to send goods to another country to sell*) Ask: What types of products was North Carolina exporting at this time? (*fabrics and clothing*) (4.E.1.2)

**CORE VOCABULARY**—Point out the vocabulary term *interstate highway*, and explain its meaning.



**SUPPORT**—Display the map of North Carolina highways. Note the red highways on the map. Explain that the red highways are interstate highways. They connect North Carolina with other states. Help students find the two highways mentioned in the text: I-85 and I-40. Ask: What cities are served by I-85? (*Durham, Guilford, High Point, Charlotte*) What cities are connected by I-40? (*Wilmington, Raleigh, Durham, Guilford, Hickory, Asheville*) Guide students to identify the highway(s) closest to your community and to explain how they connect to one or more of the interstate highways in the state. (4.G.1.1, 4.G.1.2, 4.G.1.3, 4.E.1.2)

**SUPPORT**—Point out the phrase “global competition” in the fourth paragraph of the section on page 123. Explain that this phrase refers to competition among businesses in different countries. By the late 1900s, companies in other parts of the world could make products like clothing and furniture for less money than companies in North Carolina or other parts of the United States could. That meant their products were sold to consumers at lower prices, making them more appealing to shoppers.

**SUPPORT**—Direct students to the graph on page 123. Explain that this is a kind of chart called a bar graph. Point out the title, the key showing what the colors mean, and how to read the bar graph. The bar graph shows the number of residents, or how many people lived in each city, in 1950 (in blue), 1960 (in red), and 1970 (in green). Ask: Did the population of these cities grow between 1950 and 1970? (*yes*) How can you tell? (*The bars are higher in 1970 than in 1950.*) Which city had the most residents in 1950? (*Charlotte*) In 1970? (*Charlotte*) How many people lived in Charlotte in 1970? (*about 225,000*) (4.E.1.1, 4.G.1.1, 4.G.1.2, 4.G.1.3)

**CORE VOCABULARY**—Point out the vocabulary word *suburb*, and explain its meaning. Direct students’ attention to the photo of the suburb on page 124, and invite a volunteer to read the caption aloud.

**TURN AND TALK**—Ask students to discuss with a partner whether the area where they live is best described as a city, a suburb, or a rural area. Have them provide evidence to support their decision. After students have had an opportunity to discuss, invite volunteers to share their responses. (*Answers will vary.*) (4.H.1.5)

**After students read the text, ask the following questions:**

**EVALUATIVE**—How did interstate highways help fuel the growth of existing industries? (4.E.1.2, 4.G.1.3)

- » Interstate highways helped fuel the growth of existing industries by linking North Carolina’s cities with the rest of the state and country, making travel easier, and allowing companies to ship goods faster.

**LITERAL**—What North Carolina city became a leader in the banking industry? (4.E.1.2, 4.G.1.3)

- » Charlotte became a leader in the banking industry.

**EVALUATIVE**—Why did many families move to suburbs in the decades after World War II? (4.G.1.3)

- » Many families moved to suburbs in the decades after World War II because improved highways made it easier for people to live outside cities and still travel to work. Families also wanted more space, and new homes were being built in the suburbs.

**EVALUATIVE**—How did the growth of technology, research, and banking help North Carolina when factories closed? (4.E.1.2, 4.H.1.4)

- » The growth of technology, research, and banking helped North Carolina as these industries created new kinds of jobs to replace the ones that were lost when textile and furniture companies lost business to global competition.

### **“The Civil Rights Movement and Social Change,” pages 124–129**

**Scaffold understanding as follows:**

**Read the first paragraph of the section on pages 124–125 aloud.**

**SUPPORT**—Pause at key points to have students review the meanings of terms and phrases learned in previous chapters, including “Jim Crow laws,” *segregated*, “separate but equal,” *literacy tests*, and *poll taxes*. (4.H.1.2, 4.H.1.3, 4.H.1.4)

**SUPPORT**—Explain that civil rights are the rights that all citizens are supposed to have according to the Constitution and its amendments, such as the right to vote and be treated fairly under the law. The civil rights movement was the effort by African Americans and others to gain these rights and end unfair treatment.

**SUPPORT**—Point out the word *activists* in the last sentence of the first paragraph. Remind students that activists, a term we used when discussing suffragists, are people who work to change unfair laws or systems. In this case, African American activists worked to end segregation and discrimination.

**SUPPORT**—Point out the phrase “these injustices” in the last sentence of the first paragraph. Explain that an injustice is something that is unfair. Ask students to look back in the paragraph to identify what “these injustices” refers to. (*Examples include segregation, unequal facilities for African Americans, African American classrooms with few books and supplies, and literacy tests and poll taxes that kept African American citizens from voting.*) (4.B.1.2, 4.C&G.1.2, 4.E.1.2, 4.H.1.1, 4.H.1.2, 4.H.1.3, 4.H.1.4)

**Invite volunteers to read the remainder of the section on pages 125–129 aloud.**



**SUPPORT**—Remind students that the Supreme Court decides about whether laws are constitutional, or legal, according to the highest law of the land, the U.S. Constitution. Remind students that the Supreme Court had earlier ruled that laws requiring segregation were legal as long as there were facilities for both races (the “separate but equal” concept). Explain that the Supreme Court changed its mind in the 1954 *Brown v. Board of Education* ruling.

**CORE VOCABULARY**—Point out the vocabulary term *integrate*, and explain its meaning. Guide students to understand that integration is similar to desegregation, which was a vocabulary term in the previous chapter.



**SUPPORT**—Write the words *segregation*, *desegregation*, and *integrate* on the board or chart paper. Ask: Which two words have similar meanings? (*desegregation* and *integrate*) Explain that these words are synonyms, or words with similar meanings. Ask: Which word means the opposite of the other two? (*segregation*) Explain that this word is an antonym, or word that means the opposite. Invite volunteers to give more examples of synonyms and antonyms.

**SUPPORT**—Point out the phrase “white supremacist group” in the fourth paragraph of the section. Explain that white supremacists wrongly believe that white people are superior to people of other races and do not believe in equality.

**SUPPORT**—Explain that the Ku Klux Klan, KKK, and the Klan all refer to the same white supremacist group formed during Reconstruction, just after the Civil War. That group grew again in the 1920s and 1950s, when it added new members.

**SUPPORT**—Unpack the last sentence of the fifth paragraph of the section on page 126 (“This event was a rare victory against the racially motivated hatred of the era.”). Explain that “racially motivated hatred” means hate or violence directed at people because of their race or skin color. “The era” refers to the period of the civil rights movement, when African Americans and other underrepresented groups, like the Lumbee, were beginning to challenge the political and social power of the white majority. Groups like the KKK often attempted to enforce racist ideas and tried to prevent change through threats and violence. The Lumbee standing up to the KKK was a rare example of a time when open resistance was visibly and immediately successful.

**CORE VOCABULARY**—Point out the vocabulary term *sit-in*, and explain its meaning. Ask a volunteer to paraphrase what happened in the Greensboro sit-in. (*Brave African American protestors sat at a lunch counter where they were not allowed in order to fight for their civil rights.*) (4.H.1.1, 4.H.1.3, 4.H.1.4)



**SUPPORT**—Explain that Woolworth’s, mentioned in the seventh paragraph of the section, was a popular department store in the 1960s. Many Woolworth’s stores had lunch counters for customers.

**ACTIVITY**—Have students complete an Analyze an Image (AP.4.1) about the photograph of the Greensboro sit-in on page 127.

**CORE VOCABULARY**—Point out the vocabulary term *civil disobedience*, and explain its meaning.

**TURN AND TALK**—Tell students that Martin Luther King Jr., mentioned in the ninth paragraph of the section, advocated resistance through nonviolent civil disobedience. Have students discuss with a partner what this means, why it might have been effective during the civil rights movement, and whether they think it could be a powerful tool to fight for change today. (*Students might mention that it shows strength and courage, draws attention without causing harm, and can make unfair laws harder to defend. It is hard to justify violence when only one side is engaging in violence.*) (4.B.1.2, 4.H.1.1, 4.H.1.2, 4.H.1.3)

**SUPPORT**—Emphasize the significance of Reginald Hawkins and his bid for governor in the tenth paragraph of the section. Explain that this was an eventful moment because no African American had run for governor of North Carolina since the 1800s. Even though Hawkins did not win, his campaign gave hope to others. Guide students to understand that Hawkins’s bid for governor would have previously been impossible under the rules, laws, and culture of North Carolina prior to the civil rights movement.

**SUPPORT**—Point out the phrase “voter registration drives” in the second-to-last paragraph of the section about the Student Nonviolent Coordinating Committee (SNCC, often pronounced “snick”) at the top of page 129. Explain that a voter registration drive is when volunteers help people register, or officially sign up, to vote. In the 1960s, African Americans faced many barriers to voting, so SNCC worked to help them register to vote.

**SUPPORT**—For the last paragraph of the section, remind students that *discrimination* was a vocabulary word from Chapter 7 and means the unfair treatment of a person or group because of beliefs about that group of people. A federal law ending discrimination in housing and employment made it illegal to refuse to sell or rent a home, or to hire someone for a job, just because of their race, religion, or background.



**SUPPORT**—Remind students that the Declaration of Independence is an important document on which the country is based. The ideas outlined include the belief that all people are created equal and have certain rights, such as life, liberty, and the pursuit of happiness. These ideals, which also underlie the U.S. Constitution, helped guide the goals of the civil rights movement.

**After volunteers read the text, ask the following questions:**

**LITERAL**—What did the Supreme Court decide in *Brown v. Board of Education*? How did this ruling affect North Carolina? (4.H.1.1, 4.H.1.2, 4.H.1.3, 4.H.1.4)

- » The court decided in *Brown v. Board of Education* that segregated schools were not legal. North Carolina, like other states, had to integrate, or desegregate, its schools.

**EVALUATIVE**—Why did the Ku Klux Klan (KKK) target the Lumbee people? (4.H.1.1, 4.H.1.2, 4.H.1.3, 4.H.1.4)

- » The KKK were white supremacists who wanted to keep the races separate. The Klan tried to use intimidation to keep the Lumbee out of white schools and away from white neighbors.

**EVALUATIVE**—How did sit-ins like the one at the Woolworth’s lunch counter in Greensboro help lead to change? (4.H.1.1, 4.H.1.2, 4.H.1.3, 4.H.1.4)

- » Sit-ins like the one at Woolworth’s in Greensboro caused the store to lose money. The stores eventually gave in and began serving African Americans. The sit-ins and other protests also called attention to the widespread discrimination in the South, which brought attention to the civil rights movement.

**LITERAL**—Who was Reginald Hawkins? (4.H.1.1, 4.H.1.2, 4.H.1.3, 4.H.1.4)

- » Reginald Hawkins was a dentist and minister who became one of the most influential civil rights leaders in North Carolina. He ran for governor in 1968, the first African American candidate to run for governor since Reconstruction. Hawkins lost the election, but his campaign inspired other African American politicians.

**EVALUATIVE**—Why did African American churches become an important part of the civil rights movement? (4.B.1.2, 4.H.1.1, 4.H.1.2, 4.H.1.3, 4.H.1.4)

- » African American churches were safe spaces for meetings and support, and many church leaders, like Martin Luther King Jr., became powerful voices for peaceful protest.

**“The Cold War,” pages 129–132**

**Scaffold understanding as follows:**

**Have students read the section on pages 129–132 independently.**



**SUPPORT**—Point out the term *Cold War* in the section title. Explain that the Cold War was not a traditional war with direct fighting between two countries. Instead, it was a time of serious tension, threats, and competition between the United States and the Soviet Union after World War II. It was called “cold” because the two countries never fought each other directly in battle.

**CORE VOCABULARY**—Point out the vocabulary terms *capitalism* and *communist*, and explain their meanings.

**SUPPORT**—Point out the term *stockpiled* in the third paragraph of the section on page 130. Tell students that *stockpile* means to collect and store large amounts of something, often in preparation of an emergency. Ask: What are the two countries in this paragraph? (*the United States and the Soviet Union*) What did they stockpile? (*nuclear weapons*) Explain that nuclear weapons are extremely powerful bombs that can destroy entire cities. During the Cold War, the United States and the Soviet Union both built many of these weapons to try to show strength, even though using them could cause great harm. (4.H.1.4)

**SUPPORT**—Point out the word *satellites* at the end of the third paragraph of the section. Explain that a satellite is an object in space that orbits, or goes around, a planet. Some satellites are natural, like our moon, while others are human-made, like those used for TV signals and weather information.

#### Online Resources



**SUPPORT**—Display the Cold War map. Point out the locations of Korea and Vietnam.

**SUPPORT**—Explain the timelines of two major conflicts in Asia during the Cold War. Inform students that the United States fought in the Korean War from 1950 to 1953. In Vietnam, major U.S. involvement lasted from 1964 to 1973.

**SUPPORT**—Explain that the Vietnam War lasted for many years and caused deep divisions in the United States. Many Americans supported the war at first, but others believed the United States should not be involved. The United States began to send troops and drafted many young men into the army. In a draft, people are required to serve in the military, even if they don’t volunteer. As the number of American casualties increased and news reports showed horrible fighting, an increasing number of Americans engaged in protests against the war. Many antiwar protesters used nonviolent tactics like marches and sit-ins, similar to those used by civil rights leaders.

**SUPPORT**—Point out the image of American astronauts on the moon in 1969 on page 131. Read the caption. Remind students that the United States and the Soviet Union competed in many ways during the Cold War. Explain that one area of competition was the space race, in which both nations tried to show their power by being the first to achieve milestones in space, such as launching satellites and sending astronauts into space.



**TURN AND TALK**—Ask: Why do you think the United States and the Soviet Union wanted to prove who was first in space? Do you think scientific achievements, like launching satellites and astronauts, can change how people view a country's power? Why or why not? (*Answers will vary.*) After students have had a chance to discuss with their partner, invite volunteers to share their responses. Encourage students to explain their thinking and connect it to what they have learned about competition between nations during the Cold War. (4.H.1.4)

**SUPPORT**—For the last paragraph of the section, explain that the Montagnards are Indigenous peoples from the mountainous region of central Vietnam. (*Montagnard* is French for “mountain people.”) During the Vietnam War, many Montagnard communities worked with U.S. soldiers as guides or fighters. After the war, they were persecuted for helping the U.S. military. The U.S. government helped some Montagnard families move to the United States.

**After students read the text, ask the following questions:**

**LITERAL**—What made the Cold War “cold”? (4.H.1.4)

- » What made the Cold War “cold” is that the United States and the Soviet Union never fought directly in battle. Instead, it was a war of ideas, threats, and competitions like the space race.

**LITERAL**—What were two major “hot” wars during the Cold War, and how did they end? (4.H.1.4)

- » The two “hot” wars during the Cold War were the Korean War and the Vietnam War. The Korean War ended with a ceasefire, and Korea is still divided into North Korea and South Korea. The Vietnam War ended after the United States withdrew its troops and North Vietnam invaded South Vietnam and united the country under communist rule.

**LITERAL**—What did the United States hope to prove by winning the space race? (4.H.1.4)

- » The United States hoped to prove and showcase its superior technology.

**EVALUATIVE**—Why did some Americans begin to protest the Vietnam War? (4.H.1.3, 4.H.1.4)

- » Some Americans began to protest the Vietnam War because as the war dragged on, it became increasingly unpopular.

**EVALUATIVE**—How did the Cold War help North Carolina's economy grow? (4.E.1.2, 4.G.1.3)

- » The Cold War helped North Carolina's economy grow as military bases in the state trained people for the armed services, which brought more people and jobs to the state, and businesses opened to serve military families.

**LITERAL**—Who are the Montagnards? (4.B.1.2, 4.G.1.3, 4.H.1.1, 4.H.1.2, 4.H.1.3)

- » The Montagnards are people from Vietnam who helped American soldiers during the war. Many Montagnard families settled in North Carolina.

### **“Hurricane Floyd and Environmental Challenges,” pages 132–133**

**Scaffold understanding as follows:**

**Have students read the section on pages 132–133 independently.**

**Note:** Please be mindful of students’ own experiences with hurricanes and other natural disasters when teaching this section.

**SUPPORT**—Point out the first sentence about the Soviet Union collapsing. Students may recall seeing the word *collapse* in Chapter 6. Explain that in this sentence, the word *collapsed* means that the Soviet Union could no longer stay together or keep control, so it broke into many different countries. Some of these countries had been independent before the Soviet Union formed, and now they became independent again.

**SUPPORT**—Point out the word *devastating* in the second paragraph of the section. Reiterate that *devastating* means destructive or harmful.

**SUPPORT**—Help students understand that hurricanes carry a number of risks. Flooding happens when storm waves crash onto land or when heavy rain causes rivers to overflow. In addition to the damage done by the water itself, floodwaters can carry pollution such as trash and chemicals into rivers, lakes, and other waterways.

