



Core Knowledge® **IN YOUR STATE**

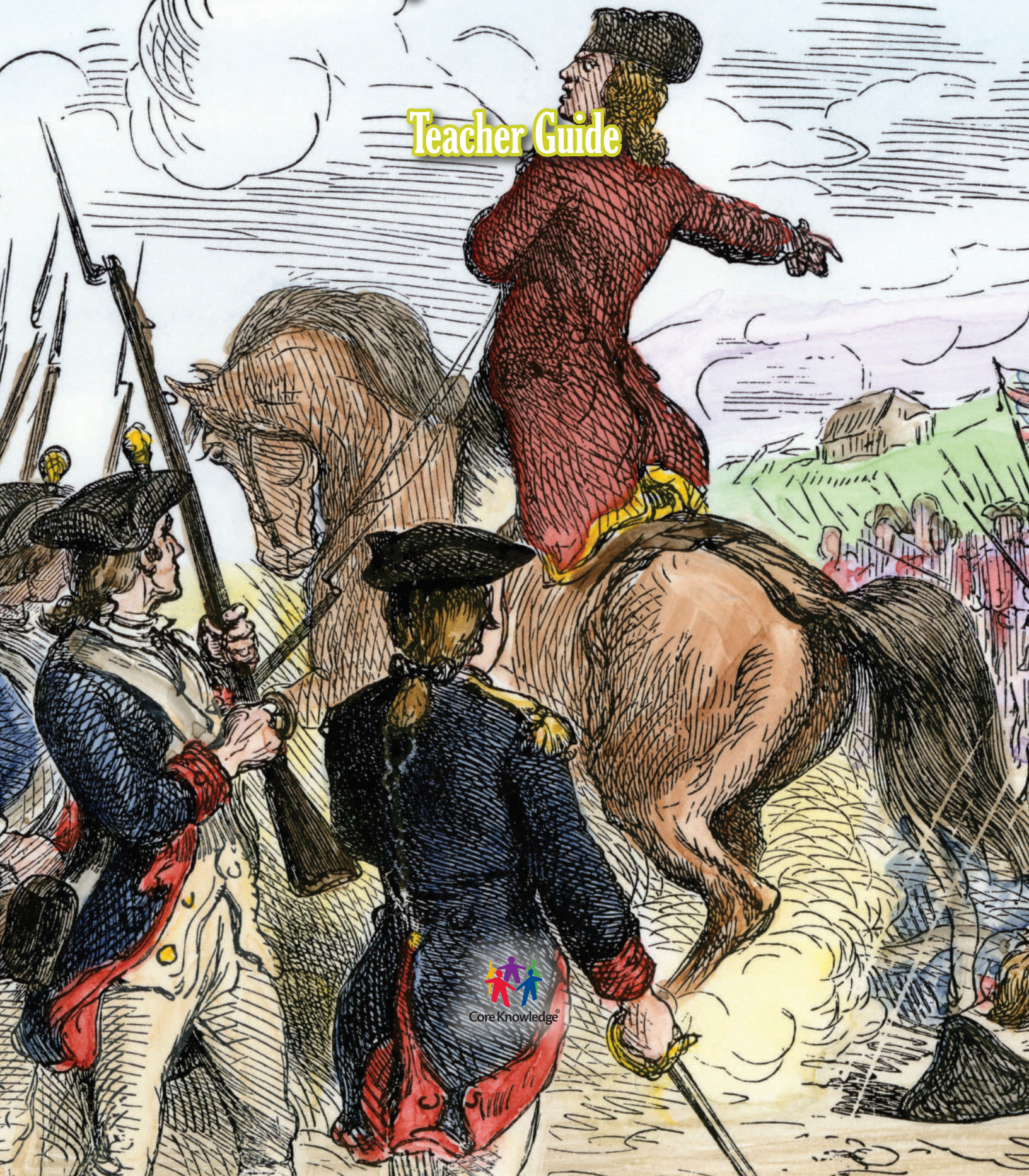
The History of North Carolina

Teacher Guide



The History of North Carolina

Teacher Guide



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The History of North Carolina

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The History of North Carolina

Teacher Guide

Core Knowledge In Your State™

Introduction

ABOUT THIS UNIT

The Big Idea

The history 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 Indigenous peoples, European explorers and settlers, free and enslaved Africans and their descendants, and a diverse range of immigrants from across the globe. 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 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*.

AT A GLANCE:

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

- North Carolina's geography and three regions—the mountains, Piedmont, and coast—have shaped its economy, culture, and development.
- North Carolina is governed by federal, state, tribal, and local governments.
- North Carolina supported American independence and helped lead the Revolution with early actions like the Halifax Resolves.
- The Industrial Revolution brought growth but also increased slavery and led to the forced removal of Native peoples.
- Slavery debates and sectional tensions led North Carolina to join the Confederacy during the Civil War.
- The Gilded Age and early 1900s saw increasing industrialization and urbanization but also segregation and the fight for women's suffrage.
- World Wars I and II changed the state's economy and society, including shifts in jobs and industry.
- After World War II, North Carolina developed economically and socially during the Cold War era.

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 1765 to 2024.

1765	The Stamp Act sparks widespread colonial resistance in North Carolina.
1771	The Battle of Alamance occurs between the Regulators and the colonial militia.
1774	North Carolina women organize the Edenton Tea Party to protest British taxes.
1776	In April, the Halifax Resolves are adopted, and in December, North Carolina adopts its first state constitution.
1781	The Battle of Guilford Courthouse is fought in Greensboro, North Carolina.
1789	North Carolina ratifies the U.S. Constitution.
1830	The U.S. Congress passes the Indian Removal Act.
1831	Nat Turner leads a rebellion in Virginia, just twenty miles (32 km) from North Carolina.
1832	The U.S. Supreme Court rules in <i>Worcester v. Georgia</i> , recognizing Cherokee tribal sovereignty.
1861–1865	In 1861, North Carolina secedes from the Union and fights for the Confederacy in the Civil War for four years. In 1865, the Thirteenth Amendment abolishes slavery.
1868	North Carolina adopts a new constitution including equal rights for African American men.
1877	Reconstruction ends with the Compromise of 1877.
1898	The Wilmington Massacre occurs.

1908	North Carolina voters approve a new law that banned the making and sale of alcohol across the state.
1917–1918	North Carolinians serve in World War I.
1920	The Nineteenth Amendment grants women the right to vote.
1929	The stock market crashes, marking the beginning of the Great Depression.
1937	North Carolina removes its statewide alcohol ban.
1941–1945	North Carolinians serve in World War II.
1954	The U.S. Supreme Court rules in <i>Brown v. Board of Education</i> that segregation in public schools violates the U.S. Constitution.
1956	The Federal-Aid Highway Act creates the Interstate Highway System.
February 1, 1960	The Greensboro sit-in occurs at a Woolworth's lunch counter.
1971	The Supreme Court upholds the use of busing for racial desegregation in <i>Swann v. Charlotte-Mecklenburg Board of Education</i> .
1979	The Greensboro Massacre occurs during an anti-racism protest.
September 1999	Hurricane Floyd makes landfall in North Carolina.
2010	Control of the North Carolina General Assembly shifts to Republican hands.
2013–2016	North Carolina passes and later sees key parts of the Voter Information Verification Act (VIVA) struck down by a federal appeals court.
September 2024	Hurricane Helene devastates western North Carolina.

- The civil rights movement pushed for equality nationwide and statewide and included protests like the Greensboro sit-ins.
- In the late 1900s, new technology-related, banking, and service jobs transformed the economy and brought more people to the state.
- Today, North Carolina faces challenges like natural disasters, economic changes, and political debates as it continues to grow.

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

The History of North Carolina Student Volume—ten chapters

Teacher Components

The History of North Carolina Teacher Guide—ten chapters. The guide includes lessons aligned to each chapter of *The History of North Carolina* Student Volume, 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 106.

The Chapter Assessments test knowledge of each chapter's content using standard testing formats.

- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

Pacing Guide

The History 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 8 or used independently.

If you are using this unit in conjunction with Grade 8 CKHG, we recommend allocating a total of forty days to *The History of North Carolina* to ensure that you have sufficient instructional time to complete the entire unit. You may need to reduce the number of Learning Lab days in the core Grade 8 curriculum in order to have sufficient time to complete this unit. 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

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 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.



Learning Lab

Each chapter of the Student Volume includes thought-provoking questions, suggested research activities, and writing prompts. The Learning Lab is time allocated for students to complete these tasks before the chapter is wrapped up. A note at the end of each chapter's Guided Reading Supports prompts the teacher to set aside time for students to finish their assignments. You will also need to set aside time to assess any of the work completed by students in response to the Student Volume prompts.

Turn and Talk

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.

Talk It Over


Some chapters include an opportunity for discussion or debate, either in the Guided Reading Supports or in the Additional Activities. These opportunities will be marked with the debate icon shown above. Before implementing any of these discussions or debates, you may wish to review with students the rules for respectful conversation.

For more about classroom discussions and debates, including an evaluation rubric, download the Core Knowledge In Your State Online Resource “About Class Discussions and Debates”:

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

Building Reading Endurance and Comprehension

The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach by providing opportunities for students to practice reading longer and longer passages entirely on their own.

One or more chapters in each Grade 7 and Grade 8 unit in the Core Knowledge In Your State series will be designated as an Independent Reading Lesson in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. A  adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students will be asked to complete some type of note-taking activity as they read independently to focus attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson’s Check for Understanding.

It will be especially important for the teacher to review all students’ written responses to any Independent Reading Lesson prior to the next day’s lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while

the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

Picture This

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.

Primary Sources

Most chapters include primary source images in the Student Volume 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 Supports and Additional Activities, and an image analysis Activity Page is 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

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Volume 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 geographical and human features define North Carolina?
2	How do North Carolina’s different levels of government work?
3	What was North Carolina’s role in the formation of the United States?
4	How did North Carolina and the United States grow and change in the early 1800s?
5	What was North Carolina’s involvement in the Civil War and Reconstruction?
6	How did North Carolina and the nation change in the late 1800s and early 1900s?
7	How did global and national events of the first half of the twentieth century affect North Carolina?
8	How did North Carolina and the nation change in the decades after World War II?

9	How did events of the late twentieth century affect North Carolina?
10	What changes and challenges face North Carolina in the twenty-first century?

Core Vocabulary

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

Chapter	Core Vocabulary
1	plateau, barrier island, ecosystem, migration, heritage, dynamic, interstate highway, infrastructure
2	activist, reformer, federalism, municipality, sovereignty, grassroots movement, segregation, discrimination
3	resilience, divert, textile, innovation, ratify, tyrannical
4	literacy, assimilate, sectionalism, plantation, urbanization, slave code, suffrage, status quo
5	arsenal, autonomy, secede, blockade, inflation, white supremacist, lynching, Black Codes, sharecropper, tenant farmer
6	entrepreneur, mass production, monopoly, corruption, equitable, temperance, hierarchy, disenfranchise
7	nationalism, militarism, alliance, neutrality, armistice, prohibition, surplus, credit
8	superpower, capitalism, communism, containment, primary, caucus
9	globalization, diversify, consolidation, deregulation, multicultural
10	pandemic, metropolitan, pharmaceuticals, biodiversity, polarization

Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 141–149. They are to be used with the chapter specified for either 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 2—My Representatives (AP 2.1)
- Chapter 2—Domain Vocabulary: Chapters 1–2 (AP 2.2)
- Chapters 4, 5, 8—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

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

Chuculate, Eddie. *This Indian Kid: A Native American Memoir*. Scholastic Focus, 2023.

Draper, Sharon. *Stella by Starlight*. Atheneum Books for Young Readers, 2015.

Duncan, Alice Faye. *Evicted: The Struggle for the Right to Vote*. Art by Charly Palmer. Astra Publishing House/Calkins Creek, 2022.

Hudson, Wade. *Defiant: Growing Up in the Jim Crow South*. Random House Children's Books/Crown Books for Young Readers, 2021.

Knight, Mary. *Saving Wonder*. Scholastic, 2016.



From the Core Knowledge Bookshelf

Voices in History

Maya Angelou: Finding Her Voice by Glenda Armand

Rachel Carson: Nature's Changemaker by Katy S. Duffield

Adventures in History

American Revolution: Hidden Weapons by Anne Marie Pace

The Carlisle School: The Last Train Ride by Celia Stall-Meadows

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 HISTORY OF NORTH CAROLINA SAMPLE PACING GUIDE

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

TG—Teacher Guide; SV—Student Volume; AP—Activity Page

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The History of North Carolina

<p>"The Land and People of North Carolina" Core Lesson: "Welcome to North Carolina"—"Who Lives in North Carolina?" (TG & SV, Chapter 1, pp. 2–7)</p>	<p>"The Land and People of North Carolina" Core Lesson: "Cultures of North Carolina"—"The North Carolina Economy" (TG & SV, Chapter 1, pp. 7–13)</p>	<p>Chapter 1 Assessment (TG, Teacher Resources)</p>	<p>"The Governments of North Carolina" Core Lesson: "Working Together"—"Levels of Government" (TG & SV, Chapter 2, pp. 14–19)</p>	<p>"The Governments of North Carolina" Core Lesson: "Citizenship in Action" (TG & SV, Chapter 2, pp. 20–23)</p> <p>My Representatives (AP 2.1)</p>
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The History of North Carolina

<p>Domain Vocabulary: Chapters 1–2 (AP 2.2)</p> <p>Chapters 1–2 Learning Lab</p>	<p>Chapter 2 Assessment (TG, Teacher Resources)</p>	<p>"A New State in a New Nation" Core Lesson: "A Bold Experiment"—"Revolution and Independence" (TG & SV, Chapter 3, pp. 24–29)</p>	<p>"A New State in a New Nation" Core Lesson: "North Carolina's First Constitution"—"The Constitution and the Bill of Rights" (TG & SV, Chapter 3, pp. 29–35)</p>	<p>Chapter 3 Assessment (TG, Teacher Resources)</p>
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The History of North Carolina

<p>"North Carolina in a Growing Nation" Core Lesson: "Mountain Refuge"—"Indian Removal and the Trail of Tears" (TG & SV, Chapter 4, pp. 36–43)</p> <p>Analyze an Image: Textile Mill (SV, p. 38, AP 4.1)</p>	<p>"North Carolina in a Growing Nation" Core Lesson: "Sectional Tensions and the Debate Over Slavery"—"The Push for Women's Rights" (TG & SV, Chapter 4, pp. 43–51)</p> <p>Domain Vocabulary: Chapters 3–4 (AP 4.2)</p>	<p>Chapters 3–4 Learning Lab</p>	<p>Chapter 4 Assessment (TG, Teacher Resources)</p>	<p>"North Carolina and a Nation in Conflict" Core Lesson: "Emancipation Day"—"Civil War on the Horizon" (TG & SV, Chapter 5, pp. 52–58)</p>
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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

The History of North Carolina

<p>"North Carolina and a Nation in Conflict" Core Lesson: "North Carolina in the Civil War" (TG & SV, Chapter 5, pp. 58–64)</p> <p>Introduce Seeds of History Performance Task (TG, Teacher Resources)</p>	<p>"North Carolina and a Nation in Conflict" Core Lesson: "Emancipation and Reconstruction"—"The Reconstruction Economy" (TG & SV, Chapter 5, pp. 64–69)</p> <p>Analyze an Image: Trent River Settlement (SV, p. 64, AP 4.1)</p>	<p>Chapter 5 Assessment (TG, Teacher Resources)</p>	<p>"North Carolina in an Era of Change" Core Lesson: "More Than a Street"—"Migration, Urbanization, and Economic Inequality" (TG & SV, Chapter 6, pp. 70–76)</p>	<p>"North Carolina in an Era of Change" Core Lesson: "Progressivism and Reform in North Carolina"—"Jim Crow and the Struggle for Civil Rights" (TG & SV, Chapter 6, pp. 76–83)</p> <p>Domain Vocabulary: Chapters 5–6 (AP 6.1)</p>
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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

The History of North Carolina

<p>Chapters 5–6 Learning Lab</p>	<p>Chapter 6 Assessment (TG, Teacher Resources)</p>	<p>"Global Conflict Comes to North Carolina" Core Lesson: "A Victory Garden"—"The Roaring Twenties and Prohibition" (TG & SV, Chapter 7, pp. 84–94)</p>	<p>"Global Conflict Comes to North Carolina" Core Lesson: "The Great Depression"—"World War II" (TG & SV, Chapter 7, pp. 94–101)</p>	<p>Chapter 7 Assessment (TG, Teacher Resources)</p>
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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

The History of North Carolina

<p>"The Cold War, Civil Rights, and North Carolina" Core Lesson: "A New Era"—"The Cold War" (TG & SV, Chapter 8, pp. 102–109)</p> <p>Check-In: Seeds of History Performance Task (TG, Teacher Resources)</p>	<p>"The Cold War, Civil Rights, and North Carolina" Core Lesson: "The Civil Rights Movement"—"Economic and Social Changes in the 1960s and 1970s" (TG & SV, Chapter 8, pp. 109–117)</p> <p>Analyze an Image: Woolworth's Sit-In (SV, p. 111, AP 4.1)</p>	<p>Domain Vocabulary: Chapters 7–8 (AP 8.1)</p> <p>Chapters 7–8 Learning Lab</p>	<p>Chapters 7–8 Learning Lab</p>	<p>Chapter 8 Assessment (TG, Teacher Resources)</p>
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Week 7

Day 31

Day 32

Day 33

Day 34

Day 35

The History of North Carolina

<p>"North Carolina at the End of the Twentieth Century" Core Lesson: "The End of an Era"—"Migration and Diversity" (TG & SV, Chapter 9, pp. 118–124)</p>	<p>"North Carolina at the End of the Twentieth Century" Core Lesson: "Civil Rights and Social Reforms"—"Hurricane Floyd" (TG & SV, Chapter 9, pp. 124–129)</p>	<p>Chapter 9 Assessment (TG, Teacher Resources)</p>	<p>"The Challenges of a New Millennium" Core Lesson: "A New Millennium Arrives"—"Economic Shifts and New Industries" (TG & SV, Chapter 10, pp. 130–138)</p>	<p>"The Challenges of a New Millennium" Core Lesson: "Challenges in the Environment"—"Looking to North Carolina's Future" (TG & SV, Chapter 10, pp. 138–144)</p>
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Week 8

Day 36

Day 37

Day 38

Day 39

Day 40

The History of North Carolina

<p>Domain Vocabulary: Chapters 9–10 (AP 10.1)</p> <p>Chapters 9–10 Learning Lab</p>	<p>Chapters 9–10 Learning Lab</p>	<p>Chapter 10 Assessment (TG, Teacher Resources)</p>	<p>Performance Task (TG, Teacher Resources)</p>	<p>Performance Task (TG, Teacher Resources)</p>
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THE HISTORY OF NORTH CAROLINA PACING GUIDE

_____’s class

(A total of forty days have been allocated to *The History of North Carolina* in order to complete all Grade 8 history and geography units in the Core Knowledge Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The History of North Carolina

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The History of North Carolina

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The History of North Carolina

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Week 4

Day 16 **Day 17** **Day 18** **Day 19** **Day 20**

The History of North Carolina

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Week 5

Day 21 **Day 22** **Day 23** **Day 24** **Day 25**

The History of North Carolina

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Week 6

Day 26 **Day 27** **Day 28** **Day 29** **Day 30**

The History of North Carolina

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Week 7

Day 31

Day 32

Day 33

Day 34

Day 35

The History of North Carolina

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Week 8

Day 36

Day 37

Day 38

Day 39

Day 40

The History of North Carolina

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The Land and People of North Carolina

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

Primary Focus Objectives

- ✓ Identify the diverse geographical and human features that define North Carolina today. **(8.G.1.1)**
- ✓ Explain how North Carolina's location, resources, and human geography present both opportunities and challenges for the movement of people, goods, and ideas. **(8.G.1.3)**
- ✓ Summarize the reasons for and effects of voluntary migration on North Carolina's population and culture in recent decades. **(8.G.1.4)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *plateau, barrier island, ecosystem, migration, heritage, dynamic, interstate highway, infrastructure*.

What Teachers Need to Know

Online Resources For background information, download the Core Knowledge In Your State Online Resource "About The Land and People of North Carolina":



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

Materials Needed

- globe

Core Vocabulary (Student Volume page numbers listed below)

plateau, n. a large area of high, generally flat ground **(5)**

Example: The Piedmont region of North Carolina is characterized by rolling hills, which form a large plateau between the mountains and the coastal plain.

Variations: plateaus

barrier island, n. a long, narrow island that runs parallel to the mainland coast and helps protect it from storms and erosion **(5)**

Example: The Outer Banks are a chain of barrier islands off the coast of North Carolina known for their beautiful beaches.

Variations: barrier islands

ecosystem, n. all the living and nonliving things that interact in a given area (5)

Example: The diverse ecosystems of the Outer Banks attract many tourists interested in their natural beauty.

Variations: ecosystems

migration, n. the act of moving from one place to another to live or work (6)

Example: North Carolina has seen significant population growth in recent decades, fueled by migration from within the United States and from other countries.

Variations: migrations, migrate (v.), migratory (adj.)

heritage, n. something that is inherited by one person or group from an older person or group (8)

Example: North Carolinians take great pride in their shared heritage, celebrating it through festivals and community gatherings.

dynamic, adj. characterized by constant change, activity, or progress (10)

Example: The city's dynamic economy attracted businesses and workers from across the country.

Variations: dynamically (adv.), dynamic (n.)

interstate highway, n. a major highway that runs through more than one state (10)

Example: Interstate highways like I-40, I-85, and I-95 connect North Carolina to major markets in other states.

Variations: interstate highways

infrastructure, n. the public works system that includes roads, bridges, water, public transportation, etc. (11)

Example: North Carolina's transportation infrastructure is important to its economic success, ensuring the efficient movement of goods and people.

THE CORE LESSON

Introduce *The History of North Carolina Student Volume*

Distribute copies of *The History of North Carolina Student Volume*. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and images in the book. 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 mountains and beaches, wars, and technology.

Introduce “The Land and People of North Carolina”

Hold up a globe for students to look at. Ask: What planet do we live on? (*Earth*) What continent do we live on? (*North America*) What country do we live in? (*the United States*) What state do we live in? (*North Carolina*) Explain that in this unit, students will explore the human and physical geography of their state.

Call students' attention to the Big Question: “What geographical and human features define North Carolina?” Tell students to look for details about North Carolina's land and people as they read through the chapter.

Guided Reading Supports for “The Land and People of 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.

“Welcome to North Carolina,” pages 2–3

Scaffold understanding as follows:

Invite volunteers to read the section on pages 2–3 aloud.

SUPPORT—Point out the image of Mount Mitchell on pages 2 and 3. Explain that it is the highest peak east of the Mississippi River and is part of the Blue Ridge Mountains.

ELL SUPPORT—Point out the phrase “dramatic contrasts” in the second sentence of the section. Explain that *dramatic* means memorable or impressive. Contrasts are differences. Ask: What dramatic contrast do you see in the image on pages 2–3? (*Possible response: tall mountains and a deep valley*) (8.G.1.1)

SUPPORT—Point out the word *fertile* in the third sentence of the section. Explain that fertile lands are places where crops and other plants grow easily.

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

LITERAL—What diverse geography is found in North Carolina? (8.G.1.1)

- » The state has rugged mountains in the west, rolling hills and fertile plains in the middle, and the Atlantic Ocean to the east.

EVALUATIVE—How has North Carolina’s geography shaped its development? (8.G.1.2)

- » North Carolina’s geography has shaped its history, culture, and economy. It also makes the state a remarkable place to live and explore.

“Geography of North Carolina,” pages 4–6

Scaffold understanding as follows:

Have students read the first two paragraphs of the section on page 4 independently.

SUPPORT—As each region is mentioned in the text, have students find it on the map on page 4. (8.G.1.1)

SUPPORT—Direct students to the map of North Carolina’s regions on page 4. Ask students which region they live in and how their region compares to others on the map. (*Answers will vary and should correctly indicate the region the students live in.*) (8.G.1.1)

SUPPORT—Direct students to find Mount Mitchell on map. Explain that Mount Mitchell is named after Dr. Elisha Mitchell, a University of North Carolina professor who first identified it as the highest peak in the eastern United States. He died in 1857 while verifying his measurements, and the mountain was named in his honor.

Have students read the remainder of the section on pages 5–6 with a partner.

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

SUPPORT—Point out the term *erosion* on page 6. Explain that erosion is the gradual wearing away of land by wind and water, which can lead to loss of beaches, damage to habitats, and threats to homes and infrastructure.

Note: For more about ecosystems, see the Grade 7 CKScience unit *Ecosystem Dynamics*.

After students read the text, ask the following questions:

LITERAL—What are the three physical regions of North Carolina? **(8.G.1.1)**

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

LITERAL—Which mountain in the Blue Ridge Mountains is the highest peak in the eastern United States? **(8.G.1.1)**

- » Mount Mitchell is the highest peak in the eastern United States, reaching an elevation of 6,684 feet (2,037 m).

EVALUATIVE—How does North Carolina's location on the Atlantic seaboard benefit its economy? **(8.E.1.2)**

- » North Carolina's access to the Atlantic Ocean provides important ports, such as Wilmington, which are crucial for facilitating foreign and domestic trade, driving economic growth.

LITERAL—What are some challenges North Carolina faces due to its geography and climate? **(8.G.1.3)**

- » Challenges that North Carolina faces include that the mountainous land can make transportation difficult and that coastal areas are exposed to hurricanes and erosion. Droughts can also hurt agriculture and water resources.

"Who Lives in North Carolina?" pages 6–7

Scaffold understanding as follows:

Read the first paragraph of the section on page 6 aloud.

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

Have students read the remainder of the section on pages 6–7 independently.

SUPPORT—Direct students to the graph of racial and ethnic groups in North Carolina and the United States on page 7. Ask students: What do the red bars and the green bars represent? (*red: North Carolina; green: United States*) Ask students: What racial or ethnic group makes up the largest percentage of the population in both North Carolina and the United States? (*white*) What racial or ethnic groups make up a larger percentage of North Carolina's population than the United States' population? (*Black, white*) **(8.B.1.1, 8.G.1.1)**

SUPPORT—Point out the word *hub* in the last paragraph of the section. Explain that a hub is a central and important place where a lot of activity happens.

After students read the text, ask the following questions:

LITERAL—What is the "Research Triangle" in North Carolina? **(8.H.2.1)**

- » The Research Triangle is an area encompassing Raleigh, Durham, and Chapel Hill and is a major hub for technology and research.

EVALUATIVE—What are some reasons people are drawn to North Carolina? (8.G.1.4)

- » People are drawn to North Carolina for its thriving economy, affordable housing, and high quality of life. The Research Triangle also attracts skilled workers.

“Cultures of North Carolina,” pages 7–10

Scaffold understanding as follows:

Read the first four paragraphs of the section on pages 7–8 aloud.

TURN AND TALK—Have students discuss with one another, “What does it mean that North Carolina’s population is as diverse as its landscape?” (*Native American roots, European settlement, and the African American experience, combined with the diversity added by past and present migration to North Carolina, have made its population as diverse as the “dramatic contrasts” present in the state’s geography.*) (8.B.1.1, 8.B.1.2, 8.G.1.1, 8.G.1.2, 8.E.1.3)

SUPPORT—Point out the term *creole language* in the second paragraph of the section. Explain that a creole language is a language that develops from the simplifying and mixing of different languages into a new, distinct language, often when people of different linguistic backgrounds come into contact.

Have students read the remainder of the section on pages 8–10 with a partner.

SUPPORT—Point out the phrase “cultural identities” in the fifth paragraph of the section, and explain that this refers to the feeling of belonging to a group based on shared characteristics like traditions, beliefs, and values.

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

SUPPORT—Point out the phrase “Tobacco Road rivalry” in the last paragraph of the section on page 9, and explain that this nickname originated from the historical dominance of tobacco farming in the region and the intense collegiate basketball rivalry between the state’s four major universities (University of North Carolina, Duke University, North Carolina State University, and Wake Forest University).

After students read the text, ask the following questions:

LITERAL—What are some cultural traditions celebrated by the Cherokee in North Carolina? (8.B.1.2)

- » The Cherokee celebrate their rich cultural traditions through events like the Cherokee Indian Fair.

LITERAL—What are some traditional arts and crafts in North Carolina? (8.B.1.2)

- » North Carolina has a long tradition of handicrafts, including pottery, weaving, and woodworking.

LITERAL—What is the “Tobacco Road rivalry”? (8.B.1.2)

- » It’s a famous rivalry between Duke University and the University of North Carolina college basketball teams.

EVALUATIVE—How do different racial, ethnic, and religious groups contribute to North Carolina’s cultural identity? **(8.B.1.2)**

- » African American communities have influenced the state’s music, food, and art. Hispanic and Latino communities bring varied traditions from across Latin America, like the Día de los Muertos. Various religious traditions contribute to local customs, festivals, and community practices.

“The North Carolina Economy,” pages 10–13

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of “The North Carolina Economy” on page 10 aloud.

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

Have students read the remainder of the section on pages 10–13 independently.

CORE VOCABULARY—Point out the vocabulary terms *interstate highway* and *infrastructure*, and explain their meanings.

ELL SUPPORT—Review the definition of *infrastructure*, and guide students to identify examples of infrastructure in their community.

SUPPORT—Point out the term *toll road* in the fifth paragraph of the section. Explain that tolls are fees that drivers pay to use a road or highway.

SUPPORT—Point out the map of North Carolina’s highways on page 12. Have students identify routes they have traveled on, that they are familiar with, or that are close to where they reside. **(8.G.1.1)**

TALK IT OVER—Have students discuss or debate the question, “Which is more important in determining North Carolina’s identity: its physical geography or its people?” After the debate, guide students to evaluate the effectiveness of each argument to determine the winner. **(I.1.8, I.1.9, 8.G.1.1, 8.G.1.2)**

After students read the text, ask the following questions:

LITERAL—What was North Carolina’s chief export before the Civil War? **(8.E.1.2)**

- » North Carolina’s chief export before the Civil War was “tar” products: tar, turpentine, and pitch, which led to its nickname, “the Tar Heel State.”

EVALUATIVE—How has North Carolina’s economy changed over time? **(8.E.1.2)**

- » North Carolina’s economy has changed over time because, historically, agriculture was dominant, with tobacco, cotton, and sweet potatoes as major crops. Today, the state thrives on a mix of industries, including manufacturing, technology, finance, and tourism.

LITERAL—What industries are important to North Carolina’s economy today? **(8.E.1.2)**


- » Today, North Carolina thrives on a mix of important industries, including manufacturing, technology, finance, and tourism. It is also a significant agricultural producer and a leading producer of livestock.

EVALUATIVE—How does North Carolina’s transportation network contribute to its economic success? (8.G.1.3)

- » The network of highways, railways, airports, and ports ensures the efficient movement of goods and people, connecting businesses and consumers to markets across the state, nation, and world.

INFERENTIAL—Which of the opportunities or challenges facing North Carolina do you think is the most important, and why? (8.G.1.3)

- » Possible response: Environmental challenges, particularly those related to rising sea levels and more frequent extreme weather events, are the most important challenges facing North Carolina. These issues directly threaten the state’s natural beauty and resources, which are crucial for its tourism industry and overall quality of life.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



CHECK FOR UNDERSTANDING

Ask students to do the following:

- Write a short answer to the Big Question: “What geographical and human features define North Carolina?”
 - » Key points students should cite include: North Carolina has diverse geographical features, including mountains, the Piedmont plateau, and a coastal plain with barrier islands; these diverse geographies shape the state’s culture, history, and economy; the state’s population is diverse, including white, African American, Hispanic, and Asian populations, with a surge in immigration from various countries in recent decades; this diverse population contributes to North Carolina’s varied culture and economic growth; the state’s economy has shifted from primarily agriculture to a mix of industries, including manufacturing, technology, finance, and tourism; investment in transportation infrastructure, like interstate highways, also plays a key role in the state’s economic success.
- Choose two of the Core Vocabulary terms (*plateau, barrier island, ecosystem, migration, heritage, dynamic, interstate highway, infrastructure*), and write a sentence using the terms.

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/>

The Governments of North Carolina

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

Primary Focus Objectives

- ✓ Summarize the democratic ideals that form the foundation of North Carolina's state and national governments. (8.C&G.1.1)
- ✓ Explain the roles and responsibilities of federal, state, tribal, and local governments in North Carolina. (8.C&G.1.4)
- ✓ Compare and contrast how different groups have historically gained and continue to seek access to democratic rights and freedoms in North Carolina. (8.B.1.2, 8.C&G.1.3, 8.C&G.1.5, 8.C&G.2.1, 8.C&G.2.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *activist, reformer, federalism, municipality, sovereignty, grassroots movement, segregation, discrimination*.

What Teachers Need to Know

Online Resources For background information, download the Core Knowledge *In Your State* Online Resource "About The Governments of North Carolina":



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

Materials Needed

- Activity Pages**
- display and individual student copies of My Representatives (AP 2.1)
 - individual student copies of Domain Vocabulary: Chapters 1–2 (AP 2.2)



AP 2.1

AP 2.2

Core Vocabulary (Student Volume page numbers listed below)

activist, n. a person who takes action, such as petitioning or protesting, to promote support for a particular public policy or position on an issue (16)

Example: Environmental activists wanted to keep the river clean from pollution, so they staged a peaceful protest against the coal company.

Variations: activists, activism (n.)

reformer, n. a person who works to change and improve a system or institution, often with the goal of making it more fair or just (16)

Example: Progressive reformers pushed for laws to improve working conditions and education.

Variations: reformers, reform, reform (v.)

federalism, n. a system of government in which the national government shares power with other levels of government, such as the states (16)

Example: The United States operates under a system of federalism, dividing power between the federal government and the less powerful state governments.

Variations: federal (adj.)

municipality, n. a city or town that has the right to govern itself (17)

Example: Charlotte is the largest municipality in North Carolina by population.

Variations: municipalities, municipal (adj.)

sovereignty, n. the right of a group of people to govern themselves (17)

Example: Native American tribes in North Carolina worked to protect sovereignty over their lands and communities.

Variations: sovereign, sovereign (adj.)

grassroots movement, n. a reform movement beginning with and coming from ordinary people (20)

Example: The Greensboro sit-ins sparked a grassroots movement that challenged segregation across the South.

Variations: grassroots movements

segregation, n. the act of keeping people separate, usually on the basis of race (21)

Example: Before they were declared illegal, Jim Crow laws that separated people based on race enforced segregation in public spaces throughout North Carolina.

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

discrimination, n. unfair treatment of a person or group because of beliefs about that group of people (21)

Example: The civil rights movement fought against discrimination to ensure equal rights and opportunities for all.

Variations: discriminate (v.), discriminatory (adj.)

THE CORE LESSON

Introduce “The Governments of North Carolina”

Remind students that in Chapter 1, they learned about the diverse land and people of North Carolina, exploring its different geographical regions and the various communities that call this state home. They saw how geography has shaped our state’s identity. However, North Carolina is defined by more than its geography. In this chapter, they will shift their focus to another key aspect that shapes North Carolina: its government.

Call students’ attention to the Big Question. Tell students to look for how power and responsibilities are divided and shared among these different levels of government as we read through the chapter.

Guided Reading Supports for “The Governments of 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.

“Working Together,” page 14–15

Scaffold understanding as follows:

Invite volunteers to read the section on page 14 aloud.

NOTE: When teaching this section, please be sensitive to students’ experiences with hurricanes and other natural disasters.

SUPPORT—Point out the phrase “bears down” in the first sentence of the section, and explain that it means to approach in a threatening or forceful way, indicating the impending impact of the hurricane.

SUPPORT—Direct students to the chapter opening image on pages 14–15 and its caption. Explain that the image of flooded homes and the caption about Hurricane Florence illustrate the severe impact of natural disasters and why coordinated government efforts are necessary to “provide relief and aid recovery” for affected communities.

After volunteers read the text, ask the following question:

EVALUATIVE—Why is it important for different levels of government to coordinate their efforts during a natural disaster? **(8.C&G.1.4)**

- » It’s important for different levels of government to coordinate their efforts so they can best protect citizens and help communities recover from the impact of a natural disaster like a hurricane.

“Foundations of Democracy,” pages 15–16

Scaffold understanding as follows:

Have students read the first two paragraphs of the section on page 15 independently.

SUPPORT—Explain that democratic ideals are the goals that Americans hope their government lives up to. They are democratic because our government is a democracy, one in which the power is seen as coming from the people and being given to those who hold government office. Power does not come *from* government officials. They have the duty to exercise power for the benefit of the people.

SUPPORT—Point out the phrase “represent them,” and explain that this means to act or speak on behalf of a group of people. Citizens elect individuals to voice their interests and make decisions for them.

Invite volunteers to read the remainder of the section on pages 15–16 aloud.

SUPPORT—Point out the word *suppression* in the third paragraph of the section, and explain that it means stopping or preventing something by force. In the context of government, it refers to restricting people’s freedoms or rights.

CORE VOCABULARY—Point out the vocabulary terms *activist* and *reformer*, and explain their meanings.

After volunteers read the text, ask the following questions:

EVALUATIVE—What democratic ideals are emphasized in both the North Carolina state constitution and the U.S. Constitution? **(8.C&G.1.1)**

- » Both constitutions emphasize principles like equality, liberty, representation, limited government, and separation of powers.

EVALUATIVE—How does the principle of representation ensure that citizens’ interests are voiced in government? (8.C&G.1.1)

- » Representation ensures that citizens’ interests are voiced in government, as citizens elect representatives who have the responsibility to speak and act on their behalf in government at the federal, state, and local levels.

EVALUATIVE—How do democratic principles guide the justice system and protect individual rights? (8.C&G.1.1)

- » The justice system helps all citizens receive fair treatment, and the government protects individual rights like freedom of speech and religion.