**SUPPORT**—Remind students that volunteers are people who work without getting paid.

**SUPPORT**—Review the strategies in the last paragraph that scientists and engineers use to protect the environment and plan for disasters. Remind students that *levee* was a vocabulary word from Chapter 8 and is a raised area of land along a body of water built to prevent flooding. Explain that *drainage* describes the way water moves away from an area and into nearby bodies of water like rivers or lakes. Natural drainage systems include things like streams or wetlands. People also build drainage systems of ditches, pipes, and storm drains to help carry water away to help prevent flooding.

**After students read the text, ask the following questions:**

**EVALUATIVE**—Why was Hurricane Floyd so devastating? (4.H.1.4)

- » Hurricane Floyd was so devastating because it brought heavy rain and flooding for several days, causing rivers to overflow and damaging towns, homes, farms, and water supplies.

**LITERAL**—What are some ways that different levels of government responded to help people after Hurricane Floyd? (4.H.1.4)

- » The Federal Emergency Management Agency (FEMA) provided money and supplies to help people rebuild. State and local officials organized cleanup and rebuilding work. Rescue workers, police officers, and volunteers set up shelters for displaced families who had nowhere else to go.

**LITERAL**—What are some steps that the government took to make the state safer and better prepared for future hurricanes? (4.H.1.4)

- » Some steps that the government took to make the state safer and better prepared for future hurricanes include improving emergency plans, building stronger levees, improving drainage, and reducing pollution.

## Timeline Cards

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- Show students the Chapter 9 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did North Carolina change in the late twentieth century?”
- Invite a student to post the cards to the timeline under the dates referencing the appropriate spans of time provided. Refer to the diagram in the unit’s Introduction for guidance on the placement of each card to the timeline.



### CHECK FOR UNDERSTANDING

**Ask students to do the following:**

- Write a short answer to the Big Question: “How did North Carolina change in the late twentieth century?”
  - » Key points students should include: North Carolina’s economy shifted away from manufacturing toward education, medicine, technology and innovation, and banking and finance; the Research Triangle grew in size and importance; new interstate highways were built, changing how goods and people moved throughout and beyond the state; cities grew in population, and suburbs grew around them; schools were desegregated; the Civil Rights Act ended segregation in public places and discrimination in housing and unemployment; the diversity of the state increased, including the influx of Montagnards fleeing persecution in Vietnam.

- Choose one of the Core Vocabulary terms (*interstate highway, suburb, integrate, sit-in, civil disobedience, capitalism, communist*), and draw the definition.

To wrap up the lesson, invite several students to share their responses.

## Additional Activities

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### Online Resources



Download the Core Knowledge In Your State Online Resources for this unit, where the Additional Activities for this chapter may be found:

**<https://www.coreknowledge.org/ck-in-your-state-history/>**

## CHAPTER 10

# North Carolina in the Twenty-First Century

**The Big Question:** What challenges and changes face North Carolina in the twenty-first century?

### Primary Focus Objectives

- ✓ Explain the factors driving economic changes in North Carolina's major industries and their impact on residents' lifestyles and locations. (4.B.1.2, 4.E.1.1, 4.G.1.1, 4.G.1.2, 4.G.1.3)
- ✓ Describe the impact of major events, including the 9/11 terrorist attacks, the 2008 banking crisis, COVID-19, and environmental challenges on the people of North Carolina. (4.E.1.2, 4.G.1.3, 4.H.1.3, 4.H.1.4)
- ✓ Summarize reasons for in-state and interstate migration and the impact on North Carolina's population and demographics statewide and in different regions. (4.B.1.2, 4.G.1.1, 4.G.1.2, 4.G.1.3, 4.H.1.1, 4.H.1.2)
- ✓ Explain how the values, beliefs, and traditions of Indigenous, racial, and ethnic groups in North Carolina have contributed to the state's diversity and given rise to uniquely North Carolinian forms of music, food, and traditions. (4.B.1.2, 4.H.1.1, 4.H.1.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *centennial*, *aviation*, *supply chain*, *renewable energy*, *solar energy*, *fossil fuel*, *tourism*, *terrorist*, *erosion*, *fracking*.

### What Teachers Need to Know

#### Online Resources



For background information, download the Core Knowledge In Your State Online Resource "About North Carolina in the Twenty-First Century":

<https://www.coreknowledge.org/ck-in-your-state-history/>

### Materials Needed

#### Activity Pages



AP 4.1

AP 10.1

- individual student copies of Analyze an Image (AP 4.1)
- individual student copies of Domain Vocabulary: Chapters 9–10 (AP 10.1)
- map of North Carolina's counties

- images of the Carolina northern flying squirrel in a tree, the Carolina northern flying squirrel in flight, the Eastern box turtle, and the Appalachian elktoe

#### Online Resources



Use this link to download the Core Knowledge In Your State Online Resources for this unit, where the specific links to the map and images may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

## Core Vocabulary (Student Reader page numbers listed below)

**centennial, n.** a celebration of something that happened 100 years ago (136)

*Example:* Our school had a big centennial celebration on its one hundredth birthday.

*Variations:* centennials, centennial (adj.), centennially (adv.)

**aviation, n.** the business or practice of flying airplanes and helicopters (136)

*Example:* The invention of the airplane marked the beginning of modern aviation, changing how people and goods travel across long distances.

*Variations:* aviator, aviate (v.)

**supply chain, n.** the entire process of making and selling goods, including every stage from the supply of materials to the manufacture of the goods and how they are sold (136)

*Example:* When a factory in Germany shut down, it disrupted the entire supply chain, delaying the delivery of parts needed to assemble cars in the United States.

*Variations:* supply chains

**renewable energy, n.** energy that comes from natural sources that won't run out, such as the sun, wind, and water (138)

*Example:* Many homes use solar panels to produce renewable energy by capturing power from the sun.

*Variations:* renewable energies

**solar energy, n.** energy captured from sunlight (138)

*Example:* The school installed panels on its roof to collect solar energy and reduce its electricity bills by using power from the sun.

**fossil fuel, n.** fuel, such as oil, natural gas, and coal, formed in the earth from the remains of living things (138)

*Example:* Some power plants still burn fossil fuels like coal and oil to produce electricity, even though these energy sources take millions of years to form.

*Variations:* fossil fuels

**tourism, n.** the business of providing services—such as places to stay, eat, and play—for people who are traveling (138)

*Example:* Tourism is a major part of the economy of the Outer Banks, with hotels, restaurants, and boat tours all serving the visitors who come each year to enjoy the beaches.

*Variations:* tourist

**terrorist, n.** a person who uses violence against civilians to achieve political goals (143)

*Example:* After the bombing, officials identified the suspect as a terrorist who targeted civilians to push a political agenda.

*Variations:* terrorists, terrorism, terrorize (v.)

**erosion, n.** the carrying away of soil and rock by water, ice, or wind (147)

*Example:* Communities often preserve mangroves and build seawalls to protect against beach erosion caused by rising sea levels.

*Variations:* erode (v.)

**fracking, n.** a way to get fossil fuels from deep underground (147)

*Example:* In 2012, North Carolina passed a law allowing fracking as a means of extracting oil and natural gas.

*Variations:* frack (v.)

## THE CORE LESSON

### Introduce “North Carolina in the Twenty-First Century”

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Review what students read about how North Carolina changed at the end of the twentieth century in Chapter 9. Introduce the chapter by explaining that the year 2000 marked the last year of the twentieth century. The new century (one hundred years) and new millennium (one thousand years) officially began on January 1, 2001. In this chapter, students will read about North Carolina’s challenges and accomplishments in the new millennium.

Call students’ attention to the Big Question. Tell students to look for details about some problems, issues, or challenges facing North Carolina today.

### Guided Reading Supports for “North Carolina in the Twenty-First Century”

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When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.



**Scaffold understanding as follows:**

**TURN AND TALK**—Point out the Big Question (What challenges and changes face North Carolina in the twenty-first century?). Ask students to turn and talk with a partner to make predictions. Encourage them to think about things they’ve noticed in their own communities or seen in the news. For example, students might note issues related to population growth, the environment, or politics. (*Possible response: I think more people will move to North Carolina. The cities in the state will continue to grow, and there will be more skyscrapers and suburbs. Another challenge will be the environment, but I also think that people will work together to protect resources and care for the environment, including animals. Another challenge will be hurricanes and other storms.*) After a few minutes, invite volunteers to share with the class. Record student answers on the board or chart paper to revisit as students read the chapter. Remind students to look for the changes and challenges as they read. Encourage them to compare those details with the ideas that they and their classmates shared. **(4.B.1.2, 4.E.1.2, 4.G.1.2, 4.H.1.4)**

**Read the first paragraph on page 134 aloud.**

**SUPPORT**—Note the year 1903 in the first sentence of the section. Remind students that 1903 was in the early twentieth century. Students read about other events from the early twentieth century in Chapters 7 and 8.

**SUPPORT**—Point out the phrases “trial runs” and “piloted flight” in the first paragraph of the section. Explain that a trial run is a practice effort at doing something before the real attempt takes place. The phrase “piloted flight” refers to a flight with a person flying or controlling the aircraft.

**ACTIVITY**—Have students complete an Analyze an Image (AP 4.1) about the Chapter Opener image on pages 134–135. **(I.1.9, 4.E.1.2, 4.H.1.4, 4.H.1.5)**

Activity Page



AP 4.1

**Have students read pages 136–137 independently.**

**CORE VOCABULARY**—Point out the vocabulary term *centennial*, and explain its meaning.

**ELL SUPPORT**—Write the vocabulary term *centennial* on the board or chart paper. Review its meaning. Write the word *century* below it. Remind students that a century is a period of one hundred years. Ask: What letters do the two words have in common? (*cent*) Knowing what you do about the meanings of the words, what do you think *cent-* means? Guide students to understand that *cent-* means one hundred.

**SUPPORT**—Ask students to point to the date of the centennial celebration in the second paragraph of the section (2003) and identify the event that it was celebrating. (*The date of the centennial was 2003,*

and it celebrated the first piloted flight that happened 100 years before, in 1903.) (4.E.1.2, 4.H.1.4)

**CORE VOCABULARY**—Point out the vocabulary term *aviation*, and explain its meaning.

**SUPPORT**—Point out the term *merger* in the third paragraph of the section, and explain that it is when two or more companies combine into one. In this merger, Piedmont Airlines was purchased by and became a part of US Airways.

**SUPPORT**—Point out the compound words *spaceflight* and *spacewalk* in the last paragraph of the section on page 136. Remind students about the space race they learned about in the previous chapter. Explain that a *spaceflight* is any flight that goes to space or travels beyond Earth's atmosphere in a spacecraft. A *spacewalk* is when an astronaut leaves the spacecraft to work or explore outside in space.

**CORE VOCABULARY**—Point out the vocabulary term *supply chain*, and explain its meaning. Help students understand the term *supply chain* by providing a real-world example, such as this: Imagine a company wants to build airplanes. First, they need materials like metal, plastic, and wires. That's the supply part. Then they need people and tools to put the parts together in a factory. That's the manufacturing part. After that, the finished airplanes need to be sold to airlines. All of these steps—from getting the materials to making the airplanes to selling them—are part of the supply chain. Point out that in the last paragraph of page 136, the term is used to explain that Boom Supersonic chose North Carolina because it has strong companies and workers in every part of the airplane-building supply chain.

**SUPPORT**—Explain that Boom Supersonic, mentioned in the last paragraph of the section, is a company that designs and builds very fast airplanes, called supersonic jets. *Supersonic* means faster than the speed of sound. This is just one of several aviation companies that have moved to or started in North Carolina.

**SUPPORT**—Point out the phrase “First in Flight’ legacy” in the last sentence of the section on page 137. Explain that this refers to the Wright brothers’ achievement at Kitty Hawk. A legacy is something passed down from the past that still has a lasting influence on today. Ask: Have you ever seen the phrase “First in Flight” anywhere else? (Possible response: North Carolina license plates.) (4.H.1.4, 4.H.1.6)

**After students read the text, ask the following questions:**

**EVALUATIVE**—Why did the Wright brothers choose Kitty Hawk to test the Flyer? (4.G.1.2, 4.H.1.4)

- » The Wright brothers chose Kitty Hawk to test the Flyer because they needed a flat, windy place.

**INFERENTIAL**—Why do you think people from around the world came to the centennial celebration in 2003? (4.H.1.4)

- » Possible response: People came from around the world to celebrate because the centennial celebrated the first flight, which was an important achievement that affected people across the world. Flight changed how people and goods travel and enabled people to see the world in new ways. It also made space exploration possible.

**EVALUATIVE**—What are some ways that North Carolina has built on its “First in Flight” legacy? (4.E.1.2, 4.H.1.4)

- » North Carolina has military air bases, including Pope Field, to help train pilots and support national defense. Tiny Broadwick, the first woman to parachute from a plane, was from North Carolina, and Christina Koch went to North Carolina State University before becoming an astronaut, setting a record for the longest spaceflight by a woman, and participating in the first all-female spacewalk. Piedmont Airlines was founded in Winston-Salem, and Boom Supersonic and other aviation companies have operations in North Carolina.

### “Economic Growth and Change,” pages 137–139

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 137–139 aloud.**

**SUPPORT**—Point out the word *headquartered* in the second paragraph of the section. Explain that this word means that the main office or home base of a company is located there.

**SUPPORT**—Remind students that the Research Triangle, mentioned in the second paragraph of the section, is the area between Raleigh, Durham, and Chapel Hill that has become a center for science, technology, and medical research companies.

**CORE VOCABULARY**—Point out the vocabulary terms *renewable energy*, *solar energy*, and *fossil fuel*, and explain their meanings.

**SUPPORT**—Point out the images on page 137 for examples of renewable energy sources in North Carolina. Help students make connections by asking: Is solar energy a renewable energy source or a fossil fuel? How do you know? (*Solar energy is a renewable energy source because it does not run out.*) Explain that oil, coal, and natural gas are not renewable. They are fossil fuels, which means they were formed over millions of years from the remains of dead plants and tiny marine organisms. Ask: Why do you think people want to reduce the use of fossil fuels? (*because fossil fuels might run out someday*) Guide students to understand that fossil fuels also pollute the air and water. Renewable energy sources like solar and wind power do not cause pollution. (4.E.1.2)

**SUPPORT**—Point out the word *offshore* in the third paragraph of the section on page 138. Ask students to identify the two parts of the word. (off *and* shore) Break the word apart to help students understand its meaning. Explain that *off* can mean away from, and *shore* means the land along the edge of an ocean, lake, or river. Ask: Based on this information, where do you think the wind projects are? (*away from the land near the ocean*) Why do you think people might build wind turbines offshore instead of inland? (*Possible responses: There is more wind in the ocean where nothing is blocking it; people don't want wind turbines to take up valuable space on land; there are not people nearby who would be affected by the sound or other effects of the turbines.*)

**CORE VOCABULARY**—Point out the vocabulary term *tourism*, and explain its meaning.

**SUPPORT**—Ask volunteers to share their experiences as tourists visiting any of the locations mentioned in the fourth paragraph of the section on page 138 (the Outer Banks, the Blue Ridge Parkway, the Biltmore Estate, the Wright Brothers National Memorial, NASCAR races, the NASCAR Hall of Fame) or other locations within the state (such as a college or professional sporting event). (4.E.1.2)

**SUPPORT**—Point out the clause “increases the demand for housing” in the last paragraph of the section on page 139. Remind students that *demand* means how much people want or need something. If there is an increase in demand, that means more people want it. Usually, this means the price will go up. So one of the problems with an increase in the demand for housing is that the price of homes will go up. As a result, some people might not be able to afford to buy a house or rent an apartment, and even if people can still afford their homes, they will have less money to spend on other things.

**After volunteers read the text, ask the following questions:**

**EVALUATIVE**—Why is Charlotte important to North Carolina’s economy today? Why is the Research Triangle important? (4.E.1.2, 4.G.1.1)

- » Charlotte is important as a major banking center, which generates a lot of jobs and tax money for the state. The Research Triangle is important as a center for science, technology, and medical research. They both provide thousands of jobs and money to the state.

**LITERAL**—What kinds of renewable energy does North Carolina produce? (4.E.1.2, 4.H.1.4)

- » The renewable energy sources that North Carolina produces include solar energy from solar panels and wind energy from wind turbines, especially along the coast.

**INFERENTIAL**—Why do you think some wind projects are built offshore rather than on land? (4.G.1.2)

- » When wind projects are built offshore, builders do not have to move or tear down any structures or communities already in place on the land. Also, winds can be very strong over the ocean because there are no mountains or human structures to block the wind. Strong winds make wind turbines more effective at producing electricity.

**EVALUATIVE**—How does tourism help North Carolina’s economy? (4.E.1.2)

- » Tourism helps the economy of North Carolina by bringing millions of visitors who spend money on hotels, restaurants, and entertainment. Tourism creates and sustains many jobs.

**LITERAL**—What are some challenges that have resulted from North Carolina’s changing economy? (4.E.1.2)

- » Many textile mills and furniture factories have closed. Tobacco has been mostly replaced by such crops as soybeans, corn, and sweet potatoes. As industries change, some workers have trouble finding new jobs. Cities are growing quickly, which increases the demand for housing and raises housing costs. Prices for goods and services have also gone up, making city life more expensive.

## **“Population and Demographics,” pages 139–141**

**Scaffold understanding as follows:**

**SUPPORT**—Read the section title aloud. Explain that *population* means the number of people living in a place. Demographics are facts about groups in a population, such as people of certain ages, ethnic groups, or levels of education.


**Have students read the section on pages 139–141 with a partner.**

**SUPPORT**—Point out the phrase “cost of living” in the first paragraph of the section, and explain that it means how much money people need to pay for things like housing, food, and transportation. A lower cost of living means things are cheaper.

**SUPPORT**—Remind students that *rural*, mentioned in the second paragraph of the section, was a vocabulary word from Chapter 1, and explain that it means of or relating to the countryside. *Urban* is the opposite of rural and means of or relating to a city.

**SUPPORT**—Point out the word *migration* in the third paragraph of the section, and remind students that this means moving from one place to another.



 **SUPPORT**—Direct students to the population map on page 140. Display the map of North Carolina’s counties so students can cross-reference both maps. Read the title aloud, and explain that *projected* means what people think will happen in the future, based on information they have now. Review the key, and explain that 32.2 percent represents the projected population growth for the entire state. The map uses this figure to show which counties are expected to grow at a rate below or above the state average. Ask: What does it mean when we say “population growth”? (*It means that there are more people than before.*) Explain that growing by more than 32.2 percent means that for every 100 people in 2021, there will be at least 132 people in 2050. Ask: Which region has the most counties that will experience population growth of 32.2 percent or more? (*Piedmont*) Then help students identify the county in which they live. Ask: Is our county expected to gain or to lose population by 2050? (*Answers will vary depending on county.*) (4.G.1.1, 4.G.1.2)

**After students read the text, ask the following questions:**

**LITERAL**—What are some reasons that people are moving to North Carolina? (4.G.1.3)

- » People are moving to North Carolina for jobs or to attend the state’s many colleges, or they are attracted by the state’s lower cost of living.

**LITERAL**—What is one reason that rural areas in North Carolina are losing population? (4.G.1.2, 4.G.1.3)


- » One reason is the decline in industries like agriculture and furniture making.

### “Culture and Diversity,” pages 141–142

**Scaffold understanding as follows:**

**SUPPORT**—Read the section title aloud. Explain that culture is the way people live, including their traditions, music, food, holidays, and beliefs. *Diversity* means having many different kinds of people, ideas, and cultures.

**Have students read the section on pages 141–142 independently.**

 **SUPPORT**—For the second paragraph of the section, remind students that the governor is the head of the state government. The U.S. Senate is one of the two chambers, or parts, of the legislative branch of the federal government. (The other part is the House of Representatives.) North Carolina, like all states, has two U.S. senators. Senators serve six-year terms. Voters in North Carolina elect these people to represent them in the federal government.

**SUPPORT**—Point out the word *genres* in the fourth paragraph of the section, and explain that a genre means a type or style of art, in this case, music. Bluegrass, country, hip-hop, and gospel are all genres of music popular in North Carolina. Tell students that gospel music is a type of religious music often sung in churches. Point out that these diverse genres of music reflect the diversity of North Carolina’s population.

**SUPPORT**—Point out the word *pastime* in the sixth paragraph of the section, and explain that a pastime is something people enjoy doing in their free time, like playing or watching sports.

**SUPPORT**—Explain that the Stanley Cup, mentioned in the sixth paragraph of the section, is one of the oldest and most famous trophies in sports and is awarded each year to the National Hockey League (NHL) team that wins the playoffs. The NHL is the top professional hockey league in North America. The Carolina Hurricanes play in Raleigh.

**After students read the text, ask the following questions:**

**LITERAL**—What were the “Moral Mondays” protests? (4.H.1.1, 4.H.1.3, 4.H.1.4)

- » The “Moral Mondays” protests were a group of protests led by Rev. William Barber in which demonstrators met every Monday at the state legislature to call for more funding for schools, better access to health care, and increased wages for workers.

**LITERAL**—What are some of the genres of music that have roots in North Carolina? (4.H.1.1)

- » Some genres of music with roots in North Carolina include bluegrass, country, hip-hop, and gospel.

**INFERENTIAL**—Why does North Carolina have festivals celebrating foods such as barbecue and sweet potatoes? (4.B.1.1)

- » Barbecue is a type of food preparation with a long history in the state and one that many people enjoy. Sweet potatoes are a very important crop in the state, as the state is the country’s top sweet potato producer. These festivals celebrate activities or products with a long tradition in the state.

**LITERAL**—What is Jockey’s Ridge State Park known for? (4.E.1.2)

- » Jockey’s Ridge State Park is home to the tallest sand dune system on the Atlantic coast. People enjoy sliding down the huge dunes.



**“The Impact of National and Global Events on North Carolina,”  
pages 143–147**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 143–147 aloud.**

**Note:** Be mindful of students’ experiences when discussing the impact of hurricanes and other potentially sensitive issues.

**CORE VOCABULARY**—Point out the vocabulary term *terrorist*, and explain its meaning.

**SUPPORT**—Point out the word *hijacked* in the first paragraph of the section, and explain that *hijack* means to take control of a plane by force.

**SUPPORT**—Explain that the Twin Towers, part of the World Trade Center in New York, were two very tall office buildings where people from around the world worked. Nearly three thousand people died in the attack on the Twin Towers and the Pentagon and at the Pennsylvania crash site.

**SUPPORT**—Explain that Afghanistan and Iraq are countries in western Asia, or the Middle East. After the 9/11 attacks, the United States sent troops to Afghanistan because that was where al-Qaeda, the terrorist group responsible for the attacks, was based. Although Iraq was not directly involved in 9/11, U.S. leaders believed its government was helping terrorists and developing dangerous weapons, so they sent troops there as well.

**SUPPORT**—Point out the phrase “unemployment rate” in the third paragraph of the section, and explain that it means the percentage of people who are actively looking for work but do not have jobs.

**SUPPORT**—Explain that rising gas prices affect many people because, in addition to other reasons, people need gas to drive to work, companies need gas to transport goods, and oil is used in the production of many consumer goods like plastics. In 2008, gas prices rose above \$4.00 per gallon for the first time in U.S. history. Tell students that rising gas prices have a big impact on the economy. If it costs more for companies to get the things they need to manufacture something and then costs them more to ship what they manufactured to stores or consumers, they will have to increase the price to cover their increased costs. **(4.E.1.2)**

**SUPPORT**—Point out the phrase “rocked by a health crisis” in the fourth paragraph of the section on page 144. Explain that in this sentence, the word *rocked* means that something happened that disrupted the normal way of life, and a health crisis is a serious event in which many people become sick and need medical help. So when the text says the country was “rocked by a health crisis,” it means that the COVID-19 pandemic caused big, sudden changes to everyday life. Many people became very sick, and hospitals were very busy. The illness spread very fast from one

person to another. To stop it from spreading, the government passed new laws. Many businesses had to close for a time, and students stayed home and went to school online.

**SUPPORT**—Point out the phrase “supply shortages” in the sixth paragraph of the section on page 144, and connect it back to the explanation of *supply chain* provided earlier. Explain that supply shortages happen when stores do not have enough goods, such as food, medicine, or cleaning supplies. Remind students that they have learned about scarcity, and explain that supply shortages are an example of scarcity.

**SUPPORT**—Point out the word *wetlands* in the seventh paragraph of the section on page 145, and explain that wetlands include marshes and swamps. Wetlands provide important ecosystems that serve as homes for birds, fish, and other wildlife. They also serve as a “sponge” that can soak up rainwater during hurricanes and other storms to prevent flooding.

**SUPPORT**—Point out the reference to migratory birds in the seventh paragraph of the section. Explain that migratory birds are birds that live in different places in different seasons. Generally speaking, they move to places with warmer weather as the seasons change. This means they tend to live farther north in the summer of the Northern Hemisphere and farther south in the winter in that hemisphere. Help students make connections between the words *migratory* and *migration*, which students have learned in previous sections.

**SUPPORT**—Point out the word *habitats* in the seventh paragraph of the section, and remind students that a habitat is the natural home of a plant or animal.

#### Online Resources



**SUPPORT**—As students read through the seventh paragraph of the section on pages 145–146, show students the images of the Carolina flying squirrel in a tree, the Carolina flying squirrel in flight, the eastern box turtle, and the Appalachian elktoe. Explain that the elktoe is a mussel, or a type of shellfish.

**SUPPORT**—Point out the phrase “economic development” in the eighth paragraph of the section on page 146, and explain that it refers to efforts to grow the economy by creating jobs and attracting businesses. Go back to the seventh paragraph of the section on page 145 and point out the phrase “rapid development,” and reread the sentence that contains it. Explain that rapid development can happen as a result of economic development, when new jobs and businesses cause an area to grow quickly.

**SUPPORT**—Point out the word *resilient* in the eleventh paragraph of the section on page 146, and explain that it is related to the word *resilience*, which students learned in Chapter 5. Define it as being able to recover or bounce back from hard times. Ask students to identify evidence in this paragraph that supports the statement that North Carolinians are

resilient. *(After Hurricane Florence, volunteers from across the state helped residents rebuild homes and clean up debris. Local churches, businesses, and organizations held fundraisers and provided shelter for people displaced by the storm.)* (4.H.1.3)

**SUPPORT**—Point out the phrase “building codes” in the eleventh paragraph of the section. Explain that building codes are rules that say how buildings must be made to keep people safe, such as preventing fires or helping the structures stand during hurricanes or flooding.

**CORE VOCABULARY**—Point out the vocabulary terms *erosion* and *fracking*, and explain their meanings.

**TURN AND TALK**—Ask students to discuss with a partner what they think the biggest challenge North Carolina will face in the twenty-first century is. Encourage them to support their ideas with details from the text. After students have had an opportunity to discuss, invite volunteers to share with the class. *(Students may identify issues related to population growth, the loss of population in rural counties, changes in the economy, or environmental concerns.)* (4.H.1.3, 4.H.1.4, 4.H.1.5)

**After volunteers read the text, ask the following questions:**

**LITERAL**—What happened on September 11, 2001, and how did it affect North Carolina? (4.H.1.4)

- » A terrorist attack happened on September 11, 2001, in which terrorists hijacked airplanes and crashed them into the Twin Towers in New York City, the Pentagon, and a field in Pennsylvania. Afterward, the military increased its security and readiness, conducted training at North Carolina military bases like Fort Bragg and Camp Lejeune, and sent troops to Afghanistan and Iraq.

**EVALUATIVE**—How did the 2008 banking crisis affect North Carolina’s economy? (4.E.1.2, 4.H.1.3, 4.H.1.4)

- » Many people lost jobs and homes. Charlotte, a major banking center, lost several banks, and construction projects stopped.

**EVALUATIVE**—How did COVID-19 affect schools and families? (4.E.1.2, 4.H.1.3, 4.H.1.4)

- » Schools closed and switched to remote learning. Many businesses closed, and people stayed home. Many people felt isolated or lonely.

**EVALUATIVE**—Why are wetlands and other habitats important? (4.H.1.4)

- » Wetlands and other habitats provide homes for birds, fish, and other wildlife, including endangered species like the Carolina northern flying squirrel.

## Timeline Cards

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- Show students the Chapter 10 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What challenges and changes face North Carolina in the twenty-first century?”
- Invite a student to post the cards to the timeline under the dates referencing the appropriate spans of time provided. Refer to the diagram in the unit’s Introduction for guidance on the placement of each card to the timeline.



### CHECK FOR UNDERSTANDING

#### Ask students to do the following:

- Write a short answer to the Big Question: “What challenges and changes face North Carolina in the twenty-first century?”
  - » Key points students should include: Challenges involve changes and shifts in the economy from industries like agriculture, textiles, and furniture making to banking and medical research; as industries change, some workers have trouble finding new jobs; cities are growing quickly, which increases the demand for and prices of housing; prices for goods and services have also increased; growing cities need better roads and more housing, schools, and public services; rural areas are losing population and must find ways to attract new residents or adjust to having fewer people; a greater percentage of the population is older, and there is growing diversity; environmental challenges include protecting wetlands, forests, and other natural species, as well as balancing the desire for economic development with the need to provide a clean and healthy environment; other environmental concerns include hurricanes and fracking.
- Choose two of the Core Vocabulary terms (*centennial, aviation, supply chain, renewable energy, solar energy, fossil fuel, tourism, terrorist, erosion, fracking*), and explain how they are related to each other.

To wrap up the lesson, invite several students to share their responses.



**Note:** You may wish to assign Domain Vocabulary: Chapters 9–10 (AP 10.1) at this time.

## Additional Activities

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Download the Core Knowledge In Your State Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

## Teacher Resources

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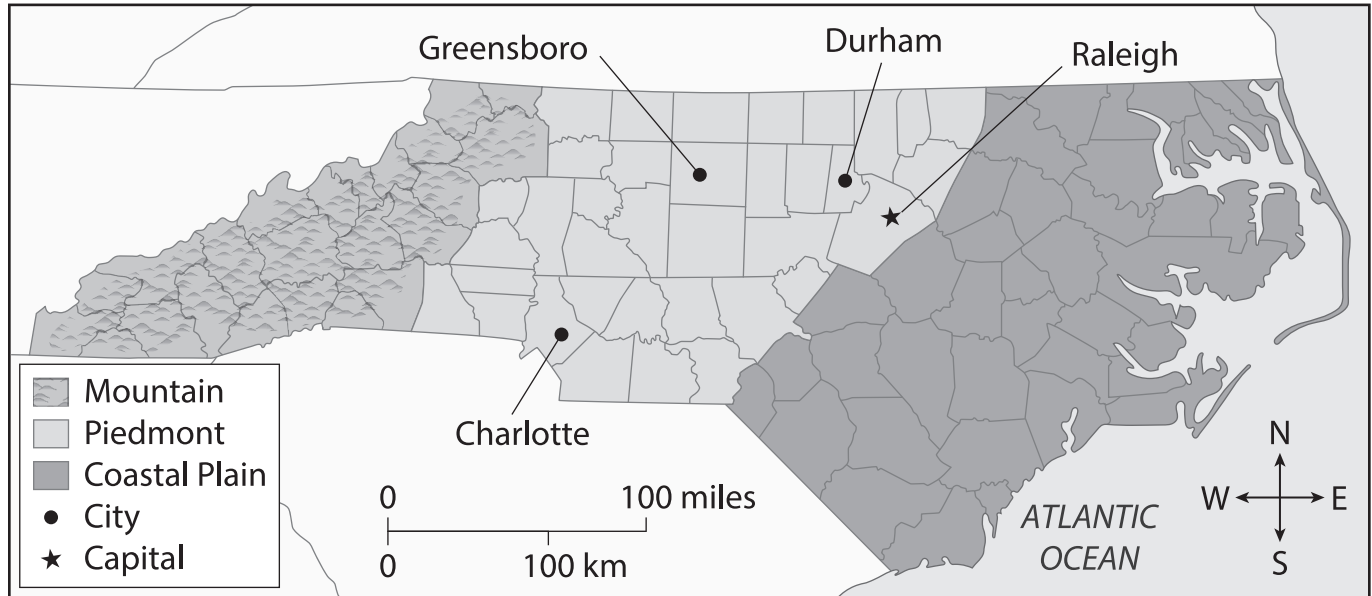


## Assessment: Chapter 1—A Place Called North Carolina

On your own paper, write the letter that provides the best answer.

Use the map to answer the questions 1 and 2.