EVALUATIVE—How have the efforts of citizens, activists, and reformers expanded the reach of democratic ideals over time in North Carolina? (8.C&G.1.5, 8.C&G.2.1, 8.B.1.2)

- » Their efforts have worked to ensure that more people than in the past have benefited from principles like equality and liberty, leading to greater inclusivity in democracy.

“Levels of Government,” pages 16–19

Scaffold understanding as follows:

Have students read the first two paragraphs of the section on pages 16–17 independently.

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

SUPPORT—Point out the word *clause* in the second paragraph of the section, and explain that a clause is a section within a legal document, contract, or piece of legislation that addresses a specific point or issue. Explain that *supremacy* is related to *supreme*, meaning the highest. The “Supremacy Clause” states that the Constitution is the highest law in the nation.

SUPPORT—Point out the term *unconstitutional* in the second paragraph of the section. Explain that since the Constitution is the law, when or if something is unconstitutional, it is unlawful, or illegal.

SUPPORT—Point out the phrase “takes precedence” in the second paragraph of the section, and explain that it means that if there’s a conflict between two laws, the one that “takes precedence” is the one that must be followed over the other.

Invite volunteers to read the next four paragraphs of the section on pages 17–19 aloud.

SUPPORT—Explain that North Carolina’s General Assembly, mentioned in the third paragraph of the section, is the state’s legislative branch. It can pass laws that limit the executive branch’s power if those laws comply with both the state and federal constitutions.

CORE VOCABULARY—Point out the vocabulary terms *municipality* and *sovereignty*, and explain their meanings.

ELL SUPPORT—Point out the word *collaborate* in the paragraph at the top of page 18. Explain that to collaborate is to work together. Guide students to identify other words that also mean to work together. (Possible responses: *cooperate*, *partner*)

SUPPORT—Direct students to the chart “Levels of Government in the United States” on page 18. Have them compare the specific and shared responsibilities of each level of government. Ask: What are some responsibilities shared by both state and federal governments?

(transportation, health care, and education) What other levels of government also have some of these responsibilities? (tribal government: health care, education; local government: education, sanitation services that are related to health, maintaining roads) (8.C&G.1.1, 8.C&G.1.4)

SUPPORT—Point out the word *mandates* in the sixth paragraph of the section on page 18, and explain that it means to officially require or order something.

Have students read the remaining two paragraphs of the section on page 19 independently.

SUPPORT—Point out the phrase “citizen soldiers” in the last paragraph of the section. Explain that citizen soldiers refers to members of the National Guard, who are typically civilians but can be called to active military duty during emergencies, serving their state and country.

After students read the text, ask the following questions:

LITERAL—How does the system of federalism divide governing authority in the United States? (8.C&G.1.4)

- » Federalism divides governing authority between the national (federal) government and the state governments.

EVALUATIVE—Why is the U.S. Constitution considered the “highest law in the entire country”? (8.C&G.1.4)

- » The U.S. Constitution is considered the “highest law in the entire country” because of the supremacy clause of the U.S. Constitution, which established that federal law is the “supreme law of the land,” meaning state laws cannot go against it.

LITERAL—What are the three branches of North Carolina’s state government, and what is the legislative branch known as? (8.C&G.1.4)

- » The three branches of North Carolina’s state government are the executive, legislative, and judicial; the legislative branch is known as the General Assembly.

LITERAL—What authority do tribal governments in North Carolina have over their own communities? (8.C&G.1.4)

- » Tribal governments have the authority to govern their own communities, make their own laws, and provide services to their members.

EVALUATIVE—How do the different levels of government in North Carolina work together to address the needs of communities, such as in the case of public education or natural disasters? (8.C&G.1.4)

- » For public education, the state and federal government provides funding, the state sets standards that schools must meet, and local governments run the schools. In a natural disaster like a hurricane, all levels coordinate efforts, with federal agencies providing financial aid, the state overseeing response and mobilizing resources, and local governments setting up shelters and assessing damage.

EVALUATIVE—How does the example of the school bus stop law on pages 18–19 show the relationship between state and local laws in North Carolina? (8.C&G.1.2)

- » The bus stop example shows that local laws must conform to state laws. If a local school system places a bus stop farther than mandated by state law, it violates that law, and a parent can invoke the state law to require the school district to move the stop.

“Citizenship in Action,” pages 20–23

Scaffold understanding as follows:

Have students read the first three paragraphs of the section on page 20 independently.

SUPPORT—Help students understand the difference between a right and a responsibility. A right is a freedom or privilege. A responsibility is a duty or requirement. A right is something we get to have. A responsibility is something we have to do.

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

SUPPORT—Point out the reference to serving on a jury in the third paragraph of the section. Explain that a jury is 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 or which side wins a civil case, which involves a dispute between two or more parties. Explain that jury service is one of the responsibilities of being a citizen.

Have students read the remainder of the section on pages 21–23 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *segregation* and *discrimination*, and explain their meanings.

Note: Students will read more about the NAACP and the civil rights movement in Chapters 6 and 8.

ACTIVITY—Explain that part of being an informed citizen is knowing who your representatives are at each government level. Have students research to identify their representatives and record their findings on My Representatives (AP 2.1). (8.C&G.1.1, 8.C&G.1.4)

SUPPORT—Point out the term *undocumented* in the seventh paragraph of the section. Explain that “undocumented” refers to individuals who do not have the official documents, such as a visa or green card, that authorize their presence in the country.



TALK IT OVER—Review what students read about civic participation. Remind them that democratic systems depend on civic participation. Have students discuss or debate the question “What is the best way to ensure civic participation?” (I.1.8, I.1.11, 8.C&G.1.3)

After students read the text, ask the following questions:

LITERAL—What are some ways citizens can actively participate in democracy in North Carolina? (8.B.1.1)

- » Citizens can participate in democracy in North Carolina by voting, attending town hall or city council meetings, joining grassroots movements, serving on a jury, or running for elected office.

EVALUATIVE—How do various forms of civic engagement, such as voting and serving on a jury, strengthen democracy? (8.B.1.1)

- » These actions strengthen democracy as they ensure that diverse voices are heard and considered by those in government and help ensure fairness in the judicial process.

LITERAL—What was a key aim of the civil rights movement in North Carolina, and which organization worked to achieve this? (8.C&G.1.3, 8.C&G.2.1, 8.B.1.2)

- » A key aim was to end legal segregation and discrimination, and the NAACP was an organization that played a major role in working to achieve this goal.


Activity Page



AP 2.1

EVALUATIVE—How have Native American tribes in North Carolina, such as the Eastern Band of Cherokee Indians, collaborated with the federal government to protect their sovereignty? (8.C&G.1.4, 8.C&G.2.1, 8.C&G.2.2, 8.B.1.2)

- » Native American tribes in North Carolina have collaborated with the state government on projects such as improving transportation on tribal lands. This allows them to be partners in the development of their own communities.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



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 cite include: North Carolina’s government operates on democratic ideals like equality, liberty, representation, limited government, and separation of powers; the United States utilizes a system of federalism, dividing governing authority between the national (federal) government and the state governments; states, in turn, share some powers with local governments in counties, cities, and towns; tribal governments also have a power-sharing relationship with federal and state governments, allowing them to self-govern within tribal lands; these different levels of government work together and have distinct responsibilities—for example, coordinating efforts during natural disasters, setting educational standards, and running local schools; citizens participate in this system through voting, attending meetings, joining grassroots movements, and serving on juries; over time, various groups have gained greater access to democratic rights and freedoms through new laws, court decisions, and movements like the civil rights movement.
- Choose three Core Vocabulary terms (*activist, reformer, federalism, municipality, sovereignty, grassroots movement, segregation, discrimination*), and write a paragraph using them.

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

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



AP 2.2

Additional Activities

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



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

A New State in a New Nation

The Big Question: What was North Carolina's role in the formation of the United States?

Primary Focus Objectives

- ✓ Explain North Carolina's contributions to the American Revolution, including key ideas, events, and figures. (8.C&G.1.1, 8.C&G.2.2, 8.H.1.1, 8.G.1.2, 8.G.1.3, 8.G.1.5)
- ✓ Explain how different groups in North Carolina experienced the American Revolution in different ways politically, socially, and economically. (8.B.1.1, 8.B.1.2, 8.E.1.1, 8.G.1.4)
- ✓ Describe the essential features and limitations of North Carolina's first state constitution. (8.C&G.1.1, 8.H.1.3)
- ✓ Analyze how the U.S. Constitution and the Bill of Rights reflected democratic ideals while also presenting conflicts and limitations for various groups in North Carolina and the nation. (8.C&G.1.1, 8.C&G.1.5, 8.H.1.2, 8.H.1.3, 8.H.1.4, 8.H.2.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *resilience, divert, textile, innovation, ratify, tyrannical*.

What Teachers Need to Know

Online Resources For background information, download the Core Knowledge *In Your State* Online Resource "About A New State in a New Nation":



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

Core Vocabulary (Student Volume page numbers listed below)

resilience, n. the ability to recover from hardship or difficult circumstances (31)

Example: Despite facing immense challenges, enslaved workers showed remarkable resilience by maintaining their cultural traditions and building communities.

Variations: resilient (adj.)

divert, v. to shift to another purpose (32)

Example: During the Revolutionary War, labor and materials were diverted from farmers to support the military effort.

Variations: diverts, diverting, diverted, diversion (n.), diversionary (adj.)

textile, n. cloth or fabric (32)

Example: North Carolina's growing textile mills produced a large amount of cloth and fabric.

Variations: textiles

innovation, n. a new idea, device, or method of doing something (32)

Example: The invention of the cotton gin was a significant innovation that impacted cotton production in the South.

Variations: innovations, innovate (v.), innovative (adj.)

ratify, v. to approve (33)

Example: North Carolina was hesitant to ratify the U.S. Constitution until a Bill of Rights was promised.

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

tyrannical, adj. abusing power in a harsh and brutal way (34)

Example: The colonists rebelled against what they viewed as a tyrannical British government that imposed unfair taxes.

Variations: tyrant (n.), tyranny (n.), tyrannize (v.)

THE CORE LESSON

Introduce “A New State in a New Nation”

Remind students that in Chapter 2, they explored North Carolina’s levels of government and how they function to serve the state’s people. They learned about the foundational democratic ideals and the balance of power among federal, state, tribal, and local governments. Explain that now they will step back in time to understand how North Carolina, and the entire United States, came to be. What we now know as North Carolina and the United States have not always existed in their current forms.

Call students’ attention to the Big Question. Tell students to look for specific actions, events, and challenges that shaped North Carolina’s contribution to the nation’s founding as we read through the chapter.


Guided Reading Supports for “A New State in a New 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.

“A Bold Experiment,” pages 24–25

Scaffold understanding as follows:

Invite volunteers to read the section on pages 24–25 aloud.

 **TURN AND TALK**—Direct students to the chapter opening image on pages 24–25. Ask them to describe what they see to each other. After students discuss, explain that this image is a famous painting of the Constitutional Convention. The person standing on the dais, or platform, on the right side of the image is George Washington. The person sitting and wearing a blue-gray suit and holding a cane on the left side of the image is Benjamin Franklin. Ask students if they are familiar with either person. Invite volunteers to share what they recall. (*Washington was the first U.S. president; Franklin was known for experiments with electricity, etc.*) (8.H.1.2, 8.H.2.2)

SUPPORT—Point out the term *Founders* in the second sentence of the section. Explain that the people who met and agreed to declare independence, as well as those who met to

debate, write, and sign the U.S. Constitution, are called the *Founders* because they are seen as taking principal parts in founding, or initially forming, our nation.



SUPPORT—Point out the section title, and explain that the “bold experiment” of forming a new government was revolutionary for its time. The idea of a government deriving its power from the consent of the governed, rather than a monarch, and dividing powers among different branches was a radical concept that had never been seen on such a large scale before in the world, making the U.S. Constitution a revolutionary act of self-rule.

After volunteers read the text, ask the following questions:

LITERAL—What was the initial task of the Founders who gathered in Philadelphia in 1787, and how did that change? **(8.H.1.2)**

- » The goal of the Founders who gathered in Philadelphia in 1787 was originally to amend the Articles of Confederation, but later, after some debate, they decided to adopt a new plan of government for the United States, replacing the Articles of Confederation.

LITERAL—Who was Richard Dobbs Spaight? **(8.H.2.3)**

- » Richard Dobbs Spaight was a young delegate from North Carolina who signed the new U.S. Constitution.

“Revolution and Independence,” pages 25–29

Scaffold understanding as follows:

Have students read the first two paragraphs of the section on pages 25–26 independently.

SUPPORT—Point out the term *revolution* in the heading, and explain that revolution is the act of overthrowing a government with the hopes of starting a new and different one.



SUPPORT—Remind students that they learned in Chapter 2 that representation is one of the core principles of the governments of both the United States and North Carolina. Explain that a representative government is one in which the people elect officials who represent them in government bodies and make laws and other decisions that affect all the people they serve.

SUPPORT—Tell students that the British Parliament, as mentioned here in the second paragraph of the section, was the legislative body of Great Britain. It made laws for the entire empire, including the overseas colonies.

Have students read the next eight paragraphs of the section on pages 26–28 with a partner.

SUPPORT—Point out the term *resistance* in the seventh paragraph of the section on page 26, and explain that it is the act of taking a stand against something by way of words or actions.

SUPPORT—Direct students to the image at the top of page 27. Guide them to identify Governor Tryon (on the horse) and the Regulators (in blue jackets). Ask: What does this image show about the confrontation between Tryon and the Regulators? (*It shows Governor Tryon, appointed by King George III, confronting the Regulators, who appear to be a less organized, less formally militarized group against his well-equipped militia.*) How does this image compare with the description of the confrontation in the text? (*The image visually represents the clash described, where the Regulators, though numerous, were poorly equipped against Tryon’s better-trained militia, and Tryon appears to be asserting his authority forcefully.*) **(8.H.1.1)**

SUPPORT—Note the phrase “British control” in the tenth paragraph of the section on page 27. Explain that this refers to the direct authority of the king and Parliament of Great Britain over the colonies, exercised through royal governors and British laws. This control began to break down as colonial resentment grew.

Have students read the remainder of the section independently.

SUPPORT—Point out the phrase “odds were stacked” in the eleventh paragraph of the section on page 28. Explain that “odds were stacked” means that the Americans faced overwhelming disadvantages or had a very small chance of winning, given that they were fighting against the mighty British Empire with its powerful navy and large army.

SUPPORT—Note the reference to the “Continental Army” in the twelfth paragraph of the section on page 28. Explain that the Continental Army was the unified military force established by the Second Continental Congress during the American Revolutionary War.

SUPPORT—Note the phrase “tactical victory” in the twelfth paragraph of the section on page 28, referring to the Battle of Guilford Courthouse. Explain that a “tactical victory” means winning a single battle but not necessarily achieving a larger strategic goal or winning the overall war. In this case, the British won the battle but suffered heavy losses that significantly weakened their forces.

After students read the text, ask the following questions:

LITERAL—What was the primary reason American colonists were upset with British rule in the 1760s and 1770s? **(8.H.1.1)**

- » Colonists were upset with British rule because they lacked direct representation in the British Parliament and resented restrictions on their freedoms, especially taxes like the Stamp Act and Tea Act.

EVALUATIVE—How did the French and Indian War indirectly contribute to the growing tensions between the colonies and Great Britain? **(8.H.1.1)**

- » The French and Indian War left Britain deeply in debt, which led it to impose taxes on the colonies that sparked widespread colonial resistance.

LITERAL—What was the Regulator Movement, and what did the Regulators demand? **(8.H.1.4)**

- » The Regulator Movement was a group of farmers and settlers in western North Carolina who demanded fair taxes, honest government, and greater representation.

EVALUATIVE—Even though the Regulators were defeated at the Battle of Alamance, how did their fight contribute to the American Revolution in North Carolina? **(8.H.1.4)**

- » Although the Regulators were defeated at the Battle of Alamance, the issues they raised—fairness, representation, and a government that served the people—did not go away. Instead, they helped pave the way for the American Revolution by inspiring further resistance.

LITERAL—What was the Edenton Tea Party, and how did the women of North Carolina participate? **(8.H.2.3)**

- » The Edenton Tea Party was an act of defiance in 1774, when fifty-one North Carolina women signed a resolution to boycott British goods to protest unfair taxes.

LITERAL—What was the significance of the Halifax Resolves? (8.C&G.1.1)

- » The Halifax Resolves were the first formal declaration by an American colony instructing its delegates to the Continental Congress to declare independence from British rule, serving as a model for the Declaration of Independence.


EVALUATIVE—How did the Revolutionary War impact various groups living in North Carolina differently? (8.B.1.1, 8.B.1.2, 8.C&G.1.5, 8.G.1.4)


- » Patriots risked their lives for freedom; Loyalists were persecuted and forced to leave; enslaved workers hoped to gain freedom by joining either side; Indigenous communities like the Cherokee were divided and ultimately faced loss of land.

“North Carolina’s First Constitution,” pages 29–30

Scaffold understanding as follows:

Have students read the section on pages 29–30 independently.

 **SUPPORT**—Guide students to recall what they read about North Carolina’s state constitution and state government in Chapter 2. Ask: How was North Carolina’s first constitution and government similar to what it has today? (*It established a system with three branches: legislative, executive, and judicial, similar to today’s structure.*) How was it different? (*The governor’s term was only one year, and voting rights were limited to men, with property requirements for some elections, excluding women, enslaved people, and Native Americans, unlike today, when more groups have voting rights.*) (8.C&G.1.1, 8.C&G.1.2)

 **SUPPORT**—Direct students to the image of the state seal on page 30. Have students point to each feature in the seal (the figure of Lady Liberty, the written constitution she holds). Explain that it is not explicitly clear whether the constitution held by the figure of Liberty refers to the U.S. Constitution or the North Carolina state constitution, or both. Ask: What argument would you make that it is the state constitution in the seal? (*It is a state seal for a state government; it represents state pride and self-governance after independence; it symbolizes North Carolina’s foundational legal document.*) What argument would you make that it is the U.S. Constitution? (*North Carolina played an outsized role in the U.S. Constitution’s ratification, especially by pushing for the inclusion of the Bill of Rights, which explicitly protected individual freedoms.*) (8.C&G.1.1, 8.H.1.2)

After students read the text, ask the following questions:

LITERAL—When did North Carolina adopt its first constitution, and what was its purpose? (8.C&G.1.1)

- » North Carolina adopted its first constitution in December 1776, laying the foundation for its political system.

EVALUATIVE—Why did the writers of North Carolina’s 1776 constitution limit the governor’s term to only one year? (8.C&G.1.1, 8.C&G.1.3, 8.H.1.2)

- » The writers of North Carolina’s 1776 constitution limited the governor’s term to only one year because they feared placing too much power in one person’s hands, a concern rooted in their experience with the British monarchy and royal governors, and were aiming to prevent abuses of authority.

INFERENTIAL—What issues might arise from limiting the governor’s term to a single year? (8.C&G.1.3)

- » The short one-year term might limit the governor’s ability to implement long-term policies and effectively manage the state’s affairs.

EVALUATIVE—How fully did the first North Carolina constitution reflect the democratic ideals of the American Revolution and also the limits of those ideals? (8.C&G.1.1, 8.C&G.1.3, 8.C&G.1.5, 8.B.1.1, 8.B.1.2, 8.H.1.2, 8.H.1.3)

- » The first North Carolina constitution reflected the fears about tyrannical government that had led to the American Revolution. It did grant voting rights to free African American men, but it severely limited people’s rights by excluding women, enslaved people, and Native Americans from political participation.

“Participation in North Carolina’s First Government,” pages 30–31

Scaffold understanding as follows:

Read the section on pages 30–31 aloud.

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

After you read the text, ask the following questions:

LITERAL—Which groups were excluded from political participation in North Carolina’s first government? (8.C&G.1.5, 8.H.1.3)

- » Women, enslaved people, and Native American communities were excluded from political processes such as voting, holding office, and influencing lawmaking.

EVALUATIVE—How did the institution of slavery create inequality in North Carolina’s early society and government? (8.C&G.1.5, 8.H.1.3)

- » The institution of slavery created inequality because enslaved people had no political rights and were considered property, not people, which created a society where power and privilege were concentrated in the hands of a few while a large segment of the population was denied basic human rights. In 1790, 25 percent of the state’s population was enslaved.

EVALUATIVE—How did African Americans demonstrate resilience and resistance? (8.C&G.2.1, 8.B.1.2, 8.H.1.4)

- » Resilient enslaved people found ways to maintain their cultural traditions and build communities. Many resisted oppression with subtle acts of defiance and bolder actions such as running away.

LITERAL—What roles did women play in early North Carolina society despite being denied formal political rights? (8.H.2.3)

- » Women managed households, educated children, and played vital economic roles such as farming or running businesses.

“North Carolina’s Revolutionary Economy,” pages 31–33

Scaffold understanding as follows:

Have students read the first three paragraphs of the section on pages 31–32 independently.

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

ELL SUPPORT—Direct students to the term *lifeline* in the second paragraph on page 32. Explain that the term *lifeline* refers to something that provides critical support or assistance. It can be literal, like a rope used for rescue, or figurative, like financial aid.

Have students read the remainder of the section on pages 32–33 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *textile* and *innovation*, and explain their meanings.

ELL SUPPORT—Review the definition of the term *textile*. Guide students to identify examples of textiles in their daily lives. (*Possible responses: clothes, backpacks, blankets*)

SUPPORT—Point out the phrase “spirit of self-reliance” in the fifth paragraph of the section on page 32. Explain that self-reliance means being able to depend on oneself or one’s own resources rather than relying on others. In this context, it refers to how North Carolinians learned to produce goods themselves and find new economic solutions when trade with Britain was cut off.

After students read the text, ask the following questions:

LITERAL—How did the Revolutionary War disrupt North Carolina’s economy related to trade with Great Britain? **(8.E.1.1)**

- » The war disrupted North Carolina’s economy by cutting off the economic lifeline with Britain, meaning goods that were once easily imported became scarce.

EVALUATIVE—How did the war effort affect traditional economic activities in North Carolina? **(8.E.1.1)**

- » Labor and materials were diverted from farming and manufacturing to support the war, leading to a decline in agricultural production and impacting other industries like shipbuilding and iron production.

LITERAL—In what ways did local businesses and industries contribute to the war effort? **(8.E.1.1)**

- » Blacksmiths fashioned weapons and tools, textile mills increased production for clothing and blankets, and farmers provided food and supplies for troops.

EVALUATIVE—How did the Revolutionary War foster a spirit of self-reliance and innovation in North Carolina? **(8.H.1.4)**

- » The war resulted in self-reliance and innovation by spurring economic change, leading to new trade routes, the emergence of local industries to produce goods, and initiatives like women organizing spinning bees and farmers experimenting with new crops.

"The Constitution and the Bill of Rights," pages 33–35

Scaffold understanding as follows:

Read the first two paragraphs of the section on page 33 aloud.

Have students read the remainder of the section on pages 33–35 independently.

CORE VOCABULARY—Point out the vocabulary terms *ratify* and *tyrannical*, and explain their meanings.

SUPPORT—Direct students to the cartoon of pillars on page 34. Guide them to recognize that each pillar represents one of the original thirteen states. The eleven upright pillars, which are connected by arches, represent the states that had ratified the Constitution. Have students find the North Carolina pillar. Ask: How is the North Carolina pillar different from the previous eleven? (*It is falling over and not connected to the dome.*) What do you think that means? (*It symbolizes that North Carolina had not yet ratified the Constitution and was therefore not yet fully integrated into the new national structure.*) (8.H.1.2, 8.G.1.5, 8.C&G.1.1)



TALK IT OVER—Have students discuss or debate the question “How well did the Constitution and Bill of Rights live up to their democratic ideals?” (I.1.8, 8.C&G.1.1, 8.C&G.1.3)

After students read the text, ask the following questions:

LITERAL—What was the main problem with the Articles of Confederation as the first attempt at a national government? (8.H.1.2)

- » The main problem with the Articles of Confederation was that they proved too weak to govern effectively because the national government lacked the power to tax, control interstate commerce, or enforce laws.

EVALUATIVE—How did the Articles of Confederation reflect the states’ desire for independence, and what challenges did this create for the new nation? (8.G.1.5)

- » The Articles of Confederation reflected the states’ desire for independence as each state operated almost like an independent country, with its own currency, laws, and economic policies, which led to disagreements and made it difficult to address national issues.

LITERAL—Why did North Carolina initially refuse to ratify the U.S. Constitution? (8.H.1.2)

- » North Carolina initially refused to ratify the Constitution because its delegates expressed concerns that the document lacked protections for individual liberties and demanded that a bill of rights be added.

EVALUATIVE—How did the Three-Fifths Compromise in the Constitution reflect the existing inequalities regarding slavery? (8.C&G.1.5, 8.H.1.3)

- » The Three-Fifths Compromise counted enslaved people as three-fifths of a person when tallying a state’s population for representation, which increased the political power of Southern states and delayed any meaningful action toward the abolition of slavery and the emancipation of enslaved people.



LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



CHECK FOR UNDERSTANDING

Ask students to do the following:

- Write a short answer to the Big Question: “What was North Carolina’s role in the formation of the United States?”
 - » Key points students should cite include: North Carolina played an important role in the American Revolution by showing early resistance to British rule through events like the Regulator Movement and the Edenton Tea Party; it was also the first colony to officially call for independence from Great Britain through the Halifax Resolves; the state contributed soldiers and participated in key battles of the Revolutionary War, such as Guilford Courthouse and King’s Mountain; North Carolina established its own state government with the 1776 constitution, which created a three-branch system, though it initially denied political participation for women, enslaved people, and Native Americans; the state’s hesitation to ratify the U.S. Constitution until a bill of rights was promised highlighted its demand for individual liberties; the war also impacted North Carolina’s economy, forcing it to divert resources and foster local innovation in industries like textile production.
- Choose two (or three) of the Core Vocabulary words (*resilience, divert, textile, innovation, ratify, tyrannical*), and explain how they are related to each other.

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 book, where the Additional Activities for this chapter may be found:



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

North Carolina in a Growing Nation

The Big Question: How did North Carolina and the United States grow and change in the early 1800s?

Primary Focus Objectives

- ✓ Explain the impact of the First Industrial Revolution on North Carolina's economy, society, and labor practices, including the role of women and enslaved people. (8.E.1.1, 8.E.1.2, 8.E.1.3, 8.G.1.2, 8.G.1.3, 8.H.2.1)
- ✓ Describe the causes and effects of Native American removal policies, particularly the Trail of Tears, and instances of Indigenous resistance in North Carolina and the nation. (8.B.1.1, 8.G.1.4, 8.H.1.1, 8.H.1.4)
- ✓ Analyze the escalating sectional tensions over slavery, westward expansion, and events like Nat Turner's Rebellion that contributed to a growing national divide. (8.H.1.1, 8.G.1.5)
- ✓ Summarize the origins and early efforts of the abolitionist and women's rights movements, and compare access to democratic rights for various groups during this period. (8.C&G.1.5, 8.C&G.2.1, 8.H.2.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *literacy*, *assimilate*, *sectionalism*, *plantation*, *urbanization*, *slave code*, *suffrage*, *status quo*.

What Teachers Need to Know

Online Resources For background information, download the Core Knowledge In Your State Online Resource "About North Carolina in a Growing Nation":



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

Materials Needed

Activity Pages



- display and individual student copies of Analyze an Image (AP 4.1)
- individual student copies of Domain Vocabulary: Chapters 3–4 (AP 4.2)
- individual student copies of National Archives Analyze an Artwork worksheet

AP 4.1

AP 4.2

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



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

Core Vocabulary (Student Volume page numbers listed below)

literacy, n. the ability to read and write (40)

Example: Sequoyah's invention of the Cherokee syllabary greatly aided the effort to promote literacy among his people and preserve their culture.

Variations: literate (adj.)

assimilate, v. to adopt the ways of another culture (40)

Example: Many settlers believed that Native American peoples should assimilate into American society and adopt its ways of life.

Variations: assimilates, assimilated, assimilating, assimilation (n.)

sectionalism, n. strong loyalty to one's region and its interests, often to the exclusion of the interests of other regions (43)

Example: The growing economic differences and debates over slavery contributed to sectionalism, creating a deep divide between the North and South.

Variations: sectionalist (n.)

plantation, n. a large farm where cash crops are grown on behalf of the person who owns the land (44)

Example: In the Southern states, the plantation economy relied heavily on enslaved labor to grow crops like cotton and tobacco.

Variations: plantations

urbanization, n. the formation and growth of cities (44)

Example: The First Industrial Revolution led to increased urbanization in the North, as people moved to cities for factory jobs.

Variations: urbanize (v.), urban (adj.)

slave code, n. a set of laws that limited the rights of enslaved persons (45)

Example: Following Nat Turner's Rebellion, Southern states enacted stricter slave codes that further restricted the lives and activities of enslaved people.

Variations: slave codes

suffrage, n. the right to vote (49)

Example: The women's suffrage movement fought for decades to gain women the right to vote.

Variations: suffragist

status quo, n. a Latin phrase meaning the existing state of affairs, or the way things currently are (49)

Example: Reformers in the early 1800s challenged the existing status quo by advocating for changes in society, such as the abolition of slavery and women's rights.

THE CORE LESSON

Introduce "North Carolina in a Growing Nation"

Remind students that in Chapter 3, they traced North Carolina's journey through the American Revolution, witnessing its role in the fight for independence and the eventual adoption of both its state constitution and the U.S. Constitution. In Chapter 4, students will explore the early decades of this new country and state. They will see how North Carolina, alongside the burgeoning United States, experienced significant growth and faced new challenges during the early 1800s.

Call students' attention to the Big Question. Tell students to look for key economic developments, social shifts, and political tensions that defined this era as they read through the chapter.

Guided Reading Supports for “North Carolina in a Growing 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.

“Mountain Refuge,” pages 36–37

Scaffold understanding as follows:

Invite volunteers to read the section on page 36 aloud.

SUPPORT—Point out the phrase “mountain refuge” in the section title. Explain that a refuge is a safe place or shelter from danger.

ELL **SUPPORT**—Point out the word *bustle* in the first sentence of the section. Explain that *bustle* means a lot of activity or movement. Have students draw a bustling scene.

SUPPORT—Point out the word *defiance* in the third sentence of the section. Explain that *defiance* means open resistance or bold disobedience.

After volunteers read the text, ask the following questions:

EVALUATIVE—Why did Cherokee families use the mountains as a refuge? (8.B.1.1, 8.B.1.2, 8.G.1.4, 8.H.1.4, 8.H.2.3)

- » Cherokee families used the mountains as a refuge because the mountains offered dense forests and hidden trails that concealed families and allowed for undetected movement, helping them avoid forced removal.

EVALUATIVE—How did Cherokee resistance in the mountains symbolize a broader conflict in the early 1800s? (8.B.1.1, 8.B.1.2, 8.G.1.4, 8.H.1.4, 8.H.2.3)

- » Cherokee resistance in the mountains symbolized the clash between Indigenous peoples and settlers over land and way of life during a period of American expansion.

“The First Industrial Revolution in North Carolina,” pages 37–39

Scaffold understanding as follows:

Read the first two paragraphs of the section on page 37 aloud.

SUPPORT—Note the reference to “textile mills” in the second paragraph of the section. Remind students that they learned the word *textile* in the previous chapter.

ELL **SUPPORT**—Have them locate the Piedmont region on the map on page 4. Point out the Mountains region from the previous section, and identify that region’s location as well on the map. (8.G.1.2, 8.G.1.3, 8.H.2.1)

Have students read the remainder of the section on pages 37–39 independently.

SUPPORT—Point out the phrase “naval stores” in the third paragraph of the section on page 37. Explain that *naval* comes from the word *navy*. Naval stores are materials used in building and maintaining ships, such as tar, pitch, and turpentine. Tar was used to coat a ship’s rigging ropes, while pitch helped waterproof wooden parts of the ship. In the 1800s, turpentine was commonly used as a solvent in paints.

Activity Page



AP 4.1

ACTIVITY—Have students complete the Analyze an Image (AP 4.1) about the image of the textile mill on page 38. (8.E.1.1, 8.E.1.2, 8.E.1.3, 8.H.2.1, 8.H.2.3)

SUPPORT—Point out the phrase “labor unrest” in the fourth paragraph of the section on page 38. Explain that this refers to dissatisfaction and organized protests among workers, often due to poor working conditions, low wages, or long hours.

After students read the text, ask the following questions:

LITERAL—What were some innovations that transformed North Carolina’s transportation, economy, and society during the First Industrial Revolution? (8.G.1.3, 8.H.2.1)

- » Innovations that transformed North Carolina’s economy included textile mills and railroads, such as the Wilmington and Weldon Railroad, which connected rural areas to urban markets, as well as the cotton gin.

EVALUATIVE—How did the cotton gin’s invention impact cotton production and, consequently, the demand for enslaved labor? (8.E.1.1, 8.E.1.2)

- » The invention of the cotton gin made it easier to remove seeds from cotton bolls, leading to increased cotton production, which in turn increased demand for enslaved labor.

LITERAL—What was North Carolina’s most important export during this period, and how did it earn the state a nickname? (8.E.1.2, 8.G.1.2, 8.H.2.1)

- » Naval stores (tar, pitch, and turpentine) were the most important exports, earning North Carolinians the nickname “Tar Heels.”

EVALUATIVE—What were some of the harsh conditions faced by women and children working in North Carolina’s textile mills? (8.E.1.2, 8.G.1.2, 8.H.2.1, 8.E.1.3, 8.H.2.3)

- » Women and children working in North Carolina’s textile mills endured long hours (ten-hour shifts or longer, six days a week), low wages (cents per hour), and thick cotton dust in the air, which led to breathing problems.

“Indian Removal and the Trail of Tears,” pages 39–43

Scaffold understanding as follows:

Have students read the first four paragraphs of the section on pages 39–40 independently.

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


SUPPORT—Point out the word *coercion* in the third paragraph of the section. Explain that coercion means using force or threats to make someone do something against their will.


SUPPORT—Explain how Sequoyah’s syllabary was an attempt to preserve Cherokee independence. The Cherokee recognized that the U.S. government did not consider them or other Native Americans “civilized” because their culture differed from the predominant white American culture. To challenge this view, the Cherokee adopted elements that U.S. officials associated with “civilization,” such as a written language, schools, and newspapers. By creating a syllabary, Sequoyah gave the Cherokee a powerful tool to record their own language and traditions while also demonstrating to outsiders that they could meet the standards of literacy valued in U.S. society. They hoped that by adopting these elements, the U.S. government would respect their sovereignty and allow them to remain on their lands.


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

Have students read the rest of the section on pages 40–43 with a partner.

SUPPORT—Explain that the Cherokee were not the only Native American group Andrew Jackson tried to remove. Before becoming president in 1829, Jackson led military campaigns against the Seminoles in Florida in an effort to force them from their land as well.

 **SUPPORT**—Direct students to the map of the Trail of Tears routes on page 41. Note that what is labeled Oklahoma on the map was, at the time, called Indian Territory. Ask students: Approximately how many miles did the Trail of Tears span? (*more than one thousand miles, or about 1,609 km*) Was there only one route during the Trail of Tears? (*No, there were multiple land routes and a water route that the Cherokee were subjected to traveling.*) (8.G.1.3, 8.G.1.4, 8.H.1.1)

 **SUPPORT**—Point out the phrase “filing petitions and pursuing court cases” in the seventh paragraph of the section on page 42. Explain that filing petitions means submitting formal written requests to an authority (like the government or a court), and pursuing court cases means taking legal action through the judicial system.

 **SUPPORT**—Point out the phrase “fragility of checks and balances” in the seventh paragraph of the section on page 42. Remind students that in Chapter 2, they learned about checks and balances as a system in which different branches of government limit each other’s power to prevent abuses of authority. Explain that the fragility of this system refers to how easily it can be weakened or broken when one branch disregards the power of another, as seen when President Jackson ignored the Supreme Court’s decision.

SUPPORT—Point out the description of Henry Clay as a “Whig leader” in the last paragraph of the section. Explain that the Whigs were a political party in the United States at the time. Clay and his party generally opposed the policies of Andrew Jackson.

After students read the text, ask the following questions:

LITERAL—Who was Sequoyah, and what was his significant achievement? (8.H.2.2, 8.H.2.3)

- » Sequoyah was a Cherokee leader who invented the Cherokee syllabary, a writing system for the Cherokee language.

EVALUATIVE—How did Sequoyah’s invention of the Cherokee syllabary serve as a form of resistance for his people? (8.H.1.4, 8.H.2.3)

- » Sequoyah’s invention of the Cherokee syllabary allowed the Cherokee to document their history, laws, and culture, greatly aiding the preservation of their heritage and strengthening their cultural identity in the face of pressure to assimilate.

LITERAL—What was the purpose of the Indian Removal Act of 1830, and who signed it into law? (8.B.1.2, 8.G.1.4, 8.G.1.5, 8.H.1.1, 8.H.1.3, 8.H.1.4, 8.C&G.1.5, 8.H.2.3)

- » The Indian Removal Act authorized the president to negotiate treaties for Native American land in the eastern United States in exchange for western land, and it was signed into law by President Andrew Jackson.

EVALUATIVE—Despite being framed as “voluntary relocation,” how did the implementation of the Indian Removal Act often differ in practice? (8.B.1.2, 8.G.1.4, 8.G.1.5, 8.H.1.1, 8.H.1.3, 8.H.1.4, 8.C&G.1.3, 8.C&G.1.5, 8.H.1.3, 8.H.2.3)

- » In practice, removal often involved threats, coercion, and military force, leading to devastating consequences like the Trail of Tears, where thousands perished.

LITERAL—What was the outcome of the *Worcester v. Georgia* (1832) Supreme Court case? (8.B.1.2, 8.H.1.1, 8.H.1.2, 8.H.1.3, 8.H.1.4, 8.H.2.3)

- » The U.S. Supreme Court recognized tribal sovereignty and Cherokees’ control over their land.