**Regions of North Carolina**

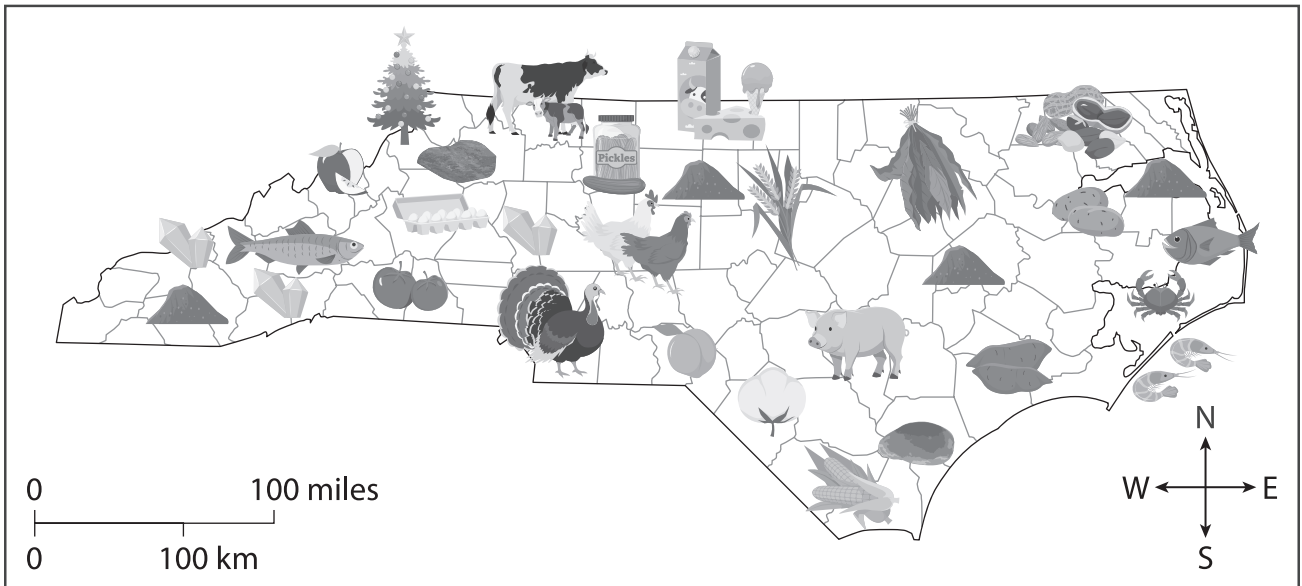


1. In what region are North Carolina's largest cities found? (**SS.4.G.1.1**)
  - a) Atlantic
  - b) Mountains
  - c) Piedmont
  - d) Coastal Plain
2. Which option best describes the Coastal Plain? (**SS.4.G.1.1**)
  - a) fertile land and cold climate
  - b) flat land and sandy beaches
  - c) industrial areas and large cities
  - d) forested areas and many minerals
3. Why is the Research Triangle important to North Carolina's economy? (**SS.4.G.1.2**)
  - a) It is a popular destination for tourism.
  - b) It is a busy port for international trade.
  - c) It is a center of farming and agriculture.
  - d) It is a hub for technology and innovation.

4. What aspect of North Carolina's culture do festivals like Merlefest work to celebrate and preserve? (SS.4.B.1.1)
- a) local culture
  - b) transportation and roads
  - c) national and international trade
  - d) funding for technology and innovation
5. How did German immigrants to North Carolina influence the state? (SS.4.B.1.2)
- a) They introduced Catholic traditions such as feast days.
  - b) They brought Lutheran beliefs and new ways of farming.
  - c) They started the state's first textile and clothing factories.
  - d) They created new and independent forms of government.
6. Why are symbols like the flowering dogwood, milk, and the cardinal important to North Carolina? (SS.4.H.1.6)
- a) They celebrate the state's environment and culture.
  - b) They highlight the diversity of the state's population.
  - c) They highlight the state's largest imports.
  - d) They celebrate achievements of people living in the state.
7. What crop does North Carolina produce in greater quantities than any other state? (SS.4.E.1.2, SS.4.H.1.6)
- a) cotton
  - b) peaches
  - c) sweet potatoes
  - d) tobacco

8. Use the map to answer the question.

### Resources of North Carolina



= Seafood	= Freshwater fish	= Turkey	= Eggs	= Dairy
= Chicken	= Cattle	= Pork	= Peanuts	= Pickles
= Corn	= Tobacco	= Cotton	= Peaches	= Wheat
= Apples	= Tomatoes	= Potatoes	= Trees	= Sweet potatoes
= Gemstones	= Mica	= Clay	= Heavy minerals	

Which resource is most important to North Carolina's Mountain region? (**SS.4.G.1.1, SS.4.E.1.2**)

- a) cotton
  - b) pork
  - c) tobacco
  - d) trees
9. How does the availability of natural resources like timber and minerals affect North Carolina's industries? (**SS.4.E.1.2, SS.4.E.1.3**)
- a) They make it harder for new industries to develop in the state.
  - b) They increase the amount of trade between cities in the state.
  - c) They support industries such as furniture making and technology.
  - d) They contribute to a decrease in high-tech and manufacturing jobs.

**10.** How does scarcity affect North Carolina's economy? (**SS.4.E.1.1**)

- a)** North Carolina cannot export its natural resources.
- b)** North Carolina cannot use things that require oil or gas.
- c)** North Carolina has to produce all of its own goods.
- d)** North Carolina has to import goods from other places.

## Assessment: Chapter 2—Government in North Carolina

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On your own paper, write the letter that provides the best answer.

1. Use the state seal to answer the question.



What do the two women on North Carolina's state seal symbolize? **(4.H.1.6)**

- a) Beauty and Joy
  - b) Liberty and Plenty
  - c) Peace and Strength
  - d) Goods and Services
2. Which of these is a right guaranteed by both the U.S. Constitution and the North Carolina state constitution? **(4.C&G.1.3)**
    - a) land ownership
    - b) driving a car
    - c) having a job
    - d) freedom of speech

Use the chart to answer questions 3 and 4.

<b>Government Roles and Responsibilities</b>		
<b>Federal Government</b>	<b>State Government</b>	<b>Local Government</b>
<ul style="list-style-type: none"> <li>• Defends the country from outside threats</li> <li>• Creates money</li> <li>• Manages interstate highways</li> <li>• Provides disaster relief funds</li> </ul>	<ul style="list-style-type: none"> <li>• Manages public education</li> <li>• Builds and maintains state highways</li> <li>• Maintains state parks</li> <li>• Oversees public health</li> <li>• Oversees elections</li> <li>• Makes rules for forming local governments</li> </ul>	<ul style="list-style-type: none"> <li>• Provides public safety, including police and fire</li> <li>• Provides water, trash, and recycling services</li> <li>• Maintains local roads and parks</li> <li>• Makes laws about local zoning and housing</li> </ul>

3. Which level of government is responsible for collecting trash and recycling? (4.C&G.1.1)
  - a) federal government
  - b) state government
  - c) local government
  - d) tribal government
4. Which of these is a responsibility shared by all three levels of government? (4.C&G.1.1)
  - a) printing money
  - b) maintaining roads
  - c) defending the country
  - d) providing police and fire services
5. Which statement about tribal governments is true? (4.C&G.1.1, 4.C&G.1.2)
  - a) Tribal governments make laws for their own people.
  - b) Tribal governments make laws for the entire country.
  - c) Tribal governments are formed by state governments.
  - d) Tribal governments are part of the county government.
6. Which of the following is a responsibility of a citizen, rather than a right? (4.C.1.3)
  - a) paying taxes
  - b) joining a protest
  - c) attending public school
  - d) being treated equally by the law
7. How does the federal government play a role in North Carolina's economy? (4.E.1.1, 4.E.2.1)
  - a) by giving farmers money to grow certain crops
  - b) by closing North Carolina's furniture factories
  - c) by choosing which candidates win elections
  - d) by printing newspapers for the state

- 8.** Why might the state of North Carolina offer a tax break to businesses? **(4.E.1.2)**
- a)** to attract businesses and create jobs
  - b)** to reduce competition among businesses
  - c)** to require businesses to lower their prices
  - d)** to ensure that businesses follow state laws
- 9.** What is the process for passing a state budget? **(4.C&G.1.1, 4.E.1.1)**
- a)** The governor proposes the budget, and the state legislature reviews and approves it.
  - b)** The state legislature proposes the budget, and the U.S. Congress reviews and approves it.
  - c)** Local governments propose the budget, and the state legislature reviews and approves it.
  - d)** The governor and state legislature propose the budget, and citizens vote to approve it.
- 10.** What is a possible negative result of poor financial decisions? **(4.E.2.2)**
- a)** saving money for the future
  - b)** having more money to pay taxes
  - c)** being unable to vote in elections
  - d)** being unable to pay for emergencies

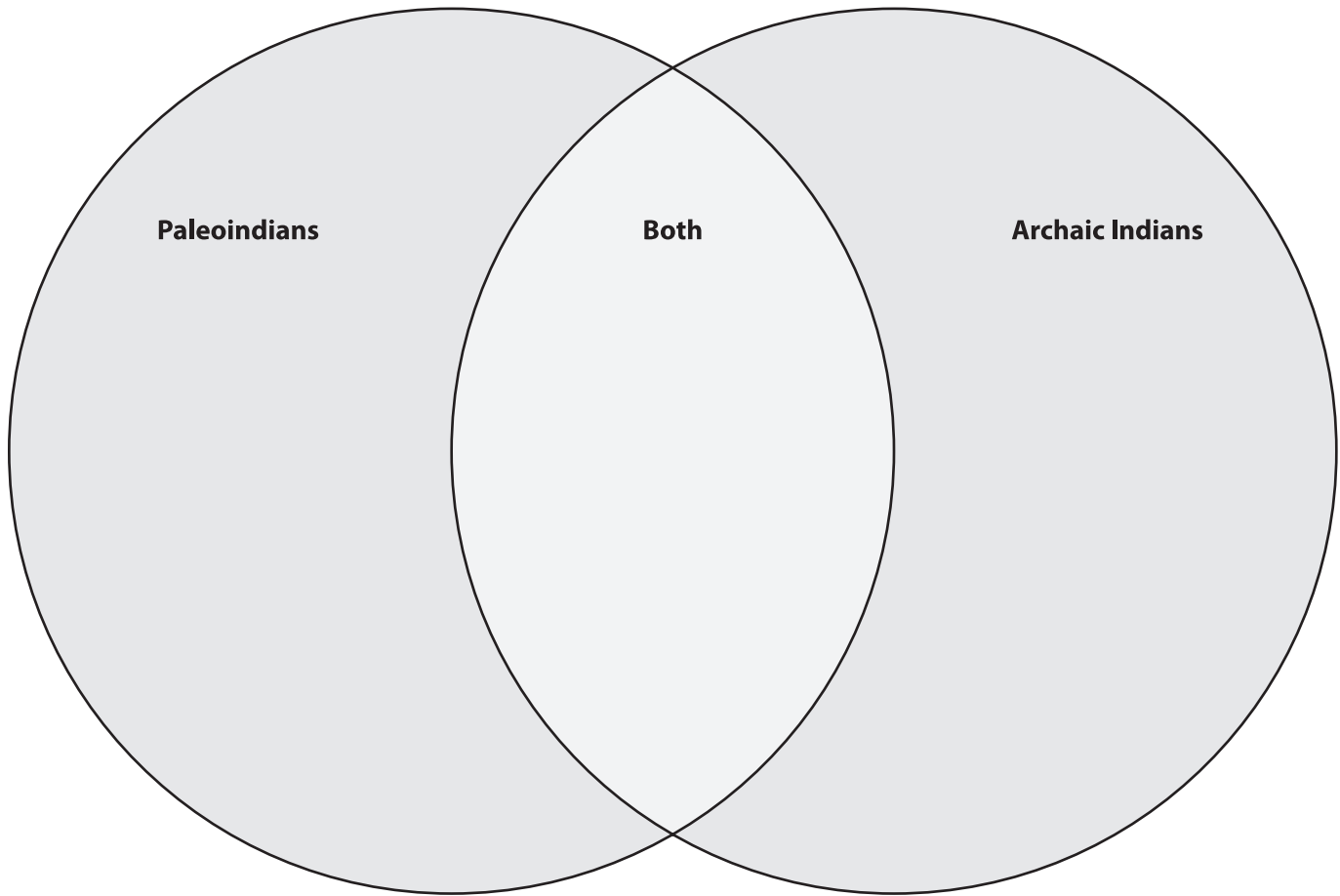


## Assessment: Chapter 3—North Carolina's First Peoples

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On your own paper, write the letter that provides the best answer.

Use the Venn diagram to answer questions 1 and 2.

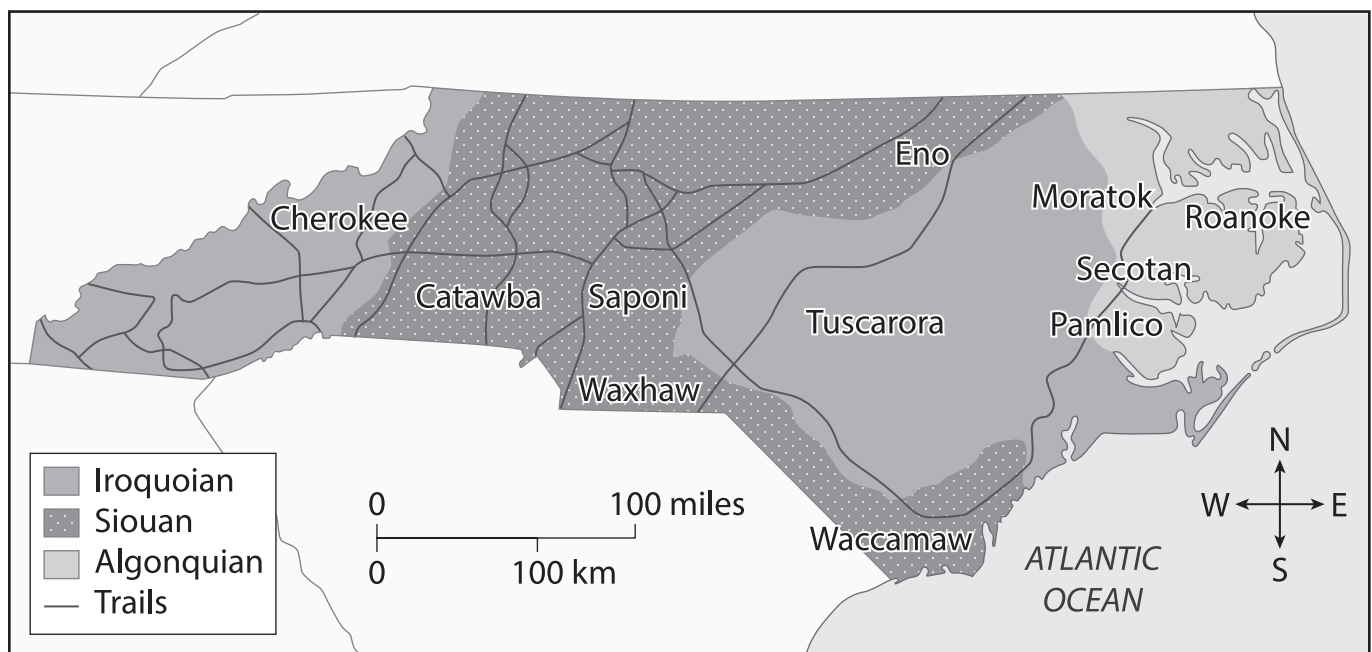


1. Which phrase belongs in the "Paleoindians" section of the Venn diagram? (4.H.1.1, 4.H.1.2)
  - a) built seasonal camps along rivers
  - b) traded goods with European settlers
  - c) began farming small plants such as squash
  - d) hunted large Ice Age animals like the mastodon
2. Which phrase belongs in the "Both" section of the diagram? (4.H.1.1)
  - a) used the atlatl to hunt animals
  - b) planted corn, beans, and squash
  - c) hunted and gathered and didn't stay in one place
  - d) lived in North Carolina about twelve thousand years ago

3. How did the roles of Indigenous groups change from the Paleoindian to the Archaic period? (4.H.1.2)
- a) People stopped hunting.
  - b) People traveled farther each year.
  - c) People began to settle in one place.
  - d) People began trading with European settlers.
4. How did the atlatl help early Indigenous people in North Carolina? (4.G.1.2)
- a) It made it easier to plant and harvest corn.
  - b) It helped them throw spears farther and with more force.
  - c) It made it easier to build stockades to protect their villages.
  - d) It helped them carry water from nearby rivers to their crops.

Use the map to answer questions 5 and 6.