EVALUATIVE—How did the discovery of gold on Cherokee land in Georgia impact the pressures for Native American removal? (8.E.1.1, 8.H.1.1, 8.H.2.1, 8.H.2.3)

- » The discovery of gold intensified pressures from white settlers who sought more land, despite Supreme Court rulings and the Cherokee’s efforts to assimilate.

“Sectional Tensions and the Debate Over Slavery,” pages 43–46

Scaffold understanding as follows:

Read the first two paragraphs of the section on pages 43–44 aloud.

CORE VOCABULARY—Point out the vocabulary terms *sectionalism*, *plantation*, and *urbanization*, and explain their meanings.

Have students read the rest of the section with a partner.

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

Online Resources



ACTIVITY—Direct students to the image of the 1872 painting by John Gast, titled “American Progress,” on page 45. Explain that this painting is a famous painting about westward expansion. Have students work with a partner to complete a National Archives Analyze an Artwork worksheet. The worksheet is available in English and in Spanish. (8.B.1.1, 8.B.1.2, 8.E.1.1, 8.E.1.2, 8.G.1.4, 8.G.1.5, 8.H.1.1, 8.H.2.3)

SUPPORT—Direct students to the map on page 46. Guide students to observe how the map visually represents the growing divisions between free states and slave states, including the Missouri Compromise Line. Ask them to identify which regions of the country were identified as “free” (*beige*) and which were identified as “slave” (*red*) and how this geographical division reflects the sectionalism discussed in the text. (8.G.1.5, 8.H.1.1, 8.H.1.2)

After students read the text, ask the following questions:

LITERAL—What was the central issue that fueled sectional tensions in the United States during this period? (8.H.1.1, 8.G.1.2, 8.E.1.1, 8.C&G.1.3)

- » Slavery was the central issue that fueled sectional tensions, with Southern states defending it due to their plantation economy and Northern states increasingly opposing it.

EVALUATIVE—How did the economic systems of the North and South contribute to the growing sectional divide? (8.H.1.1, 8.E.1.1, 8.E.1.2, 8.G.1.2)

- » The economic systems of the North and South contributed to the growing sectional divide because the South relied on enslaved labor for its plantation economy, while the North focused on industry and urbanization; these differences created a widening economic and social divide, despite the North still benefiting from slave-produced cotton.

LITERAL—What was Manifest Destiny, and how did it contribute to sectional tensions? (8.G.1.5, 8.H.1.1)

- » Manifest Destiny was the belief that the United States had a God-given right to expand westward; this expansion opened debates over whether new territories would be slave or free states.

EVALUATIVE—How did Nat Turner’s Rebellion impact both the North and the South? (8.H.1.1, 8.H.1.4, 8.H.1.3, 8.H.2.3)

- » In the South, Nat Turner’s Rebellion increased fears of slave revolts and led to stricter slave codes; in the North, it reinforced the abolitionist belief that slavery was a moral evil and threatened national stability.

“The Abolitionist Movement,” pages 46–49

Scaffold understanding as follows:

Read the first three paragraphs of the section on pages 46–47 aloud.

Have students read the next three paragraphs of the section on pages 47–48 with a partner.

SUPPORT—Point out the phrase the “Great Dismal Swamp” in the fifth paragraph of the section on page 48. Explain that the Great Dismal Swamp was a large, dense swamp located on the border of North Carolina and Virginia that served as a crucial hiding place and escape route for enslaved people on the Underground Railroad. The term *dismal* was commonly used in the eighteenth century to describe swamps and marshes, reflecting their dense vegetation, difficult terrain, and the perceived gloominess.

Have students read the remainder of the section independently.

After students read the text, ask the following questions:

LITERAL—Who was Frederick Douglass, and how did he contribute to the abolitionist cause? (8.H.1.4, 8.H.2.2, 8.H.2.3)

- » Frederick Douglass was a former enslaved person who escaped slavery and became a prominent abolitionist, speaking and writing powerfully about the horrors of slavery and publishing an antislavery newspaper, *The North Star*.

EVALUATIVE—How did Douglass’s autobiography and speeches influence public opinion about slavery? (8.H.1.4, 8.H.2.2, 8.H.2.3, 8.C&G.2.2)

- » His firsthand accounts of slavery’s horrors and his powerful speeches inspired many to join the abolitionist cause, spreading the message about ending slavery.

LITERAL—What was the Underground Railroad, and how did it operate? (8.C&G.2.1, 8.E.1.3, 8.G.1.2, 8.G.1.3, 8.G.1.4, 8.H.1.4, 8.H.2.3)

- » The Underground Railroad was a secret network of safe houses, escape routes, and allies that helped enslaved people flee slavery, operating mostly at night using coded language and signals.

EVALUATIVE—How did North Carolina’s geography, specifically its waterways and swamps, aid the Underground Railroad? (8.C&G.2.1, 8.E.1.3, 8.G.1.2, 8.G.1.3, 8.G.1.4, 8.H.1.4, 8.H.2.3)

- » Waterways and swamps, particularly the Great Dismal Swamp, aided the Underground Railroad as it provided cover for those fleeing, allowing enslaved people to avoid slave catchers and find refuge.

LITERAL—Who were the Grimké sisters, and why are they notable? (8.H.1.4, 8.H.2.3)

- » Sarah and Angelina Grimké, from South Carolina, were influential abolitionists who wrote and spoke about the evils of slavery and fought for women’s suffrage.

INFERENTIAL—What qualities of character would abolitionists who worked in North Carolina need to possess? Why? (8.H.1.3, 8.H.1.4, 8.H.2.2)

- » An abolitionist in North Carolina would have to be very brave and resilient because they would face strong opposition. Some risked their lives and livelihoods, showing their deep commitment to the abolitionist cause.

“The Push for Women’s Rights,” pages 49–51

Scaffold understanding as follows:

Invite volunteers to read the section on pages 49–51 aloud.

CORE VOCABULARY—Point out the vocabulary terms *suffrage* and *status quo*, and explain their meanings.

SUPPORT—Point out the word *omission* in the third paragraph of the section on page 50. Explain that an omission is something that has been left out, excluded, or not included.

After volunteers read the text, ask the following questions:

LITERAL—What was considered a “gateway” to activism for many white women in the nineteenth century? (8.H.2.3, 8.C&G.1.5)

- » The abolition movement was considered a “gateway” to activism for many white women.

INFERENTIAL—What does it mean to call this movement a “gateway”? (8.B.1.2, 8.H.2.3, 8.C&G.1.5)

- » Calling the abolition movement a “gateway” means that it served as a point of entry or access for women into social and political activism. They gained experience,

organizational skills, and a voice through this movement, which then empowered them to pursue other reforms like women's rights.

EVALUATIVE—How did the Second Great Awakening influence reform movements in the early 1800s? (8.B.1.1, 8.B.1.2, 8.G.1.2, 8.G.1.3, 8.H.2.2)

- » This period of religious revivalism emphasized social responsibility and moral action, leading to the growth of new religious societies and movements advocating for causes like abolition, temperance, and women's rights.

LITERAL—What was the Seneca Falls Convention, and what document did it produce? (8.C&G.2.1, 8.H.2.3)

- » The Seneca Falls Convention was the first meeting dedicated to women's rights in the United States, held in 1848, and it produced the "Declaration of Sentiments," which detailed unfair treatment of women.

LITERAL—What were some of the main arguments made by opponents of women's suffrage? (8.C&G.1.5, 8.H.2.3)

- » Opponents of women's suffrage claimed women lacked the mental capacity or judgment for political participation, were too emotional, or should be confined to housework and childcare. Some in North Carolina feared it would threaten white supremacy.

EVALUATIVE—In what ways did women in North Carolina begin to make progress despite obstacles to women's rights? (8.H.2.3)

- » Women in North Carolina made progress despite obstacles by gaining access to education at institutions like Salem Academy and by finding opportunities in the growing textile industry, which increased their economic independence.



LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



CHECK FOR UNDERSTANDING

Ask students to do the following:

- Write a short answer to the Big Question: "How did North Carolina and the United States grow and change in the early 1800s?"
 - » Key points students should cite include: North Carolina and the United States experienced significant growth and change in the early 1800s, driven by the First Industrial Revolution, which introduced innovations like textile mills and railroads that transformed the economy and transportation; this economic development, however, was deeply intertwined with the expansion of slavery, as increased cotton production reinforced the plantation economy in the South; during this period, Native American tribes, notably the Cherokee, faced forced removal policies like the Indian Removal Act, leading to the devastating Trail of Tears, though they demonstrated resistance and resilience, such as through Sequoyah's syllabary and the escape of a group of Cherokees to the state's mountains, where

they found refuge; westward expansion further fueled sectionalism and intense debates over the spread of slavery into new territories; events like Nat Turner’s Rebellion heightened fears in the South, resulting in stricter slave codes, while simultaneously strengthening the abolitionist movement in the North; the period also saw increasing urbanization as people migrated to cities for new opportunities, and the emergence of reform movements, including abolitionism and the women’s rights movement, challenging the status quo and advocating for greater freedoms.

- Choose two of the Core Vocabulary terms (*literacy, assimilate, sectionalism, plantation, urbanization, slave code, suffrage, status quo*), and explain how they are related to each other.

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

Activity Page

Note: You may wish to assign Domain Vocabulary: Chapters 3–4 (AP 4.1) at this time.



AP 4.1

Additional Activities

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



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

North Carolina and a Nation in Conflict

The Big Question: What was North Carolina's involvement in the Civil War and Reconstruction?

Primary Focus Objectives

- ✓ Explain the causes of the Civil War and North Carolina's secession. (8.G.1.4, 8.H.1.1, 8.E.1.1)
- ✓ Describe North Carolina's military and economic contributions to the Confederate war effort and the impact of Union actions on the state. (8.E.1.2, 8.G.1.3, 8.H.1.1)
- ✓ Summarize the different Reconstruction plans and the power struggles between the president and Congress over the reconstruction of the South. (8.H.1.2)
- ✓ Analyze the challenges faced by formerly enslaved African Americans during Reconstruction and their efforts to gain full citizenship, contrasting these with the rise of discriminatory practices like Black Codes and Jim Crow laws. (8.B.1.1, 8.B.1.2, 8.C&G.1, 8.C&G.1.1, 1, 8.C&G.1.2, 8.C&G.1.3, 8.C&G.1.5, 8.H.1.3, 8.H.1.4)
- ✓ Understand the meaning of the following domain-specific vocabulary: *arsenal*, *autonomy*, *secede*, *blockade*, *inflation*, *white supremacist*, *lynching*, *Black Codes*, *sharecropper*, *tenant farmer*.

What Teachers Need to Know

Online Resources For background information, download the Core Knowledge In Your State Online Resource "About North Carolina and a Nation in Conflict":



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

Materials Needed

Activity Page • individual student copies of Analyze an Image (AP 4.1)



AP 4.1

Core Vocabulary (Student Volume page numbers listed below)

arsenal, n. a place where weapons and other military equipment are stored (55)

Example: To acquire weapons and ammunition, John Brown led a raid on the federal arsenal at Harpers Ferry.

Variations: arsenals

autonomy, n. the power and freedom to self-govern or make one's own choices (55)

Example: Many who feared a tyrannical central government believed states should have the autonomy to govern themselves.

Variations: autonomous (adj.)

secede, v. to formally withdraw membership (56)

Example: After South Carolina voted to secede from the Union, it joined the Confederate States of America.

Variations: secedes, seceding, seceded, secession (n.)

blockade, n. a military strategy aimed at preventing people and goods from entering or leaving an area (61)

Example: The U.S. Navy's blockade of Confederate ports had a damaging impact on North Carolina's economy and trade.

Variations: blockades, blockade (v.)

inflation, n. a rise in prices and a fall in the purchasing power of money (62)

Example: Inflation soared, prices went up, and many civilians struggled to make ends meet.

Variations: inflationary (adj.)

white supremacist, adj. relating to people or groups who believe that white people are superior to members of other groups (65)

Example: White supremacist groups like the Ku Klux Klan used violence and terror to frighten African Americans and prevent them from voting.

Variations: white supremacist (n.), white supremacy (n.)

lynching, n. the killing of a person by a mob, often by hanging (65)

Example: During the Reconstruction era, white supremacist groups engaged in deadly lynching to terrorize African Americans and prevent them from voting.

Variations: lynchings, lynch (v.)

Black Codes, n. laws passed in Southern states to limit the freedoms of African Americans after the Civil War (66)

Example: After the Civil War, some white-dominated Southern governments passed a series of discriminatory laws known as Black Codes.

sharecropper, n. a farmer who works land owned by someone else and pays the landowner with a share of the crops they grow (68)

Example: After giving the landowner their share of the crops, the sharecropper still struggled to make ends meet.

Variations: sharecroppers, sharecropping (v.)

tenant farmer, n. a farmer who rents land and pays the landowner a fixed amount of money or crops (68)

Example: The tenant farmer depended on a successful harvest in order to pay his debt to his landlord.

Variations: tenant farmers, tenant farming (v.)

THE CORE LESSON

Introduce “North Carolina and a Nation in Conflict”

Before beginning Chapter 5, have students recall what they learned in Chapter 4, focusing on slavery and the growth of sectionalism. Remind them that these sectional tensions over slavery eventually led to war. Explain that in this chapter, they will learn about that war and its effects on North Carolina.

Call students' attention to the Big Question. Tell students look for information about the Civil War, North Carolina's role in it, and the changes that took place in the state during Reconstruction.

Guided Reading Supports for "North Carolina and a Nation in 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.

"Emancipation Day," pages 52–53

Scaffold understanding as follows:

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

SUPPORT—Point out the term *Union* in the third sentence of the section. Explain that Union is another way of saying United States. In the context of the Civil War, *Union* refers to the Northern states, or the states that remained in the United States rather than seceding.

SUPPORT—Point out the term *emancipated* in the third sentence of the section, and explain that it refers to being set free from legal, social, or political restrictions. Here, it specifically refers to enslaved people being granted freedom from the system of American chattel slavery that was prevalent in the South before the end of the Civil War. American chattel slavery was a system in which people, Africans and their American-born descendants, were treated as property and forced to work without pay, primarily on farms and plantations. Enslaved people had no rights, faced harsh living conditions, and were often separated from their families. This system lasted for centuries and had a significant impact on American history and society.

SUPPORT—Point out the phrase "rebellious states" in the last sentence of the first paragraph of the section. Explain that the rebellious states were the Southern states that had declared themselves separate, or independent, from the United States. Students will read more about them shortly.

SUPPORT—Point out the chapter opening image on pages 52–53. Ask: What do you see in this image? Describe the reactions of the people in the image. (*People in uniform, with an American flag behind them, are in front of a crowd of people, including some formerly enslaved people. The crowd looks joyous and celebratory.*) Discuss how the image visually represents the idea of celebration, newfound freedom, and emancipation. (8.C&G.1.5, 8.H.1.4)

TURN AND TALK—Point out the last sentence of the section. Have students make predictions and discuss why they think the text describes the era after the first Emancipation Day as "the beginning of a long and difficult journey toward equality." (8.C&G.1.5, 8.H.1.3, 8.H.1.4, 8.H.2.3)

After volunteers read the text, ask the following questions:

LITERAL—What event was being celebrated in New Bern, North Carolina, on January 1, 1865? (8.H.1.1)

- » The event celebrated in New Bern on January 1, 1865, was the second anniversary of Abraham Lincoln's Emancipation Proclamation.

EVALUATIVE—Why did newly freed African Americans take charge of Emancipation Day festivities after the U.S. Army initially organized them? (8.C&G.2.1, 8.H.1.4, 8.G.1.4)

- » Newly freed African Americans transformed Emancipation Day into a powerful symbol of hope and resilience, taking ownership of their newfound freedom and imagining new lives as citizens.

“Civil War on the Horizon,” pages 53–58

Scaffold understanding as follows:

Have students read the first three paragraphs of the section on pages 53–54 with a partner.

TURN AND TALK—Point out the phrase “sectional tensions” in the first paragraph of the section. Remind students about sectionalism, a concept they read about in the previous chapter. Have students discuss what sectionalism means in their own words and predict how it could apply to the contents of this chapter, given what they read about Emancipation Day in the chapter opening section. Have students respectfully discuss the credibility of different predictions made. What prior knowledge, or evidence from earlier chapters, did they rely on? (*Sectionalism was when people felt stronger loyalty to the region of the country they lived in rather than the whole country. It increased to such an extent that a civil war was fought between different regions, or sections, of the country.*) (1.1.9, 8.H.1.1)

SUPPORT—Point out the image on page 54 of Anthony Burns, and read the caption aloud. Explain that his story highlights the divisive nature of the Fugitive Slave Act and how that law fueled outrage in the North (if applied) and in the South (if ignored).

SUPPORT—Point out that in the case of the Fugitive Slave Act, many Northerners appealed to the idea of states’ rights, arguing that this federal law was immoral and infringed on their states’ authority to reject slavery. While the South is often associated with invoking states’ rights, this moment shows that people in different regions used the argument when they felt the federal government overstepped.

Have students read the remainder of the section independently.

CORE VOCABULARY—Point out the vocabulary terms *arsenal* and *autonomy*, and explain their meanings.

SUPPORT—Point out the explanation of tariffs in the eighth paragraph of the section on page 56. Explain that tariffs made imported goods more expensive because the companies that imported the goods added the cost of the tariff to the prices of the goods. That means that in essence, customers, not the companies, were paying the tariffs. Guide students to understand that tariffs were unpopular in the Southern states.

SUPPORT—Point out the use of the word *firestorm* in the tenth paragraph of the section on page 56. Explain that the word is used figuratively here. It does not refer to an actual fire. Instead, it describes a strong, angry reaction.

SUPPORT—Point out the sentence that includes “they felt their economy and way of life” in the tenth paragraph of the section on page 56. Explain that although the federal government had not actually threatened to abolish slavery where it already existed, many Southerners interpreted Lincoln’s election as paving the way toward its eventual end. As a result, they argued for states’ rights as justification for secession. They claimed that each state had the sovereign right to decide whether to permit slavery, especially because they felt their

economy and way of life depended on it. This shows that states' rights arguments were used selectively, by both the North and South, when people disagreed with federal policies.

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

SUPPORT—Point out the phrase “stop the rebellion” in the last paragraph of the section. Remind students of the reference to rebellious states at the start of the chapter. Explain that the Confederate states were the rebellious states.

After students read the text, ask the following questions:

LITERAL—What major Supreme Court decision in 1857 further inflamed tensions over slavery? (8.H.1.1, 8.G.1.4)

- » The 1857 *Dred Scott* decision, which ruled that the Missouri Compromise was unconstitutional, meaning that Congress could not ban slavery from any territory and that people of African descent could not be citizens, inflamed tensions over slavery.

LITERAL—What event in 1859, led by abolitionist John Brown, increased Southern fears of slave revolts? (8.H.1.1, 8.H.2.2, 8.H.2.3)

- » John Brown's raid on the federal arsenal at Harpers Ferry, Virginia, increased Southern fears of slave revolts.

EVALUATIVE—Even though North Carolina's agricultural landscape differed from some neighboring states, how was slavery still deeply ingrained in its economy and society by 1860? (8.E.1.1, 8.E.1.3, 8.G.1.2, 8.G.1.4, 8.G.1.5)

- » Despite having smaller farms and fewer large plantations, almost one-third of North Carolina's population was enslaved, showing its reliance on enslaved labor for cash crops like tobacco and cotton.

LITERAL—Why did North Carolina initially adopt a “watch and wait” approach rather than immediately seceding after Lincoln's election? (8.B.1.1, 8.H.1.2)

- » Some in North Carolina adopted a “wait and watch” approach because the state had strong Unionist sentiment, especially in the western regions, and economic ties to the North, making it hesitant to take such a drastic step.

“North Carolina in the Civil War,” pages 58–64

Scaffold understanding as follows:

Invite volunteers to read the first three paragraphs of the section on pages 58–59 aloud.


SUPPORT—Point out the word *bluff* in the first paragraph of the section. Explain that a bluff is a fake threat meant to force someone else to do something.

SUPPORT—Point out the word *draft* in the third paragraph of the section. Explain that the draft refers to legally required service in the armed forces. Add that governments enact draft laws during times of war to ensure they have enough soldiers to fight.

SUPPORT—Point out the word *casualties* in the third paragraph of the section. Explain that a casualty refers to someone who is killed, wounded, captured, or missing in action during a war. The total number of casualties includes all of these, not just those who were killed. According to some sources, there were an estimated 1.5 million casualties during the four

years of the American Civil War. Until the modern era, disease typically claimed more lives than battlefield injuries.

Read the fourth paragraph of the section on pages 59–60 aloud.

 **SUPPORT**—Direct students to the map on page 59. Ask: What type of states bordered both the Union and the Confederacy? (*Union (slave/border) states*) Did North Carolina share a border with the Union? (*No, it was surrounded by Virginia, Tennessee, Georgia, and South Carolina, which were all Confederate states.*) **(8.G.1.2)**

Have students read the remainder of the section on pages 60–64 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *blockade* and *inflation*, and explain their meanings.

SUPPORT—Point out the reference to martial law in the tenth paragraph of the section on page 61. Explain that martial law is when the military takes control over normal government functions, usually during emergencies or times of crisis. It often involves the suspension of regular laws and civil rights, allowing the military to enforce rules and maintain order.

SUPPORT—Point out the image on page 62, “Scott’s Great Snake,” and explain that this hybrid map and political cartoon illustrates what became known as the Union’s “Anaconda Plan,” a strategy to blockade Confederate ports and control the Mississippi River. This would prevent supplies from reaching the South and divide the Confederacy in half on each side of the Mississippi River, weakening it. Point out that the head of the snake looks like the American flag and that its tail is in Washington, D.C. **(8.G.1.3)**

TURN & TALK—Note the reference to “scorched-earth policies” in the thirteenth paragraph of the section on page 63. Explain that *scorched* means burned by flames or heat. Have students discuss what they think *scorched earth* might mean. After students discuss, explain that scorched earth is a military strategy in which an army destroys anything that might be useful to the enemy while advancing through or retreating from an area. This can include burning crops, destroying buildings like factories, sabotaging infrastructure like railroad lines, and intentionally ruining resources so that the opposing side can’t use them. **(8.H.1.1)**

After students read the text, ask the following questions:

LITERAL—How many troops did North Carolina contribute to the Confederate army, and what was the primary cause of casualties? **(8.E.1.2, 8.H.1.1)**

- » North Carolina contributed approximately 125,000 troops to the Confederate Army, and disease was the primary cause of casualties.

LITERAL—Which two major battles did North Carolina troops participate in that were turning points in the war? **(8.H.1.1)**

- » North Carolina troops participated in the Battle of Antietam (1862) and the Battle of Gettysburg (1863), both of which were turning points in the war.

EVALUATIVE—How did North Carolina’s geography and location make it vulnerable to Union attacks during the Civil War? **(8.G.1.2, 8.G.1.3)**

- » North Carolina’s extensive coastline and proximity to the North made North Carolina accessible to the U.S. Army and Navy, leading to the capture of coastal areas and port cities like New Bern and the blockade of Wilmington.

EVALUATIVE—What was the significance of the Union capture of Fort Fisher in 1865 for the Confederate war effort? (8.H.1.1)

- » The Union capture of Fort Fisher in 1865 effectively closed Wilmington, the last major Confederate port, dealing a major blow to the Confederate war effort by cutting off vital supplies.

LITERAL—What challenges did North Carolina civilians face during the war? (8.E.1.1, 8.H.1.1, 8.H.2.2, 8.H.2.3)

- » Civilians in North Carolina during the war faced widespread shortages of food, clothing, and medicine as well as soaring inflation, and women took on new roles due to men being away fighting.

“Emancipation and Reconstruction,” pages 64–67

Scaffold understanding as follows:

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

SUPPORT—Point out the phrase “ushered in” in the first sentence of the section. Explain that this means to mark the beginning of something new, often something significant or transformative.

SUPPORT—Explain that the Thirteenth, Fourteenth, and Fifteenth Amendments are often referred to as the Reconstruction Amendments because they were passed during this period to address the legal status and rights of African Americans after slavery was abolished.

ACTIVITY—Have students complete an Analyze an Image (AP 4.1) about the image of the Trent River settlement on page 64. (8.B.1.1, 8.B.1.2, 8.C&G.2.1, 8.G.1.2, 8.G.1.3, 8.G.1.4, 8.H.1.1, 8.H.1.4, 8.H.2.2, 8.H.2.3)

Activity Page



AP 4.1

Have students read the next two paragraphs of the section on page 65 independently.

CORE VOCABULARY—Point out the vocabulary terms *white supremacist* and *lynching*, and explain their meanings.

SUPPORT—Explain that between 1882 and 1968, there were 4,743 documented lynchings in the United States. Guide students to understand that not every lynching was documented.



SUPPORT—Direct students to the map of Reconstruction military districts on page 65. Have them find North Carolina on the map. Ask: What other state or states were in the same military district as North Carolina? (*South Carolina*) (8.G.1.2)

Have students read the remainder of the section on pages 65–67 with a partner.

SUPPORT—Point out the sentence that contains “these gains were short-lived” in the seventh paragraph of the section on page 66. Explain that this refers to the period after 1877, when federal troops left the South and state governments regained control. As a result, many of the rights that African Americans had gained during Reconstruction were gradually taken away.

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

SUPPORT—Point out the word *vagrancy* in the seventh paragraph of the section on page 66. Explain that during and after Reconstruction, vagrancy referred specifically to not having a

job. Under the Black Codes, Southern states passed vagrancy laws that made it a crime for African Americans to be unemployed. These laws were used to arrest Black individuals and force them into labor to pay off fines, effectively replicating conditions similar to slavery.

SUPPORT—Point out the term *Radical Republicans* in the seventh paragraph of the section on page 66. Explain that the Radical Republicans were a group of Republicans in Congress who believed in strong federal action to protect the rights of African Americans. They often clashed with President Andrew Johnson and wanted to ensure that formerly enslaved people had equal rights.

ELL SUPPORT—Explain that the word *radical* means extreme. Ask students to give or draw examples of a radical change for the classroom.

SUPPORT—Point out the phrase “Jim Crow laws” in the eighth paragraph of the section on page 66. Explain that the term *Jim Crow* originated from a nineteenth-century character used to mock African Americans in what were known as minstrel shows. By the late nineteenth century, the name of the caricature became associated with a legal and social system of racial segregation in the United States, particularly in the South, that persisted into the twentieth century.

SUPPORT—Point out the last sentence of the section on page 67. Inform students that this sentence foreshadows the civil rights movement, which they will learn about in Chapter 8.

After students read the text, ask the following questions:

LITERAL—What was the purpose of the Freedmen’s Bureau, and what challenges did it face? (8.C&G.2.1, 8.B.1.1, 8.C&G.2.2, 8.H.2.2, 8.H.2.3)

- » The Freedmen’s Bureau provided crucial aid, including education, health care, and legal assistance, to African Americans, helping them to establish themselves as citizens and members of society despite many white Southerners opposing their efforts.

LITERAL—What were the Black Codes, and how did they attempt to limit the freedoms of African Americans after the Civil War? (8.H.1.3, 8.B.1.1, 8.C&G.1.3, 8.C&G.1.5, 8.C&G.2.2)

- » Black Codes were laws passed in Southern states that severely restricted the rights and freedoms of African Americans. Some required African Americans to sign yearly labor contracts, and those who refused could be arrested for vagrancy and forced into labor, conditions that echoed those of slavery.

INFERENTIAL—Why do you think the federal government divided the South into military districts during Reconstruction? (8.H.1.1, 8.C&G.1.3, 8.C&G.2.1)

- » The federal government divided the South into military districts to enforce federal laws and protect African American citizens. The presence of federal troops helped curb violence and ensure stability by arresting Klan members and suppressing white supremacist activities.

LITERAL—What was the Compromise of 1877, and what was its impact on Reconstruction? (8.H.1.2, 8.C&G.1.3, 8.C&G.1.5, 8.C&G.2.2)

- » The Compromise of 1877 ended Reconstruction through the agreement to accept Rutherford B. Hayes as president in exchange for the withdrawal of federal troops from the South and the end of Reconstruction policies.

EVALUATIVE—How did the gains made by African Americans during Reconstruction, such as those in North Carolina’s 1868 constitution, become “short-lived” after the Compromise of 1877? (8.C&G.1.3, 8.C&G.1.5, 8.C&G.2.2, 8.H.1.4, 8.B.1.1, 8.H.2.2, 8.H.2.3)

- » After Reconstruction ended, white supremacists and former Confederates regained control of the state government, established Jim Crow laws, and implemented measures that reversed the gains made by African Americans, leading to renewed discrimination and the loss of hard-won, but “short-lived,” political rights.

“The Reconstruction Economy,” pages 67–69

Scaffold understanding as follows:

Have students read the section on pages 67–69 independently.

CORE VOCABULARY—Point out the vocabulary terms *sharecropper* and *tenant farmer*, and explain their meanings.

TURN AND TALK—After students have read the first three paragraphs of the section, direct them to the image on page 68 showing formerly enslaved people working as sharecroppers. Ask: What changed after the Civil War? What stayed the same? (*Enslaved people were legally free and were now paid a small amount for their work; sharecroppers worked long hours in fields and had little control over their lives.*) How does this image reflect both differences and similarities between life during slavery and life under the new sharecropping system? (*Although slavery ended, many people were still stuck in unfair systems in which they worked hard but stayed poor, which made it feel similar to slavery in many ways.*) (8.E.1.1, 8.E.1.2, 8.E.1.3)

SUPPORT—Draw a Venn diagram on the board or chart paper. Label one circle “Sharecropping” and the other “Tenant Farming.” Have students contribute details from the text to fill in the diagram. (8.E.1.1, 8.E.1.2, 8.E.1.3)



TALK IT OVER—Have students discuss or debate the question “To what extent did Reconstruction succeed?” (I.1.8, 8.B.1.2, 8.C&G.1.5, 8.C&G.2.1, 8.H.1.3, 8.H.1.4, 8.H.2.3)

After students read the text, ask the following questions:

LITERAL—What was the condition of North Carolina’s economy at the end of the Civil War? (8.E.1.1)

- » The war left North Carolina’s economy in ruins, with damaged buildings, disrupted transportation, suffering agriculture, and a collapsed Confederate economy.

EVALUATIVE—How did sharecropping and tenant farming affect the economic situation of many farmers, especially formerly enslaved people, during Reconstruction? (8.E.1.1)


- » These systems often resulted in cycles of debt and poverty, as high rents and the need to borrow for supplies left farmers with little or no profit, making it difficult to improve their economic situation.

LITERAL—What roles did African Americans and women play in rebuilding North Carolina’s economy during Reconstruction? (8.E.1.3, 8.B.1.1, 8.H.2.2, 8.H.2.3)

- » They helped rebuild the state’s economy by establishing businesses, farms, and communities. Also, individuals like Harriet Jacobs and Elizabeth Keckley dedicated themselves to helping African Americans affected by the war.

EVALUATIVE—How did the economic conditions of the North and South differ at the end of the Civil War, and what long-lasting consequences did this disparity have? (8.E.1.1)

- » The North's economy grew stronger due to the industrial growth it experienced during the war, while the South's economy was in shambles with much of its critical infrastructure damaged or destroyed. This disparity meant the South struggled immensely to rebuild and faced significant economic challenges for many years, impacting the lives of the people who lived there.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



CHECK FOR UNDERSTANDING

Ask students to do the following:

- Write a short answer to the Big Question: “What was North Carolina’s involvement in the Civil War and Reconstruction?”
 - » Key points students should cite include: North Carolina initially hesitated to secede but eventually joined the Confederacy after Fort Sumter; the state contributed a significant number of troops and suffered high casualties; Union actions like the blockade of Wilmington and the capture of Fort Fisher severely impacted its economy; after the war, North Carolina faced martial law as the South was policed by the federal government and had experienced widespread devastation; during Reconstruction, the state saw the establishment of the Freedmen’s Bureau and the passage of Black Codes limiting African American freedoms; white supremacist violence, particularly from the Ku Klux Klan, aimed to suppress African American rights; African Americans gained some political power, contributing to the 1868 state constitution; however, Reconstruction ended with the Compromise of 1877, leading to the removal of federal troops and a systematic reversal of gains for African Americans through Jim Crow laws and economic systems like sharecropping and tenant farming.
- Choose two of the Core Vocabulary terms (*arsenal, autonomy, secede, blockade, inflation, white supremacist, lynching, Black Codes, sharecropper, tenant farmer*), and write a sentence using the terms.

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 book, where the Additional Activities for this chapter may be found:



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

North Carolina in an Era of Change

The Big Question: How did North Carolina and the nation change in the late 1800s and early 1900s?

Primary Focus Objectives

- ✓ Explain the impact of the Second Industrial Revolution on North Carolina's economy and society, including the rise of big business and the organized labor movement, and analyze their effects on workers and consumers. (8.E.1.1, 8.E.1.2, 8.E.1.3, 8.H.2.1)
- ✓ Analyze the establishment and impact of Jim Crow laws and other discriminatory practices on African Americans and Native Americans. (8.B.1.2, 8.C&G.1.3, 8.C&G.1.5, 8.H.1.3)
- ✓ Explain how industrialization, migration, and urbanization in the late 1800s and early 1900s shaped North Carolina's economy and society. (8.B.1.1, 8.B.1.2, 8.C&G.1.5, 8.C&G.2.1, 8.C&G.2.2, 8.E.1.1, 8.E.1.2, 8.E.1.3, 8.H.2.2, 8.H.2.3, 8.G.1.2, 8.G.1.3)
- ✓ Summarize the strategies of resistance and societal reforms used to address discrimination and oppression, highlighting movements such as the Niagara Movement, NAACP, and the broader Progressive movement. (8.B.1.1, 8.C&G.2.1, 8.C&G.2.2, 8.H.1.4, 8.H.2.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *entrepreneur*, *mass production*, *monopoly*, *corruption*, *equitable*, *temperance*, *hierarchy*, *disenfranchise*.

What Teachers Need to Know

Online Resources For background information, download the Core Knowledge In Your State Online Resource "About North Carolina in an Era of Change":



<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)
- individual student copies of the National Archives Analyze a Cartoon worksheet
- "Virtual Tour: Biltmore House—America's Largest Home" virtual video tour from the Biltmore Company
- "Biltmore in 360" website

Online Resources Use this link to download the Core Knowledge In Your State Online Resources for this book, where the specific links to the worksheet, virtual tour, and website tour may be found:



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

Core Vocabulary (Student Volume page numbers listed below)

entrepreneur, n. a person who starts a business (71)

Example: John Merrick was an entrepreneur who founded the North Carolina Mutual Life Insurance Company.

Variations: entrepreneurs, entrepreneurial (adj.)

mass production, n. the process of making very large amounts of something (72)

Example: New technologies and factories allowed for the mass production of goods, transforming the nation's economy.

Variations: mass-produce (v.), mass-produced (adj.)

monopoly, n. complete ownership or control of a resource or industry (73)

Example: John D. Rockefeller gained a near-monopoly of the oil industry by forcing rival companies out of business.

Variations: monopolies, monopolize (v.), monopolist (n.), monopolistic (adj.)

corruption, n. dishonest or illegal behavior, especially by people with power (73)

Example: Critics often claimed that the “robber barons” benefited from corruption, influencing laws through dishonest means.

Variations: corrupt (v.), corrupt (adj.)

equitable, adj. fair (76)

Example: Progressives believed that the government should play a more active role in creating a just and equitable society.

Variations: equity (n.)

temperance, n. the practice of drinking little or no alcohol (79)

Example: The temperance movement worked for a ban on alcohol, arguing that it caused many of society's problems.

hierarchy, n. a system in which people or groups are ranked one above the other according to status or authority (79)

Example: Jim Crow laws were designed to maintain a racial hierarchy that limited the rights and opportunities of African Americans.

Variations: hierarchies, hierarchical (adj.)

disenfranchise, v. to deprive someone of the right to vote or other rights of citizenship (80)

Example: Laws that prevented equal access to the ballot sought to disenfranchise African Americans.

Variations: disenfranchises, disenfranchising, disenfranchised, disenfranchisement (n.)

THE CORE LESSON

Introduce “North Carolina in an Era of Change”

Remind students that in Chapter 5, they explored North Carolina's role in the Civil War and the challenging period of Reconstruction that followed. The Civil War brought profound devastation across the South and led to a struggle to rebuild the region and integrate newly freed African Americans into society, culminating in the Compromise of 1877. Explain that in this chapter, they will examine the decades immediately following Reconstruction, including how North Carolina, alongside the United States, experienced significant economic, social, and political transformations in the late 1800s and early 1900s.

Call students' attention to the Big Question. Tell students to look for information about industrial growth, social reforms, new challenges like Jim Crow, and the ways different groups adapted and resisted.

Guided Reading Supports for "North Carolina in an Era of Change"

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.

"More Than a Street," pages 70–71

Scaffold understanding as follows:

Invite volunteers to read the section on pages 70–71 aloud.

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

SUPPORT—Note the reference to Black Wall Street in the second sentence of the section. Explain that this nickname refers to a district in Durham, North Carolina, where African American–owned businesses thrived despite racial segregation and discrimination during the Jim Crow era. It symbolized Black economic independence and collective success. Other communities in the United States, such as the Greenwood District of Tulsa, Oklahoma, were also called "Black Wall Street" for similar reasons, reflecting a broader pattern of Black entrepreneurship and resilience in the face of segregation across the country. The name "Wall Street" as representative of business comes from the street in New York City where the U.S. stock exchange is located.

ELL SUPPORT—Point out the word *cornerstones* in the first paragraph on page 71. Explain that in this context, the word does not refer to an actual stone. Instead, it means a foundation or important element. With that understanding, have students restate the last sentence of the paragraph in their own words.

TURN AND TALK—After students have read the section, have them discuss the section title "More Than a Street." What does this mean? Guide students to consider why the street symbolized more than just a physical location. What did it represent for the African American community in Durham during the Jim Crow era? Guide discussion toward ideas such as economic independence, cultural pride, and resistance in a time of widespread segregation and racial discrimination. (*The title "More Than a Street" means that Black Wall Street in Durham wasn't just a place where people went to shop or work; it stood for something bigger. It symbolized African American success, pride, and strength during the Jim Crow era when African Americans were facing unfair treatment and segregation. The businesses there gave people hope and showed that Black communities could thrive even when the laws were against them.*) (8.B.1.1, 8.B.1.2, 8.E.1.1, 8.E.1.3, 8.H.1.4, 8.H.2.1, 8.H.2.2, 8.H.2.3)

After volunteers read the text, ask the following questions:

LITERAL—Who was John Merrick, and what businesses did he establish or support on "Black Wall Street"? (8.H.2.2, 8.H.2.3, 8.E.1.1, 8.E.1.3)

- » John Merrick was a formerly enslaved man who became a successful entrepreneur, founding the North Carolina Mutual Life Insurance Company and supporting a bank, a company that built houses, Lincoln Hospital, and a public library for African Americans.

EVALUATIVE—How did John Merrick’s work contribute to the African American community in Durham beyond the impact of his business? (8.B.1.1, 8.H.2.2, 8.H.2.3, 8.E.1.1, 8.B.1.1)

- » Merrick contributed to the African American community through working with others and investing his money and time in community development, providing health care, housing, and educational opportunities for African Americans.

“The Gilded Age and the Second Industrial Revolution,” pages 72–74

Scaffold understanding as follows:

Read the first two paragraphs of the section on page 72 aloud.

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

SUPPORT—Remind students that they read about the First Industrial Revolution in Chapter 4. Invite volunteers to share what they recall. Review topics such as textile mills, the cotton gin, railroads, early factory systems, and working conditions for women and children. (8.E.1.2, 8.E.1.3, 8.G.1.2, 8.G.1.3, 8.G.1.4, 8.H.2.1, 8.H.2.2, 8.H.2.3)

Have students read the remainder of the section on pages 72–74 independently.

TURN AND TALK—Point out the phrase “laid the foundation for the modern world” in the fourth paragraph of the section. Have students discuss what this means, or have them restate it in their own words. (*It means that the Second Industrial Revolution helped create the world we live in today, with things like factories, machines, big cities, and new ways of working and living.*) (8.H.2.1)

CORE VOCABULARY—Point out the vocabulary terms *monopoly* and *corruption*, and explain their meanings.

SUPPORT—Point out the nicknames *robber barons* and *captains of industry* in the fifth paragraph of the section. Guide students to understand the negative connotation of “robber barons” (*implying ruthless, exploitative business practices for personal gain*) and the positive connotation of “captains of industry” (*suggesting leadership, vision, and contributions to national progress*). (8.E.1.1, 8.E.1.2, 8.H.2.1, 8.H.2.2)

Online Resources



ACTIVITY—Have students work with a partner to complete a National Archives Analyze a Cartoon worksheet about the cartoon on page 73. The worksheet is available in English and in Spanish. (8.E.1.1)

SUPPORT—Direct students to the image of the Biltmore Estate on page 74. Read the caption aloud. Explain that the Vanderbilts were considered robber barons by some and captains of industry by others. They made their vast fortune primarily in the railroad industry. Their grand estate in Asheville is symbolic of the immense concentration of wealth during this era.

Online Resources



SUPPORT—Show the “Virtual Tour: Biltmore House—America’s Largest Home” video tour from the Biltmore Company. Then, display the “Biltmore in 360” website. Use the links to access Google Street Views of the Biltmore Estate, the Rose Garden, the Italian Garden, and other components of the Gilded Age mansion for students. Have students make observations on what they see. (8.E.1.1)

SUPPORT—Point out the phrase “increasingly mechanized” in the second-to-last paragraph of the section on page 74. Explain that this means factories were using more and more machines to do work that had previously been done by hand. This led to greater efficiency and higher output in production. Explain that efficiency refers to how well a company uses its resources to produce goods. An efficient manufacturing process means producing the highest number of quality products with the least amount of resources.

After students read the text, ask the following questions:

EVALUATIVE—What two main eras or historical periods defined the late nineteenth and early twentieth centuries in the United States? (8.E.1.1)

- » The late nineteenth and early twentieth centuries were defined by the Gilded Age and the Second Industrial Revolution.

EVALUATIVE—Why was this period called the “Gilded Age,” and what does the name suggest about the era? (8.E.1.1)

- » This period was called the “Gilded Age” because it appeared wealthy on the surface, like something thinly covered with gold, but this shiny veneer masked deep problems of poverty and inequality underneath.

LITERAL—What were some new inventions that dramatically changed how people lived and worked during the Second Industrial Revolution? (8.H.2.1)

- » New inventions that dramatically changed how people lived and worked during the Second Industrial Revolution included the telephone, the light bulb, the typewriter, and the automobile.

EVALUATIVE—How did powerful business leaders like Andrew Carnegie and John D. Rockefeller gain enormous fortunes, and what concerns did their methods raise? (8.E.1.1, 8.E.1.2, 8.H.2.2)

- » Powerful business leaders like Andrew Carnegie and John D. Rockefeller built giant business empires using ruthless practices like crushing competitors, keeping wages low, and creating near-monopolies, which raised concerns about fairness to workers and consumers and led to charges of corruption. Due to their incredible wealth, both leaders also wielded immense political power.

LITERAL—How was the growth of the Second Industrial Revolution reflected in North Carolina’s economy in this period? (8.E.1.1, 8.E.1.2, 8.G.1.2, 8.G.1.5, 8.H.2.1, 8.H.2.2)

- » During the Second Industrial Revolution, industries in North Carolina like textiles and tobacco boomed, reshaping the state’s economy. Railroads and mechanized production also fueled the state’s economic growth. The Vanderbilt family in Asheville built the Biltmore Estate. Charlotte and Wilmington both grew, driven by industry and better transportation.

“Migration, Urbanization, and Economic Inequality,” pages 75–76

Scaffold understanding as follows:

Read the first three paragraphs of the section on page 75 aloud.

SUPPORT—Revisit the concept of *urbanization*, first mentioned as a vocabulary term in Chapter 4, reinforcing that it refers to the growth of cities. Explain that this period saw massive rural-to-urban migration, including in North Carolina.

SUPPORT—Explain that the movement of African Americans from the rural South to urban centers in the northern and western regions of the United States, known as the Great Migration, lasted roughly from 1910 to 1970. While the main period of this migration falls slightly later, the late 1800s and early 1900s saw its beginnings, spurred by “push factors”

like the oppressive Jim Crow laws and the economic struggles of sharecropping and “pull factors” such as the promise of industrial jobs and slightly more social freedom in urban areas and regions outside the South.

SUPPORT—Point out the phrase “internal movement to cities” in the second paragraph of the section. Explain that this refers to people moving from rural areas within North Carolina to its growing urban centers. Explain that North Carolina, while experiencing internal migration, did not attract the same massive waves of European immigrants seen in the Northeast and Midwest during this period. This was partly due to its slower pace of heavy industrialization and its continued reliance on a large, low-wage agricultural workforce, particularly African Americans, during and after Reconstruction.

Have students read the remainder of the section on pages 75–76 independently.

SUPPORT—Explain that the prevalence of women and children in textile mills reflected a family labor system, in which entire families would move to mill towns and depend on the combined wages of all working members, including children, to survive. This also contributed to the low wages for adult male workers, as employers could rely on the labor of cheaper female and child workers. As the next-to-last sentence in the fifth paragraph of the section states, “By 1880, women and children made up as much as 75 percent of the state’s mill workers.”

After students read the text, ask the following questions:

LITERAL—What factors fueled the rapid growth of cities like Durham, Charlotte, and Greensboro in the late 1800s? (8.G.1.2, 8.G.1.3, 8.G.1.4, 8.G.1.5, 8.E.1.1, 8.E.1.2, 8.E.1.3, 8.H.2.1, 8.H.2.2, 8.H.2.3)

- » Factors fueling the rapid growth of cities like Durham, Charlotte, and Greensboro in the late 1800s included industrial growth, the expansion of transportation networks and railways, and the movement of African Americans from rural areas to cities in search of jobs and better lives away from the hardships of sharecropping and rural living.

EVALUATIVE—How did the experiences of African Americans migrating to urban centers reflect both opportunities and limitations during this period? (8.B.1.1, 8.B.1.2, 8.E.1.1, 8.E.1.2, 8.E.1.3, 8.C&G.1.5, 8.G.1.2, 8.G.1.3, 8.G.1.4, 8.G.1.5, 8.H.2.3)

- » While African Americans migrating to urban centers sought better lives and jobs, opportunities in cities were often limited by racial discrimination, even in areas like Durham’s “Black Wall Street.”

“Progressivism and Reform in North Carolina,” pages 76–79

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section on pages 76–77 aloud.

SUPPORT—Explain that the concept of governments playing an active role in identifying and solving social problems, and in improving society, was not the norm at the time. The Progressive Era helped to usher in this fundamental change in how the government’s role was perceived.

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

SUPPORT—Ask students what the word *equal* means. (*having the same amount of something*) Explain that *equitable* is related to equal, but it is not the same. *Equitable* means fair or impartial. Guide students to consider what each could look like if applied in the real world.

Have students read the remainder of the section on pages 77–79 with a partner.

SUPPORT—Direct students to the image of textile workers on page 77. Ask students to describe what they see. (*women and children working with large machinery, a man who seems to be the manager or boss, huge machines, many spools of thread*) Have students compare the image to the drawing of a textile mill during the First Industrial Revolution on page 38. Ask: What changes do you notice? (*Possible answers: The machinery in the more modern one looks slightly more complex and uses electricity; the earlier image shows more workers.*) What differences? (*More women and children are visible in the earlier image; there is a man in the more modern photograph but not in the drawing; the machinery seems more mechanized and modern than the wooden machinery in the drawing.*) (8.E.1.1, 8.E.1.2, 8.E.1.3, 8.H.2.1, 8.H.2.3)

SUPPORT—Point out the phrase “especially for white women” in the sixth paragraph of the section on page 78. Explain that this phrase highlights how progressive reforms, despite their aims to address societal ills, also had significant shortcomings. These shortcomings reflected the deep-seated racial prejudices of the era, whereby African American women and other marginalized groups were often excluded from similar educational opportunities. Marginalized communities in the United States are groups of people who have less power and are often treated unfairly because of their race, gender, or other characteristics. They may face discrimination and have fewer opportunities compared to others. This can affect their access to education, jobs, and health care.

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



TALK IT OVER—Have students identify the benefits and drawbacks of industrialization. Then ask them to discuss or debate the question “Was industrialization worth it?” At the conclusion of the debate, guide students to evaluate the effectiveness of each argument to determine the debate’s winner. (I.1.8, I.1.9, 8.E.1.1, 8.E.1.2)

After students read the text, ask the following questions:

LITERAL—What was the Progressive Era a response to, and what was its central idea? (8.C&G.2.1)

- » The Progressive Era was a response to the Gilded Age and the Second Industrial Revolution. It was a period of widespread social and political reform in the United States. It aimed to address the challenges brought about by the rapid growth of industries and cities. The idea of “progress”—moving forward and improving society—was central to the Progressive movement.

LITERAL—What labor reforms were passed in North Carolina during the Progressive movement? (8.C&G.1.3, 8.C&G.2.1, 8.C&G.2.2)

- » Labor reforms in North Carolina include the passing of a law in 1903 that barred children under age twelve from working in factories, mines, and other industries. Another law limited factory workers to sixty-six hours per week.

EVALUATIVE—How did the rapid industrial growth of the Gilded Age contribute to the social problems that Progressives sought to fix? (8.E.1.1, 8.H.1.1)

- » Rapid industrial growth created wealth for some but led to widespread poverty and inequality, dangerous factory conditions, low wages, and limited access to education, especially for the poor and African Americans.

EVALUATIVE—How did women play a crucial role in the Progressive movement, both nationally and in North Carolina? (8.H.2.2, 8.H.2.3)

- » During the Progressive movement, women like Ida Tarbell exposed corporate corruption, some women joined the movement for women's suffrage, and organizations like the Women's Christian Temperance Union (WCTU) successfully advocated for social reforms like the ban on alcohol in North Carolina in 1908.

EVALUATIVE—How did social attitudes and biases limit the impact of Progressive reforms, particularly for African Americans? (8.C&G.1.5, 8.H.1.3)

- » Many reforms, including efforts for better schooling, did not extend opportunities to African American women, and Progressives often did not push to end segregated schools.

"Jim Crow and the Struggle for Civil Rights," pages 79–83

Scaffold understanding as follows:

Read the first three paragraphs of the section on pages 79–80 aloud.

CORE VOCABULARY—Point out the vocabulary terms *hierarchy* and *disenfranchise*, and explain their meanings.

SUPPORT—Direct students to the image on page 80. Ask them to describe what they see. Note the use of the word *colored* on the signs. Explain that *colored* is an old term for African Americans that is not considered acceptable to use today. Point out the "Colored" sign on the water jug. Explain that the sign indicates that the jug was for use by African Americans, while white people had a separate, and likely better, jug.

SUPPORT—Point out the phrase "grandfather clause" in the second paragraph of the section on page 80. Explain that this clause allowed men to bypass literacy tests and poll taxes if their grandfathers had been eligible to vote in 1867. This date was intentionally chosen because it was before the Fifteenth Amendment granted African American men the right to vote. Therefore, the grandfather clause effectively exempted most white men from the new voting requirements while still preventing African Americans from voting, regardless of their literacy or economic status, thus serving as an intentional tool for voter suppression and political disenfranchisement based solely on race.

Have students read the next two paragraphs on pages 80–81 with a partner.

SUPPORT—Point out the term *lynchings* in the fourth paragraph of the section. Remind students that they learned the term in Chapter 5 and that lynchings were extrajudicial killings, or acts of violence carried out by mobs without a trial. Explain that *extrajudicial* means operating outside of legal authority; these killings were not carried out through a lawful court process. They were often used to enforce racial segregation and punish African Americans for perceived violations of the racial order. To emphasize the brutality of this practice, explain that some lynchings were even photographed and turned into postcards that people collected or mailed, a chilling reminder of how normalized, and celebrated, this violence became in parts of American society.

TURN AND TALK—Direct students to the image on page 81, which shows the NAACP flag in New York City. Explain that this flag was part of the NAACP's visual campaign to draw public attention to the brutal reality of lynchings. Have students discuss the motivations for and the effectiveness of this tactic. (*The NAACP hung the "A man was lynched yesterday" flag to shock people and make them face the violence that was happening, even far from the*

South. It was a bold way to show how common and terrible lynchings were. The message made it hard to ignore, especially in a busy city like New York. I think it was effective because it got people talking and made the problem more visible to the public and the press.) (8.C&G.2.1, 8.C&G.2.2, 8.H.1.4)

Have students read the remainder of the section on pages 81–83 independently.

SUPPORT—Point out the phrase “economic self-sufficiency” in the eighth paragraph of the section on page 83. Explain that this means being able to support oneself and one’s community financially without reliance on others and that Washington believed achieving this would eventually lead to greater civil and political rights for African Americans.

SUPPORT—Point out the sentence in the last paragraph of the section that includes “pressure on them to assimilate continued.” Remind students about what they learned about assimilation in Chapter 4. Explain that despite Native American efforts to preserve their cultures, this period saw ongoing pressure from the U.S. government and white society for Native Americans to abandon their traditional languages, religions, and ways of life and adopt white American customs.

After students read the text, ask the following questions:

LITERAL—What were Jim Crow laws designed to do? (8.H.1.3, 8.C&G.1.5)

- » Jim Crow laws were designed to maintain a racial hierarchy that limited the rights and opportunities of African Americans by enforcing segregation in public spaces.

LITERAL—What methods did North Carolina and other Southern states use to strip African American citizens of their voting rights? (8.C&G.1.3, 8.C&G.1.5, 8.H.1.3)

- » North Carolina and other Southern states passed laws that introduced poll taxes, literacy tests, and grandfather clauses, formally disenfranchising Black voters.

EVALUATIVE—How did the Wilmington Massacre of 1898 impact African American political and economic progress in North Carolina? (8.H.1.1, 8.H.1.3, 8.C&G.1.5)

- » During the Wilmington Massacre of 1898, a white mob violently overthrew the city’s elected government, targeting successful African American citizens and businesses, which effectively erased much of Wilmington’s thriving African American middle class and solidified white supremacist rule, leading to further disenfranchisement.

LITERAL—What organization emerged from the Niagara Movement to advocate for civil rights? (8.C&G.2.1, 8.C&G.2.2)


- » The Niagara Movement led to the formation of the NAACP (National Association for the Advancement of Colored People).

INFERENTIAL—Based on their differing approaches, what might Booker T. Washington and W. E. B. Du Bois have disagreed about regarding the most effective path to achieving true equality for African Americans? (8.H.1.2, 8.H.2.2)

- » Booker T. Washington likely believed that economic independence and vocational training were the best first steps toward equality, arguing that social and political rights would follow once African Americans proved their economic value. In contrast, W. E. B. Du Bois would have argued that full civil rights and access to higher education were essential from the start, warning that without political power, economic progress alone would not bring lasting equality.

EVALUATIVE—How did Native American tribes in North Carolina respond to pressures to assimilate during the Progressive Era? (8.H.1.2, 8.H.1.4, 8.B.1.2)

- » Native American tribes in North Carolina, like the Eastern Band of Cherokee, continued to fight to preserve their cultural heritage, language, and traditions on the Qualla Boundary, while others, like the Lumbee, established schools and community organizations to maintain their unique identities.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



CHECK FOR UNDERSTANDING

Ask students to:

- Write a short answer to the Big Question: “How did North Carolina and the nation change in the late 1800s and early 1900s?”
 - » Key points students should cite include: North Carolina and the nation underwent significant transformations in the late 1800s and early 1900s, largely shaped by the Second Industrial Revolution, which brought rapid industrial growth, technological advancements, and mass production; this era, known as the Gilded Age, created wealth for some but also worsened social problems like poverty and inequality due to ruthless business practices and corruption by “captains of industry” who often formed monopolies; this period also saw significant population shifts due to urbanization, as people migrated from rural areas to cities in search of jobs, and African Americans in particular often faced continued discrimination; the era was defined by the widespread establishment of Jim Crow laws that enforced racial segregation and systematically disenfranchised African Americans, as exemplified by events like the Wilmington Massacre of 1898; in response to industrial abuses, a broader Progressive movement emerged, advocating for social reforms to create a more equitable society; in response to racial discrimination, African American leaders like W. E. B. Du Bois and Booker T. Washington and organizations like the NAACP launched the early civil rights movement, using various strategies of resistance to challenge discrimination and oppression.
- Choose two of the Core Vocabulary terms (*entrepreneur, mass production, monopoly, corruption, equitable, temperance, hierarchy, disenfranchise*), and draw the definitions of the terms.

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

Activity Page **Note:** You may wish to assign Domain Vocabulary: Chapters 5–6 (AP 6.1) at this time.



AP 6.1

Additional Activities

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



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

Global Conflict Comes to North Carolina

The Big Question: How did global and national events of the first half of the twentieth century affect North Carolina?

Primary Focus Objectives

- ✓ Explain the causes and consequences of World War I and World War II, and analyze American involvement in both conflicts. (8.H.1.1)
- ✓ Summarize how major national events, including World War I, the women's suffrage movement, the Roaring Twenties, the Great Depression, and World War II, impacted North Carolina's economy and society. (8.E.1.1, 8.E.1.4, 8.G.1.4)
- ✓ Describe the changing roles and contributions of women and minority groups on the home front and in military service during the world wars. (8.B.1.1., 8.E.1.3, 8.H.2.3)
- ✓ Analyze how economic policies and social movements of this era, such as Prohibition and the New Deal, impacted North Carolina and the nation. (8.C&G.1.3, 8.C&G.2.1, 8.E.1.3, 8.H.1.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *nationalism, militarism, alliance, neutrality, armistice, prohibition, surplus, credit*.

What Teachers Need to Know

Online Resources For background information, download the Core Knowledge In Your State Online Resource "About Global Conflict Comes to North Carolina":



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

Materials Needed

- interactive map of World War I
- Living New Deal map
- map of World War II alliances

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



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

Core Vocabulary (Student Volume page numbers listed below)

nationalism, n. the belief that one's nation is superior to others and that its culture and interests should take precedence over those of other countries (86)

Example: Fueled by nationalism, the crowd cheered as their country's flag was raised, convinced that no other nation could match their strength and values.

Variations: nationalist, nationalistic (adj.)

militarism, n. a belief that a country should use its military to increase its power and achieve its goals (86)

Example: The government's focus on building more warships and training more soldiers showed how deeply militarism had taken hold of the country's leadership.

Variations: militarist, militaristic (adj.)

alliance, n. an agreement between nations in which they work together toward a common goal or fight on the same side in a war (86)

Example: The two countries formed an alliance, promising to defend each other if either one was attacked.

Variations: alliances, ally (n.), ally (v.), allied (adj.)

neutrality, n. the state of not supporting or helping either side in a conflict (86)

Example: Despite pressure from both sides, the country maintained its neutrality and refused to send troops or weapons to either army.

Variations: neutral (adj.), neutralize (v.)

armistice, n. an agreement made by opposing sides in a war to stop fighting for a certain time (88)

Example: After years of brutal fighting, the two sides finally signed an armistice, allowing soldiers to lay down their weapons and return home.

Variations: armistices

prohibition, n. the prevention of something, such as the sale of alcoholic beverages (91)

Example: The Eighteenth Amendment established national prohibition, banning the sale and transportation of alcohol.

Variations: prohibit (v.)

surplus, n. an extra amount, beyond what is needed (94)

Example: Overproduction of goods in the 1920s led to surpluses that could not be sold, contributing to the Great Depression.

Variations: surpluses

credit, n. a promise to pay in the future for goods or services obtained in the present (94)

Example: The widespread use of credit for purchasing consumer goods in the 1920s contributed to increased consumer debt.

Variations: credits, credit (v.)

THE CORE LESSON

Introduce “Global Conflict Comes to North Carolina”

Remind students that in Chapter 6, they examined the changes North Carolina and the nation experienced in the late 1800s and early 1900s, including the industrial growth of the Gilded Age, the pervasive impact of Jim Crow laws, and the various social reform movements that emerged. Explain that in Chapter 7, students will learn

that North Carolina was drawn not only into national events but international ones as well. Students will read about those events in this chapter.

Call students' attention to the Big Question. Tell students to look for specific ways in which world wars, economic crises, and social reforms brought about changes and challenges in North Carolina.

Guided Reading Supports for "Global Conflict Comes to 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 Victory Garden," pages 84–86

Scaffold understanding as follows:

Invite volunteers to read the section on pages 84–86 aloud.

SUPPORT—Point out the title "A Victory Garden" and the related image and caption on pages 84–85. Explain that "war gardens" (in World War I) and "victory gardens" (in World War II) were private vegetable, fruit, and herb gardens cultivated by citizens during those wars to reduce pressure on the public food supply, which was needed for the war effort. Participating in these home gardens was considered patriotic and helpful for the war effort.

After volunteers read the text, ask the following questions:

LITERAL—What was the purpose of "war gardens" and "victory gardens" during World Wars I and II? (8.E.1.1, 8.H.1.2, 8.H.2.2)

- » The government urged everyone to grow their own food. The gardens would provide food for families while allowing farmers' output to feed American troops.

EVALUATIVE—How did the family in the opening anecdote contribute to the war effort through their victory garden? (8.E.1.3, 8.H.2.2)

- » The father produced war supplies, the mother made uniforms, and the children helped with gardening, showing how the entire family felt they were contributing to winning the war, even in small ways.

"World War I," pages 86–89

Scaffold understanding as follows:

Read the first two paragraphs of the section on page 86 aloud.

CORE VOCABULARY—Point out the vocabulary terms *nationalism*, *militarism*, and *alliance*, and explain their meanings.

ELL SUPPORT—Point out the vocabulary words *nationalism* and *militarism*. Both words end with the suffix *-ism*. Explain that *-ism* is often at the end of words that describe a belief or ideology. *Militarism*, for example, is a combination of the word *military* and the suffix *-ism*. Therefore, it describes an ideology centered around the military.



SUPPORT—Display the interactive map of World War I. Have students identify the countries mentioned in the text: France, Great Britain, and Russia (Allied powers); and Germany, Austria-Hungary, and the Ottoman Empire (Central powers). Explain that eventually the United States entered the war on the side of the Allied powers, also known as the Allies. **(8.H.1.1)**

Have students read the remainder of the section on pages 86–89 with a partner.

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

SUPPORT—Point out the phrase “unrestricted submarine warfare” in the third paragraph of the section. Explain that this German policy involved their U-boats (submarines) sinking ships, including civilian vessels, without warning, which angered neutral nations like the United States.

TURN AND TALK—Point out President Woodrow Wilson’s quote, “The world must be made safe for democracy,” in the fourth paragraph of the section. Ask students what this phrase means or what it might have meant to Americans at the time. Guide them to consider how it framed U.S. entry into World War I as a moral responsibility to protect and spread democratic ideals around the world. (*It means that the United States was joining the war to protect freedom and democracy. Americans might have felt like they were fighting for a good cause, not for power or land.*) **(8.H.1.1, 8.H.2.2, 8.C&G.1.3)**

SUPPORT—Point out the word *influx* in the sixth paragraph of the section. Explain that an influx means a large number of people or things arriving at the same time. In this context, it refers to the large number of soldiers and military activity that came into North Carolina due to the war.

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

SUPPORT—Point out the reference to November 11 in the ninth paragraph of the section on page 88. Explain that many countries still honor November 11 as a holiday. In the United States, it was originally called Armistice Day, but was later renamed Veterans Day to honor all who have served in the military. Other countries, such as Canada and the United Kingdom, observe it as Remembrance Day.

TURN AND TALK—Point out the phrase “the war to end all wars” in the last paragraph of the section. Have students discuss: What does the phrase “the war to end all wars” tell you about how people perceived the death and destruction of World War I at the time? After students discuss, guide them to consider that this immense hope for lasting peace stemmed from the unprecedented scale of human loss (more than twenty-one million lives), widespread physical devastation across Europe, and the profound emotional and psychological scars left on an entire generation, leading them to believe no future conflict could ever be so terrible. **(8.H.1.1)**

Note: *Versailles* is pronounced /ver*sigh/.

SUPPORT—Point out the phrase “harsh penalties” in the last paragraph of the section. Explain that these penalties, including Germany being “forced to pay money to the victors” (also known as reparations), severe military restrictions, and blaming Germany for the war, were perceived as very harsh by Germans and are often cited as a contributing factor to the rise of Nazism and the outbreak of World War II, which students will read about later in the chapter.

After students read the text, ask the following questions:

LITERAL—What “disturbance” sparked the beginning of World War I in Europe in 1914? **(8.H.1.1)**

- » The assassination of Archduke Franz Ferdinand of Austria-Hungary on June 28, 1914, sparked the beginning of World War I in Europe.

EVALUATIVE—How did the complex web of alliances in Europe contribute to the rapid spread of World War I? (8.H.1.1)

- » The complex web of alliances meant that when one country went to war, others were pulled into the conflict because they were bound to do so through the alliance agreement, leading to a quick escalation across major European powers.

LITERAL—What two key events finally pushed the United States to abandon its policy of neutrality and join World War I? (8.H.1.1)

- » Two events that pushed the United States to abandon neutrality were the resumption of unrestricted submarine warfare, which resulted in the sinking of the *Lusitania*, and the interception of the Zimmermann telegram.

EVALUATIVE—How did World War I change North Carolina? (8.E.1.3, 8.G.1.2, 8.H.1.1)

- » World War I affected North Carolina in several ways. Industries like agriculture and manufacturing boomed. Farmers increased production. Factories ramped up production of textiles, weapons, and other essential goods. Roads and railroads were improved to ease the movement of troops and supplies, resulting in improved infrastructure in the state. Nearly 2,400 North Carolinians lost their lives in battle or from disease, and another 3,655 were injured in the fighting. Families faced separation and uncertainty. More than eighty-six thousand North Carolinians served in the armed forces as soldiers, nurses, and support personnel. Military training camps were established in the state.

EVALUATIVE—How did World War I affect the roles of women and African Americans in North Carolina and the nation? (8.E.1.3, 8.H.2.3)

- » World War I affected the roles of women and African Americans in North Carolina and the nation in several ways. Women took on new roles, filling traditionally male jobs in factories and shipyards and serving as nurses. African Americans served in segregated military units and non-combat roles, facing continued inequality and discrimination upon returning home. The war exposed these social tensions and helped lay the groundwork for the civil rights movement.

LITERAL—Why was World War I known as “the war to end all wars?”

- » World War I was known as “the war to end all wars” because it claimed the lives of more than twenty-one million people, including soldiers and civilians. The physical destruction in Europe and beyond was widespread, with towns and cities destroyed, farmland torn up, and economies shattered.

“Women’s Suffrage,” pages 89–91

Scaffold understanding as follows:

Read the first paragraph of the section on page 89 aloud.

SUPPORT—Point out the term *suffrage* in the section title, and explain its meaning.

SUPPORT—Remind students that they read about the beginning of the women’s suffrage movement in Chapter 4. Invite volunteers to share what they remember, such as the Seneca Falls Convention or key figures like Elizabeth Cady Stanton and Susan B. Anthony. (8.H.2.3)

SUPPORT—Point out the phrase “landmark achievement” in the first paragraph of the section. Review other amendments discussed throughout the unit that have been added to the Constitution that would also be considered “landmark achievements.” Ask: What did the Reconstruction Amendments do? (*Thirteenth Amendment, abolished slavery; Fourteenth Amendment, granted citizenship and equal protection; Fifteenth Amendment, granted suffrage to Black men*) Emphasize that, like the Nineteenth Amendment, these were crucial steps in expanding rights in the United States.

Have students read the remainder of the section on pages 89–91 independently.

SUPPORT—Point out the term *hunger strikes* in the second paragraph of the section. Explain that a hunger strike is a method of nonviolent protest in which a person refuses to eat food for a period of time, often to pressure authorities to meet certain demands or to draw public attention to a cause.

SUPPORT—Point out the phrase “challenge to the existing racial hierarchy” in the fourth paragraph of the section. Explain that a racial hierarchy is a system in which society is structured with one racial group at the top, holding more power and status, and other racial groups ranked below them. In this context, opponents of women’s suffrage feared that granting the right to vote to women, particularly African American women, would directly challenge the established power structure that kept white men in control and African Americans in a subordinate position.

TURN AND TALK—After students read about the ongoing struggle for voting rights, have them discuss voter discrimination laws they learned about in previous chapters. Guide them to recall topics such as the Black Codes (Chapter 5), literacy tests, poll taxes, and the grandfather clause that disenfranchised African Americans (Chapter 6). Ask: How do these historical laws and practices illustrate the challenges to voting rights that women of color, especially African American women, continued to face even as white women gained suffrage? (*The women’s suffrage movement faced strong opposition because many believed women lacked the “mental capacity or judgement for political participation.” In North Carolina, some opponents feared that granting women the vote, especially African American women, would “threaten white supremacy” and “weaken the political power of white men.”*) (8.C&G.1.2, 8.C&G.1.3, 8.C&G.1.5, 8.H.1.3, 8.H.1.4, 8.H.2.2, 8.H.2.3)

After students read the text, ask the following questions:

LITERAL—What was the landmark achievement of the women’s suffrage movement, and when was it ratified? (8.C&G.1.3, 8.C&G.2.1, 8.H.1.4, 8.H.2.2, 8.H.2.3)

- » The landmark achievement of the women’s suffrage movement was the Nineteenth Amendment to the Constitution, granting women the right to vote. It was ratified in 1920.

LITERAL—When did North Carolina officially ratify the Nineteenth Amendment? (8.C&G.2.2, 8.C&G.1.3, 8.H.1.4, 8.H.2.3)

- » North Carolina did not officially ratify the Nineteenth Amendment until 1971.

EVALUATIVE—Compare the strategies of the National American Woman Suffrage Association (NAWSA) and the National Woman’s Party (NWP) in their fight for women’s suffrage. (8.C&G.2.1, 8.H.1.2, 8.H.1.4, 8.H.2.2, 8.H.2.3)

- » NAWSA focused on gaining voting rights state by state, while the NWP used more confrontational tactics like parades, picketing the White House, and hunger strikes to draw attention to their cause.

EVALUATIVE—How did women of color challenge the limited scope of the broader women’s suffrage movement to advocate for a more inclusive vision of voting rights? (8.C&G.2.1, 8.H.1.4, 8.H.2.2, 8.H.2.3)

- » Suffragists like Mary Church Terrell and Nannie Helen Burroughs fought to include African American women in the suffrage movement, while Jovita Idar, Nina Otero-Warren, Mabel Ping-Hua Lee, and Zitkála-Šá advocated for the rights of Mexican American, Hispanic, Asian American, and Native American women, respectively, pushing for a multiethnic and multiracial vision of voting rights.

“The Roaring Twenties and Prohibition,” pages 91–94

Scaffold understanding as follows:

Have students read the first three paragraphs of the section on pages 91–92 independently.

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

SUPPORT—Point out the phrase “social problems” in the third paragraph of the section. Explain that supporters of banning alcohol believed that drinking caused a range of issues within society, such as violence and poverty. This belief was a key reason why the temperance movement gained support.

Have students read the remainder of the section on pages 92–94 with a partner.

SUPPORT—Point out the sentence “While the supply of alcohol dwindled, there was still a large demand for it” in the seventh paragraph of the section on page 93. Explain that *supply* refers to the amount of a product or service that is available for sale. In the context of Prohibition, the legal supply of alcohol fell because its manufacture, sale, and transportation were banned. However, *demand* refers to the desire or willingness of consumers to buy a product or service. Despite the ban, many people still wanted to drink alcohol, meaning the demand remained high. This imbalance, low legal supply but high consumer demand, drove up the price of alcohol and created a profitable market for illegal liquor, fueling organized crime and moonshine production.



SUPPORT—Explain that because an amendment is a formal change or addition to the Constitution, it can only be repealed or canceled by passing another amendment. Therefore, the Twenty-First Amendment had to be passed and ratified to legally end Prohibition and repeal the Eighteenth Amendment.

After students read the text, ask the following questions:

LITERAL—What characterized the period known as the “Roaring Twenties” in the United States? (8.E.1.1)

- » It was a time of dramatic social, technological, and cultural change. The Roaring Twenties were a period of economic prosperity, technological innovation, and new social freedoms for many (but not all).

EVALUATIVE—How did World War I contribute to the rise of Prohibition? (8.H.1.1)

- » World War I contributed to the rise of Prohibition as the war created a sense of national unity and a desire to conserve resources, leading some to view Prohibition as a patriotic duty that would reduce waste and free up grain for food production.

Anti-German sentiment also fueled support for the movement, as many breweries were owned by German-Americans.

EVALUATIVE—Despite the prosperity, why were the Roaring Twenties not equally enjoyed by everyone? (8.C&G.1.5, 8.H.1.3, 8.E.1.3)

- » Despite the prosperity, segregation of the time period continued to limit opportunities for African Americans and other minority groups, and while some women gained freedoms, others still faced social limits and inequality, and rural areas struggled with uneven prosperity.

EVALUATIVE—Was Prohibition effective? Why or why not? (8.C&G.1.3, 8.C&G.2.2)

- » Since Prohibition did not end drinking, led to the rise of organized crime, and was repealed, it was not effective.

LITERAL—From what earlier movement did the temperance movement in North Carolina gain strength? (8.H.2.2)

- » The temperance movement in North Carolina gained strength from efforts to limit alcohol use dating back to the 1700s.

“The Great Depression,” pages 94–98

Scaffold understanding as follows:

Read the first three paragraphs of the section on page 94 aloud.

SUPPORT—Point out the phrase “stock market crashed” in the first sentence of the section. Explain that in this context, *crash* is a figure of speech referring to the sudden and dramatic drop in stock prices that marked the beginning of the Great Depression.

CORE VOCABULARY—Point out the vocabulary terms *surplus* and *credit*, and explain their meanings.

SUPPORT—Point out the phrase “falling prices” in the second paragraph of the section. Explain to students that while falling prices might seem like a good thing for consumers in isolation, when they happen broadly across an economy during a period of overproduction, it can be harmful. In this case, businesses were producing more goods than people could afford to buy, even with lower prices, because wages were stagnant or people were losing their jobs. When prices fall significantly, businesses make less money (or even lose money), which forces them to cut production, lay off workers, or even close down entirely. This creates a cycle: Job losses mean even fewer people can buy goods, further reducing demand and worsening the economic downturn.

Have students read the remainder of the section on pages 94–98 independently.

SUPPORT—Direct students to the image on page 95. Invite a volunteer to read the caption aloud. Explain that a *bank run* is a rush by customers to take all of their money out of the bank. Ask: Why would this be a problem? (*A bank run is a problem because banks do not keep enough cash on hand to pay back all of their customers' money at the same time, leading to bank failures.*) (8.E.1.1, 8.E.1.4)

Online Resources



SUPPORT—Highlight the significant impact of New Deal programs in North Carolina. Display the Living New Deal map. Zoom in on North Carolina. Explain that each dot represents a New Deal project, through the CCC, WPA, or other agency. Ask: Where were most of the New Deal projects in North Carolina? (*In the Mountain region in western North Carolina*) Zoom in on your local area or region of North Carolina. What were some of the New Deal projects there? (*Answers will vary but should correctly identify New Deal projects in students' local area or region.*) (8.E.1.1, 8.H.2.1)

Online Resources



SUPPORT—Direct students to the map of the Great Migration on page 97. Explain that the dark blue lines on the map are showing general patterns of movement out of the South, not direct, exclusive routes. For example, not everyone that left Louisiana ended up in California, Oregon, or Washington. Ask: Which regions of the United States were the main destinations for African Americans leaving the South? (*Northeast, Midwest, and West*) Why did African Americans tend to choose cities as destinations? (*Cities had more job opportunities than rural areas.*) (8.E.1.2, 8.G.1.3, 8.G.1.4, 8.G.1.5, 8.H.2.3)

After students read the text, ask the following questions:

LITERAL—What event marked the beginning of the Great Depression? (8.E.1.1)

- » The stock market crash of 1929 marked the beginning of the Great Depression.