### Native Americans of North Carolina, about 1500



5. Which two groups are from the same language group? (4.G.1.1)
- a) Catawba and Secotan
  - b) Cherokee and Tuscarora
  - c) Eno and Moratok
  - d) Waccamaw and Pamlico
6. Which group lived on the Coastal Plain? (4.G.1.1)
- a) Catawba
  - b) Cherokee
  - c) Roanoke
  - d) Waxhaw

- 7.** Which value was important to Woodland peoples in North Carolina? **(4.B.1.2)**
- a)** building large villages
  - b)** earning money through trade
  - c)** living in harmony with nature
  - d)** keeping written records of history
- 8.** Which sentence best explains why storytelling was important to Woodland peoples? **(4.B.1.2)**
- a)** It provided information about faraway places.
  - b)** It allowed them to trade stories with other groups.
  - c)** It helped them pass down their history and values.
  - d)** It helped them explain hunting and farming methods.
- 9.** What were the “Three Sisters”? **(4.H.1.1)**
- a)** crops that grew well together
  - b)** tools used for hunting together
  - c)** types of homes built by Native Americans
  - d)** powerful leaders of Native American groups
- 10.** Which of the following shows the influence of the Mississippian culture on Native Americans in North Carolina? **(4.G.1.2)**
- a)** ceremonial mounds
  - b)** dugout canoes
  - c)** stone pyramids
  - d)** totem poles

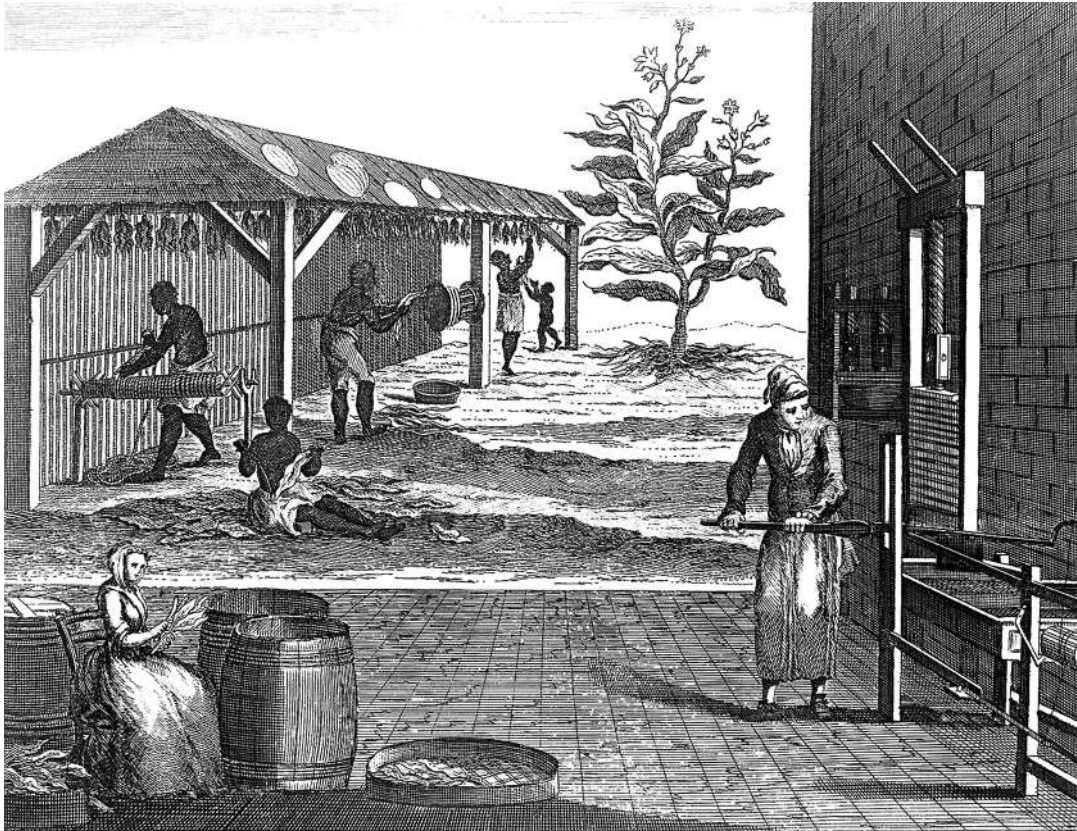
## Assessment: Chapter 4—*Colonial North Carolina*

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**On your own paper, write the letter that provides the best answer.**

1. What happened to the colony established on Roanoke Island in 1587? (4.H.1.4, 4.H.1.5, 4.G.1.2)
  - a) The settlers moved to the Carolina colony.
  - b) The settlers disappeared and were never found.
  - c) The settlers established tobacco and rice plantations.
  - d) The settlers established a successful and permanent colony.
2. Where were the first settlements in Carolina? (4.G.1.1, 4.G.1.2)
  - a) in the southern plains near Florida
  - b) along rivers in the western mountains
  - c) along the shore in the northern coastal region
  - d) in the eastern plains near the port of Charleston
3. What was the main cause of the Tuscarora War of 1711–13? (4.G.1.2, 4.G.1.3, 4.H.1.4)
  - a) lack of immunity to European diseases
  - b) conflicts over land claimed by European settlers
  - c) conflicts with other Native Americans over trading partners
  - d) pressure from the British government to move to reservation land

4. Use the image to answer the question.



How did tobacco plantations affect the use of enslaved labor in North Carolina? (4.E.1.2, 4.G.1.3)

- a) Tobacco grew best in small family gardens, so less enslaved labor was needed.
  - b) Tobacco was difficult to sell outside the Americas, so fewer workers were hired.
  - c) Tobacco plants and seeds came from Africa, so skilled Africans were enslaved and used to farm it.
  - d) Tobacco farming was profitable but required a lot of labor, so more enslaved labor was used.
5. What crops other than tobacco did enslaved Africans help cultivate in Carolina? (4.H.1.1)
- a) barley and wheat
  - b) corn and squash
  - c) cotton and sugar
  - d) rice and indigo
6. Why was Carolina split into two colonies in 1712? (4.G.1.2)
- a) The colony was too large to manage effectively.
  - b) The colony was divided to settle a dispute with Spain.
  - c) The colony wanted to prohibit slavery in the north but not in the south.
  - d) The colony wanted to give land back to Native Americans who had signed treaties.

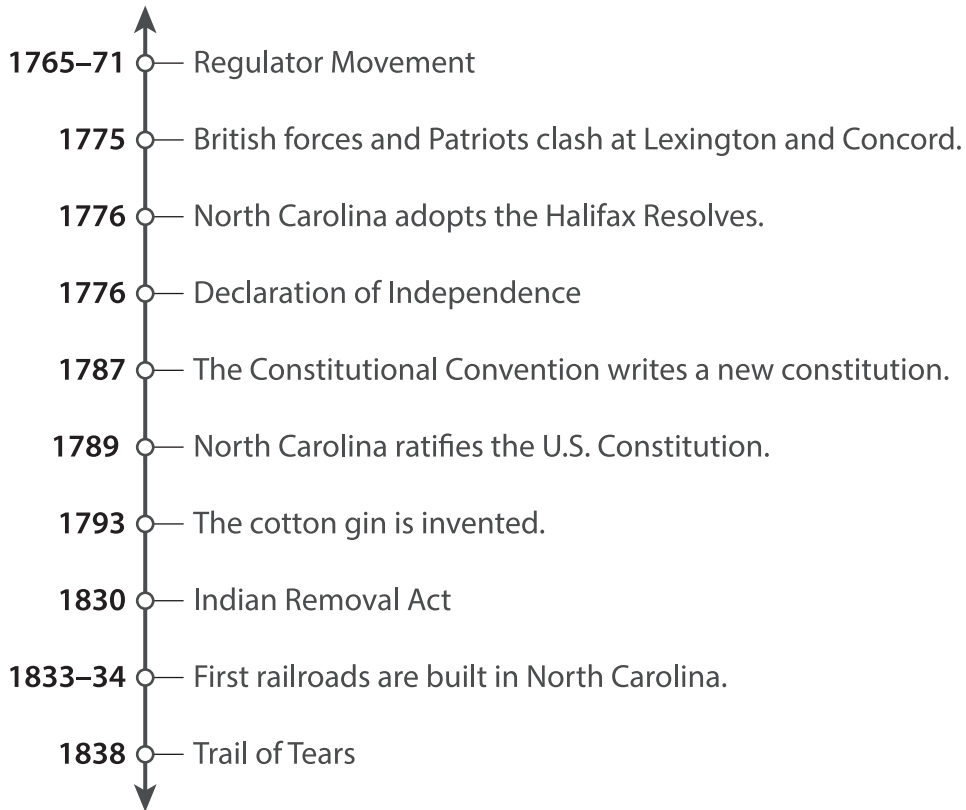
- 7.** How was the colony of North Carolina different from South Carolina? **(4.G.1.1)**
- a)** North Carolina had bigger cities and busier ports.
  - b)** North Carolina had fewer settlers and smaller farms.
  - c)** North Carolina had fewer factories and less industry.
  - d)** North Carolina had larger plantations and more enslaved workers.
- 8.** What was the Great Wagon Road? **(4.G.1.2, 4.G.1.3)**
- a)** a route used by settlers to move to Carolina
  - b)** a route connecting North Carolina to Europe
  - c)** a route used by explorers to reach the Outer Banks
  - d)** a route used by enslaved Africans to escape to freedom
- 9.** Why did many people move from Europe and other British colonies to Carolina in the 1730s? **(4.G.1.3)**
- a)** to escape war with Britain
  - b)** to search for gold and silver
  - c)** to trade with Native Americans
  - d)** to find new land and worship freely
- 10.** How did the Great Awakening affect colonial society? **(4.B.1.2)**
- a)** It increased conflict between settlers and Native Americans.
  - b)** It made people question their leaders and religious rules.
  - c)** It caused people to stop attending church and believing in God.
  - d)** It increased people's trust in their political and religious leaders.

## Assessment: Chapter 5—*Revolution and Early Statehood*

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On your own paper, write the letter that provides the best answer.

Use the timeline to answer questions 1 and 2.



1. Which event from the timeline shows the growing tensions in North Carolina over the way the colony was governed? (4.H.1.3, 4.H.1.4)
  - a) Regulator Movement
  - b) the cotton gin is invented
  - c) first railroads are built in North Carolina
  - d) Trail of Tears
2. What event helped inspire the Declaration of Independence? (4.H.1.3, 4.H.1.4)
  - a) the ratification of the U.S. Constitution
  - b) the Constitutional Convention
  - c) the invention of the cotton gin
  - d) the Halifax Resolves



3. The Regulator Movement was a protest related to which of these issues? (4.H.1.3, 4.H.1.4)
- a) the abolition of slavery
  - b) high taxes and unfair treatment
  - c) mill workers' rights in eastern North Carolina
  - d) long hours and working conditions in factories
4. What were Antifederalists against? (4.H.1.3, 4.H.1.4)
- a) a bill of rights
  - b) an overly strong central government
  - c) the spread of slavery
  - d) independence from Britain
5. Which infrastructure challenge negatively affected the economy of North Carolina in the early 1800s? (4.E.1.2)
- a) a lack of reliable roads
  - b) the high cost of turnpikes
  - c) a shortage of steel for railroads
  - d) the closing of port cities on the coast
6. Which development in the early 1800s helped businesses transport goods faster and more efficiently than before? (4.E.1.2)
- a) the construction of canals
  - b) the construction of highways
  - c) the invention of the telegraph
  - d) the invention of the cotton gin
7. Which raw material contributed most to the rise of the textile industry in North Carolina? (4.E.1.3)
- a) wool
  - b) cotton
  - c) timber
  - d) tobacco
8. What impact did the invention of the cotton gin in 1793 have on enslaved workers? (4.E.1.2, 4.E.1.3)
- a) It made work easier for enslaved workers by reducing their workload.
  - b) It improved conditions for enslaved workers by making goods more affordable.
  - c) It increased demand for enslaved labor because cotton became more profitable.
  - d) It decreased demand for enslaved labor because machines did most of the work.

- 9.** What was the Treaty of New Echota? **(4.B.1.2, 4.H.1.1)**
- a)** a law that gave Native Americans the same rights as U.S. citizens
  - b)** an agreement among Cherokee leaders to remain in the mountains
  - c)** a deal made by a small group of Cherokee to exchange land in the Southeast for land in the West
  - d)** a compromise that allowed some Native Americans to return to their land in North Carolina
- 10.** What was the Trail of Tears? **(4.G.1.2, 4.G.1.3)**
- a)** traditional trade routes used by Native American nations
  - b)** a set of secret routes used by enslaved people to escape to freedom
  - c)** a journey used by settlers voluntarily migrating to new lands
  - d)** a forced migration of Native Americans to reservation lands in the West

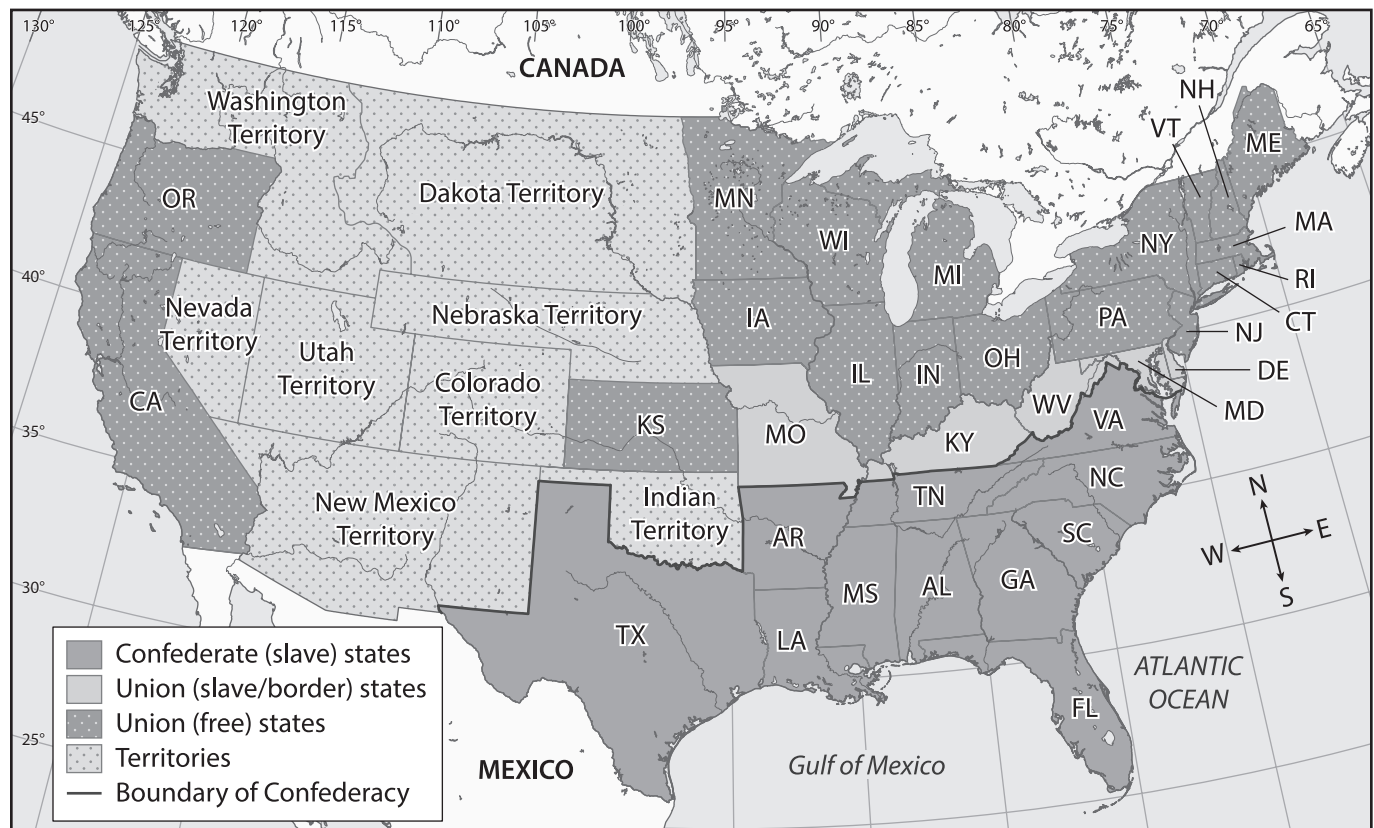
## Assessment: Chapter 6—North Carolina and the Civil War

On your own paper, write the letter that provides the best answer.

- Which of these statements about North Carolina's secession is true? (4.B.1.2, 4.H.1.3)
  - It was the first Southern state to secede.
  - It was deeply divided about whether to secede.
  - It seceded after Union troops invaded the state.
  - It seceded in response to the Emancipation Proclamation.
- The main cause of the Civil War was an ongoing conflict over which issue? (4.H.1.3)
  - tariffs
  - westward expansion
  - building railroads
  - slavery

Use the map to answer questions 3, 4, and 5.