EVALUATIVE—What role did overproduction and rising consumer debt play in causing the Great Depression? (8.E.1.1, 8.E.1.4)

- » Overproduction led to surpluses, falling prices, and businesses closing and laying off employees. Rising consumer debt, fueled by credit and repayment plans, meant many couldn't pay their debts when the economy weakened or when they lost their jobs.

LITERAL—How did the Great Depression impact North Carolina's economy? (8.E.1.1)

- » The Great Depression impacted North Carolina's economy and society as the state's agriculture and manufacturing suffered, crop prices fell, factories closed, unemployment reached over 20 percent, and families lost savings, homes, and livelihoods, leading to widespread poverty.

LITERAL—What was the New Deal? (8.H.1.2)

- » The New Deal was President Franklin D. Roosevelt's ambitious program designed to provide relief, recovery, and reform to the nation during the Great Depression. It included programs to provide financial assistance, create jobs, support farmers, and fix economic institutions.

EVALUATIVE—To what extent did New Deal programs like the CCC and WPA address the needs of all North Carolinians equally? (8.C&G.1.3, 8.C&G.1.5, 8.H.1.3)

- » While New Deal programs provided critical relief, not all North Carolinians benefited equally from them, as African Americans and rural communities faced significant barriers. Discrimination, like segregated CCC programs and redlining in housing policies, was often part of these federal initiatives.

“World War II,” pages 98–101

Scaffold understanding as follows:

Read the first four paragraphs of the section on page 98 aloud.

SUPPORT—Point out the term *reeling* in the first sentence of the section. Explain that reeling means being shocked, confused, or overwhelmed, usually because something upsetting or dramatic has happened.

Online Resources



SUPPORT—Display the map of World War II alliances. Point out each of the countries mentioned in the text: Germany, Italy, and Japan (Axis powers); Great Britain, France, the Soviet Union, and the United States (Allied powers).

SUPPORT—Point out the term *U-boats* in the fourth paragraph of the section. Remind students that U-boats are submarines and that they heard about these vessels in the section on World War I and unrestricted submarine warfare. Explain that U-boats were infamous for sinking Allied ships during both world wars, including in coastal areas like North Carolina’s Outer Banks.

Have students read the next three paragraphs on pages 98–100 with a partner.

SUPPORT—Point out the phrase “Defense Capital of the State” used to describe Wilmington in the sixth paragraph of the section on page 99. Guide them to explain that its massive shipbuilding efforts, particularly the North Carolina Shipbuilding Company’s production of hundreds of cargo ships, made it a vital center for supplying Allied forces and contributing directly to the war effort. (8.H.1.1, 8.E.1.2)

SUPPORT—Remind students about the “victory gardens” discussed in the chapter introduction.

Have students read the remainder of the section independently.

SUPPORT—Point out the phrase “gender roles” in the ninth paragraph of the section on page 100. Explain that gender roles are the expectations that society has for how people should behave based on their gender.

SUPPORT—Explain that World War II ended in 1945. In Europe, the war concluded on May 8, 1945, known as V-E Day, when Germany surrendered to the Allied forces. In the Pacific, the war ended on September 2, 1945, with Japan’s surrender after the United States dropped atomic bombs on the cities of Hiroshima and Nagasaki. These events marked the end of the deadliest and most widespread conflict in human history.



SUPPORT—Direct students to the map on page 101. Ask: What different types of military installations were located in North Carolina during World War II? (*infantry training, army air bases, marine air bases, naval air bases, etc.*) Why might coastal locations have been particularly important for North Carolina’s military facilities during World War II? (*Coastal locations were essential for naval and marine installations, allowing for training, deployment of troops, and the movement of supplies directly to sea.*) (8.G.1.2, 8.G.1.3)

SUPPORT—Point out the term *Code Talkers* in the second-to-last paragraph of the section on page 101. Explain that Cherokee men, and members of other Native American tribes across the nation, used their native languages to transmit secure military communications that the enemy could not translate, providing an invaluable, unbreakable code for vital messages.

After students read the text, ask the following questions:

LITERAL—What actions by Nazi Germany and Japan led to the outbreak of World War II? (8.H.1.1)

- » Japan invaded China in 1937, and Nazi Germany, led by Adolf Hitler, invaded country after country in Europe, starting the war.

EVALUATIVE—How did the United States' initial policy of neutrality toward World War II change by late 1941? (8.H.1.1)

- » The United States initially provided vital support to Allied nations through the Lend-Lease Act, but direct entry into the war occurred after Japan's surprise attack on Pearl Harbor in December 1941.

LITERAL—How did World War II reshape North Carolina's economy? (8.H.1.1, 8.E.1.1, 8.H.2.1)

- » World War II increased economic growth, transforming North Carolina into a major manufacturing center with increased production of textiles, furniture, steel, aluminum, and chemicals.

LITERAL—How did World War II impact the state's workforce, particularly women? (8.H.1.1, 8.E.1.3, 8.H.2.3)

- » World War II impacted the state's workforce because, with many men in the military, women entered the workforce in greater numbers, working in factories and shipyards and challenging traditional gender roles.

EVALUATIVE—How did the service of African American troops during World War II contribute to the groundwork for the civil rights movement? (8.B.1.1, 8.H.1.4, 8.H.2.2, 8.H.2.3)

- » The service of African American troops during World War II contributed to the groundwork for the civil rights movement because, despite serving in the military, they still faced race-based discrimination upon returning home and became determined to work for equality and justice in their own country.



LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



CHECK FOR UNDERSTANDING

Ask students to do the following:

- Write a short answer to the Big Question: "How did global and national events of the first half of the twentieth century affect North Carolina?"
 - » Key points students should cite include: Global and national events profoundly impacted North Carolina in the early to mid-twentieth century; World War I led to economic boosts in agriculture and manufacturing, increased roles for women in the workforce, and exposed racial discrimination for African American soldiers despite their service; the women's suffrage movement culminated in

the Nineteenth Amendment, though its ratification in North Carolina was delayed and women of color still faced significant barriers to voting due to existing discrimination; the Roaring Twenties brought economic prosperity and new cultural trends but also saw the widespread implementation of Prohibition, which fueled organized crime, especially moonshine production in North Carolina; the Great Depression caused severe economic hardship, with widespread unemployment and poverty, though New Deal programs like the TVA and CCC provided some relief and infrastructure projects; World War II significantly transformed North Carolina's economy by spurring industrial growth and shipbuilding, expanding military bases, and further integrating women and African Americans into the workforce.

- Choose three of the Core Vocabulary words (*nationalism, militarism, alliance, neutrality, armistice, prohibition, surplus, credit*), and write a paragraph using them.

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 book, where the Additional Activities for this chapter may be found:



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

The Cold War, Civil Rights, and North Carolina

The Big Question: How did North Carolina and the nation change in the decades after World War II?

Primary Focus Objectives

- ✓ Explain the causes and key events of the Cold War, including its impact on North Carolina's economy, military presence, and technology. (8.E.1.2, 8.H.1.1, 8.H.2.1)
- ✓ Summarize the major events and strategies of the civil rights movement in North Carolina and the nation. (8.C&G.2.1, 8.H.1.4)
- ✓ Analyze how economic growth, social changes, and the civil rights movement impacted various groups, including women, African Americans, and Montagnards, in North Carolina. (8.E.1.1, 8.E.1.3, 8.G.1.4, 8.H.2.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *superpower*, *capitalism*, *communism*, *containment*, *primary*, *caucus*.

What Teachers Need to Know

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



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

Materials Needed

- Activity Pages**
- individual student copies of Domain Vocabulary: Chapters 7–8 (AP 8.1)
 - individual student copies of Analyze an Image (AP 4.1)



AP 4.1
AP 8.1

Core Vocabulary (Student Volume page numbers listed below)

superpower, n. a nation with a dominant position in the world (106)

Example: During the Cold War, the United States and the Soviet Union often competed to prove which superpower had more influence around the world.

Variations: superpowers

capitalism, n. an economic system in which resources and businesses are privately owned and prices are not controlled by the government (107)

Example: Under capitalism, new companies can compete to sell products, and customers decide which ones succeed by choosing where to spend their money.

Variations: capitalist, capitalist (adj.), capitalistic (adj.)

communism, n. a political and economic system based on communal ownership of property and industry (107)

Example: Under communism, the government controlled all factories and farms, and everyone was expected to share the results equally.

Variations: communist, communistic (adj.)

containment, n. the act or process of keeping something within certain limits, such as stopping the spread of communism during the Cold War (107)

Example: The United States adopted a policy of containment to prevent the spread of Soviet influence.

primary, n. a preliminary election to appoint delegates to a party conference or to select the candidates for an election (117)

Example: Before the general election, voters across the state turned out in large numbers for the primary to choose each party's candidate.

Variations: primaries

caucus, n. a meeting of members of a political party or movement to select candidates, plan strategy, or make decisions about policy (117)

Example: During the caucus, local party members gathered in a school gym to discuss which candidate they wanted to support in the upcoming election.

Variations: caucus (v.)

THE CORE LESSON

Introduce “The Cold War, Civil Rights, and North Carolina”

Introduce “The Cold War, Civil Rights, and North Carolina” by reviewing what students read about North Carolina in the first half of the twentieth century. Explain that World War II marked a turning point not only for North Carolina but also for the United States and the world. In this chapter, students will read about the significant changes that occurred in the aftermath of the Second World War.

Call students’ attention to the Big Question. Tell students to look for information about how the Cold War, the civil rights movement, and other social and economic shifts transformed both the state and the nation.

Guided Reading Supports for “The Cold War, Civil Rights, and 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 New Era,” page 102

Scaffold understanding as follows:

Invite volunteers to read the section on page 102 aloud.

SUPPORT—Remind students that they read about segregation in Chapter 6. Ask: What name was given to the laws that created and maintained segregation? (*Jim Crow laws*) (8.B.1.1, 8.B.1.2, 8.C&G.1.5, 8.H.1.1, 8.H.1.3, 8.H.2.3)

SUPPORT—Explain that Woolworth’s was a popular chain of stores that often included a lunch counter. Tell students they will read more about the significance of this specific lunch counter and the sit-ins that occurred there later in this chapter.

After volunteers read the text, ask the following questions:

LITERAL—What event occurred in Greensboro, North Carolina, on February 1, 1960, that challenged segregation? (8.B.1.1, 8.B.1.2, 8.C&G.1.5, 8.C&G.2.1, 8.H.1.1, 8.H.1.3, 8.H.1.4, 8.H.2.3)

- » On February 1, 1960, four African American university students staged a sit-in at a Woolworth’s lunch counter in Greensboro, North Carolina.

EVALUATIVE—What does the photograph suggest about the initial sit-in? (8.H.1.4, 8.H.2.2, 8.H.2.3, 8.C&G.2.1, 8.C&G.2.2)

- » The photograph shows many more than four African Americans sitting at the lunch counter. This suggests either that the protest expanded with more participants or that it succeeded, and African Americans were allowed to sit at the counter without being separated from white customers.

EVALUATIVE—How did this nonviolent demonstration mark the beginning of a “new era”? (8.H.1.4)

- » The demonstration marked the beginning of a “new era” by launching a wave of sit-ins that challenged segregation across North Carolina and throughout the South.

“North Carolina’s Postwar Boom,” pages 103–106

Scaffold understanding as follows:

Have students read the first three paragraphs of the section on pages 103–104 independently.

SUPPORT—Point out the phrase “consumer demand” in the second sentence of the section. Explain that this means the desire of individuals to buy goods and services. After World War II, consumer demand increased as the economy grew.

SUPPORT—Point out the phrase “reduced the demand for farm labor” in the second paragraph of the section. Have students discuss what this means. (*It means fewer workers were needed on farms because machines started doing a lot of the work that people used to do by hand.*) Guide them to understand that as new farming equipment and methods became more common, fewer people were needed to do the work on farms, leading to job losses in the agricultural sector despite increased farm output. (8.E.1.1, 8.E.1.2, 8.H.2.1)

SUPPORT—Explain that the G.I. Bill, mentioned in the third paragraph of the section, was officially known as the Servicemen’s Readjustment Act of 1944. It was a federal law that provided a range of benefits for returning World War II veterans. These benefits included funds for college tuition, low-interest loans for buying homes, and assistance for starting businesses. Its goal was to help veterans transition to civilian life, and it significantly boosted the post-war economy.

Have students read the remainder of the section on pages 104–106 with a partner.

SUPPORT—Point out the phrase “unintended social consequences” in the fifth paragraph of the section. Explain that this means effects or outcomes that were not planned or foreseen when a policy or action was put into place.

SUPPORT—Direct students to the image on page 105. Guide them to find the television in the image. **(8.H.2.1)**

After students read the text, ask the following questions:

LITERAL—What federal act, passed in 1956, led to the creation of the Interstate Highway System? **(8.H.2.1)**

- » The federal act that led to the creation of the Interstate Highway System was the Federal-Aid Highway Act of 1956.

LITERAL—How did the Interstate Highway System impact North Carolina? **(8.E.1.1, 8.G.1.5, 8.H.2.1)**

- » The Interstate Highway System connected North Carolina’s cities with each other and with cities and towns around the entire country. It sped up commerce and opened new markets for North Carolina’s goods.

EVALUATIVE—How did the G.I. Bill contribute to economic growth and social change in North Carolina after World War II? **(8.E.1.1)**

- » The G.I. Bill contributed to economic growth and social change in North Carolina by providing aid for schooling and housing to veterans, leading to more people having college degrees, the construction of new homes, and the rapid expansion of cities and suburbs.

LITERAL—What major technological development in North Carolina, a joint effort between state government, universities, and businesses, became a center for innovation and technology? **(8.H.2.1)**

- » The technological development in North Carolina that became a center for innovation and technology was Research Triangle Park.

LITERAL—What was the “baby boom” in the postwar era, and what were some of its effects? **(8.E.1.1)**

- » The “baby boom” was a major increase in the birth rate, fueled by returning veterans and a sense of optimism. It led to increased demand for schools, housing, and consumer goods, stimulating the economy.

“The Cold War,” pages 106–109

Scaffold understanding as follows:

Invite volunteers to read the first three paragraphs on pages 106–108 aloud.

SUPPORT—Point out the phrase “in the realms of ideas, politics, and technology” in the first paragraph of the section. Ask students: What do you think this means? (*It means the*

United States and the Soviet Union were competing in things like beliefs, government policy, and inventions.) Guide them to understand that the Cold War was characterized by the absence of large-scale direct military conflict between the superpowers. Instead, the struggle unfolded through the spread of competing political ideologies (democracy and capitalism vs. communism) as well as through diplomatic maneuvering, espionage, and scientific and technological competition. (8.B.1.2, 8.H.1.1, 8.H.2.1)

CORE VOCABULARY—Point out the vocabulary terms *superpower*, *capitalism*, and *communism*, and explain their meanings.

SUPPORT—Point out the word *propaganda* in the second paragraph of the section. Explain that propaganda is information, often biased or one-sided, used to promote a particular political cause or point of view. Direct students to the propaganda poster (the Chapter 7 opening image) on pages 84–85. Ask: What was the poster’s intent? (*The poster was meant to persuade people to support the war by planting victory gardens. These gardens would grow food for families at home, so more farm output could be sent to feed American troops.*) (8.H.1.1)

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

ELL SUPPORT—Point out the base word *contain* in the vocabulary word *containment*. Explain that to contain something is to keep it within specific limits or to hold within something such as a box. Have students identify items that are contained within the classroom, such as a box of crayons or a jar of pens.

SUPPORT—Point out the sentence “Both wars were long, costly, and deadly and involved many North Carolinians” in the third paragraph of the section. Emphasize that even though the main struggle between the United States and the Soviet Union was a “cold war,” the proxy wars (like Korea and Vietnam) were “hot” conflicts for the countries and soldiers involved, resulting in significant loss of life and resources.

Have students read the remainder of the section on pages 108–109 independently.

SUPPORT—Point out the term *arms race*. Ask: What is the goal of a race? (*to see who can finish first, or quickest; to win a competition*) Explain that within this context, *arms* refers to armaments, or weapons and ammunition. *Arms race* refers to a competition between countries to achieve superiority in military strength, particularly in the development and accumulation of weapons. During the Cold War, the United States and the Soviet Union were engaged in a nuclear arms race, constantly developing more powerful and numerous atomic weapons. (8.H.1.1, 8.H.2.1, 8.H.2.2)

SUPPORT—Point out the phrase “brink of destruction” in the fourth paragraph of the section. Emphasize that this phrase highlights the extreme danger posed by the nuclear arms race, in which a single miscalculation or accident could have led to a global nuclear war with catastrophic consequences for humanity.

SUPPORT—Point out the term *space race* in the fifth paragraph of the section. Explain that this was a Cold War competition between the United States and the Soviet Union to achieve superiority in space exploration.

TURN AND TALK—Have students compare and contrast the arms race and the space race. Guide them to discuss how both were competitions for superiority between the United States and the Soviet Union, driven by Cold War tensions and technological advancement, but one focused on military power (arms) and the other on scientific and exploratory achievement (space). (8.H.1.1, 8.H.2.1, 8.H.2.2)

After students read the text, ask the following questions:

LITERAL—Why was the period after World War II called the “Cold War”? (8.H.1.1)

- » The period after World War II was called the “Cold War” because it involved tension and rivalry between the main adversaries, but without large-scale, direct military clashes.

LITERAL—What was NATO, and how did the Soviet Union respond to its formation? (8.H.1.1)

- » NATO (the North Atlantic Treaty Organization) was an alliance formed by the United States with Canada and countries in Western Europe, in which allies pledged to defend one another. The Soviet Union responded by forming the Warsaw Pact, which included itself and communist countries in Eastern Europe.

LITERAL—What two “proxy wars” were fought during the Cold War under the policy of containment, and how did they affect North Carolina? (8.H.1.1)

- » The two “proxy wars” fought during the Cold War under the policy of containment were the Korean War in the 1950s and the Vietnam War in the 1960s. More than 177,000 North Carolinians served in the Korean War, and more than two hundred thousand served in the Vietnam War.

EVALUATIVE—How did the Cold War influence North Carolina’s economy and development? (8.E.1.2, 8.H.2.1)

- » In North Carolina, the Cold War led to increased funding for science programs and a focus on science and math in schools. In North Carolina, Research Triangle Park emerged as a hub for technology and research, and military bases in North Carolina became increasingly important for national defense. The Cold War also impacted North Carolina as new groups of migrants came to the state.

LITERAL—Which Indigenous group, allied with the United States during the Vietnam War, later sought refuge in North Carolina? (8.G.1.4)

- » The Indigenous group that later sought refuge in North Carolina were the Montagnards.

“The Civil Rights Movement,” pages 109–113

Scaffold understanding as follows:

Invite volunteers to read the first five paragraphs of the section on pages 109–110 aloud.

SUPPORT—Remind students that they read about literacy tests and poll taxes in Chapter 6. Ask volunteers to explain what they were. (*Literacy tests were reading tests that people had to pass in order to vote; poll taxes were fees that had to be paid in order to vote. Both were rigged to prevent African Americans from voting.*) (8.C&G.1.5, 8.H.1.3, 8.H.2.3)

Have students read the remainder of the section on pages 110–113 with a partner.

Activity Page



AP 4.1

ACTIVITY—Have students complete an Analyze an Image (AP 4.1) about the image of the Woolworth’s sit-in on page 111. (8.H.1.4)

SUPPORT—Explain that parts of the Voting Rights Act were overturned in 2013 by the Supreme Court decision in *Shelby County v. Holder*, significantly weakening the federal government’s ability to monitor and prevent racial discrimination in voting.

SUPPORT—Point out the term *busing* in the last paragraph of the section. Explain that busing was a method used to promote racial desegregation in public schools by transporting students to schools outside their neighborhoods (which tended to be very segregated). It aimed to create more racially balanced schools and brought significant changes to school demographics as well as to the daily routines of students and families. Guide students to understand that reactions to busing were mixed: Some saw it as a necessary step toward integration and equal opportunity, while others, especially in the South, resisted it, preferring neighborhood schools or opposing integration altogether.



TALK IT OVER—Review the different methods used in the fight for civil rights. Have students discuss or debate the question “Is there one best way to fight for equality?” (I.1.8, I.1.11, 8.C&G.2.2, 8.H.1.4)

After students read the text, ask the following questions:

LITERAL—What major Supreme Court case in 1954 declared racial segregation in public schools unconstitutional? (8.C&G.1.3, 8.C&G.1.5, 8.H.1.4, 8.H.2.2, 8.H.2.3)

- » The Supreme Court case that declared racial segregation in public schools unconstitutional was *Brown v. Board of Education*.

EVALUATIVE—How did the Greensboro sit-ins become a pivotal moment in the civil rights movement? (8.C&G.2.1, 8.H.1.4, 8.H.2.2, 8.H.2.3)

- » The nonviolent demonstration in Greensboro challenged segregation, sparked similar protests across the South, and eventually led to desegregation at Woolworth’s, showing the effectiveness of nonviolent protest.

LITERAL—What were the Freedom Rides, and what did they aim to achieve? (8.C&G.2.1, 8.H.1.4, 8.H.2.2, 8.H.2.3)

- » The Freedom Rides were a series of protests in 1961 when African American and white activists rode interstate buses through the South to challenge segregated bus terminals, helping to desegregate interstate travel.

LITERAL—What major national laws passed in the 1960s aimed to end discrimination and protect voting rights for African Americans? (8.C&G.2.1)

- » The major laws passed in the 1960s were the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

EVALUATIVE—How did the *Swann v. Charlotte-Mecklenburg Board of Education* case impact school desegregation in North Carolina and across the country? (8.C&G.2.2)

- » In *Swann v. Charlotte-Mecklenburg Board of Education*, the Supreme Court upheld the use of busing to achieve racial desegregation in public schools, affecting districts across the country despite resistance.

“Economic and Social Changes in the 1960s and 1970s,” pages 113–117

Scaffold understanding as follows:

Have students read the section on pages 113–117 with a partner.

SUPPORT—Direct students to the image on page 116. Explain that this photograph shows a march, a nonviolent protest strategy used during the civil rights movement to protest segregation. Ask students: How does this image of a march visually represent the idea of challenging segregation through collective, nonviolent action? (*The image shows people peacefully marching together to stand up for equal rights. The banner they carry shows they’re united for a shared cause. This kind of protest is an example of nonviolent action, when people use peaceful methods to speak out against unfair laws and practices and push for change.*) **(8.C&G.2.1)**



SUPPORT—Point out the term *pardons* in the second-to-last paragraph on page 114. Explain that a pardon is an official forgiveness for a crime, removing penalties or preventing further punishment. In the United States, the president has the authority to issue pardons for federal offenses. In North Carolina, the governor has the authority to grant pardons for state offenses.

SUPPORT—Point out the term *domestic* in the third paragraph on page 115. Explain that it refers to anything related to the home or activities within a particular country.

CORE VOCABULARY—Point out the vocabulary terms *primary* and *caucus*, and explain their meanings.

After students read the text, ask the following questions:

LITERAL—What factors contributed to Charlotte’s growth as a major banking center in the 1960s and 1970s? **(8.E.1.1, 8.E.1.2, 8.H.2.1)**

- » Charlotte’s growth as a major banking center was fueled by favorable state laws, a skilled workforce, and a growing economy.

LITERAL—What was the primary goal of the Equal Rights Amendment (ERA)? **(8.C&G.1.3)**

- » The primary goal of the Equal Rights Amendment (ERA) was to ensure legal equality for women, aiming for constitutional protections that would prevent discrimination based on sex.

EVALUATIVE—How did the civil rights movement inspire other groups to fight for change in North Carolina during the 1960s and 1970s? **(8.C&G.2.1, 8.H.1.4, 8.H.2.3)**

- » The civil rights movement inspired other groups to fight for change in North Carolina during the 1960s and 1970s as women challenged traditional gender roles and demanded equality in various fields, leading to increased access to higher education and pushing for equal pay and the Equal Rights Amendment. The Lumbee people also organized protests, filed lawsuits, and lobbied for legislative changes to gain recognition and equality.

LITERAL—What political shift occurred in North Carolina in the 1970s, as reflected by the 1972 presidential primary? **(8.B.1.1)**

- » In the 1970s, the state saw a growing Republican presence, part of a larger shift in the South where conservative white voters increasingly favored Republican positions and policies.



LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



CHECK FOR UNDERSTANDING

Ask students to do the following:

- Write a short answer to the Big Question: “How did North Carolina and the nation change in the decades after World War II?”
 - » Key points students should cite include: The Cold War emerged as a global conflict between two superpowers with opposing political and economic systems, leading to proxy wars and an arms race; North Carolina saw significant economic growth and social changes in the postwar era, fueled by consumer demand, technological innovation, and programs like the G.I. Bill; the Interstate Highway System transformed transportation and spurred commerce, but its benefits were not equally shared; the civil rights movement gained momentum, challenging segregation and discrimination through nonviolent direct action like the Greensboro sit-ins and the work of SNCC; national legislation like the Civil Rights Act of 1964 and the Voting Rights Act of 1965 led to desegregation and increased African American political participation; however, racial tensions persisted, exemplified by events like the Wilmington Ten and the Greensboro Massacre; other social movements for women’s rights and Native American recognition also emerged, inspired by the civil rights movement; North Carolina’s economy diversified with the rise of the Research Triangle Park, becoming a hub for technology and research; the state also experienced demographic shifts, including a “baby boom” and increased immigration, particularly from groups like the Montagnards after the Vietnam War.
- Choose three Core Vocabulary words (*superpower, capitalism, communism, containment, primary, caucus*), and write a paragraph using them.

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

Activity Page **Note:** You may wish to assign Domain Vocabulary: Chapters 7–8 (AP 8.1) at this time.



AP 8.1

Additional Activities

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



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

North Carolina at the End of the Twentieth Century

The Big Question: How did events of the late twentieth century affect North Carolina?

Primary Focus Objectives

- ✓ Explain how globalization and technological innovation transformed North Carolina's economy, leading to the decline of traditional industries and the rise of new sectors. (8.E.1.1, 8.E.1.2, 8.G.1.2, 8.G.1.3, 8.G.1.5, 8.H.2.1, 8.H.2.2)
- ✓ Describe the changing population dynamics in North Carolina, including new patterns of migration and increasing cultural diversity. (8.G.1.4, 8.B.1.1, 8.B.1.2)
- ✓ Summarize the strategies and reforms used to address ongoing discrimination and promote social progress for various groups in North Carolina during this period. (8.C&G.1.5, 8.C&G.2.1, 8.C&G.2.2, 8.H.1.4, 8.H.2.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *globalization, diversify, consolidation, deregulation, multicultural*.

What Teachers Need to Know

Online Resources For background information, download the Core Knowledge In Your State Online Resource "About North Carolina at the End of the Twentieth Century":



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

Core Vocabulary (Student Volume page numbers listed below)

globalization, n. the state of a worldwide economy that includes free trade and using inexpensive labor markets in other countries (119)

Example: The textile and furniture industries in North Carolina faced challenges due to globalization as companies moved production overseas for cheaper labor.

Variations: globalize (v.)

diversify, v. to make a company or country more varied in its economic activities (120)

Example: North Carolina worked to diversify its economy by attracting new industries like technology and finance rather than relying solely on agriculture and manufacturing.

Variations: diversifies, diversifying, diversified, diversification (n.), diverse (adj.)

consolidation, n. the process of combining things, such as businesses or institutions (121)

Example: Charlotte's banking industry thrived due to consolidation, as many banks and financial institutions merged to create larger companies.

Variations: consolidate (v.), consolidated (adj.)

deregulation, n. the process of reducing regulations or restrictions (121)

Example: Banking deregulation in the late twentieth century allowed banks to operate across state lines, leading to increased competition in the industry.

Variations: deregulate (v.), deregulated (adj.)

multicultural, adj. including many different cultures (124)

Example: By 2000, North Carolina had become a more multicultural state due to increased immigration from various parts of the world.

THE CORE LESSON

Introduce “North Carolina at the End of the Twentieth Century”

Introduce “North Carolina at the End of the Twentieth Century” by reviewing what students read about North Carolina in the first decades of the Cold War, including the civil rights movement. Explain that the end of the twentieth century brought more changes and challenges, which students will read about in this chapter.

Call students' attention to the Big Question. Tell students to look for information about economic transformations, population shifts, social reforms, and challenges like natural disasters that shaped North Carolina as the century ended.

Guided Reading Supports for “North Carolina at the End of the Twentieth Century”


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 End of an Era,” pages 118–119

Scaffold understanding as follows:

Invite volunteers to read the section on pages 118–119 aloud.

SUPPORT—Remind students that they learned about the First Industrial Revolution in Chapter 4 and the Second Industrial Revolution in Chapter 6. Discuss how the closure of the White Furniture Factory symbolizes a continuation of the economic changes they've been studying, whereby older industries face new challenges.

 **SUPPORT**—Ask students to recall the three distinct regions of North Carolina. (*The three regions are the Mountains, the Piedmont, and the Coastal Plain.*) Then state that Mebane, where the White Furniture Factory was located, is in the Piedmont region. Ask students what they have learned or read about the Piedmont region. (*It's the most densely populated region; it's the state's economic engine; it has major cities like Charlotte, Raleigh, Greensboro, and Durham; it has fertile land good for farming; it's home to the Research Triangle.*) (8.E.1.1, 8.E.1.2, 8.G.1.2, 8.G.1.3, 8.G.1.5)

SUPPORT—Point out the phrase “mirrored larger shifts in the state and national economy” in the last paragraph of the section on page 119. Explain that this means the economic changes happening in North Carolina, like factory closures and job losses in traditional industries, were not unique to the state but were also occurring across the United States as the national economy underwent similar transformations, often driven by the same global forces.

SUPPORT—Explain that Mebane’s story did not end there. Decades after the furniture factory’s closure, census data revealed that Mebane has become one of the fastest-growing cities in North Carolina’s Piedmont region, experiencing over 10 percent growth between 2020 and 2023. This resurgence has been fueled by a combination of location, community revitalization efforts, and new commercial development. The town has actively worked to preserve its downtown, and notably, the dilapidated White Furniture building itself was redeveloped into residential lofts, and a former mill building was turned into a new library.

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

After volunteers read the text, ask the following questions:

LITERAL—What event symbolized the changing economic landscape of North Carolina and the nation at the end of the twentieth century, as described in the text? (8.E.1.1, 8.E.1.2, 8.H.2.1, 8.G.1.3)

- » The closing of the White Furniture Factory in Mebane symbolized how globalization was affecting the economic landscape of North Carolina and the nation at the end of the twentieth century.

LITERAL—What did the 1990s usher in? (8.E.1.1, 8.E.1.2, 8.G.1.3, 8.H.2.1)

- » The 1990s ushered in a new era of technology and service industries.

“The End of the Cold War,” page 120

Scaffold understanding as follows:

Have students read the section on page 120 independently.

SUPPORT—Remind students of what they read about the Cold War in Chapter 8. Guide them to recall that the Cold War was a period of global rivalry between the capitalist and democratic United States and the communist Soviet Union, fought mainly through ideas, politics, and technology rather than direct military conflict. They might remember the policy of containment, the arms race, the space race, and proxy wars like the Korean and Vietnam Wars.

SUPPORT—Point out that the section begins with a mention of the end of the Cold War in 1991 and the resulting changes to U.S. military strategy and base closures. Emphasize how this global event had a direct and often significant local impact on North Carolina, as decisions made at the national level regarding defense spending and military presence directly affected the economies and communities surrounding major installations like Fort Bragg and Camp Lejeune. Guide students to understand that this illustrates the interconnectedness of national policy with the state and local levels.

After students read the text, ask the following questions:

LITERAL—When did the Cold War come to an end? (8.H.1.1)

- » The Cold War ended with the collapse of the Soviet Union in 1991.

EVALUATIVE—Did the end of the Cold War impact military bases in North Carolina? (8.E.1.2, 8.G.1.2, 8.G.1.3, 8.H.1.1)

- » Even when other bases around the country were closed, North Carolina’s major bases like Fort Bragg, Pope Air Force Base, Seymour Johnson Air Force Base, and Camp Lejeune played an ongoing role in the nation’s defense during the end of the Cold War. These bases remained essential economically as well, continuing to contribute to the economies of nearby communities.

INFERENTIAL—What would have happened to the economy of North Carolina if those bases had been closed or decreased in size? Why? (8.E.1.1, 8.E.1.2, 8.G.1.2)

- » Had the bases closed or decreased in size, North Carolina’s economy would have suffered, especially in the areas in and around those bases, as many people in those areas had jobs on the bases or businesses that relied on purchases made by troops and their families.

“North Carolina in the Late 1900s,” pages 120–123

Scaffold understanding as follows:

Have students read the first three paragraphs on pages 120–121 with a partner.

CORE VOCABULARY—Point out the vocabulary term *diversify*, and explain its meaning. Hold up a group of red pens. Ask: If a store sold only red pens, what could they do to diversify? (*They could sell pens in other colors; they could sell products that are not pens, such as paper.*) (8.H.2.1)

ELL **CORE VOCABULARY**—Point out the vocabulary term *consolidation*, and explain its meaning. Ask: If I had three bags of chips and I consolidated them, what would I be doing? (*You would be combining all three bags together.*) (8.E.1.1, 8.E.1.2, 8.H.2.1)

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

Have students read the remainder of the section independently.

SUPPORT—Point out the term *biotechnology* in the fourth paragraph of the section. Explain that the prefix *bio-* means life. Invite volunteers to share other examples of words that use the prefix *bio-*, such as *biology* (the study of living organisms), *biography* (the story of someone’s life), or *biodegradable* (capable of being broken down by natural processes).

After students read the text, ask the following questions:

EVALUATIVE—What national trends in banking helped Charlotte’s growth as a major financial center? (8.E.1.1, 8.E.1.2, 8.G.1.2, 8.G.1.3, 8.G.1.4, 8.H.2.1)

- » Charlotte’s economy benefited from the national trends of banking consolidation (mergers of banks) and deregulation (reducing the amount of regulations or restrictions), which allowed banks to operate across state lines and attracted large financial institutions to the city. The city’s strong financial sector attracted job seekers and led to population growth.

EVALUATIVE—What three other factors contributed to Charlotte growing to be such an important financial center? (8.E.1.1, 8.E.1.2, 8.G.1.2, 8.G.1.3, 8.G.1.4, 8.H.2.1)

- » The three factors that contributed to Charlotte’s growth were the city’s banking tradition, its location in the booming Southeast, and a business-friendly set of state laws.

LITERAL—What challenges did traditional industries like textiles and furniture face in North Carolina during this period? (8.E.1.1, 8.E.1.2, 8.H.2.1)

- » Traditional industries like textiles and furniture faced decline due to globalization and overseas competition, leading to significant job losses in the state.

EVALUATIVE—Why did the state respond to changes in traditional industries with retraining programs? (8.C&G.2.2, 8.E.1.1, 8.E.1.2, 8.G.1.3, 8.H.2.1)

- » State leaders wanted to help workers who had been working in these industries for many years find new ways of making a living when they lost their jobs. The goal was to help people adapt to the changing job market and find new jobs.

LITERAL—What industries other than banking saw growth in North Carolina in this period? (8.E.1.2, 8.G.1.3)

- » Other than banking, biotechnology, information technology, and health care industries all grew in the state during this period.

LITERAL—Which groups made economic advances in the late 1900s, and what kinds of advances were they? (8.E.1.1, 8.E.1.2, 8.E.1.3, 8.H.2.3, 8.B.1.1)

- » Women and African Americans made advances, with women breaking barriers by gaining more jobs as managers and professionals and African Americans in North Carolina running some of the nation’s largest African-American owned businesses.

“Migration and Diversity,” pages 123–124

Scaffold understanding as follows:

Have students read the section on pages 123–124 independently.

SUPPORT—Remind students that they learned about the original Great Migration, which involved African Americans moving from the South to urban centers in the North and West, in Chapter 6. The Great Migration is typically said to have started in the 1910s and lasted through the 1970s. Explain that this chapter discusses a reversal of this trend, where African Americans began moving back to the South, including North Carolina, in the late twentieth century. Explain that this reverse migration was driven by factors such as new jobs and educational opportunities in Southern cities, a relatively improved racial climate compared to the Jim Crow era, and a desire to reconnect with family and cultural roots in the South. Ask students to discuss the difference between push factors (*factors that cause people to leave places*) and pull factors (*factors that attract people to new places*). (8.B.1.1, 8.B.1.2, 8.C&G.1.5, 8.E.1.1, 8.E.1.2, 8.E.1.3, 8.G.1.2, 8.G.1.3, 8.G.1.4, 8.G.1.5, 8.H.1.1, 8.H.2.2, 8.H.2.3)

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

After students read the text, ask the following questions:

EVALUATIVE—How did the reversal of the Great Migration impact North Carolina’s population and culture in the late twentieth century? (8.B.1.1, 8.B.1.2, 8.C&G.1.5, 8.E.1.3, 8.G.1.2, 8.G.1.3, 8.G.1.4, 8.G.1.5, 8.H.1.1, 8.H.2.2, 8.H.2.3)

- » The reversal of the Great Migration impacted North Carolina’s population and culture as it led to a significant increase in African Americans moving back to the state, contributing to its overall population growth and enriching its cultural landscape.

LITERAL—What two major demographic groups contributed significantly to North Carolina’s increasing diversity in the late twentieth century? (8.B.1.1, 8.B.1.2, 8.E.1.3, 8.G.1.2, 8.G.1.3, 8.G.1.4, 8.H.2.3)

- » Hispanic immigrants and Asian immigrants contributed significantly to North Carolina’s increasing diversity in the late twentieth century.

EVALUATIVE—What is some evidence that proves that the state is now multicultural? (8.G.1.4, 8.B.1.1, 8.B.1.2, 8.H.2.3)


- » Evidence that North Carolina is now multicultural includes the fact that by 2000, about 40 percent of its people were born outside the state, and its population became more diverse, with African Americans, Native Americans, Asian Americans and Pacific Islanders, and Latinos accounting for three of every ten people. New residents from other countries have brought new ideas, skills, and traditions.

“Civil Rights and Social Reforms,” pages 124–126

Scaffold understanding as follows:

Have students read the first three paragraphs of the section on pages 124–125 independently.

SUPPORT—Point out the term *grassroots movements* in the second paragraph of the section. Remind students that they learned this term in Chapter 2. Invite a volunteer to share its meaning. (*reform movements beginning with and coming from ordinary people*) (8.C&G.2.1, 8.H.2.2)

 **SUPPORT**—Direct students to the graph on page 125. Have students read the caption. Guide students to identify the x-axis (*Years: 1960–1992*) and the y-axis (*number of Black legislators in the South*). Ask: What trend does this graph show regarding African American political representation in the South after 1960? (*The graph shows a dramatic increase in the number of African American legislators in the South, rising from zero in 1960 to approximately 350 by 1992.*) How does this graph illustrate the effectiveness of the Voting Rights Act of 1965? (*The significant increase in African American legislators after 1965 demonstrates that the Voting Rights Act was highly effective in removing barriers to voting and enabling greater African American political participation.*) (8.C&G.2.1, 8.C&G.2.2, 8.H.2.3)

Have students read the remainder of the section on page 126 with a partner.

After students read the text, ask the following questions:

LITERAL—What major federal law passed in 1990 aimed to prohibit discrimination based on disability? (8.C&G.2.1, 8.H.2.3)

- » The major federal law passed in 1990 that aimed to prohibit discrimination based on disability was the Americans with Disabilities Act (ADA).

EVALUATIVE—How did the Voting Rights Act of 1965 impact North Carolina’s political leadership in the late twentieth century? (8.C&G.2.2, 8.H.2.3)

- » The Voting Rights Act of 1965 led to major increases in African American voter registration and participation, resulting in the election of African American officials to state and national offices, including figures like Henry Frye and Eva M. Clayton.

LITERAL—Who was Beverly Perdue, and what was she known for?

- » Beverly Perdue was the state’s first female governor. She led efforts to improve North Carolina’s schools and increase access to health care.

“Hurricane Floyd,” pages 126–129

Scaffold understanding as follows:

Read the first two paragraphs of the section on pages 126–127 aloud.

Note: Please be sensitive to students’ own hurricane and natural disaster experiences when reading the section.

Have students read the remainder of the section on pages 127–129 with a partner.

After students read the text, ask the following question:

EVALUATIVE—How did the response to Hurricane Floyd demonstrate the necessity for all levels of government to work together? (8.C&G.1.4)

- » The response to Hurricane Floyd showed that all levels of government had to work together, with the federal government (FEMA) providing disaster relief, temporary housing, and resources for rebuilding. The National Guard was activated to assist with rescue operations, provide security, and distribute supplies. The state government oversaw the creation of the Hurricane Floyd Redevelopment Center to provide relief. Local governments and residents worked together to begin the long process of recovery.



LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



CHECK FOR UNDERSTANDING

Ask students to do the following:

- Write a short answer to the Big Question: “How did events of the late twentieth century affect North Carolina?”
 - » Key points students should cite include: The end of the Cold War in 1991 eased fears of nuclear war and led to a shift in U.S. military strategy, though major military bases in North Carolina remained essential; North Carolina’s economy diversified from traditional industries like textiles and furniture to new sectors like technology and finance, driven by globalization and technological innovation; this economic shift caused job losses in some areas but created new opportunities in others, leading to job retraining programs; the state experienced significant population growth and increased diversity due to migration from other states and countries, including a reverse migration of African Americans back to the South and growing Hispanic and Asian communities; social reforms continued, with the passage of the Americans with Disabilities Act (ADA) and increased political representation for African Americans and women; the state also faced political polarization and the challenges of natural disasters like Hurricane Floyd.
- Choose three of the Core Vocabulary words (*globalization, diversify, consolidation, deregulation, multicultural*), and write a paragraph using them.

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 book, where the Additional Activities for this chapter may be found:



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

The Challenges of a New Millenium

The Big Question: What changes and challenges face North Carolina in the twenty-first century?

Primary Focus Objectives

- ✓ Analyze the impact of major global and national events, such as 9/11, the Great Recession, and the COVID-19 pandemic, on North Carolina and the nation. (8.H.1.1, 8.H.1.2, 8.E.1.1, 8.E.1.4)
- ✓ Describe North Carolina’s continuing economic transformation and evolving population dynamics, including migration patterns and increasing diversity. (8.E.1.1, 8.E.1.2, 8.E.1.3, 8.G.1.2, 8.G.1.3, 8.G.1.4, 8.G.1.5, 8.B.1.1, 8.B.1.2, 8.H.2.1)
- ✓ Summarize the significant environmental challenges, ongoing civil rights issues, and political reforms facing North Carolina in the twenty-first century. (8.B.1.1, 8.B.1.2, 8.G.1.2, 8.C&G.1.3, 8.C&G.1.5, 8.C&G.2.1, 8.C&G.2.2, 8.H.1.1, 8.H.1.2, 8.H.1.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *pandemic*, *metropolitan*, *pharmaceuticals*, *biodiversity*, *polarization*.

What Teachers Need to Know

Online Resources For background information, download the Core Knowledge In Your State Online Resource “About The Challenges of a New Millenium”:



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

Materials

Activity Page



- individual student copies of Domain Vocabulary: Chapters 9–10 (AP 10.1)
- map of North Carolina’s counties

AP 10.1

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



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

Core Vocabulary (Student Volume page numbers listed below)

pandemic, n. an outbreak of rapidly spreading disease that affects many people around the world at the same time (132)

Example: In 2020, schools, businesses, and borders around the world shut down as countries tried to slow the spread of COVID-19, a pandemic that disrupted daily life across nearly every continent.

Variations: pandemics, pandemic (adj.)

metropolitan, adj. relating to a large city and its surrounding suburbs (133)

Example: North Carolina's major metropolitan areas, like Charlotte and Raleigh, continued to grow rapidly in the early 2000s.

Variations: metropolis (n.)

pharmaceuticals, n. the industry focused on researching and developing medicines (137)

Example: Research Triangle Park became a major hub for companies that produced pharmaceuticals, which contributed billions to the state's economy.

Variations: pharmaceutical (adj.), pharmacy

biodiversity, n. a wide variety of plant and animal species in an area (139)

Example: North Carolina's mountains, forests, and coastal areas are home to thousands of species, making the state's biodiversity among the richest in the United States.

Variations: biodiverse (adj.)

polarization, n. division into sharply different groups or opinions (143)

Example: Political debates in North Carolina have grown more intense in recent years, with increasing polarization making it harder for lawmakers from different parties to find common ground.

Variations: polarized (adj.), polarize (v.)

THE CORE LESSON

Introduce “The Challenges of a New Millenium”

Introduce “The Challenges of a New Millennium” by reviewing what students read about North Carolina at the end of the twentieth century, including its economic shifts, demographic changes, and social reforms. Explain that today, we live in the twenty-first century, and North Carolina continues to evolve. In this chapter, students will read about some of the changes and challenges North Carolina has faced in this new century, including major global events, economic shifts, environmental concerns, and political developments.

Call students' attention to the Big Question. Tell students that as they study the chapter, they should look for information about how global and national events have impacted the state, how its population and economy have continued to change, and what major environmental and political issues it confronts.

Guided Reading Supports for “The Challenges of a New Millenium”

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 New Millenium Arrives,” page 130

Scaffold understanding as follows:

Invite volunteers to read the section on page 130 aloud.

TURN AND TALK—Point out the Big Question for the chapter: “What changes and challenges face North Carolina in the twenty-first century?” Tell students to keep this question in mind and to look for both changes and challenges as they progress through the chapter. Have students predict some changes and challenges that North Carolina might face in the twenty-first century. (*Changes: more advanced technology, new types of jobs, increasing population diversity, or changes in how people communicate and live. Challenges: environmental problems like more severe weather, global economic downturns, or debates over social and political issues.*) (8.B.1.1, 8.E.1.1, 8.E.1.2, 8.G.1.2)

After volunteers read the text, ask the following questions:

LITERAL—What two major milestones did the year 2000 mark for North Carolina and the world? (8.H.1.1)

- » The year 2000 marked a new century and a new millennium, a period of one thousand years.

INFERENTIAL—Why might people look to the future with both “hope and uncertainty”? What specific reasons might North Carolinians have had to feel both hopeful and uncertain at the turn of the millennium? (8.E.1.1, 8.H.1.1)

- » “Hope” might have stemmed from the strong economic growth of the late 1990s, technological advancements, and the end of the Cold War. “Uncertainty” could have come from awareness of lingering social challenges, the unknown impacts of rapid technological change, and the general apprehension that comes with a new era.

“The Early 2000s,” pages 131–133

Scaffold understanding as follows:

Have students read the first three paragraphs on pages 131–132 independently.

SUPPORT—Point out the word *al-Qaeda* in the first paragraph of the section. Explain that al-Qaeda was a radical Islamic terrorist organization founded by Osama bin Laden. It was responsible for planning and carrying out the September 11, 2001, terrorist attacks against the United States.

SUPPORT—Point out that the 9/11 attacks on September 11, 2001, were a pivotal and traumatic event for the United States, shaping national policy and public consciousness for decades. Although the students reading this book were born after 2001, it’s important to convey the profound impact of this day. You might explain that the phrase “never forget” became a widespread sentiment, representing the nation’s vow to remember the victims, the first responders, and the altered sense of security that followed the attacks.

SUPPORT—Point out the term *housing bubble* in the second paragraph of the section. Explain that this refers to a rapid increase in housing prices that is not sustainable and eventually bursts, causing prices to fall sharply and leading to financial problems for homeowners and banks.

SUPPORT—Point out the term *Great Recession* in the second paragraph of the section. Explain that a recession is a significant decline in economic activity that lasts for more than a few

months. Recessions often lead to many people losing their jobs and a decline in production and consumption. Remind students that they read about the Great Depression in Chapter 7. Point out that the Great Recession was the nation's worst economic crisis since the Great Depression.

Note: Please be sensitive to students' own experiences with the COVID-19 pandemic.

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

SUPPORT—Point out the phrase “supply chain problems” in the fifth paragraph of the section. Explain that this means disruptions or difficulties in the process of getting products from where they are made to where they are sold to consumers. During the COVID-19 pandemic, factories around the world temporarily closed, shipping was delayed, and there were shortages of many goods. This made it hard for businesses to get what they needed and for consumers to find products, ultimately contributing to rising prices. At the same time, the federal government passed large relief packages, such as the CARES Act and the Paycheck Protection Program (PPP), which put additional money into the economy to support workers, families, and businesses.

Have students read the last two paragraphs on pages 132–133 with a partner.

After students read the text, ask the following questions:

LITERAL—What major event occurred on September 11, 2001, and how did it impact the United States? (8.H.1.1)

- » On September 11, 2001, terrorists hijacked four commercial airplanes, flying them into the World Trade Center and the Pentagon. This attack led the United States into a global war on terrorism. Many service personnel based in North Carolina took part in this war.

EVALUATIVE—How did the Great Recession impact North Carolina's economy and workforce? (8.E.1.1, 8.E.1.2, 8.E.1.4)

- » The Great Recession impacted North Carolina's economy and workforce as it led to widespread job losses, business closures, and financial instability. This particularly affected rural areas and caused over 10 percent of North Carolina workers to lose their jobs.

LITERAL—What was the immediate impact of the COVID-19 pandemic on businesses and individuals in North Carolina? (8.E.1.1, 8.E.1.2, 8.H.1.1, 8.H.2.2)

- » The immediate impact of the COVID-19 pandemic on businesses and individuals in North Carolina included government-ordered shutdowns that led to temporary closures of many businesses and schools and widespread job losses and forced many individuals to work or learn from home.

LITERAL—What happened after the economy recovered from the problems caused by COVID-19? (8.E.1.1, 8.E.1.2, 8.H.2.2)

- » After the economy recovered from the problems caused by COVID-19, inflation rose, meaning that families had to struggle to make ends meet amid rising costs of food, clothing, housing, and gasoline.

“A Changing Population,” pages 133–135

Scaffold understanding as follows:

Have students read the section on pages 133–135 independently.

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

SUPPORT—Guide students to understand whether they live in a metropolitan area and, if they do, which one.

SUPPORT—Point out the phrase “naturalized citizens” in the fifth paragraph of the section. Explain that naturalized citizens are individuals who were born outside of a country but have gone through a legal process to become citizens of that country. This process typically involves meeting residency requirements, passing a civics test, and taking an oath of allegiance.

Online Resources



SUPPORT—Point out the map of Hispanic Population by County on page 134. Display the map of North Carolina’s counties so students can cross-reference both maps. Ask: According to the map, which North Carolina counties had the largest Hispanic populations in 2019? *(Students should identify the counties that have the cities of Charlotte, Raleigh, and Winston-Salem, which are Mecklenburg, Wake, and Forsyth, respectively.)* How does the map illustrate the impact of migration patterns on the human geography of North Carolina? *(The map shows a concentration of Hispanic populations in and around the state’s major urban centers like Raleigh, Charlotte, Winston-Salem, and other cities, indicating that metropolitan areas served as magnets for new residents seeking economic opportunities.)* (8.B.1.1, 8.E.1.1, 8.E.1.2, 8.E.1.3, 8.G.1.2, 8.G.1.4, 8.G.1.5, 8.H.2.2, 8.H.2.3)

After students read the text, ask the following questions:

LITERAL—What two specific demographic groups significantly contributed to North Carolina’s growing diversity in the early twenty-first century? (8.B.1.1, 8.B.1.2, 8.E.1.3)

- » The demographic groups that contributed to North Carolina’s growing diversity in the early twenty-first century were Hispanic immigrants and Asian immigrants.

EVALUATIVE—How has North Carolina’s increasing diversity, driven by immigration, enriched the state’s culture? (8.B.1.1, 8.B.1.2, 8.E.1.1, 8.E.1.3, 8.G.1.2, 8.G.1.3, 8.G.1.4, 8.G.1.5, 8.H.2.3)

- » North Carolina’s increasing diversity has enriched the state’s culture as new residents bring new ideas, skills, and traditions, seen in new restaurants, festivals like the Latin American Festival and the Hola Charlotte Festival, Diwali celebrations, and Lunar New Year festivities.

LITERAL—What areas of North Carolina were the hardest hit by factory closings and economic hardship? (8.E.1.1, 8.E.1.2, 8.G.1.3, 8.H.2.2)

- » Rural areas were the most affected by factory closings and economic hardship, especially those in the western and northeastern parts of North Carolina.

INFERENTIAL—Why do you think that rural areas in the state are likely to see population loss in the future? (8.E.1.1, 8.E.1.2, 8.G.1.3, 8.H.2.2)

- » Rural areas will probably see population loss because of a lack of jobs in these areas.

“Economic Shifts and New Industries,” pages 135–138

Scaffold understanding as follows:

Have students read the section on pages 135–138 with a partner.

SUPPORT—Direct students to the graph on page 136, “Furniture Manufacturing Jobs in North Carolina, 1990–2020.” Guide students to identify the x-axis (*the years from 1990 to 2020*)

with labels at five-year intervals) and the y-axis (“Thousands,” referring to thousands of jobs). Ask: What trend does this graph show regarding furniture manufacturing jobs in North Carolina? (*The graph shows a decline in furniture manufacturing jobs in North Carolina from more than ninety thousand in 1990 to around thirty thousand by 2020.*) Based on the text and the graph, what factors contributed to this dramatic decline? (*The decline was caused by increased competition from overseas producers with lower labor costs and fewer regulations and by the overall process of globalization.*) (8.E.1.1, 8.E.1.2)

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

After students read the text, ask the following questions:

LITERAL—What happened to Charlotte’s economy and culture in the early twenty-first century? (8.E.1.1, 8.E.1.2, 8.G.1.2, 8.G.1.3)

- » Charlotte became the nation’s second-largest banking center after New York City. Some traditional industries declined, and some new ones, like biotechnology companies, emerged. North Carolina developed a thriving sports culture and continued to focus on educational opportunities.

LITERAL—What major industries experienced significant decline in North Carolina during the early 2000s due to global competition? (8.E.1.1, 8.E.1.2, 8.G.1.2, 8.G.1.3)

- » The textile and furniture manufacturing industries experienced significant declines in North Carolina during the early 2000s due to global competition.

EVALUATIVE—How did North Carolina’s economy adapt to the decline of traditional industries in the early 2000s? (8.E.1.1, 8.E.1.2, 8.H.2.1)

- » North Carolina’s economy adapted by focusing on new, high-tech sectors like biotechnology, pharmaceuticals, health care, and information technology, with areas like Research Triangle Park leading the way.

INFERENTIAL—Why would communities like Kannapolis, Greensboro, and Charlotte create research parks? (8.E.1.1, 8.E.1.2, 8.G.1.2, 8.G. 1.4, 8.G.1.5, 8.H.2.1)

- » Those communities created research parks because they saw the success of Research Triangle Park and hoped to enjoy similar success by focusing on linking research, universities, and hospitals.

“Challenges in the Environment,” pages 138–141

Scaffold understanding as follows:

Have students read the section on pages 138–141 independently.

Note: Please be sensitive to students’ own experiences with natural disasters.

SUPPORT—Point out the word *infrastructure* in the first paragraph of the section. Remind students that they learned this term in Chapter 1 and that it refers to the public works system that includes roads, bridges, water, and public transportation. Explain that natural disasters like Hurricane Helene can severely damage a state’s infrastructure, making recovery efforts more challenging.

TURN AND TALK—Point out the image on page 139, and direct students' attention to the caption, which reads, "Low water levels at Fontana Lake . . . during a period of drought . . ." Discuss how this image illustrates the strain on North Carolina's water resources due to both climate patterns and population growth. (*The image shows visibly low water levels in the lake during a drought, which represents how changing climate patterns [less rainfall] can reduce water availability. When combined with a growing population [more people using water], this puts a significant strain on North Carolina's natural water resources, making them less available for everyone.*) (8.G.1.2)

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

ELL SUPPORT—Point out the vocabulary term *biodiversity*. Remind students about the word *diversity* and its meaning, which they learned in Chapter 9. Explain that the prefix *bio-* means life. Introduce students to other words that use the same prefix, such as *biology* (the study of living things) and *biography* (the story of the someone's life).

SUPPORT—Explain that North Carolina is considered one of the most biodiverse states in the United States, meaning it has a wide variety of plant and animal species due to its diverse geography ranging from mountains to coast. This makes the environmental challenges discussed in the text, such as habitat loss from development and pollution, particularly impactful on the state's natural heritage.

After students read the text, ask the following questions:

LITERAL—What types of extreme weather events have increasingly challenged North Carolina in the twenty-first century? (8.G.1.2, 8.G.1.3, 8.G.1.5, 8.H.2.2)

- » In the twenty-first century, North Carolina has experienced tropical storms, hurricanes, droughts, and floods.

EVALUATIVE—How do coastal erosion and rising sea levels pose a long-term environmental challenge for North Carolina? (8.G.1.3)

- » Coastal erosion and rising sea levels threaten beaches, homes, and infrastructure along the coast and Outer Banks, leading to increased flooding and property loss, as seen with homes collapsing into the ocean on Hatteras Island.

LITERAL—How does the spread of urban areas create environmental problems? (8.G.1.1, 8.G.1.2, 8.G.1.3, 8.G.1.5)

- » The spread of urban areas creates environmental problems as cities expand and farmland and open spaces are converted into areas for housing, stores, and roads. This means loss of farmland and natural areas that provide living spaces for wild animals.

EVALUATIVE—Why is the balance between economic growth and protecting the environment debated? (8.E.1.1, 8.E.1.2, 8.G.1.1, 8.G.1.5)

- » The balance between economic growth and protecting the environment is debated because people want the benefits of economic growth, such as more jobs, higher wages, and nicer places to live, but they also want to protect natural areas and farms to have open spaces for recreation, to have enough land to produce food, and to maintain clean air and safe drinking water.

LITERAL—What steps is North Carolina taking to address environmental challenges? (8.G.1.1, 8.G.1.2, 8.G.1.3, 8.G.1.5, 8.C&G.2.2)

- » To address environmental challenges, the state has beach nourishment projects and regulations limiting development to protect coastal areas. It has strengthened building codes to reduce the impact of hurricanes. Many municipalities have adopted stricter

water management policies to conserve water. The state has also expanded protected areas to provide state parks and homes for wildlife.


“Society and Politics,” pages 141–143

Scaffold understanding as follows:

Have students read the section on pages 141–143 with a partner.

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

SUPPORT—Point out the phrase “by a margin of just three percentage points” in the fifth paragraph of the section. Explain that a margin is the difference in the number of votes between the winning candidate and the losing candidate. It indicates how much more the winner received than the runner-up. Percentage points are a unit used to express the arithmetic difference between two percentages. For example, if one candidate receives 53 percent of the vote and another receives 50 percent, the difference is three percentage points (53 percent – 50 percent = 3 percentage points). It’s a way to clearly state the exact difference between two percentages rather than saying one is a “percentage of” another. Explain that this means Beverly Perdue won the election for governor by a very small difference in the number of votes.

 **TALK IT OVER**—Review the challenges discussed in this chapter. Have students discuss or debate the question “Which challenge facing North Carolina is the most important?” (I.1.8, I.1.10)

After students read the text, ask the following questions:

LITERAL—What is “political polarization,” and how has it occurred in North Carolina’s politics in the twenty-first century? (8.H.1.2)

- » Political polarization is the division into sharply different groups or opinions. In North Carolina, it’s seen in growing disagreements between Democrats and Republicans on issues like taxes, education, and social policy.

EVALUATIVE—How did the 2013 Supreme Court decision regarding the Voting Rights Act impact voting laws in North Carolina? (8.C&G.1.3)

- » The 2013 Supreme Court decision regarding the Voting Rights Act overturned a key portion of the act, leading some states, including North Carolina with its Voter Information Verification Act (VIVA), to implement new policies regarding voter IDs, mail-in voting, and early voting hours.

“Looking to North Carolina’s Future,” pages 143–144

Scaffold understanding as follows:

Invite volunteers to read the section on pages 143–144 aloud.

SUPPORT—Point out the first sentence of the section: “North Carolina has a rich history of overcoming challenges and adapting to change.” Have students recall specific North Carolina examples of overcoming challenges and adapting to change from previous chapters. (*the shift from an agrarian economy to one based on industry after the Civil War; North Carolina’s resilience after the Great Depression by adopting New Deal programs; the later transition from traditional manufacturing to high-tech industries in the late twentieth century*) (8.H.1.4, 8.E.1.1, 8.H.2.1)


After volunteers read the text, ask the following questions:

LITERAL—What key challenges does North Carolina face as it looks to its future in the twenty-first century? (I.1.10, 8.E.1.1, 8.G.1.2)

- » The state faces challenges in preparing its future workforce for a changing economy, meeting the demands of a growing population with adequate infrastructure, ensuring economic growth, and balancing growth with environmental protection.

EVALUATIVE—How can citizens shape North Carolina's future? (I.1.10, 8.B.1.1, 8.B.1.2, 8.H.2.2)

- » Citizens shape North Carolina's future with the decisions they make, the careers they choose, the communities they build, and the way they engage with the challenges and opportunities ahead.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



CHECK FOR UNDERSTANDING

Ask students to do the following:

- Write a short answer to the Big Question: "What changes and challenges face North Carolina in the twenty-first century?"
 - » Key points students should cite include: North Carolina has faced major global events such as the 9/11 terrorist attacks, the Great Recession, and the COVID-19 pandemic, which caused widespread disruption, economic hardship, and changes to daily life; the state's economy continued to transform with the decline of traditional manufacturing industries like textiles and furniture, while new high-tech sectors like biotechnology and information technology grew; North Carolina experienced significant population growth and increasing diversity due to migration from other states and countries, particularly Hispanic and Asian immigrants, enriching the state's culture; environmental challenges intensified, including more frequent and intense hurricanes, coastal erosion, rising sea levels, and strain on water resources due to population growth and drought; politically, the state has seen increasing polarization between parties and ongoing debates over issues like voter access; despite these challenges, North Carolina continues to adapt and invest in its future.
- Choose two of the Core Vocabulary words (*pandemic, metropolitan, pharmaceuticals, biodiversity, polarization*), and write a sentence using the words.

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

Activity Page

Note: You may wish to assign Domain Vocabulary: Chapters 9–10 (AP 10.1) at this time.



AP 10.1

Additional Activities

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



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

Teacher Resources

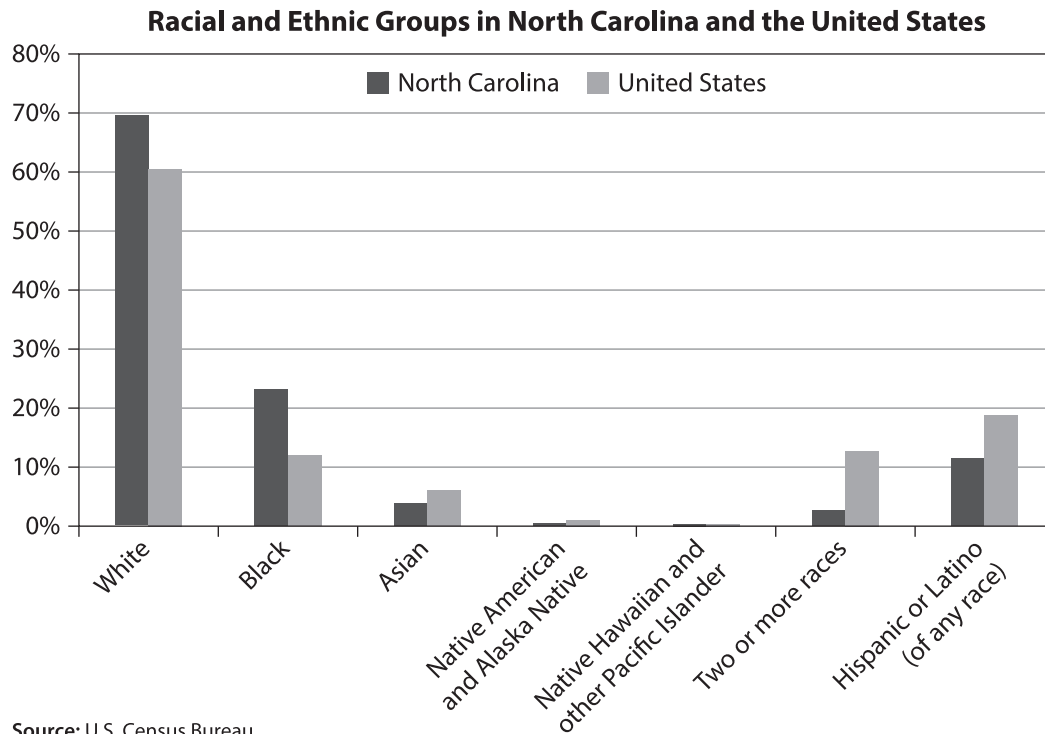
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Assessment: Chapter 1—*The Land and People of North Carolina*

On your own paper, write the letter that provides the best answer.

1. Which of the following describes the Coastal Plain region of North Carolina? **(8.G.1.1)**
 - a) extends eastward from the Piedmont to the Atlantic Ocean
 - b) dominated by the Appalachian Mountains
 - c) characterized by rolling hills
 - d) home to Mount Mitchell
2. Which of the following is an example of a human feature that defines North Carolina today? **(8.G.1.1)**
 - a) the Blue Ridge Mountains
 - b) the Research Triangle
 - c) the Outer Banks
 - d) Mount Mitchell
3. What is the primary benefit of barrier islands along North Carolina's coast? **(8.G.1.1)**
 - a) to attract tourists
 - b) to provide fertile farmland
 - c) to serve as major trade ports for industry
 - d) to protect the mainland from storms and erosion
4. How has North Carolina's location on the Atlantic seaboard influenced its economic development? **(8.E.1.2)**
 - a) It has provided important ports for trade and transportation.
 - b) It has made transportation difficult due to steep slopes.
 - c) It has relied on its mountainous terrain for agriculture.
 - d) It has limited access to major highways.
5. How have women and minority groups contributed to North Carolina's economic prosperity in recent times? **(8.E.1.3)**
 - a) exclusively by working in traditional agricultural roles
 - b) by primarily focusing on preserving cultural heritage sites
 - c) by a significant rise in businesses owned by these groups
 - d) mainly through participation in the tourism and hospitality sector

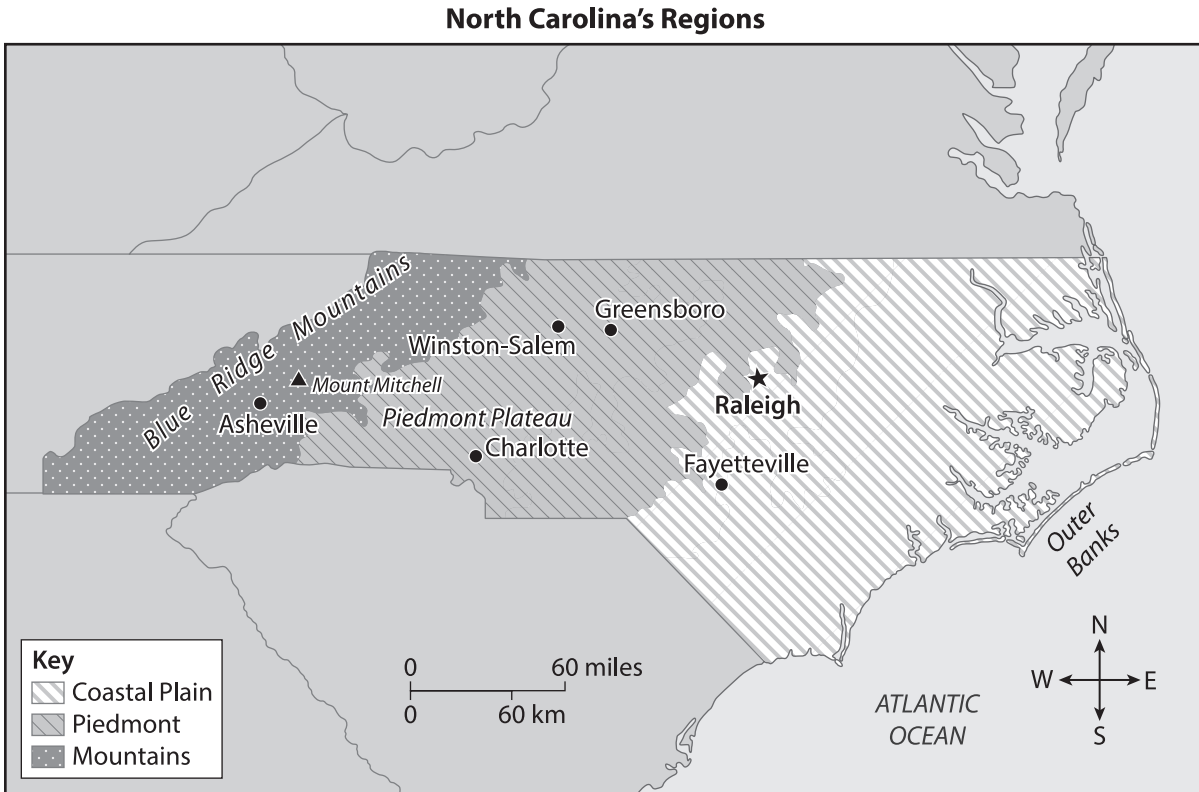
6. Use the graph to answer the question.



According to the graph, how does the racial and ethnic composition of North Carolina compare to that of the United States as a whole? **(8.B.1.1)**

- a) North Carolina has a significantly higher percentage of Asian residents than the national average.
- b) The percentage of Hispanic or Latino residents in North Carolina is lower than the national average.
- c) The percentage of residents identifying as two or more races is identical in North Carolina and the United States.
- d) North Carolina has a lower percentage of Black residents and a higher percentage of white residents compared to the national average.

7. Use the map to answer the question.



How has the Coastal Plain most significantly influenced the economic development of North Carolina?

(8.G.1.2)

- a) by providing the primary location for the state's largest cities and financial centers
 - b) by supporting extensive agriculture and providing access to ports for trade
 - c) by offering mountainous terrain ideal for tourism and winter sports
 - d) by attracting large-scale mining operations for coal and minerals
8. How do interstate highways primarily benefit North Carolina's economy? (8.E.1.2, 8.G.1.3)
- a) by exclusively serving as scenic routes for the tourism industry
 - b) by connecting North Carolina to major markets in other states, thus promoting trade
 - c) by primarily facilitating the movement of people between rural communities within the state
 - d) by being the sole focus of North Carolina's transportation budget, to the exclusion of other systems
9. Which of the following is a significant cultural tradition associated with North Carolina's Mountain region? (8.B.1.2)
- a) large-scale plantation agriculture and cash crops
 - b) seafood cookery and fishing traditions
 - c) bluegrass music and folk art
 - d) Gullah Geechee language
10. How has the establishment and growth of the Research Triangle Park (RTP) in North Carolina most significantly influenced the state's population? (8.E.1.2, 8.G.1.2)
- a) It primarily attracted workers for agricultural jobs in the surrounding rural areas.
 - b) It led to a decline in the overall population as traditional industries moved away.
 - c) It attracted a large number of skilled workers and contributed to increased diversity.
 - d) It caused a large number of college graduates to leave North Carolina for other states with more opportunities.

Assessment: Chapter 2—The Governments of North Carolina

On your own paper, write the letter that provides the best answer.

1. Which of the following democratic ideals is emphasized in both the North Carolina state constitution and the U.S. Constitution? (8.C&G.1.1)
- a) limited government
 - b) supremacy of states’ rights
 - c) absolute government power
 - d) suppression of individual rights
2. What is the main role of the executive branch in North Carolina’s state government? (8.C&G.1.4)
- a) to make state laws
 - b) to enforce state laws
 - c) to interpret state laws
 - d) to establish local law enforcement

Use the chart to answer questions 3 and 4.

Levels of Government in the United States

	Federal Government	Tribal Government	State Government	Local and Municipal Government
Authority	Governs the entire nation	Self-governing within tribal lands	Governs the entire state	Governs a specific county, city, or town
Examples	U.S. Congress, president, Supreme Court	The Eastern Band of Cherokee	North Carolina General Assembly, governor	Mecklenburg County, City of Charlotte
Specific responsibilities	<ul style="list-style-type: none">• Declaring war• Coining money• Making laws affecting interstate and foreign commerce• Establishing a postal system	<ul style="list-style-type: none">• Regulating tribal membership• Establishing tribal courts• Providing health care and education to tribal members• Managing tribal lands and resources	<ul style="list-style-type: none">• Setting standards for schools to follow• Issuing licenses and permits• Protecting public health and safety• Regulating commerce within the state	<ul style="list-style-type: none">• Running local schools• Providing water and sanitation services• Maintaining local roads and infrastructure• Enforcing local laws and ordinances• Managing local parks
Shared responsibilities	Provides funding and sets broad guidelines for state and local governments	Cooperates with state and local governments on issues like environmental protection and law enforcement	Shares responsibility with the federal government for things like transportation, health care, and education	Works with the state and federal governments to provide services and address community needs

3. According to the chart, which level of government is primarily responsible for running local schools, managing local parks, and providing water and sanitation services? (8.C&G.1.4)
- a) municipal government
 - b) federal government
 - c) tribal government
 - d) state government

4. Which of the following best illustrates the concept of shared responsibilities between different levels of government in North Carolina? **(8.C&G.1.4)**
 - a) the federal government's role in declaring war
 - b) the state government's setting of standards for schools to follow
 - c) the local government's enforcement of local laws and ordinances
 - d) the cooperation between state and local governments on matters like transportation and health care.
5. Which of the following actions best describes how activists and reformers have historically expanded democratic ideals in North Carolina? **(8.C&G.1.5)**
 - a) by limiting voting rights to a select few
 - b) by centralizing all government power at the state level
 - c) by suppressing individual freedoms through strict laws
 - d) by pushing for new laws that recognized the rights of more people
6. In which of these scenarios does the state government's relationship to local governments resemble the federal government's relationship to the states? **(8.C&G.1.2)**
 - a) A city passes an ordinance requiring all residents to vote in local elections, regardless of state voter registration laws.
 - b) A county government decides to raise property taxes to fund local park improvements, independent of state guidelines.
 - c) A municipal government establishes its own independent judicial system, separate from the state court system.
 - d) A local town has to have its school bus stops placed in accordance with state law.
7. How do grassroots movements contribute to civic engagement and change within a community? **(8.B.1.1)**
 - a) They primarily focus on limiting citizen participation in a democracy.
 - b) They involve ordinary people working together for change.
 - c) They primarily focus on national-level political campaigns.
 - d) They are movements exclusively led by elected officials.
8. Use the image to answer the question.



How do acts of activism, such as the protest shown in the photograph, contribute to broader social and political reforms within a community or state? **(8.B.1.2, 8.C&G.1.3, 8.C&G.2.1)**

- a) They raise public awareness, inspire collective action, and challenge existing discriminatory beliefs and practices.
- b) They focus solely on personal grievances, without seeking to influence wider societal structures.
- c) They primarily lead to immediate changes in national legislation without local support.
- d) They rely exclusively on violence and intimidation to achieve their objectives.

9. How does the Eastern Band of Cherokee Indians' collaboration with the North Carolina Department of Transportation illustrate tribal sovereignty? (8.C&G.1.2)
- a) It demonstrates the tribe's right to govern itself through its ability to negotiate and work with the state on its own terms.
 - b) It indicates that the state government has absorbed all authority over transportation projects on tribal lands.
 - c) It reveals that the tribe lacks the resources to manage its own infrastructure without state direction.
 - d) It suggests that tribal decisions must always be approved by the state government before implementation.
10. Which example best illustrates how different levels of government in North Carolina work together to address community needs? (8.C&G.1.4)
- a) Local governments manage all aspects of public services without state input.
 - b) State agencies provide all funding for municipal fire departments.
 - c) State government passes laws, and county officials run elections.
 - d) The federal government controls all aspects of public education.