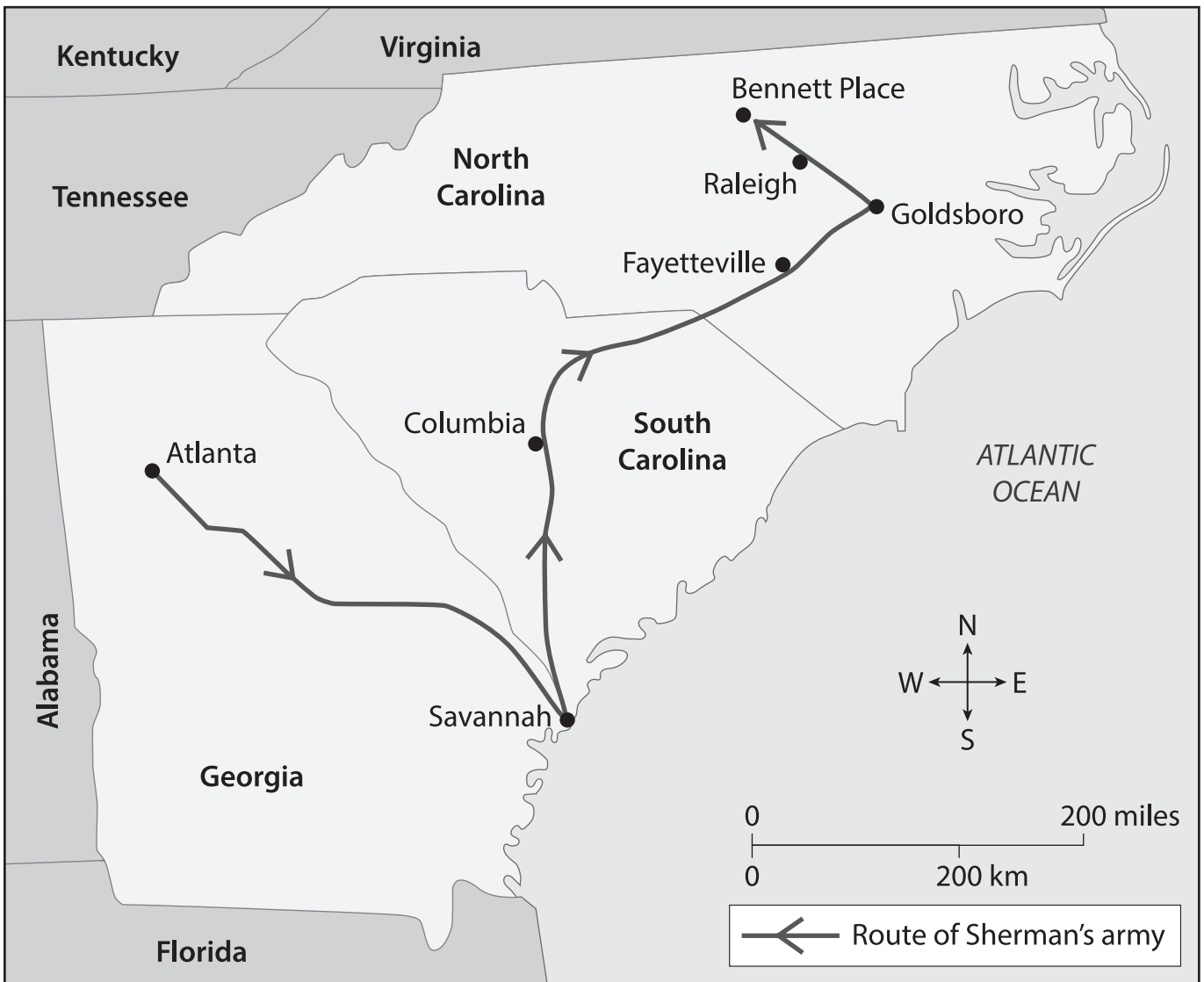
### Map of Union and Confederate States



- 3.** Which of the following states were part of the Confederacy in the Civil War? **(4.G.1.1, 4.H.1.5)**
- a)** California (CA) and Oregon (OR)
  - b)** Pennsylvania (PA) and Ohio (OH)
  - c)** Missouri (MO) and Kentucky (KY)
  - d)** Georgia (GA) and Tennessee (TN)
- 4.** What were the border states? **(4.G.1.1, 4.H.1.5)**
- a)** states that allowed slavery but stayed in the Union
  - b)** states that freed enslaved people at the outset of the Civil War
  - c)** states that joined the Confederacy after the fighting had started
  - d)** states that were formed after other states joined the Confederacy
- 5.** To which group did North Carolina belong? **(4.G.1.1)**
- a)** territories
  - b)** Union states
  - c)** border states
  - d)** Confederate states
- 6.** Which statement best explains why there was more support for the Union in western North Carolina than in other regions of the state? **(4.E.1.2, 4.G.1.1)**
- a)** This region had fewer industries.
  - b)** This area had more enslaved people.
  - c)** This area had fewer large plantations.
  - d)** This region had more cities and railroad hubs.
- 7.** Why was Wilmington, North Carolina, important to the war? **(4.H.1.4)**
- a)** It was the capital of the Confederacy.
  - b)** It was on the border between North and South.
  - c)** It was the site of the first battle of the Civil War.
  - d)** It was a major port to bring in Confederate supplies.

8. Use the map to answer the question.

### Sherman's March to the Sea, 1864–65



Where did Sherman's march end with the surrender of the Confederate armies? (4.G.1.1, 4.H.1.4)

- a) Atlanta
  - b) Bennett Place
  - c) Raleigh
  - d) Savannah
9. What did the Thirteenth Amendment do? (4.H.1.2)
- a) It strengthened states' rights.
  - b) It gave women the right to vote.
  - c) It ended slavery throughout the United States.
  - d) It admitted Confederate states back into the Union.

- 10.** What was the main goal of Reconstruction? **(4.H.1.3)**
- a)** to punish Union leaders
  - b)** to expand the western frontier
  - c)** to end racial segregation
  - d)** to rebuild the South
- 11.** What was the main purpose of the Freedmen's Bureau? **(4.H.1.3)**
- a)** to rebuild ports and railroads damaged in the war
  - b)** to support sharecropping and plantation agriculture
  - c)** to promote an amendment for the abolition of slavery
  - d)** to help newly freed people and poor whites adjust after the war

## Assessment: Chapter 7—*North Carolina in a Changing Nation*

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**On your own paper, write the letter that provides the best answer.**

1. How did the economy change in North Carolina in the late 1800s and early 1900s? **(4.E.1.2)**
  - a) The economy shifted from farming to greater use of manufacturing.
  - b) The economy shifted from growing tobacco and cotton to producing oil and steel.
  - c) The economy shifted from sharecropping to plantation agriculture.
  - d) The economy shifted from manufacturing goods to providing services like banking and health care.
2. Politicians included a “grandfather clause” to make sure that the laws did not impact the rights of which group?
  - a) African Americans
  - b) unmarried women
  - c) elderly citizen
  - d) white voters
3. What was the main purpose of the Indian boarding schools created by the U.S. government in the late 1800s? **(4.B.1.2, 4.G.1.3, 4.H.1.2)**
  - a) to forcibly assimilate Native American children
  - b) to help Native American children preserve their heritage and traditions
  - c) to teach white American children Native American languages and customs
  - d) to teach Native American and white children together in an integrated school
4. Which part of North Carolina had the greatest concentration of railroads in 1900? **(4.G.1.1, 4.G.1.3)**
  - a) Mountain region
  - b) Coastal Plain
  - c) Outer Banks
  - d) Piedmont
5. How did the location of railroads help that region become the center of North Carolina’s textile and furniture industries? **(4.E.1.2, 4.G.1.1, 4.G.1.3)**
  - a) High numbers of ports made that region the center of North Carolina’s textile and furniture industries.
  - b) Railroads provided electricity to power furniture and textile mills.
  - c) Railroads connected the region and helped businesses grow.
  - d) Railroads stopped floods from damaging farms in the region.
6. What was the goal of the temperance movement? **(4.B.1.2, 4.H.1.3)**
  - a) to ban alcohol
  - b) to enforce segregation
  - c) to give women the right to vote
  - d) to improve working conditions in factories



7. The majority of workers in North Carolina's textile mills were \_\_\_\_\_. (4.H.1.2)
- a) white men
  - b) African Americans
  - c) women or children
  - d) European immigrants
8. What happened in the Wilmington Coup of 1898? (4.B.1.2, 4.H.1.3)
- a) U.S. troops took control of the city's government.
  - b) Workers in a labor union took over a textile factory.
  - c) A mob of white citizens violently took over the local government.
  - d) An angry group of protesters gathered to demand lower taxes.
9. Use the image to answer the question.



- Which term did some people use to describe the original owners of the Biltmore Estate? (4.E.1.2, 4.H.1.1, 4.H.1.5)
- a) suffragists
  - b) Progressives
  - c) labor unions
  - d) robber barons
10. Which of these did Progressive reformers in North Carolina fight against in the early 1900s? (4.H.1.3)
- a) public health
  - b) the use of child labor
  - c) improved working conditions in factories
  - d) greater educational opportunities for children



3. Which statement describes women's suffrage in North Carolina? (4.G.1.1, 4.H.1.5)
- a) There was no women's suffrage in North Carolina before the Nineteenth Amendment was ratified in 1919.
  - b) There was equal women's suffrage in North Carolina before the Nineteenth Amendment was ratified in 1919.
  - c) There was partial women's suffrage in North Carolina before the Nineteenth Amendment was ratified in 1919.
  - d) There was no women's suffrage in North Carolina even after the Nineteenth Amendment was ratified in 1919.
4. Use the image to answer the question.



What did the women in this image have in common? (4.H.1.1, 4.H.1.2)

- a) They were suffragists.
- b) They were code breakers.
- c) They were wartime nurses.
- d) They were elected officials.

5. What was a main goal of Prohibition? (4.B.1.1, 4.H.1.3)
- a) to raise taxes on the sale of alcohol
  - b) to improve public health and safety
  - c) to desegregate schools and workplaces
  - d) to improve working conditions in factories
6. What event marked the beginning of the Great Depression? (4.H.1.4)
- a) the stock market crash of 1929
  - b) the end of World War I in Europe
  - c) the passage of the Eighteenth Amendment
  - d) the election of President Franklin D. Roosevelt
7. What was the purpose of New Deal programs like the CCC and WPA? (4.H.1.4)
- a) to close failing banks and businesses
  - b) to desegregate schools and workplaces
  - c) to encourage people to return to farming
  - d) to create jobs and provide support for people in need
8. Why was the Gastonia strike considered a milestone? (4.H.1.3, 4.H.1.4)
- a) It was the first peaceful strike staged by a labor union.
  - b) It brought national attention to poor factory working conditions.
  - c) It increased the minimum wage established by the government.
  - d) It expanded the number of hours that women and children could work.
9. How did Cherokee code talkers from North Carolina help the war effort during World War II? (4.H.1.1, 4.H.1.4)
- a) They decoded secret messages sent by Germany.
  - b) They sent military messages in their Native language.
  - c) They intercepted Japanese planes headed for Pearl Harbor.
  - d) They provided military training at Fort Bragg and Camp Lejeune.

10. Use the image to answer the question.



What was a victory garden? (4.H.1.4)

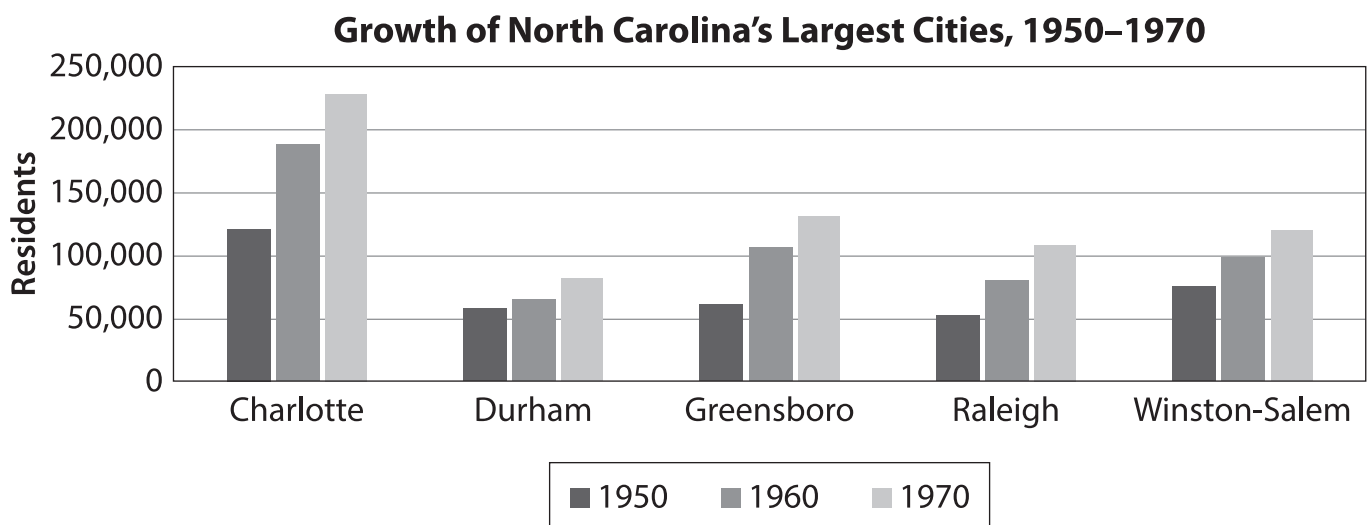
- a) a government farm where food was grown for Allied soldiers
- b) a government program that distributed food to families in need
- c) a place where families grew their own food to support the war effort
- d) a farming community that provided land to farmers during the Great Depression

## Assessment: Chapter 9—North Carolina in the Late 1900s

On your own paper, write the letter that provides the best answer.

- Which North Carolina city has become one of the top banking and finance centers in the United States? (4.E.1.2)
  - Asheville
  - Charlotte
  - Greensboro
  - High Point
- The Research Triangle most directly caused the growth of which industries in North Carolina? (4.E.1.2)
  - cotton and tobacco farming
  - furniture and textile manufacturing
  - education, medicine, and technology
  - transportation, shipping, and railroads

Use the graph to answer questions 3, 4, and 5.



Source: Data from U.S. Census Bureau

- Which statement is supported by the information in the graph? (4.G.1.1, 4.G.1.2, 4.G.1.3)
  - Population growth slowed down between 1950 and 1970.
  - North Carolina's largest cities grew between 1950 and 1970.
  - Some of North Carolina's cities grew but others lost population between 1950 and 1970.
  - Durham experienced the highest population growth in North Carolina between 1950 and 1970.



4. What was one effect of the population growth in North Carolina's largest cities between 1950 and 1970? **(4.G.1.1)**
- a) The Mountain region became the state's population center.
  - b) North Carolina's coastal towns became the largest cities.
  - c) Many people moved to suburbs that surrounded cities.
  - d) Fewer people lived in the Piedmont region.
5. Which term best describes the change shown in the graph? **(4.G.1.1, 4.G.1.2, 4.G.1.3)**
- a) assimilation
  - b) integration
  - c) sectionalism
  - d) urbanization
6. Use the photograph to answer the question.



- What act of civil disobedience is shown in this photograph from 1960? **(4.H.1.1, 4.H.1.3)**
- a) a boycott
  - b) a march
  - c) a sit-in
  - d) a strike
7. Who are the Montagnards? **(4.H.1.1)**
- a) refugees from the Soviet Union who fled communism
  - b) a civil rights group that protested segregation in the South
  - c) Vietnamese people who helped U.S. soldiers and migrated to North Carolina
  - d) Indigenous people from North Carolina's Mountain region who migrated out of cities like Charlotte and Raleigh in the 1970s



- 8.** What was the Student Nonviolent Coordinating Committee (SNCC)? **(4.H.1.1, 4.H.1.4)**
- a)** a civil rights activist group
  - b)** a white supremacist group
  - c)** a group of volunteers providing disaster aid
  - d)** a program that trained students to become military officers
- 9.** The Cold War was a conflict between the United States and what country? **(4.H.1.4)**
- a)** China
  - b)** Germany
  - c)** the Soviet Union
  - d)** Vietnam
- 10.** Which of the following was a result of the Cold War? **(4.H.1.3)**
- a)** the stockpiling of nuclear weapons
  - b)** the removal of communism in Vietnam
  - c)** the dropping of the atomic bomb on Japan
  - d)** the reunification of North Korea and South Korea

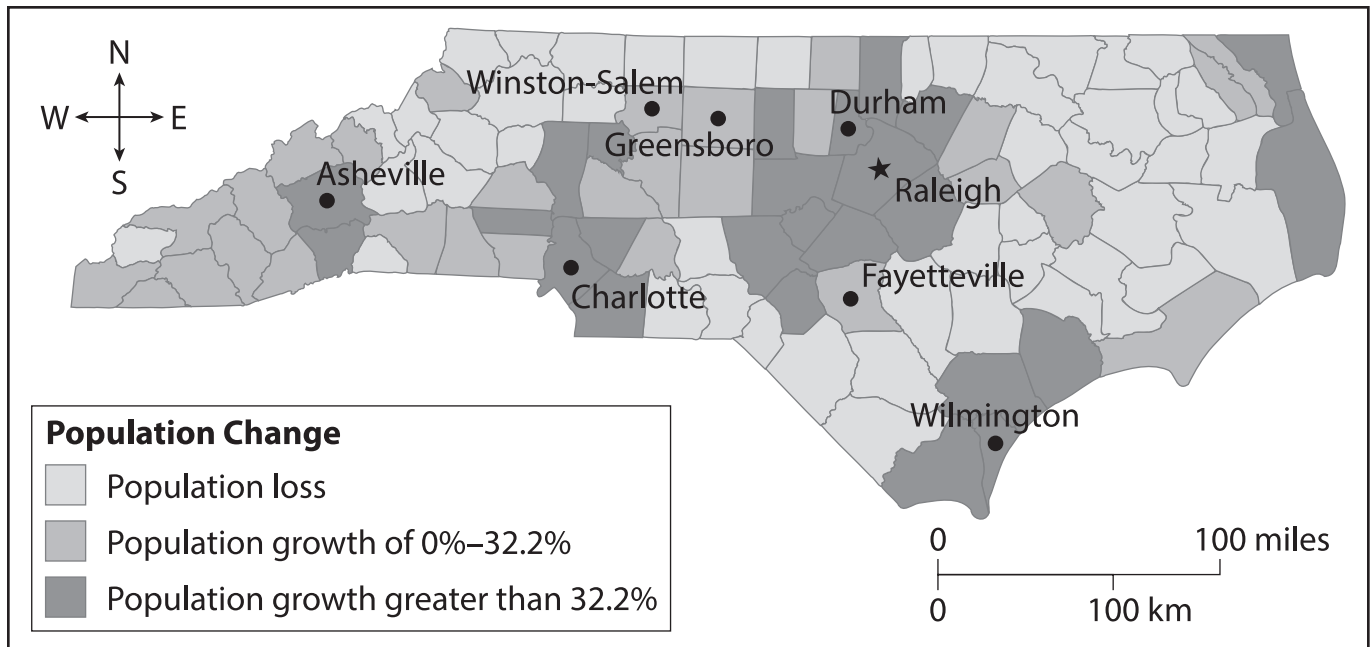
## Assessment: Chapter 10—North Carolina in the Twenty-First Century

On your own paper, write the letter that provides the best answer.

1. In 2003, people gathered at Kitty Hawk to celebrate the centennial of which event? (4.H.1.4)
  - a) the first airplane flight
  - b) the first moon landing
  - c) the Declaration of Independence
  - d) the end of the Civil War
2. Today, North Carolina is a leader in which industries? (4.E.1.2, 4.H.1.4)
  - a) farming rice and indigo
  - b) coal mining and fracking
  - c) automobile manufacturing
  - d) medical research and renewable energy
3. Which of these is a renewable energy source used in North Carolina? (4.H.1.4)
  - a) oil
  - b) coal
  - c) wind
  - d) natural gas

Use the map to answer questions 4 and 5.

**Projected Population Change in North Carolina's Counties, 2021–50**



4. Which statement is true about the county in which Raleigh is located? **(4.G.1.1, 4.G.1.2)**
- a) It is expected to lose population by 2050.
  - b) It is expected to have the same population in 2050 as today.
  - c) It is expected to grow greater than 32.2% by 2050.
  - d) It is expected to grow slower than 32.2% by 2050.
5. The map provides evidence for which conclusion? **(4.G.1.1, 4.G.1.2)**
- a) Cities are losing population.
  - b) Urban areas are growing more than rural areas.
  - c) Rural areas are growing more than urban areas.
  - d) The western part of the state is growing more than the Piedmont.
6. What is one way tourism impacts North Carolina's economy? **(4.E.1.2)**
- a) It creates jobs in hotels, restaurants, and entertainment.
  - b) Tourism is not a key part of the state economy.
  - c) It reduces the number of farms in rural areas.
  - d) It causes many historic sites to shut down.
7. Who is Beverly Perdue? **(4.H.1.1, 4.H.1.2)**
- a) the first woman to visit space
  - b) the first woman to run for U.S. president
  - c) a recent U.S. senator from North Carolina
  - d) the first female governor of North Carolina
8. How did the 9/11 terrorist attacks affect North Carolina? **(4.H.1.4)**
- a) North Carolina's schools were forced to move to online classes.
  - b) Soldiers were trained at North Carolina bases before deploying to war zones.
  - c) The economy shifted from service industries to textiles to support the war effort.
  - d) Several North Carolina banks were forced to close, and people lost their homes.
9. Which of these is a major challenge for communities in North Carolina that are experiencing rapid population growth? **(4.H.1.3, 4.H.1.4)**
- a) Beaches are disappearing because of low tourism.
  - b) There is a shortage of fresh drinking water.
  - c) Development threatens wildlife habitats.
  - d) There are too many empty houses with no one to buy them.
10. Which hurricane caused more damage to North Carolina's Mountain region than to coastal areas? **(4.G.1.1, 4.H.1.4)**
- a) Hurricane Katrina (2005)
  - b) Hurricane Florence (2018)
  - c) Hurricane Dorian (2019)
  - d) Hurricane Helene (2024)

# Performance Task: *The Story of North Carolina*

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**Teacher Directions:** From the mountains to the coast and from precolonial times to the twenty-first century, North Carolina’s story is one of places, people, and progress. In this project, students will create a picture book that traces the state’s journey through time.

Ask students to create an eight-to-ten-page picture book about North Carolina’s history. The book should show how North Carolina has changed over time. It can talk about the state as a whole or focus on one theme (such as transportation or migration, resistance and reforms, etc.) or group (such as African Americans, immigrants, the Lumbee, etc.). It can also focus primarily on one of the three regions of the state where you live. Encourage students to use information from their Student Reader and Additional Activities in their responses. Have students use the Performance Task Notes Table to organize their thoughts and plan their picture book.

**Prompt:**

In this task, you will create a picture book to tell the story of North Carolina. Picture books use both words and pictures to tell the story of a place. Your picture book should be aimed at younger students. The book should help your audience understand how North Carolina has changed and developed over time.

- 1. Break the history of North Carolina into time periods, beginning with the history of Native Americans who lived here before European exploration. For each time period, think about what life was like and what important changes and events were taking place.
- 2. Set aside one page to tell about each time period in words and pictures.
- 3. Write two to three sentences for each time period. Tell the story of North Carolina and the people who lived here at that time. Focus on one or more events that are important and interesting. Choose events that clearly show what was happening in that period.
- 4. Create an illustration or find a photograph, map, or other image that will help tell your story on each page. The images should make sense with the text.
- 5. Gather all the pages together in order in one place, such as a folder or binder.

Use the Performance Task Notes Table and the lines below to take notes and organize your thoughts for your picture book. Remember to include details from the chapters in *The Story of North Carolina*, as well as from the sources and resources in the unit activities.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide eight or ten specific examples of events spread across time that shaped North Carolina’s history and demonstrate change over time.

<b>Period of Time</b>	<b>Description/Event(s)</b>	<b>Illustration Idea</b>
Before 1600s	Native American groups such as the Cherokee, Tuscarora, and Catawba hunted, farmed, and traded. Villages grew.	A Native American village
Early Colonization	The English attempted to settle at Roanoke. Later, settlers established permanent colonies and began changing the land and lives of Native peoples.	A tree with the word “Croatoan” carved in it
Colonial Carolina	Farmers, merchants, and enslaved people lived in small towns and on plantations. Conflicts with Native peoples and tensions with Britain grew. Tobacco became an important crop.	Tobacco farm; a busy colonial town with different groups of people
Revolution and a New Nation	North Carolinians fought in the American Revolution and helped shape the new United States. The state grew quickly after independence.	A battle scene of the Revolutionary War; the North Carolina flag with its revolutionary era dates
Early 1800s	Most people lived on farms. Many enslaved African Americans worked in fields.	A tobacco plantation
Civil War	North Carolina was part of the Confederacy during the Civil War. Many families were divided, and the state suffered great losses.	Confederate flag; soldiers marching or a family saying good-bye; African Americans after emancipation
Industrialization	After the war, railroads were built that helped connect cities and towns. Textile mills and tobacco factories created new jobs and industries.	A steam engine and smokestacks with workers entering a factory; textile workers tending the machines inside a textile mill
World War I–World War II	North Carolinians served in both world wars. At home, people grew food, built supplies, and supported the war efforts. The Great Depression happened between the wars and brought hard times to many families.	Soldiers in uniform; families planting victory gardens; people standing in line for food in the Great Depression

Civil Rights Movement	African Americans led the fight for equal rights. Events like the Greensboro sit-ins helped inspire change across the country.	A sit-in; people marching while holding signs against segregation; civil rights legislation passing
Late 1900s–Today: Growth and Innovation	In recent decades, North Carolina became known for technology, research, and education. Cities grew, and the state became more diverse.	A modern city with tall buildings

# Performance Task Scoring Rubric

**Note:** Students should be evaluated on the basis of their picture book using the rubric.

Students should not be evaluated on the completion of the notes table, which is intended to be a support for students as they first think about their responses.

<b>Above Average</b>	The picture book is accurate, detailed, and thorough, addressing all parts of the prompt. The text and images demonstrate thought and creativity. The events chosen are relevant, and their description demonstrates a strong understanding of North Carolina’s history. A few minor errors in spelling, grammar, or usage may be present.
<b>Average</b>	The picture book is mostly accurate and somewhat detailed, addressing most parts of the prompt. The text and images demonstrate some thought and effort. The events chosen are mostly relevant, and their description demonstrates a general understanding of North Carolina’s history. Some minor errors may be present.
<b>Adequate</b>	The picture book is mostly accurate but lacks details or illustrations. The events chosen may not all be relevant, or they may be organized in a way that suggests limited understanding of North Carolina’s history. Significant errors may be present.
<b>Inadequate</b>	The picture book is incomplete. It may have fewer than eight pages or lack text and/or accompanying images. Several events chosen are irrelevant, the book exhibits major issues with organization, or it demonstrates a lack of understanding of North Carolina’s history. Significant errors may be present.



## **Performance Task Activity: *The Story of North Carolina***

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In this task, you will create a picture book to tell the story of North Carolina. Picture books use both words and pictures to tell the story of a place. Your picture book should be aimed at younger students. The book should help your audience understand how North Carolina has changed and developed over time.

1. Break the history of North Carolina into time periods, beginning with the history of Native Americans who lived here before European exploration. For each time period, think about what life was like and what important changes and events were taking place.
2. Set aside one page to tell about each of the time periods in words and pictures.
3. Write two to three sentences for each time period. Tell the story of North Carolina and the people who lived here at that time. Focus on one or more events that will make it exciting for young readers. Choose events that clearly show what was happening in that period.
4. Create an illustration or find a photograph, map, or other image that will help tell your story on each page. The images should make sense with the text.
5. Gather all the pages together in order in one place, such as a folder or binder.

Use the Performance Task Notes Table to take notes and organize your thoughts for your picture book. Remember to include details from the chapters and primary sources in *The Story of North Carolina*, as well as from the sources and resources in the unit activities.

***The Story of North Carolina Performance Task Notes Table***

Use the table below to help organize your thoughts as you refer to North Carolina’s history and its development over time. You do not need to complete the entire table to complete your picture book, but you should try to have at least six specific examples of events that shaped North Carolina’s history and demonstrate change over time.

Period of Time	Description/Event(s)	Illustration Idea

Name \_\_\_\_\_ Date \_\_\_\_\_

Map of North Carolina



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 2.1****Use with Chapter 2****My Representatives****Fill in the table below with your representatives at each level of government.**

Federal: President	
Federal: Senators	
Federal: Representative	
State: Governor	
State: Senator	
State: Representative	
Local: Mayor (or Village President)	
Local: City or Town Council	
Local: School Board	
Tribal: Tribal Leader(s)	

Activity Page 2.2

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

List the terms from the word bank that belong in each category.

agriculture	financial literacy	scarcity
barrier island	governor	sovereign
budget	high-tech	symbol
democracy	immigration	state legislature
diverse	import	urban
export	industry	jury
federal	natural resource	
fertile	rural	

Geography and Culture	Politics and Government	Economics

Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 2.3

## Use with Chapter 2

### Whose Job Is It?

**Below are headlines describing the work done by different levels of government: tribal, local, state, and federal. Cut on the dotted lines, then sort each according to the level of government to which it belongs.**

Department of Transportation Announces Start of New Interstate Construction Project

North Carolina School Board Announces New Science Learning Standards

Mayor Announces New Downtown Bus Line for Next Year

Tribal Council Announces Summer Educational Initiative on Cherokee Culture

Governor Shares Plan to Expand Internet Access in Rural Communities

North Carolina's Department of Fish and Wildlife Commission Begins an Anti-Pollution Awareness Campaign

Catawba Leaders Announce New Language Classes for Tribal Youth.

State Park Officials Celebrate Opening of a New Hiking Trail in the Blue Ridge Mountains.

County Library Launches Free Summer Reading Program for Kids.

National Weather Service Issues Hurricane Preparedness Guide for North Carolina Families

Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 3.1

## Use with Chapter 3

### Artifact Study

#### Describe the artifact.

1. What type of object is it? \_\_\_\_\_
2. Where is it from? \_\_\_\_\_
3. When was it made? \_\_\_\_\_
4. What color is it? \_\_\_\_\_
5. What shape is it? \_\_\_\_\_
6. What size is it? \_\_\_\_\_
7. What is it made of? \_\_\_\_\_

#### Think about the artifact.

8. What knowledge or experience was needed to create it?  
\_\_\_\_\_  
\_\_\_\_\_
9. Why was it made? What is its purpose?  
\_\_\_\_\_  
\_\_\_\_\_
10. Could it have been made by one person, or did it need to be made by a group?  
\_\_\_\_\_
11. How has the artifact changed over time?  
\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

### **Activity Page 3.1 (continued)**

**Think about context.**

**12.** What do you know about the time and place the artifact was created?

---

---

**Draw a conclusion about the artifact.**

---

---

Name \_\_\_\_\_

Date \_\_\_\_\_

### Activity Page 3.2

### Use with Chapter 3

#### GRAPES: \_\_\_\_\_

<b>Geography</b> Where was the culture located? How did they interact with the environment? How did the environment shape the way they lived?	
<b>Religion</b> What did they believe? Did they have religious leaders, like priests or shamans?	
<b>Accomplishments</b> What did they achieve, create, or invent?	
<b>Politics</b> Who were its leaders? How were leaders chosen? How were important decisions made?	
<b>Economy</b> Were they hunter-gathers, farmer, or traders? What did they hunt, farm, or trade?	
<b>Social Structure</b> How was their society organized? Did they have clans? Who did what kind of jobs?	

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 4.1**

**Use with Chapters 4, 5, 7, 9, 10**

**Analyze an Image**

**1a.** Does this image show a place?

\_\_\_\_\_

**1b.** What does the place look like?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2a.** Are there people in the image?

\_\_\_\_\_

**2b.** What are the people doing?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3a.** Are there objects in the image?

\_\_\_\_\_

**3b.** What are the objects being used for?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4a.** What time period does the image show?

\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 4.1 (continued)**

**Use with Chapter 4**

**4b.** What does the image show you about that time period?

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---

---

Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 4.2

## Use with Chapter 4

### Domain Vocabulary: Chapters 3–4

Use the words in the word bank to complete the crossword puzzle.

abolitionism	adapt	archaeologist	artifact
descendant	extinct	forager	immunity
nomadic	persecution	plantation	proprietor
revival	sound	subsistence	

#### Across:

- 2. a large, shallow body of water
- 4. a movement marked by renewed religious interest
- 6. just enough food to keep a person alive
- 10. the movement to end slavery in the 1700s and 1800s
- 13. moving around often in search of food; not settled in one place
- 15. a person who owns or is charge of something, such as land or a business

#### Down:

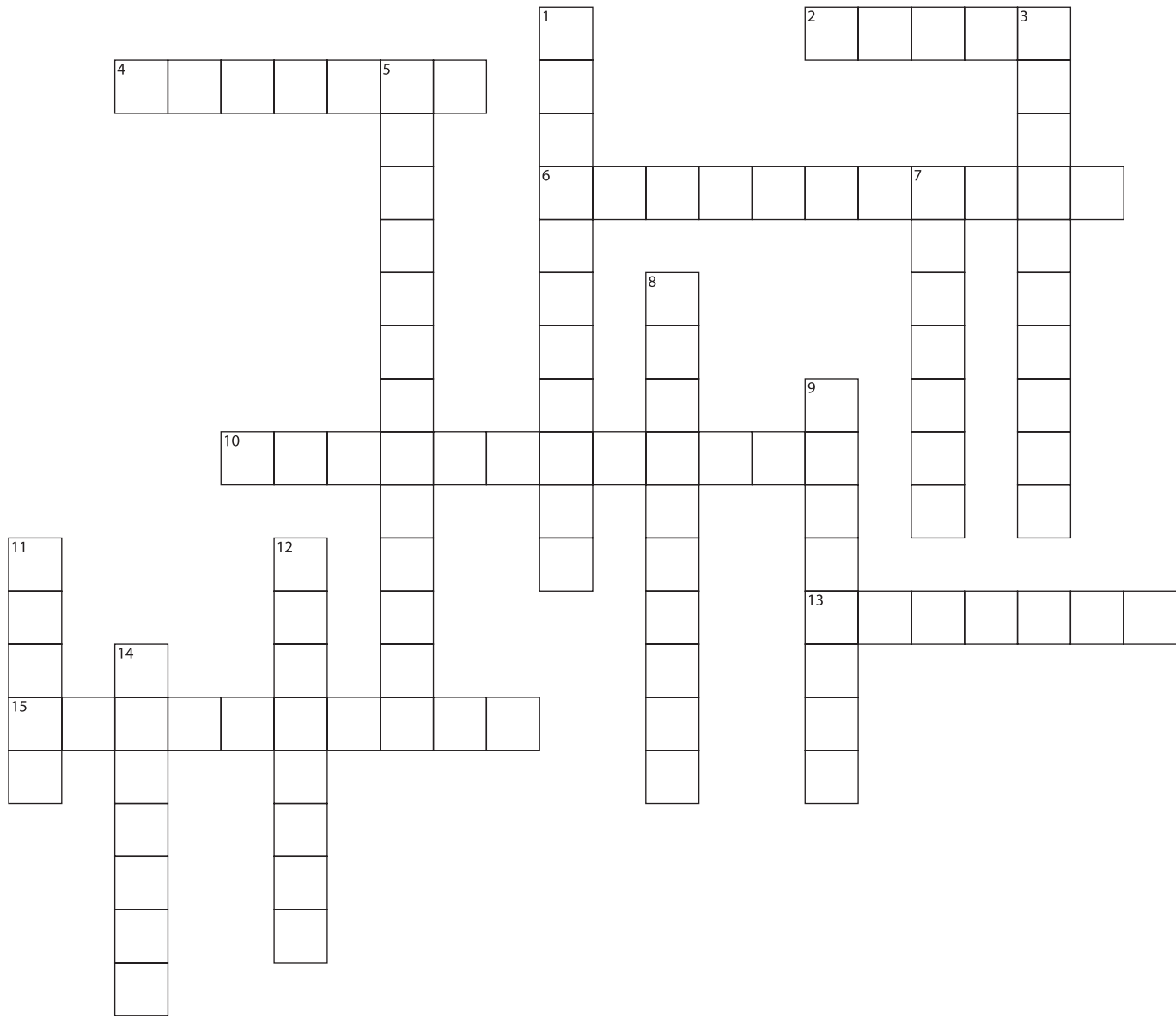
- 1. cruel and unfair treatment of a group of people
- 3. someone who is related to a person or group of people who lived in the past
- 5. an expert in the study of ancient people and the objects from their time period that remain
- 7. having died out completely
- 8. a large farm where cash crops are grown on behalf of the person who owns the land
- 9. the body's ability to remain free of illness even after being exposed to the cause of the illness
- 11. to change to fit a new situation
- 12. an object used during a past period of history
- 14. a person who finds food by collecting it from wild plants

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 4.2 (continued)

Use with Chapter 4



Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 6.1

## Use with Chapter 6

### Domain Vocabulary: Chapters 5–6

For each word, write the letter of the definition.