Assessment: Chapter 3—A New State in a New Nation

On your own paper, write the letter that provides the best answer.

1. What was the primary reason American colonists protested the Stamp Act in 1765? **(8.H.1.1, 8.E.1.1)**
 - a) They felt it was unfair due to a lack of direct representation in Parliament.
 - b) They believed the taxes would be used to fund rival European nations.
 - c) It imposed taxes only on North Carolina, not on other colonies.
 - d) It banned the sale of tea, which was a major commodity.
2. The Regulator Movement in North Carolina primarily sought to address which issues? **(8.B.1.1, 8.H.1.1, 8.H.1.4)**
 - a) calls for greater representation, fair taxes, and honest government
 - b) disputes over land boundaries with Native American tribes
 - c) the establishment of new trade routes with other countries
 - d) demands for the immediate abolition of slavery
3. What was the significance of the Halifax Resolves, adopted by North Carolina in 1776? **(8.C&G.1.1)**
 - a) It was the first formal declaration of war against Great Britain.
 - b) It established North Carolina's first state constitution.
 - c) It called for independence from British rule.
 - d) It formally ended the Regulator Movement.
4. Which statement best explains why North Carolina's first constitution limited the governor's term to only one year? **(8.B.1.2, 8.C&G.1.5, 8.H.1.3, 8.H.1.4)**
 - a) because royal governors had previously served only one-year terms
 - b) to ensure many different voices could be represented in government
 - c) to avoid recreating the kind of unchecked power held by Great Britain's King George III
 - d) to prevent governors from becoming too comfortable living in the governor's mansion

5. Use the image to answer the question.



- What does North Carolina's portrayal in this cartoon primarily illustrate about the state's stance in 1788? (8.H.1.2)
- North Carolina was among the strongest supporters of the Articles of Confederation.
 - North Carolina had remained loyal to Great Britain during the Revolution.
 - North Carolina was hesitant to ratify the U.S. Constitution without a bill of rights.
 - North Carolina was leading the way in industrial innovation.
6. Which of the following describes an economic impact of the Revolutionary War on North Carolina? (8.E.1.1)
- a complete halt to all trade and manufacturing
 - increased reliance on imported goods from Great Britain
 - a rapid shift from agriculture to a mainly industrial economy
 - disruption of trade with Great Britain and growth in local industries
7. How did the experiences of enslaved people in North Carolina during the Revolutionary War reflect complex motivations? (8.B.1.1, 8.B.1.2)
- Some sided with the British, while others fought with the Patriots.
 - They chose to remain neutral, avoiding involvement in the conflict.
 - They universally fought alongside the Patriots for immediate freedom.
 - They were entirely unaffected by the war's outcome due to their status.
8. Why was the Bill of Rights added to the U.S. Constitution? (8.H.1.2)
- to expand the powers of the federal government
 - to address concerns about protecting individual liberties
 - to establish a national currency for the new United States
 - to ensure that the Southern states would maintain control over slavery
9. Which aspect of North Carolina's first state constitution (1776) reflected the social values and restrictions of the time, despite its democratic ideals? (8.C&G.1.5)
- the establishment of three branches of government
 - the exclusion of some groups from political participation
 - the ability of any tax-paying man to vote for state representatives
 - the requirement for a two-thirds majority to override a governor's veto

- 10.** How did the actions of the Edenton Tea Party contribute to the revolutionary cause in North Carolina? **(8.H.2.3)**
- a)** by inspiring similar boycotts in other colonies
 - b)** by leading directly to armed conflict with British forces
 - c)** by leading to a peaceful resolution with the British Parliament
 - d)** by establishing North Carolina's first independent government
- 11.** Why did the Founders decide to replace the Articles of Confederation with a new U.S. Constitution? **(8.H.1.2, 8.C&G.1.1)**
- a)** The Articles effectively stabilized the economy and paid off war debts.
 - b)** The Articles created too strong a central government that threatened states' rights.
 - c)** The Articles provided a strong framework for national defense against foreign threats.
 - d)** The Articles created a weak central government that was ineffective in governing the new nation.
- 12.** In what ways did women contribute to the Revolutionary War effort in North Carolina and the colonies? **(8.H.2.3, 8.B.1.1)**
- a)** They provided supplies, nursed the wounded, and sometimes spied on the enemy.
 - b)** They remained entirely in domestic roles, unaffected by the war.
 - c)** They primarily served as elected officials in colonial assemblies.
 - d)** They organized military campaigns and led troops into battle.

Assessment: Chapter 4—North Carolina in a Growing Nation

On your own paper, write the letter that provides the best answer.

1. Which technological innovation most significantly affected production and increased the demand for enslaved labor in the early 1800s? (8.H.2.1, 8.E.1.1, 8.E.1.3)
 - a) the cotton gin
 - b) the power loom
 - c) the tobacco mill
 - d) the steam engine
2. What was the primary goal of the Indian Removal Act of 1830? (8.C&G.1.3, 8.G.1.3, 8.G.1.4, 8.G.1.5, 8.H.1.1)
 - a) to establish new trade agreements with Native American tribes
 - b) to provide financial assistance to Native American communities
 - c) to encourage Native Americans to move to urban areas for factory jobs
 - d) to negotiate treaties for Native American land in the eastern United States in exchange for western land
3. Use the image to answer the question.



What does this image tell us about textile mills during the First Industrial Revolution? (8.E.1.1, 8.E.1.2, 8.E.1.3, 8.H.2.1, 8.H.2.3)

- a) Only adult men were employed in the mills.
- b) Workers tended to large machines that spun the cotton for them.
- c) The workforce was composed primarily of experienced engineers.
- d) Factory work was largely automated, requiring minimal human labor.

4. What was the devastating consequence of the Indian Removal Act's implementation, particularly for the Cherokee people? **(8.G.1.4, 8.H.1.1)**
- a) the forced march of thousands of Native Americans on the Trail of Tears
 - b) the successful legal challenge that protected tribal lands from all encroachment
 - c) the voluntary relocation of Native American tribes to fertile new lands
 - d) the widespread adoption of the Cherokee syllabary by white settlers
5. How did the idea of Manifest Destiny contribute to the escalating sectional tensions in the United States during the early 1800s? **(8.G.1.5, 8.H.1.1)**
- a) It created debates over whether newly acquired western lands would be free or slave states.
 - b) It resulted in the peaceful integration of Native Americans into American society.
 - c) It encouraged a unified national identity that eliminated regional differences.
 - d) It led to widespread agreement on the expansion of slavery into new territories.
6. Which of the following was a direct consequence in the Southern states, including North Carolina, of Nat Turner's Rebellion? **(8.H.1.1, 8.H.1.3)**
- a) the immediate abolition of slavery
 - b) increased fears of slave revolts and stricter slave codes
 - c) a decrease in sectional tensions between North and South
 - d) the promotion of higher education opportunities for enslaved people
7. How did the development of the Cherokee syllabary by Sequoyah contribute to Native American resilience? **(8.H.1.4, 8.H.2.3)**
- a) It provided a means to document their history, laws, and culture, strengthening their identity.
 - b) It enabled them to construct complex road networks across the mountains.
 - c) It enabled them to negotiate new land treaties more effectively.
 - d) It allowed the Cherokee to assimilate fully into white culture.
8. The nickname "Tar Heels" originated from North Carolina's role as a major exporter of which products before the Civil War? **(8.E.1.2)**
- a) furniture and textiles
 - b) cotton and tobacco
 - c) gold and silver
 - d) naval stores
9. Why did the women's rights movement, symbolized by the Seneca Falls Convention, begin to gain momentum in the early 1800s? **(8.C&G.2.1)**
- a) Women achieved full voting rights nationwide in the early 1800s.
 - b) Economic independence through industrialization eliminated all social barriers for women.
 - c) It emerged partly from broader reform movements, including abolitionism, emphasizing social responsibility.
 - d) The women's rights movement was encouraged by the abolitionist movement's ability to make slavery illegal in the 1800s.
10. What was a significant difference between North Carolina's agricultural system and that of neighboring Southern states like South Carolina and Virginia in the antebellum period? **(8.G.1.2)**
- a) North Carolina had a climate unsuitable for any cash crops.
 - b) North Carolina developed a much larger plantation system than its neighbors.
 - c) North Carolina's economy relied less on enslaved labor compared to its neighbors.
 - d) North Carolina did not develop a large plantation system, and most farms were smaller.

Assessment: Chapter 5—North Carolina and a Nation in Conflict

On your own paper, write the letter that provides the best answer.

1. What was a primary goal of the Republican Party, led by Abraham Lincoln, in the 1860 election? (8.H.1.1)
 - a) to abolish slavery immediately throughout the United States
 - b) to stop the spread of slavery into new territories
 - c) to form a new Confederate States of America
 - d) to declare war on the Southern states
2. Use the map to answer the question.

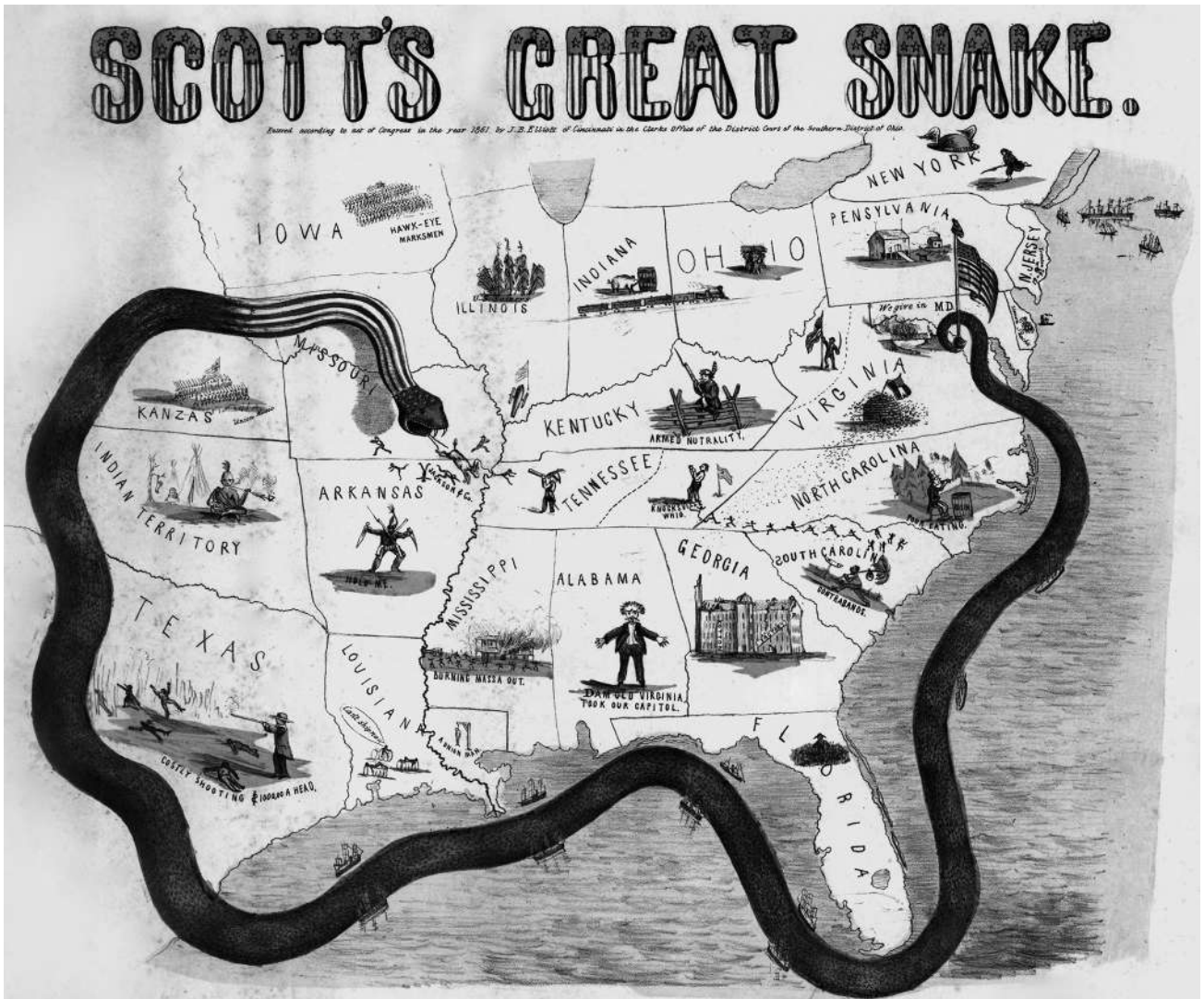
Map of Union and Confederate States



According to the map, which of the following best describes the geographic division of the United States at the start of the Civil War? (8.G.1.2)

- a) Free states were located only in the far West.
 - b) All states west of the Mississippi River were free states.
 - c) The Confederacy included states from both the North and the South.
 - d) Slave states formed a large block in the South and bordered free states to the north.
3. What happened at Fort Sumter in April 1861 that is considered the start of the Civil War? (8.H.1.1)
 - a) Union forces surrendered without a fight.
 - b) North Carolina officially seceded from the Union.
 - c) Confederate forces attacked a federal military base.
 - d) Abraham Lincoln issued the Emancipation Proclamation.

4. Use the image to answer the question.



This political cartoon, known as the “Anaconda Plan,” illustrates which Union military strategy? (8.G.1.3)

- a) a plan to encourage slave revolts in the South
 - b) a tactic for building alliances with European powers against the South
 - c) a method for rapid land invasion through direct assaults on Southern cities
 - d) a strategy to use naval blockades and control of rivers to cut off supplies to the Confederacy
5. Which of the following was a major economic challenge faced by North Carolina civilians during the Civil War? (8.E.1.1)
- a) a sudden surplus of goods due to increased agricultural production
 - b) widespread availability of imported goods despite blockades
 - c) an increase in wages and job opportunities in factories
 - d) soaring inflation and shortages of essential supplies

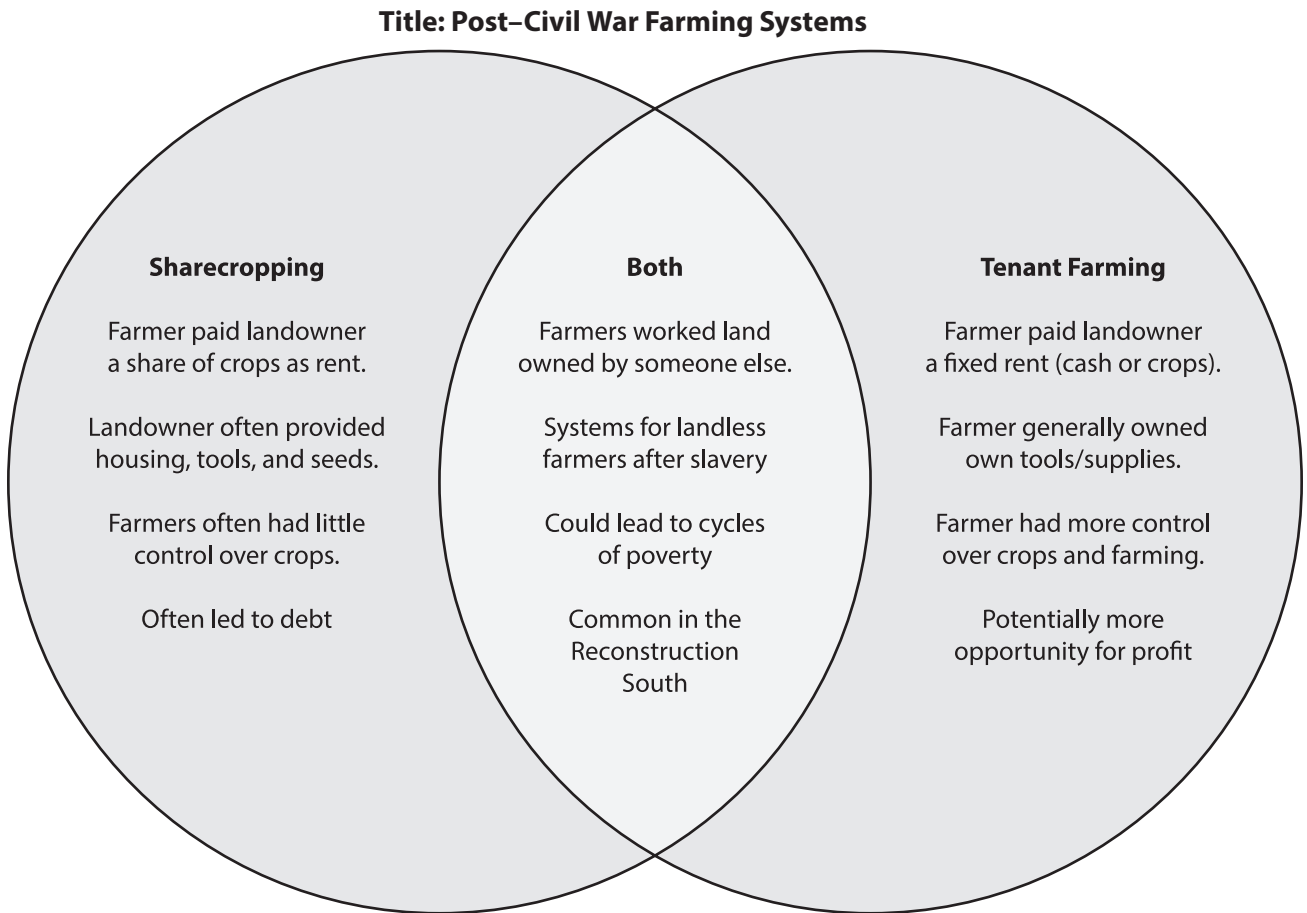
6. Use the image to answer the question.



The settlement along the Trent River shown in the photograph best illustrates which immediate post-Civil War reality for formerly enslaved people in North Carolina? (8.B.1.1)

- a) the establishment of large-scale plantations owned by African Americans
 - b) their efforts to build new communities and lives after emancipation
 - c) the immediate integration into white-dominated urban centers
 - d) their forced relocation to distant territories in the West
7. What was the primary purpose of the Freedmen's Bureau established in 1865? (8.C&G.2.1)
- a) to provide aid and support to formerly enslaved people
 - b) to rebuild damaged Confederate infrastructure
 - c) to impose high taxes on Southern states
 - d) to elect new Southern political leaders
8. During Reconstruction, federal troops divided the South into military districts and protected the rights of freedmen. What event ultimately led to the withdrawal of these federal troops from the South, effectively ending Reconstruction? (8.H.1.2, 8.C&G.2.2)
- a) the Compromise of 1877
 - b) the election of Abraham Lincoln
 - c) the passage of the Thirteenth Amendment
 - d) the Supreme Court ruling in *Brown v. Board of Education*

9. Use the Venn diagram to answer the question.



According to the diagram, how did sharecropping and tenant farming affect the economic mobility of many African Americans during Reconstruction? (8.E.1.3)

- a) Both systems guaranteed land ownership for formerly enslaved people, promoting economic independence.
 - b) While providing immediate survival, both often led to cycles of debt and limited true economic advancement.
 - c) Sharecropping offered complete autonomy, while tenant farming led to rapid upward mobility.
 - d) They provided stable, high-paying jobs that allowed all to accumulate wealth quickly.
10. The Thirteenth, Fourteenth, and Fifteenth Amendments were passed during Reconstruction. How did these amendments reflect attempts to align the nation's laws with American democratic ideals after the Civil War? (8.C&G.1.3, 8.C&G.1.5)
- a) They aimed to secure basic rights, citizenship, and voting for African Americans, moving toward greater equality.
 - b) They primarily focused on punishing former Confederate states without granting new rights.
 - c) They established new economic systems that only benefited landowners.
 - d) They reinforced states' rights to establish laws that limited federal power.

Assessment: Chapter 6—North Carolina in an Era of Change

On your own paper, write the letter that provides the best answer.

1. Which of the following was a key characteristic of the Gilded Age in the United States and North Carolina? (8.E.1.1)
 - a) a period of slow technological advancement and limited industrial growth
 - b) a decline in urban populations as people moved back to rural areas
 - c) rapid industrial growth and extreme wealth inequality
 - d) widespread economic equality for all citizens
2. The implementation of mass production techniques during the Second Industrial Revolution led to which significant change? (8.H.2.1)
 - a) the efficient manufacture of very large amounts of goods
 - b) a shift from factory work to traditional agricultural labor
 - c) a decrease in the overall number of goods produced
 - d) the elimination of corruption in business
3. Use the image to answer the question.



What does this image suggest about labor during North Carolina's industrial development in the late 1800s? (8.E.1.3, 8.H.2.3)

- a) Only men were employed in dangerous factory conditions.
- b) Child labor was rare and strictly prohibited in industrial settings.
- c) Factory work was highly skilled and required extensive formal education.
- d) Women and children constituted a significant portion of the industrial workforce.

4. Use the image to answer the question.



This image is a visual representation of Jim Crow laws. What was the primary purpose of Jim Crow laws established in the late 1800s and early 1900s? (8.C&G.1.3, 8.H.1.3)

- a) to establish universal voting rights for all citizens regardless of race
 - b) to enforce segregation and limit the rights of African Americans
 - c) to promote economic equality and mobility for all racial groups
 - d) to encourage diverse cultural exchanges in public spaces
5. How did the practices of Jim Crow laws fundamentally conflict with the American democratic ideal of equality? (8.C&G.1.3, 8.C&G.1.5)
- a) They enforced a system where rights and opportunities were determined by race.
 - b) They provided opportunities for all citizens to participate fully in government.
 - c) They ensured equal funding for public services across all communities.
 - d) They promoted open and fair competition in the economic sector.
6. What was a primary motivation for African Americans to move from rural areas to urban centers in North Carolina during the late 1800s and early 1900s? (8.G.1.4)
- a) to escape the hardships of sharecropping and seek industrial jobs
 - b) to avoid the impact of the Second Industrial Revolution
 - c) to pursue agricultural opportunities in larger cities
 - d) to establish new plantations in urban settings
7. Which of the following best describes Booker T. Washington's philosophy regarding African American advancement during this era? (8.C&G.2.1, 8.C&G.2.2)
- a) urging a complete assimilation into white culture by abandoning traditional practices
 - b) focusing on economic self-sufficiency through job skills and business building
 - c) demanding immediate civil rights and higher education opportunities
 - d) advocating for armed rebellion against segregation
8. The Wilmington Massacre of 1898 led to which significant change in North Carolina's political and social landscape? (8.H.1.1, 8.H.1.3)
- a) the strengthening of African American political and economic power
 - b) increased national attention on the unfairness of Jim Crow laws
 - c) the establishment of a fully integrated biracial government
 - d) the solidifying of white supremacist rule

9. What was a central aim of the Progressive movement in North Carolina and the nation during the late 1800s and early 1900s? (8.C&G.2.1)
- a) to create a more equitable society by addressing problems rising from industrialization
 - b) to reverse the trend of urbanization and encourage a return to rural life
 - c) to promote unchecked industrial growth without government oversight
 - d) to increase taxes on farmers to support large corporations
10. Which statement best describes the efforts of Native American tribes like the Eastern Band of Cherokee and the Lumbee during this era? (8.H.1.4, 8.B.1.2)
- a) They actively worked to maintain their distinct cultural identity, languages, and traditions despite pressures.
 - b) They primarily focused on forming large-scale industrial ventures to benefit their groups economically.
 - c) They largely gave up their cultural heritage to fully assimilate into mainstream American society.
 - d) They gained full federal sovereignty over all their ancestral lands without further challenges.
11. Use the image to answer the question.



What criticism of the Gilded Age does this cartoon represent? (8.E.1.1, 8.E.1.2, 8.C&G.1.3)

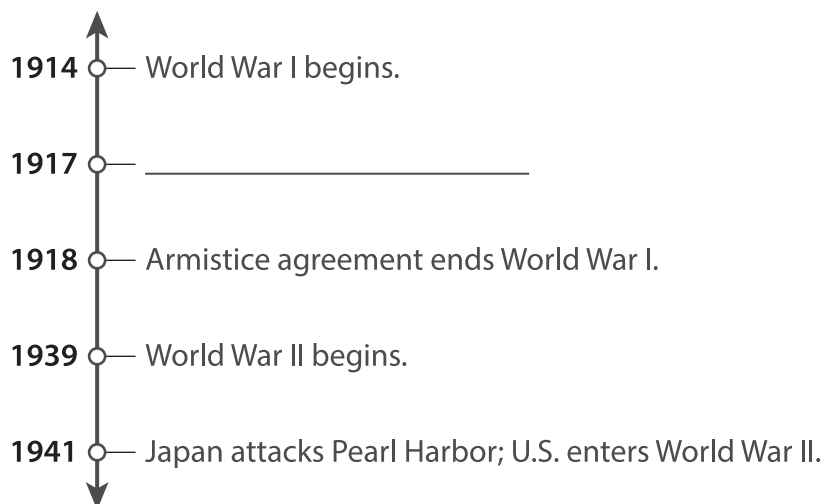
- a) monopolies limited fair competition between businesses
- b) poor working conditions and low wages for workers
- c) exploitation of natural resources without regulation
- d) political corruption

Assessment: Chapter 7—Global Conflict Comes to North Carolina

On your own paper, write the letter that provides the best answer.

1. What event directly sparked the beginning of World War I in Europe in 1914? (8.H.1.1)
 - a) the sinking of the *Lusitania*
 - b) the German invasion of Poland
 - c) the signing of the Treaty of Versailles
 - d) the assassination of Archduke Franz Ferdinand
2. Which constitutional amendment granted women the right to vote? (8.C&G.1.5, 8.C&G.2.1, 8.H.1.4, 8.H.2.3)
 - a) Fifteenth Amendment
 - b) Eighteenth Amendment
 - c) Nineteenth Amendment
 - d) Twenty-First Amendment
3. Use the timeline to answer the question.

Events (1914–1945)

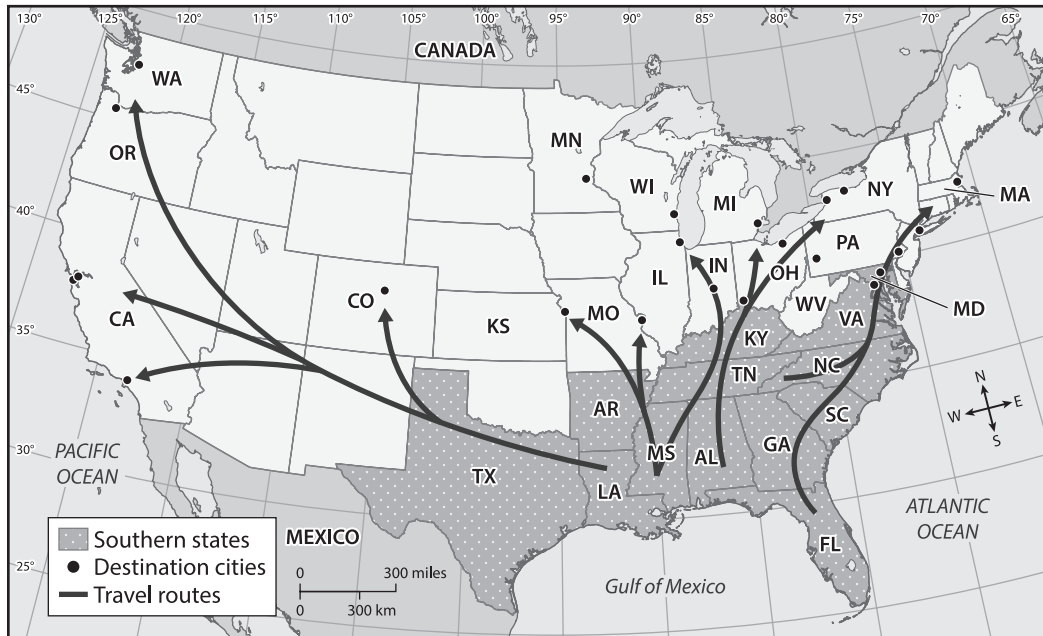


What event should go in between “World War I begins” and “Armistice agreement ends World War I”? (8.H.1.1)

- a) The Treaty of Versailles is signed.
- b) U.S. enters World War I.
- c) The Roaring Twenties occur.
- d) The *Lusitania* is sunk.

4. Use the map to answer the question.

The Great Migration, 1910s–1970s



The map shows the movement of African Americans from the South to other regions of the United States. What was a primary reason for this migration from North Carolina and other Southern states during this period? (8.G.1.4, 8.H.1.3, 8.H.1.4, 8.H.2.3)

- a) increased agricultural opportunities in the Northeast
- b) government programs that forced relocation to the West
- c) racial discrimination and limited jobs in the South
- d) the discovery of gold in the Midwest and West

5. Use the map to answer the question.



According to the map, which of the following best describes the distribution of North Carolina's military bases and installations during World War II? **(8.G.1.2)**

- a) Military bases and installations were mostly in the mountainous western region.
 - b) The state had very few military installations during the war.
 - c) They were located in many regions across the state.
 - d) They were only located along the coast.
6. The term "Roaring Twenties" suggests a period of prosperity and new social freedoms. However, what was a key underlying social issue that limited opportunity for many during this time? **(8.C&G.1.5, 8.H.1.3, 8.H.2.3)**
- a) the widespread growth of labor unions that restricted worker freedoms
 - b) continued segregation and discrimination against minority groups
 - c) a decline in technological innovation and economic growth
 - d) strict rationing systems and economic scarcity
7. How did the development of moonshine production in North Carolina during Prohibition reflect both the economic impact and unintended consequences of the ban on alcohol? **(8.E.1.2)**
- a) It created a profitable illegal industry in rural areas.
 - b) It led to the decline of organized crime in urban areas.
 - c) It encouraged widespread public support for Prohibition.
 - d) It caused a significant decrease in government corruption.
8. What was the primary goal of Franklin D. Roosevelt's New Deal programs during the Great Depression? **(8.C&G.1.5, 8.C&G.2.1)**
- a) to increase foreign trade and expand American territory
 - b) to end all racial segregation in the United States
 - c) to return economic power to private businesses
 - d) to help recover from the Great Depression

9. How did the service of African American troops in segregated units during World War II contribute to later social changes? (8.B.1.1, 8.H.1.3, 8.H.1.4, 8.H.2.3)
- a) Their service marked the immediate integration of the military.
 - b) It led to a decline in their political influence in Southern states.
 - c) It fueled their determination to fight for equality upon returning home.
 - d) It led to a complete cessation of racial discrimination in the defense industry.
10. What unique contribution did Cherokee Code Talkers from North Carolina and members of other Native American tribes make during times of war? (8.H.1.1, 8.H.2.3, 8.B.1.2)
- a) They organized major peace movements to end the war more quickly.
 - b) They developed new agricultural techniques to increase food production.
 - c) They created secret routes for prisoners of war to escape prison camps.
 - d) They used their native languages to send communications that enemy troops could not translate.

Assessment: Chapter 8—*The Cold War, Civil Rights, and North Carolina*

On your own paper, write the letter that provides the best answer.

1. What was the primary difference between the political systems of the United States and the Soviet Union during the Cold War? **(8.H.1.1)**
 - a) The United States was a totalitarian dictatorship, while the Soviet Union supported multiparty governments.
 - b) The United States supported democracy, while the Soviet Union was a totalitarian dictatorship.
 - c) Both nations were totalitarian dictatorships, but with different economic structures.
 - d) Both nations had democratically elected leaders, but they had different economic systems.
2. What was the main purpose of the U.S. policy of containment during the Cold War? **(8.H.1.1)**
 - a) to establish a global communist government
 - b) to prevent the further spread of Soviet communism
 - c) to expand American influence globally through military invasions
 - d) to provoke a hot war between the United States and the Soviet Union
3. What significant event brought the fears of nuclear conflict directly to North Carolina in 1961? **(8.H.1.1)**
 - a) the “Goldsboro Broken Arrow” incident in which a nuclear bomb nearly exploded
 - b) the nationwide implementation of “duck and cover” drills in schools
 - c) the creation of the North Atlantic Treaty Organization (NATO)
 - d) the first presidential primary held in North Carolina
4. Which of the following was a direct effect of the G.I. Bill in North Carolina after World War II? **(8.E.1.1)**
 - a) rapid expansion of cities and suburbs with new housing developments
 - b) the immediate end to racial segregation in all public facilities
 - c) a decline in college enrollment and housing construction
 - d) increased demand for farm labor in rural areas
5. Use the image to answer the question.



This photograph depicts a protest that was a pivotal moment in the civil rights movement. What was the main goal of this type of demonstration? **(8.C&G.2.1)**

- a) to recruit soldiers for the Vietnam War
- b) to demand higher wages for factory workers
- c) to encourage voluntary migration to other states
- d) to peacefully challenge racial segregation in public places

6. Inspired by the Greensboro sit-ins, what organization was formed by Ella Baker at Shaw University in Raleigh, North Carolina, to promote equal rights through nonviolent direct action? (8.C&G.2.1)
- a) National Association for the Advancement of Colored People (NAACP)
 - b) Student Nonviolent Coordinating Committee (SNCC)
 - c) Southern Christian Leadership Conference (SCLC)
 - d) Black Panther Party
7. What was the primary impact of the Civil Rights Act of 1964 on North Carolina? (8.C&G.1.3)
- a) It re-established separate facilities for different racial groups.
 - b) It outlawed discrimination in public places and employment.
 - c) It increased the number of literacy tests for voting.
 - d) It abolished all military bases in the state.

8. Use the table to answer the question.

U.S. Population Change (1940–1960)

Category	1940 Population (approx.)	1960 Population (approx.)	Change
Total U.S.	132 million	179 million	+47 million
Births	2.5 million/year	4.3 million/year	+1.8 million/year

Source: U.S. Census Bureau

Based on the table and your knowledge of the postwar era, which factor best explains the change in population seen between 1940 and 1960? (8.E.1.1)

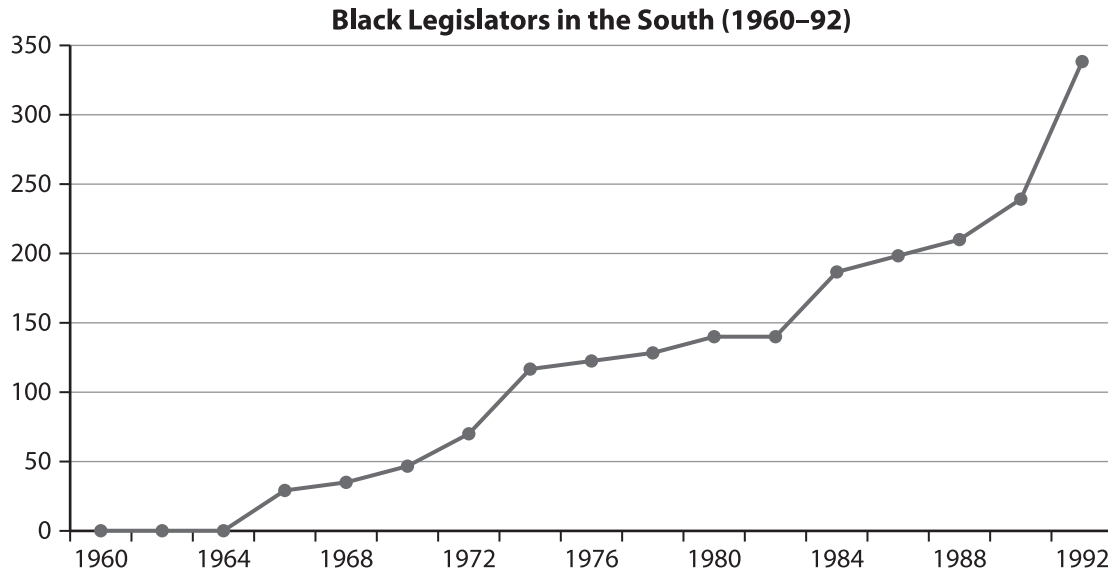
- a) a decline in immigration from other countries
 - b) a decrease in average life expectancy due to new diseases
 - c) a widespread economic depression that forced people to limit family size
 - d) a “baby boom,” fueled by returning veterans and a sense of optimism
9. Which group, allied with the United States during the Vietnam War, later immigrated to North Carolina due to persecution in their homeland? (8.G.1.4)
- a) Montagnards
 - b) Cuban refugees
 - c) Chinese dissidents
 - d) Korean War veterans
10. What was a long-term impact of the Federal-Aid Highway Act of 1956 on North Carolina’s development? (8.G.1.3)
- a) It caused a decrease in tourism as travel became more difficult.
 - b) It significantly decreased the amount of goods transported by rail.
 - c) It led to the decline of major cities as people moved to rural areas.
 - d) It spurred commerce, attracted businesses, and contributed to the rise of suburbs.

Assessment: Chapter 9—North Carolina at the End of the Twentieth Century

On your own paper, write the letter that provides the best answer.