- |                          |  |
|--------------------------|--|
| _____ 1. blockade        | a) to approve  |
| _____ 2. boycott         | b) a representative  |
| _____ 3. canal           | c) to preserve meat, fish, or other food by smoking, drying, or salting it   |
| _____ 4. casualty        | d) excused from the reach of a law or rule   |
| _____ 5. cure            | e) a channel dug by people, used by boats or for irrigation  |
| _____ 6. delegate        | f) a road with a gate that people had to pay a toll to pass through  |
| _____ 7. exempt          | g) an area of land set aside by the government for Native Americans to live  |
| _____ 8. infrastructure  | h) the public works system that includes roads, bridges, water, public transportation, etc.                                  |
| _____ 9. militia         | i) a person killed, wounded, injured, or missing in wartime  |
| _____ 10. ratify         | j) a farmer who works land owned by someone else and pays the landowner with a portion of the crops they grow                |
| _____ 11. reservation    | k) a form of organized protest in which people refuse to buy goods or have anything to do with a particular group or country |
| _____ 12. resilience     | l) a group of armed citizens prepared for military service at any time   |
| _____ 13. sectionalism   | m) a military strategy aimed at preventing people and goods from entering or leaving an area                                 |
| _____ 14. segregation    | n) strong loyalty to one's region and its interests, often to the exclusion of the interests of other regions                |
| _____ 15. sharecropper   | o) political powers that belong to state governments under the Constitution  |
| _____ 16. states' rights | p) the ability to recover from hardship or difficult conditions  |
| _____ 17. turnpike       | q) the act of keeping people separate, usually on the basis of race  |



Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 8.1

## Use with Chapter 8

### Domain Vocabulary: Chapters 7–8

Complete each sentence with the correct word(s) from the word bank.

assimilate	desegregation	discrimination
labor union	levee	literacy test
mandatory	monopoly	poll tax
ration	spiritual	stock
suffrage	temperance	

1. A \_\_\_\_\_ is built to protect communities from floods.
2. A \_\_\_\_\_ is a religious song that expresses feelings of hope and faith.
3. A \_\_\_\_\_ is when one company controls an entire industry or market.
4. Wearing a seatbelt in the car is \_\_\_\_\_ because it's the law.
5. The \_\_\_\_\_ movement worked to stop the sale and drinking of alcohol.
6. When you buy \_\_\_\_\_ in a company, you own a small part of that business.
7. Some states required people to pass a \_\_\_\_\_ before they were allowed to vote.
8. African Americans faced \_\_\_\_\_ and were treated unfairly because of their race.
9. Workers might join a \_\_\_\_\_ to demand better pay and safer working conditions.
10. Immigrants to the United States might \_\_\_\_\_ by learning English and following U.S. customs.
11. The Nineteenth Amendment granted women's \_\_\_\_\_, allowing women to vote in elections.
12. Reformers worked for \_\_\_\_\_ to end the unfair Jim Crow laws.
13. A \_\_\_\_\_ was a fee that people had to pay before voting, which kept many poor people from voting.
14. During war, a government might \_\_\_\_\_ certain goods to make sure there is enough to fight the war.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 10.1

## Use with Chapter 10

### Domain Vocabulary: Chapters 9–10

For each word, write the letter of the definition.

- |                              |   |
|------------------------------|---|
| _____ 1. aviation            | a) energy captured from sunlight  |
| _____ 2. capitalism          | b) a way to get fossil fuels from deep underground  |
| _____ 3. centennial          | c) the carrying away of soil and rock by water, ice, or wind  |
| _____ 4. civil disobedience  | d) a celebration of something that happened 100 years ago   |
| _____ 5. communist           | e) the business or practice of flying airplanes and helicopters   |
| _____ 6. erosion             | f) a major highway that runs through more than one state  |
| _____ 7. fossil fuel         | g) to end a policy that keeps apart people of different races   |
| _____ 8. fracking            | h) a person who uses violence against civilians to achieve political goals  |
| _____ 9. integrate           | i) a town or small city within commuting, or easy traveling, distance of a large city   |
| _____ 10. interstate highway | j) refusal to follow the law or government because it goes against one's conscience   |
| _____ 11. renewable energy   | k) a type of nonviolent protest in which protestors sit down in a place and refuse to move  |
| _____ 12. sit-in             | l) relating to an economic system based on community ownership of property and industry   |
| _____ 13. solar energy       | m) fuel, such as oil, natural gas, and coal, formed in the earth from the remains of living things  |
| _____ 14. suburb             | n) energy that comes from natural sources that won't run out, such as the sun, wind, and water  |
| _____ 15. terrorist          | o) the business of providing services—such as places to stay, eat, and play—for people who are traveling  |
| _____ 16. tourism            | p) an economic system in which resources and businesses are privately owned and prices are not controlled by the government                                 |
| _____ 17. supply chain       | q) the entire process of making and selling goods, including every stage from the supply of materials to the manufacture of the goods and how they are sold |

# NORTH CAROLINA STUDENT STANDARDS FOR SOCIAL STUDIES:

## GRADE 4

### INQUIRY

- I.1.1** Identify content required to provide an answer to compelling questions.
- I.1.2** Construct compelling questions that promote inquiry with peers.
- I.1.3** Understand how responses to supporting questions provide responses to compelling questions.
- I.1.4** Construct and respond to supporting questions that help answer compelling questions with peers.
- I.1.5** Understand academic and domain-specific words in sources to create responses to compelling questions.
- I.1.6** Organize relevant information from primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.
- I.1.7** Construct claims in response to compelling and supporting questions.
- I.1.8** Accurately use information from sources when making claims.
- I.1.9** Make inferences from information in sources.
- I.1.10** Construct responses to compelling questions with specific claims and information from teacher-provided sources.
- I.1.11** Identify ways to address problems related to the compelling question.

### BEHAVIORAL SCIENCES

- 4.B.1.1** Explain how traditions, social structure, and artistic expression have contributed to the unique identity of North Carolina.
- 4.B.1.2** Explain how the values and beliefs of various indigenous, religious, and racial groups have contributed to the development of North Carolina.

### CIVICS AND GOVERNMENT

- 4.C&G.1.1** Compare the roles and responsibilities of state elected leaders.
- 4.C&G.1.2** Summarize the ways in which women, indigenous, religious, and racial groups influence local and state government.
- 4.C&G.1.3** Differentiate between rights and responsibilities reflected in the North Carolina Constitution.

## **ECONOMICS**

- 4.E.1.1** Explain the ways in which scarcity impacts economic decisions in North Carolina.
- 4.E.1.2** Explain factors that have led to economic growth and decline for North Carolina's major industries.
- 4.E.1.3** Explain ways in which factors of production are influenced by the availability of resources in North Carolina.
- 4.E.2.1** Explain the way in which personal financial decisions such as spending and saving may affect everyday life.
- 4.E.2.2** Exemplify outcomes of positive and negative financial decisions.

## **GEOGRAPHY**

- 4.G.1.1** Compare the development of various geographic regions in North Carolina using geographic tools and representations.
- 4.G.1.2** Exemplify the ways in which movement of people, goods and ideas has impacted the development of North Carolina using maps and other geographic tools.
- 4.G.1.3** Summarize the reasons for forced and voluntary migration to, from, and within North Carolina.

## **HISTORY**

- 4.H.1.1** Explain how the experiences and achievements of minorities, indigenous groups, and marginalized people have contributed to change and innovation in North Carolina.
- 4.H.1.2** Summarize the changing roles of women, Indigenous populations and racial groups throughout the history of North Carolina.
- 4.H.1.3** Explain the ways in which revolution, reform, and resistance have shaped North Carolina.
- 4.H.1.4** Summarize the role North Carolina has played in major conflicts and events throughout the history of America.
- 4.H.1.5** Use primary and secondary sources to compare multiple perspectives of various historical events in North Carolina.
- 4.H.1.6** Explain the significance of historical symbols in North Carolina from various perspectives.

## Answer Key: *The Story of North Carolina*

### Chapter Assessments

#### Chapter 1

1. c 2. b 3. d 4. a 5. b 6. a 7. c 8. d 9. c 10. d

#### Chapter 2

1. b 2. d 3. c 4. b 5. a 6. a 7. a 8. a 9. a 10. d

#### Chapter 3

1. d 2. c 3. c 4. b 5. b 6. c 7. c 8. c 9. a 10. a

#### Chapter 4

1. b 2. c 3. b 4. d 5. d 6. a 7. b 8. a 9. d 10. b

#### Chapter 5

1. a 2. d 3. b 4. b 5. a 6. a 7. b 8. c 9. c 10. d

#### Chapter 6

1. b 2. d 3. d 4. a 5. d 6. c 7. d 8. b 9. c 10. d  
11. d

#### Chapter 7

1. a 2. d 3. a 4. d 5. c 6. a 7. c 8. c 9. d 10. b

#### Chapter 8

1. c 2. b 3. a 4. a 5. b 6. a 7. d 8. b 9. b 10. c

#### Chapter 9

1. b 2. c 3. b 4. c 5. d 6. c 7. c 8. a 9. c 10. a

#### Chapter 10

1. a 2. d 3. c 4. c 5. b 6. a 7. d 8. b 9. c 10. d

### Activity Pages

#### My Representatives (AP 2.1)

Federal: President	U.S. president (correctly named)
Federal: Senators	North Carolina's two senators (correctly named)
Federal: Representative	Local district congressional representative(s) (correctly named)
State: Governor	North Carolina governor (correctly named)

State: Senator	State senator (correctly named)
State: Representative	State representative (correctly named)
Local: Mayor (or Village President)	Mayor (or village president) (correctly named)
Local: City or Town Council	City or town council members (correctly named)
Local: School Board	School board leader (correctly named)
Tribal: Tribal Leader(s)	Tribal leader(s) (correctly named)

#### Domain Vocabulary: Chapters 1–2 (AP 2.2)

Geography and Culture	Politics and Government	Economics
agriculture	democracy	budget
barrier island	federal	export
diverse	governor	financial literacy
fertile	sovereign	high-tech
immigration	symbol	import
natural resource	state legislature	industry
rural	jury	scarcity
urban		

#### Analyze an Artifact (AP 3.1)

- Arrowhead
- North Carolina, Georgia, or South Carolina
- Sometime between 10,000 and 8000 BCE
- Tan, orange, or taupe
- It is an irregular shape, much like a triangle.
- 2–3 inches, probably
- Stone
- People needed to be able to chisel or sharpen it with some kind of tool.
- The arrowhead was made to hunt animals.
- It could have been made by one person.
- The design of the arrowhead changed, and it became more effective as a hunting tool.

12. People lived off the land as hunters and gatherers. There were large animals—larger than are found in North Carolina today.

Conclusion: The artifact was needed for survival. It was useful in bringing down large animals for food, clothing, and shelter and to make other tools.

### Analyze an Image (AP 4.1), Chapter 4, page 47

1a. Yes

1b. It is outside. There is a shed where tobacco is hanging from the roof. There are also worktables and other large tools.

2a. Yes

2b. The people are working. They are sorting the tobacco, hanging tobacco to dry, and curing it.

3a. Yes

3b. The objects are being used to process the tobacco leaves.

4a. It is from 1750.

4b. The image shows that there are many steps that are involved in getting tobacco ready for sale even after it is harvested. It shows enslaved people working hard.

### Domain Vocabulary: Chapters 3–4 (AP 4.2)

#### Across

2. sound

4. revival

6. subsistence

10. abolitionism

13. nomadic

15. proprietor

#### Down

1. persecution

3. descendant

5. archaeologist

7. extinct

8. plantation

9. immunity

11. adapt

12. artifact

14. forager

### Analyze an Image (AP 4.1), Chapter 5, page 67

1a. Yes

1b. There is a shelter with fields beyond it.

2a. Yes

2b. The people are working. African Americans are working in and beyond the shelter. Workers are turning the crank on the cotton gin, loading the cotton into baskets, and carrying bales of cotton in their arms and in baskets on their heads. Two well-dressed white men are examining the cotton.

3a. Yes

3b. The objects include the cotton gin, as well as baskets of cotton and a bucket in front of an African American child worker.

4a. The image shows how work was done after the invention of the cotton gin in 1794.

4b. The image shows that growing cotton, even when using the cotton gin, required the hard work of many enslaved workers. It also shows the difference between the lives of the African Americans, who are working hard, and the white people, who are looking at the cotton products in a leisurely way.

### Domain Vocabulary: Chapters 5–6 (AP 6.1)

1. m 2. k 3. e 4. i 5. c 6. b 7. d 8. h 9. l 10. a  
11. g 12. p 13. n 14. q 15. j 16. o 17. f

### Analyze an Image (AP 4.1), Chapter 7, page 97

1a. Yes

1b. There are huge machines with many spools of cotton being woven into thread. Women workers are standing in narrow corridors between the rows of machines.

2a. Yes

2b. The people are working. They are working on the machines.

3a. Yes

3b. The objects are spools of thread on the machines. There are also what look to be finished materials on the counters near the huge machines.

4a. The photo is from the Second Industrial Revolution, in the late 1800s or early 1900s.

4b. The image shows that women were hired as workers in cotton mills. The work looks hard and boring, and the factory looks dirty with few windows or light. The women look unhappy.

**Domain Vocabulary: Chapters 7–8 (AP 8.1)**

1. levee 2. spiritual 3. monopoly 4. mandatory  
5. temperance 6. stock 7. literacy test  
8. discrimination 9. labor union 10. assimilate  
11. suffrage 12. desegregation 13. poll tax  
14. ration

**Analyze an Image (AP 4.1), Chapter 9, page 127**

- 1a. Yes  
1b. There is a long counter with a row of stools.  
2a. Yes  
2b. The people are sitting on the stools. Some are looking at the camera. Others are looking down or talking to each other.  
3a. No  
3b. n/a  
4a. February 9, 1960  
4b. The image shows that young Black men were willing to participate in a sit-in to protest discrimination in the South. They are the only ones at the lunch counter, which shows that they were having an impact on business.

**Analyze an Image (AP 4.1), Chapter 10, pages 134–135**

- 1a. Yes  
1b. It is outside at the beach, where the land is flat. There are no trees or other obstacles.  
2a. No (There is a person piloting the plane, but he is not visible in the photo.)  
3a. Yes  
3b. The object is a plane. It looks very small and simple compared to the planes I usually see today.  
4a. 1903  
4b. The image shows the first flight. It shows that the plane is small and simple, which helps me understand how far aviation has come since then.

**Domain Vocabulary: Chapters 9–10 (AP 10.1)**

1. e 2. p 3. d 4. j 5. l 6. c 7. m 8. b 9. g 10. f 11. n  
12. k 13. a 14. i 15. h 16. o 17. q







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