1. The closing of the White Furniture Factory in Mebane in 1993 symbolized a larger economic shift in North Carolina. What was a primary cause of this shift? (8.E.1.1, 8.E.1.2, 8.H.2.1)
 - a) increased global competition and the offshoring of manufacturing jobs
 - b) a sudden increase in demand for traditional manufacturing jobs
 - c) the rise of new agricultural practices in rural areas
 - d) a decline in the overall population of the state
2. What does the term *globalization* primarily describe in the context of the late-twentieth-century economy? (8.E.1.1, 8.E.1.2, 8.H.2.1)
 - a) a decrease in the flow of information and technology between countries
 - b) the growing interdependence of the world's economies and cultures
 - c) a focus on local economies instead of relying on international trade
 - d) the exclusive reliance on domestic labor markets
3. What was a direct consequence of increasing political polarization in North Carolina in the late twentieth and early twenty-first centuries? (8.C&G.1.3, 8.H.1.2)
 - a) a decrease in voter participation in state elections
 - b) consistent Democratic control of the General Assembly
 - c) a greater ease in finding common ground on policy issues between parties
 - d) a shift in the control of the North Carolina General Assembly from Democratic to Republican hands
4. How did the end of the Cold War impact North Carolina's major military bases? (8.H.1.1)
 - a) All major bases in North Carolina were permanently closed.
 - b) The bases remained essential, playing ongoing roles in defense.
 - c) The bases lost all strategic importance for national defense.
 - d) All major bases were converted into civilian research parks.
5. Which of the following played a key role in driving North Carolina's economic growth in the late twentieth century by specializing in research and development? (8.E.1.1, 8.E.1.2, 8.E.1.3, 8.G.1.2, 8.G.1.3, 8.H.2.1)
 - a) a joint effort involving government, universities, and private businesses
 - b) the furniture manufacturing sector
 - c) large-scale plantation agriculture
 - d) the traditional textile industry
6. Charlotte's rise as a major financial center in the late twentieth century was largely influenced by what economic trends? (8.E.1.1, 8.E.1.2, 8.G.1.2, 8.G.1.3, 8.G.1.4, 8.G.1.5, 8.H.2.1)
 - a) a decrease in banking competition and strict government regulation
 - b) a shift from a service-based economy to heavy manufacturing
 - c) banking deregulation and industry consolidation
 - d) the decline of the national stock market
7. What new trend emerged in North Carolina's population dynamics during the late twentieth century, reversing a previous movement? (8.E.1.3, 8.G.1.2, 8.G.1.3, 8.G.1.4, 8.G.1.5, 8.H.2.3)
 - a) a significant decrease in the overall population of the state
 - b) a decline in urban populations as people returned to rural areas
 - c) a migration of African Americans back to the South
 - d) a mass emigration of African Americans to northern and western cities

8. Use the graph to answer the question.



Based on the data in the graph, what was a significant effect of civil rights reforms on political representation in the South after 1965? (8.C&G.1.5, 8.C&G.2.2, 8.E.1.3, 8.H.1.3, 8.H.1.4, 8.H.2.3)

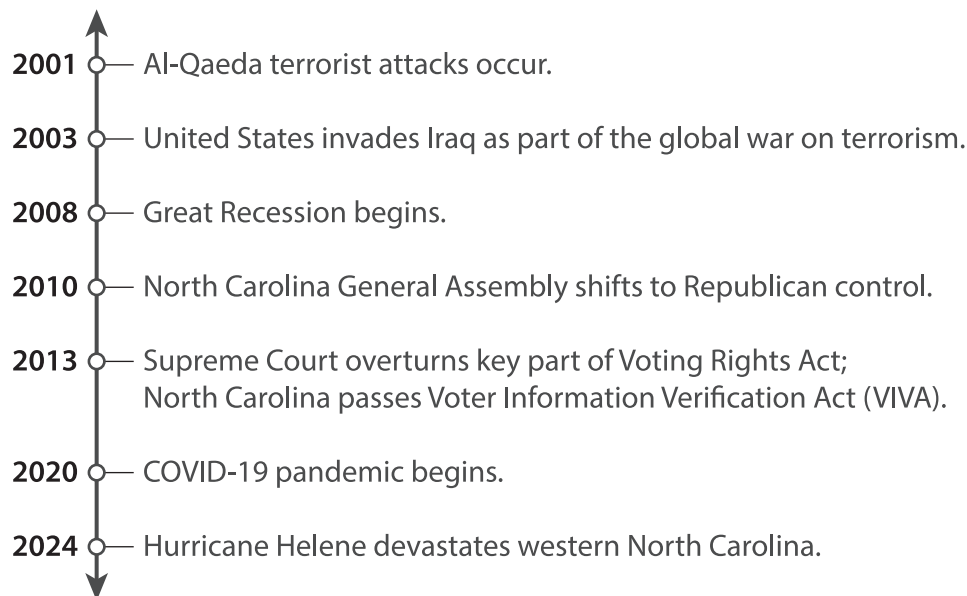
- a) There was a dramatic increase in the number of African American legislators elected to office.
 - b) African Americans primarily gained power in local, but not state, legislative bodies.
 - c) The number of Black legislators remained consistently low throughout the period.
 - d) Political parties became less diverse in their representation.
9. What was the primary goal of the Americans with Disabilities Act (ADA) passed in 1990? (8.C&G.2.1)
- a) to increase taxes on businesses
 - b) to provide free health care for all citizens
 - c) to prohibit discrimination based on disability
 - d) to open military service to people with disabilities
10. What was a significant challenge posed to North Carolina by Hurricane Floyd at the end of the twentieth century? (8.E.1.1, 8.G.1.3, 8.H.2.3)
- a) It resulted in massive flooding and destruction, highlighting vulnerabilities in communities.
 - b) It caused a long-term decrease in population due to people fleeing the state.
 - c) It led to a booming tourism industry in coastal areas.
 - d) It caused widespread job growth in the textile industry.

Assessment: Chapter 10—The Challenges of a New Millenium

On your own paper, write the letter that provides the best answer.

1. What major event in 2001 profoundly shaped the early twenty-first century for the United States, including North Carolina? (8.H.1.1)
 - a) outbreak of the COVID-19 pandemic
 - b) start of the Great Recession
 - c) 9/11 terrorist attacks
 - d) end of the Cold War
2. Use the timeline to answer the question.

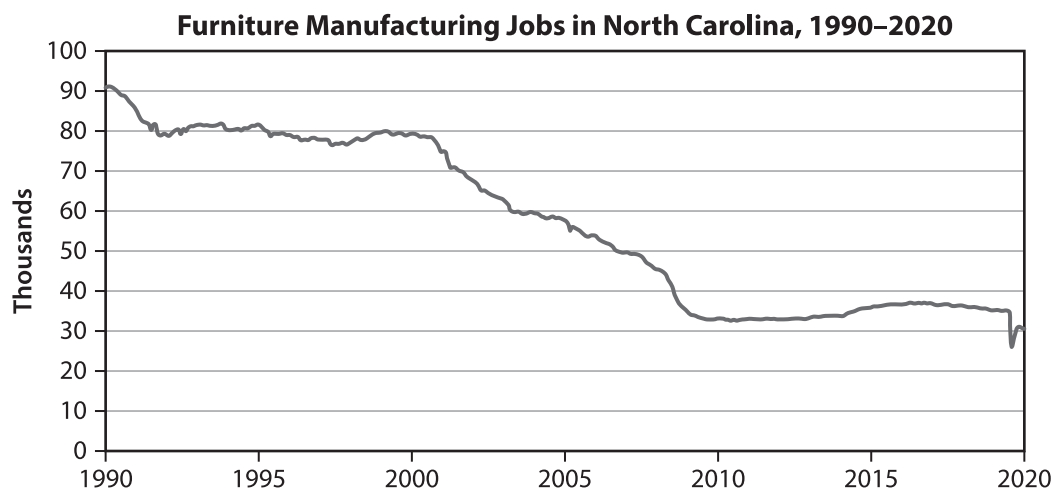
Timeline of Major Events (2000s–2020s)



Based on the events listed on the timeline, which statement best describes a significant shift in the challenges faced by North Carolina and the nation in the twenty-first century? (8.B.1.1, 8.H.1.1, 8.H.1.2, 8.G.1.2, 8.E.1.1)

- a) The period shows a mix of global terrorism, economic crises, public health emergencies, and domestic political realignments.
- b) The challenges primarily transitioned from widespread economic downturns to large-scale military conflicts.
- c) All significant challenges were resolved through international cooperation by the end of the period.
- d) North Carolina's challenges became entirely isolated from national or international events.

3. Which of the following best explains how increased global competition impacted North Carolina's traditional industries in the early 2000s? (8.E.1.1, 8.E.1.2, 8.H.2.1)
- a) It resulted in higher wages for workers in the textile industry.
 - b) It led to a surge in demand for locally produced textiles and furniture.
 - c) It encouraged the opening of many new furniture factories in rural areas.
 - d) It caused a significant decline in manufacturing jobs as production moved overseas.
4. Which two groups contributed significantly to North Carolina's increasing diversity in the early twenty-first century? (8.B.1.1, 8.B.1.2, 8.G.1.2, 8.G.1.3, 8.G.1.4, 8.G.1.5, 8.H.2.3)
- a) Hispanic immigrants and Asian immigrants
 - b) European immigrants and Canadian immigrants
 - c) Native American tribes and older adult populations
 - d) African Americans from the northern and western states
5. Use the graph to answer the question.



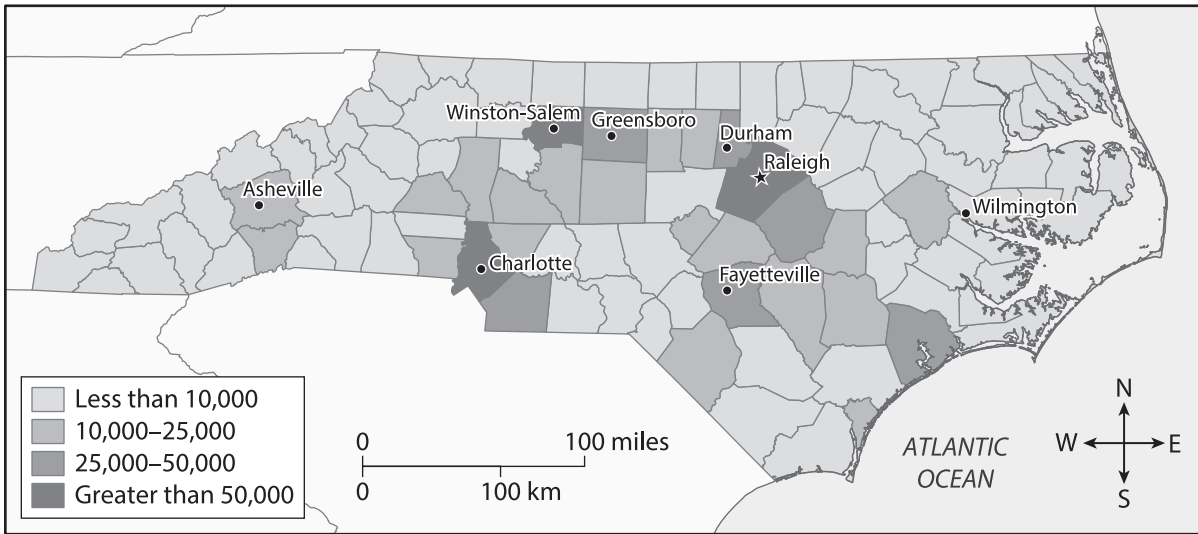
Source: U.S. Bureau of Labor Statistics

Based on the graph, what was a long-term economic consequence for North Carolina from the trends shown in furniture manufacturing between 1990 and 2020? (8.E.1.1, 8.E.1.2, 8.H.2.1, 8.H.2.2)

- a) stable job market in traditional industries
- b) a reversal of the trend of rural-to-urban migration
- c) increased investment in furniture factories across the state
- d) significant job losses and the need for economic diversification

6. Use the map to answer the question.

Hispanic Population by County, 2019



Source: 2020 Population Estimates, U.S. Census Bureau

Based on the map, which conclusion can be drawn about the settlement patterns of the Hispanic population in North Carolina by 2019? (8.G.1.2, 8.G.1.4, 8.G.1.5)

- a) The majority of the Hispanic population is found in the mountainous western region.
 - b) They are mainly concentrated in the major metropolitan and urban centers.
 - c) They primarily settled in the state's most rural and remote areas.
 - d) Their population is evenly distributed across all one hundred counties.
7. What major economic crisis, triggered by issues in the housing market, began in North Carolina and the nation in 2008? (8.E.1.1)
- a) Great Recession
 - b) Great Depression
 - c) Equal Rights Amendment (ERA)
 - d) Voter Information Verification Act (VIVA)
8. Which of the following best describes a significant shift in North Carolina's political landscape that occurred in 2010? (8.H.1.2)
- a) The state eliminated all political parties.
 - b) Voter turnout significantly decreased in all state elections.
 - c) The governorship consistently shifted to the Democratic Party.
 - d) The control of the North Carolina General Assembly shifted from Democratic to Republican hands.
9. How have factors like rapid population growth and drought contributed to environmental challenges in North Carolina's Piedmont region in the twenty-first century? (8.G.1.2, 8.G.1.3)
- a) They have led to an increase in available green spaces and natural habitats.
 - b) They have reduced the demand for water resources, leading to surpluses.
 - c) They have primarily impacted coastal areas, with little effect on the Piedmont.
 - d) They have caused strain on water resources and concerns about water quality and availability.

- 10.** What is a long-term environmental challenge facing North Carolina's coastal areas in the twenty-first century? **(8.G.1.3)**
- a)** expansion of untouched forestland
 - b)** coastal erosion and rising sea levels
 - c)** increased availability of freshwater resources
 - d)** decreased frequency of extreme weather events

Performance Task: *The History of North Carolina*

Teacher Directions: History helps explain why things are the way they are. It tells the story of how we got here. That’s why it’s important to make connections between the past and the present. As your students learn more about North Carolina’s history, they will start to see the influence of that history all around them.

For this project, students will look for seeds of North Carolina’s history in their world: in the news, in the books they read, in the television shows and movies they watch, in the video games they play, in the social media they participate in, in the conversations they have with the adults in their life, and in the buildings and traditions of the place where they live.

Instruct students to look for connections to the history they are studying. How was the seed that they noticed planted in the past? For example, they might see a news story about a debate over a historical monument or learn about a local town founded by formerly enslaved people. How does that connect to what they have learned about North Carolina’s past? What historical events or figures does that reflect?

For each connection or encounter with history, instruct students to write a paragraph describing:

- what they encountered,
- what in North Carolina’s history it connects to and how, and
- if possible, how it reflects a recurring theme or pattern in North Carolina or U.S. history (e.g., democratic government, population shifts, struggles for equality, economic transformation, environmental challenges, political debate, resilience).

Prompt:

How do events and developments from North Carolina’s history continue to influence your community, state, or the nation today? Give specific examples. **(8.H.1.1)**

Use the table below to record your thoughts as you experience your encounters with history. You do not need to complete the entire table to write your paragraphs, but you should try to have three to five specific encounters with history to describe. Remember to include details from your reading in *The History of North Carolina*, as well as from the sources and resources in the additional 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 demonstrate their understanding of North Carolina’s historical developments by making meaningful connections between the past and present, supporting their claims with specific evidence from the Student Volume and other course materials.

What I encountered (description of current event/ observation)	Connection to North Carolina's history (specific events, people, periods from the book)	Recurring theme/pattern (democracy, conflict, reform, migration, economic change, resilience)
A news report about current debates over voter ID laws in North Carolina	Connects to the Voter Information Verification Act (VIVA) passed in NC in 2013 after a Supreme Court ruling overturned part of the Voting Rights Act of 1965. It also links to Jim Crow laws, literacy tests, and poll taxes from the late 1800s/early 1900s.	Struggles for equality; voter suppression; ongoing political debate over democratic rights
Driving on I-40 or I-85 in North Carolina to visit family or for vacation	These are major interstate highways constructed after the Federal-Aid Highway Act of 1956. They connect cities and markets, attracting businesses and influencing where people live and commute.	Economic transformation; infrastructure development; urbanization and suburbanization
Hearing about Charlotte being a major banking city today	Connects to its growth as a financial center in the late twentieth century due to banking deregulation and consolidation. Banks like North Carolina National Bank (now Bank of America) expanded operations.	Economic transformation; urbanization; financial industry development
Learning about efforts to protect coastal areas from rising sea levels and hurricanes after a major storm	Connects to the increasing frequency and intensity of hurricanes and coastal erosion/sea level rise affecting North Carolina, as seen with Hurricane Floyd in 1999 and Hurricane Helene in 2024. Discussions about beach nourishment and stronger building codes are direct responses.	Environmental challenges; resilience; adaptation to natural forces
Seeing diverse restaurants or cultural festivals (e.g., Latin American Festival) in North Carolina cities	Connects to the “reverse migration” of African Americans and the significant increase in Hispanic and Asian immigration from the late twentieth century into the twenty-first century. These new residents brought unique traditions and skills.	Migration; increasing diversity; cultural enrichment; social change

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their written paragraphs 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 think about their written responses.

3	Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claims are clearly stated, well-developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claims, information, and evidence. The writing is clearly articulated and focused and demonstrates strong understanding of North Carolina's history; a few minor errors in spelling, grammar, or usage may be present.
2	Response is mostly accurate, somewhat detailed, and addresses the prompt. The claims are clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of North Carolina's history, with analysis and reasoning that is somewhat cohesive and sound but may be uneven. Connections between the claims, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present.
1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claims may be inaccurate or vague, but it is supported by at least one piece of relevant supporting information or evidence. The response shows some understanding of North Carolina's history, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.
0	Response is too brief or unclear to evaluate. It lacks identifiable claims, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of North Carolina's history. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Performance Task Activity: *The History of North Carolina*

How do events and developments from North Carolina’s history continue to influence your community, state, or the nation today? Give specific examples.

Use the table below to record your thoughts as you experience your encounters with history. You do not need to complete the entire table to write your paragraphs, but you should try to have three to five specific encounters with history to describe. Remember to include details from the chapters and primary sources in *The History of North Carolina*, as well as from the sources and resources in the book activities.

What I encountered (description of current event/ observation)	Connection to North Carolina’s history (specific events, people, periods from the book)	Recurring theme/pattern (democracy, conflict, reform, migration, economic change, resilience)

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

Choose the best words from the word bank to complete each sentence. Each term will be used only once.

plateau	discrimination	municipality
barrier islands	interstate highways	sovereignty
ecosystem	activist	grassroots movement
migration	reformers	segregation
heritage	federalism	
infrastructure		

1. The Outer Banks is formed by a long string of _____ that protects the mainland coast from strong storms.
2. The diverse plant and animal life in a particular area, along with their nonliving environment, form an intricate _____.
3. The movement of people from one place to another to live, which has often added to North Carolina's growing population, is called _____.
4. Charlotte is a large _____ in North Carolina that provides services like sanitation and public safety to its residents.
5. The system of government in which power is divided between a national government and state governments is known as _____.
6. The right of a group of people to govern themselves, without external interference, is called _____.
7. A person who takes action, such as protesting or advocating for a specific cause, is often referred to as a(n) _____.
8. The civil rights movement saw many _____ who worked to change unfair laws and create a more just society.
9. Laws that deny people equal access to opportunities are examples of _____ that groups like the NAACP worked to end.
10. The state's transportation _____, including roads and bridges, is essential for its economy.
11. Trucks transport goods along major roads called _____ that connect North Carolina to markets in other states.
12. The Piedmont region of North Carolina is a large, elevated area of relatively flat ground, characteristic of a(n) _____.

Name _____

Date _____

Activity Page 2.2 (continued)

Use with Chapter 2

- 13.** The struggle to end the legal separation of races in public facilities, schools, and transportation, known as _____, was a defining aspect of the civil rights movement.
- 14.** The celebration of North Carolina's diverse cultural traditions and history contributes to its rich _____.
- 15.** The Greensboro sit-ins were an example of a(n) _____ as ordinary people initiated the push for change.

Name _____

Date _____

Activity Page 4.1

Use with Chapters 4, 5, 8

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? _____

4b. What does the image show you about that time period? _____

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.

assimilate	plantation	suffrage
divert	ratify	textile
innovation	resilience	tyrannical
literacy	sectionalism	urbanization

ACROSS

- 2. to shift to another purpose
- 5. the right to vote
- 6. a large farm where cash crops are grown on behalf of the person who owns the land
- 8. a new idea, device, or method of doing something
- 9. to approve
- 10. strong loyalty to one's region and its interests, often to the exclusion of the interests of other regions
- 12. the ability to recover from hardship or difficult circumstances

DOWN

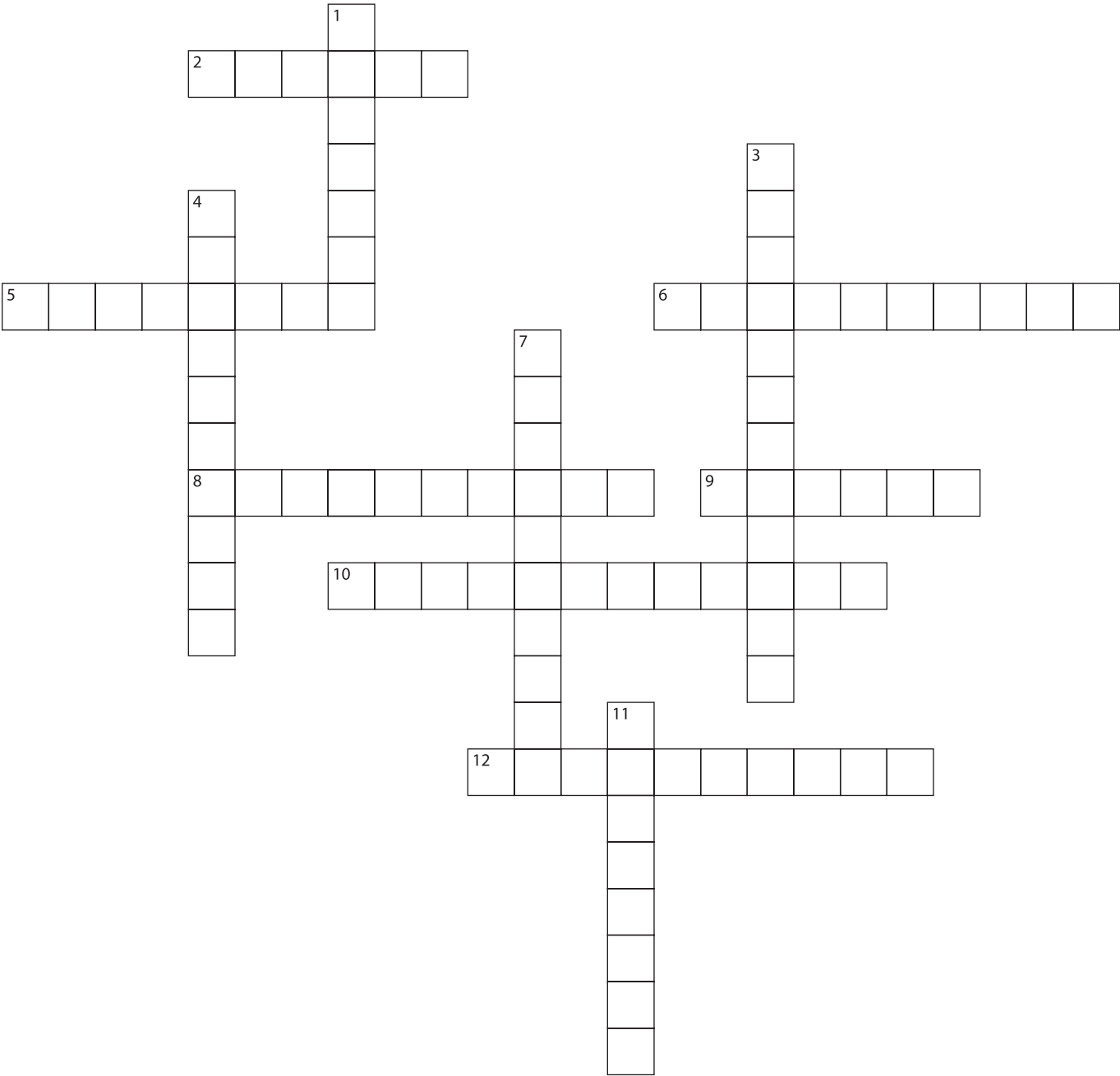
- 1. cloth or fabric
- 3. the formation and growth of cities
- 4. abusing power in a harsh and brutal way
- 7. to adopt the ways of another culture
- 11. the ability to read and write

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

List the terms from the word bank that belong in each category.

autonomy	disenfranchise	lynching	segregation
Black Codes	entrepreneur	mass production	sharecropping
blockade	equitable	monopoly	tenant farming
corruption	hierarchy	secede	white supremacist

Civil War and Reconstruction	Industrialization and Big Business	Social Structures and Rights

Activity Page 8.1**Use with Chapter 8****Domain Vocabulary: Chapters 7–8**

Using your own paper, write the letter that matches the definition of each word.

- | | |
|-----------------|---|
| 1. alliance | a) a nation with a dominant position in the world |
| 2. armistice | b) an economic system in which resources and businesses are privately owned and prices are not controlled by the government |
| 3. capitalism | c) a political and economic system based on communal ownership of property and industry |
| 4. caucus | d) the act or process of keeping something within certain limits, such as stopping the spread of communism during the Cold War |
| 5. communism | e) a preliminary election to appoint delegates to a party conference or to select the candidates for an election |
| 6. containment | f) a meeting of members of a political party or movement to select candidates, plan strategy, or make decisions about policy |
| 7. credit | g) the belief that one's nation is superior to others and that its culture and interests should take precedence over those of other countries |
| 8. militarism | h) a belief that a country should use its military to increase its power and achieve its goals |
| 9. nationalism | i) an agreement between nations in which they work together toward a common goal or fight on the same side in a war |
| 10. neutrality | j) the state of not supporting or helping either side in a conflict |
| 11. primary | k) an agreement made by opposing sides in a war to stop fighting for a certain time |
| 12. prohibition | l) the prevention of something, such as the sale of alcoholic beverages |
| 13. superpower | m) an extra amount, beyond what is needed |
| 14. surplus | n) a promise to pay in the future for goods or services obtained in the present |

Name _____

Date _____

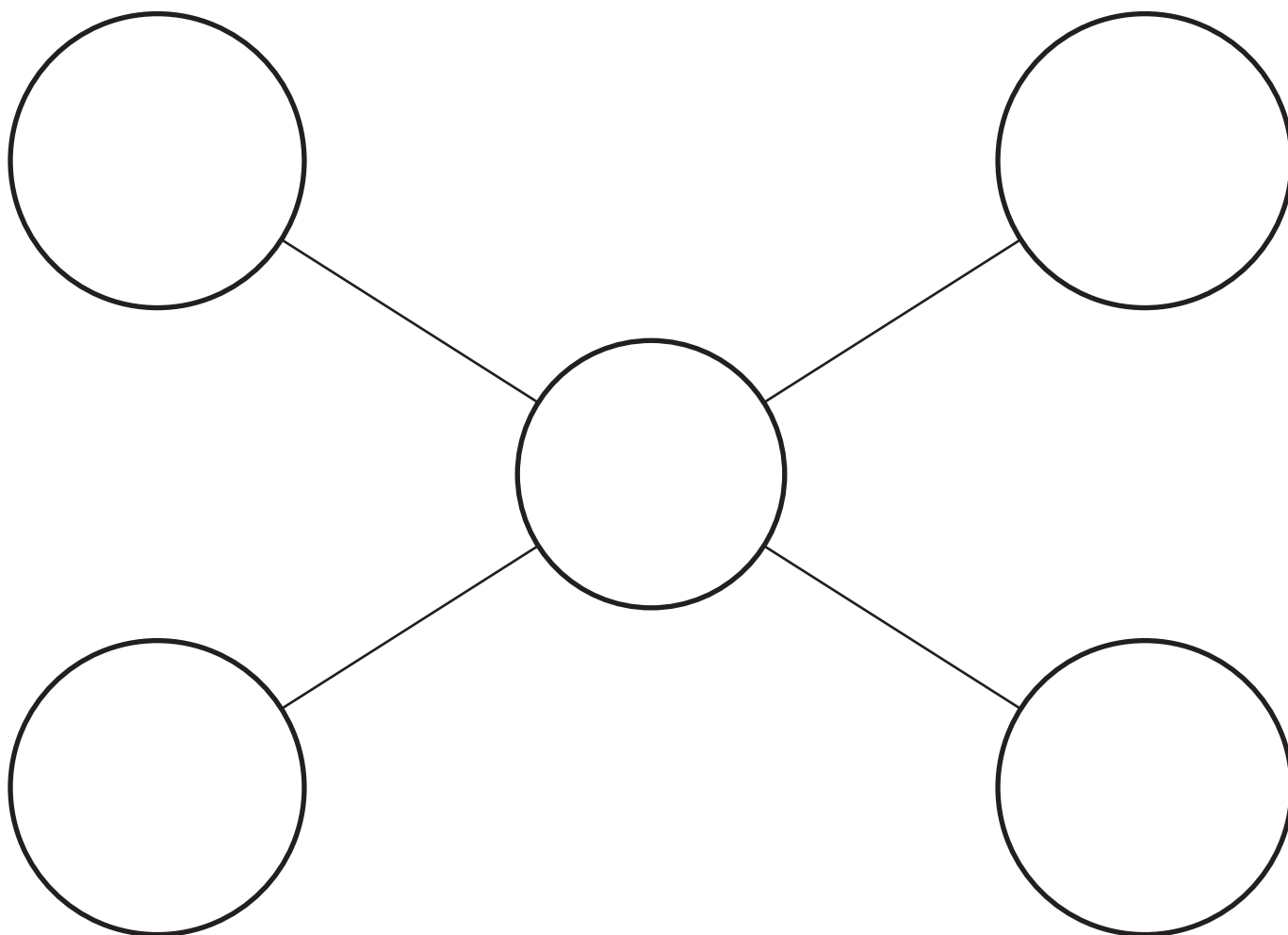
Activity Page 10.1

Use with Chapter 10

Domain Vocabulary: Chapters 9–10

Use words from the word bank to complete the word web. Choose one word from the word bank and write it in the center circle. Then choose other words from the list that are related to that center word. Write those words in the outer circles. On the lines connecting the circles, explain how the words are related.

globalization	multicultural	biodiversity
diversify	pandemic	polarization
consolidation	metropolitan	
deregulation	pharmaceuticals	



NORTH CAROLINA SOCIAL STUDIES STANDARDS FOR GRADE 8

INQUIRY

- I.1.1** Construct a compelling question through a disciplinary lens individually and with peers.
- I.1.2** Construct supporting questions based upon disciplinary concepts.
- I.1.3** Analyze details, central ideas, and inferences from sources using discipline-specific strategies.
- I.1.4** Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.
- I.1.5** Identify evidence that draws information from multiple perspectives.
- I.1.6** Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources.
- I.1.7** Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail.
- I.1.8** Construct responses to supporting and opposing perspectives supported by evidence.
- I.1.9** Determine the credibility of disciplinary arguments of peers.
- I.1.10** Identify challenges and opportunities created in addressing local, state, tribal, regional, national, and/or global issues.
- I.1.11** Use a range of civic approaches to address problems being investigated.

BEHAVIORAL SCIENCES

- 8.B.1.1** Determine how the relationship between different regional, social, ethnic, and racial groups have contributed to the development of North Carolina and the nation.
- 8.B.1.2** Explain how cultural values, practices and the interactions of various indigenous, religious, and racial groups have influenced the development of North Carolina and the nation.

CIVICS AND GOVERNMENT

- 8.C&G.1.1** Summarize the democratic ideals outlined in the founding documents of the state and national government.
- 8.C&G.1.2** Compare how decisions of state and local government conform and conflict with the democratic ideals of the nation.
- 8.C&G.1.3** Critique the policies, laws, and government structures of North Carolina and the nation in terms of conforming to or conflicting with American democratic ideals.
- 8.C&G.1.4** Compare different perspectives on the role of state, national, and tribal governments.
- 8.C&G.1.5** Compare access to democratic rights and freedoms of various indigenous, religious, racial, gender, ability and identity groups in North Carolina and the nation.
- 8.C&G.2.1** Summarize the strategies and societal reforms used to address discrimination and oppression in North Carolina and the nation.

- 8.C&G.2.2** Assess the effectiveness of reforms in terms of the impact on individuals, policies, and institutions in North Carolina and the nation.

ECONOMICS

- 8.E.1.1** Explain how economic growth and decline have positively and negatively impacted individuals, groups, communities, and businesses in North Carolina and the nation.
- 8.E.1.2** Explain how industry and trade impact the economy and people of North Carolina and the nation.
- 8.E.1.3** Distinguish the role women, indigenous groups, and racial minorities have played in contributing to the economic prosperity of North Carolina in terms of equity, equality, and mobility.
- 8.E.1.4** Exemplify ways personal financial decision making influences the economy.

GEOGRAPHY

- 8.G.1.1** Summarize the human and physical characteristics of North Carolina and the nation.
- 8.G.1.2** Explain how location, resources, and human geography have influenced the development of North Carolina and the nation.
- 8.G.1.3** Explain how location and human geography have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the nation.
- 8.G.1.4** Explain the reasons for and effects of forced and voluntary migration on various groups in North Carolina and the nation.
- 8.G.1.5** Explain how geographic expansion has impacted the development of North Carolina and the nation.

HISTORY

- 8.H.1.1** Explain the causes and effects of conflict in North Carolina and the nation.
- 8.H.1.2** Summarize how debate, negotiation, compromise, and cooperation have been used in the history of North Carolina and the nation.
- 8.H.1.3** Explain how slavery, segregation, voter suppression, reconcentration, and other discriminatory practices have been used to suppress and exploit certain groups within North Carolina and the nation over time.
- 8.H.1.4** Explain how recovery, resistance, and resilience to inequities, injustices, discrimination, prejudice, and bias have shaped the history of North Carolina and the nation.
- 8.H.2.1** Explain how innovation and technology have contributed to change in North Carolina and the nation.
- 8.H.2.2** Explain the influences of individuals and groups during times of innovation and change in North Carolina and the nation.
- 8.H.2.3** Explain how the experiences and achievements of women, minorities, indigenous, and marginalized groups have contributed to the development of North Carolina and the nation over time.

Answer Key: The History of North Carolina

Student Volume Questions

Chapter 1

p. 6 Think Twice Access to the ocean allows for trade with other states and countries, bringing in goods and resources. Ports also create jobs and industries related to shipping and transportation.

p. 7 Think Twice North Carolina's population growth is driven by its strong economy, affordable housing, and high quality of life. The Research Triangle attracts global talent, while the mild climate and beautiful scenery draw new residents. Immigration from places like India, Vietnam, and Latin American nations enriches the culture and boosts the economy.

p. 10 Think Twice Diversity brings a variety of perspectives, traditions, foods, and ideas, making the state a richer and more interesting place to live.

p. 12 Think Twice Improved transportation networks can facilitate trade, attract businesses, and create jobs, boosting economic growth.

Chapter 2

p. 16 Think Twice A written constitution provides a clear framework for how the government should operate, protects the rights of citizens, and limits the power of those in authority.

p. 16 Think Twice Giving the federal government supremacy ensures consistency and fairness across the country and, in theory, prevents states from making laws that violate basic rights or undermine national unity.

p. 23 Think Twice North Carolinians have advocated for change through civil rights activism, tribal sovereignty efforts, and immigrant rights advocacy.

Chapter 3

p. 29 Think Twice Each group had unique motives for taking part in the war on one side or another and faced different challenges. Farmers fought for their land and liberty, enslaved people sought freedom, women supported the war effort in various ways, and Indigenous communities faced complex choices about alliances and the protection of their lands.

p. 30 Think Twice North Carolina's 1776 constitution showcased democratic ideals by creating a representative government, limiting the governor's term to one year to prevent tyranny, and establishing a system of checks and balances that was inspired by their experiences with the British monarchy. It granted voting rights to tax-paying men, including free African American men, unlike other states. However, it excluded women, enslaved people, and Native Americans, reflecting the era's social inequalities and incomplete democratic vision.

p. 31 Think Twice The exclusion of women, enslaved people, and Indigenous groups from political participation limited diverse perspectives and voices in government, preventing progress toward a more equal and just society.

p. 32 Think Twice The lack of imported goods could have led to shortages of essential items, forcing people to make do with what they could produce locally or find substitutes. It may have also spurred innovation and the development of local industries.

p. 34 Think Twice Many North Carolinians feared that a strong central government could become too powerful without protections for individual liberties, such as freedom of speech, religion, and assembly.

Chapter 4

p. 39 Think Twice The First Industrial Revolution deepened the hardships of enslaved people in North Carolina by increasing the demand for cotton. Increased demand for cotton resulted in increased demand for enslaved workers.

p. 43 Think Twice The Trail of Tears had a devastating impact on the Cherokee. Forced removal from their homelands resulted in thousands of deaths. Losing their ancestral lands was crushing, and the new territory they were moved to differed greatly from their original home.

p. 45 Think Twice The Nat Turner Rebellion terrified Southern slaveholders, leading to stricter slave codes and greater restrictions on enslaved people. It also strengthened abolitionist arguments in the North by suggesting that the slave system threatened the stability of the nation. It also showed that enslaved people were willing to die rather than be enslaved, disproving notions held by many.

p. 51 Think Twice Many people in the nineteenth century believed that women's roles should be limited to the home and children. They argued that women did not have the judgment to participate in politics.

Chapter 5

p. 57 Think Twice The people of North Carolina were initially hesitant to secede because many hoped that the conflict between the North and South could be resolved peacefully. They also feared that the state's strong economic ties to the North would be harmed if the state seceded.

p. 63 Think Twice Soldiers faced the dangers of combat and disease. Civilians faced economic hardship, shortages of essential goods, and the constant threat of violence and destruction. Enslaved people had to continue working despite the promise of freedom, though some escaped.

p. 67 Think Twice Obstacles included the lack of economic opportunities for freed people, state laws that took away their rights, violence and terror used to threaten African Americans, and the eventual withdrawal of federal support for Reconstruction efforts.

Chapter 6

p. 74 Think Twice Negative consequences included low wages for workers, the rise of monopolies that stifled competition, and corruption.

p. 76 Think Twice Women often faced lower wages and harsher working conditions than men. African American women were excluded from certain industries, like textile mills, and were often relegated to domestic service or farm work, highlighting how race combined with gender in affecting women's opportunities.

p. 79 Think Twice Industrial growth led to concentration of wealth, poor working conditions, and crowded cities.

p. 81 Think Twice Jim Crow laws systematically denied African Americans their basic rights as citizens, including the right to vote. Poll taxes, literacy tests, and grandfather clauses violated the idea of equal access to the democratic process. The violence and intimidation used to enforce segregation further violated the principles of liberty and justice.

Chapter 7

p. 87 Think Twice Women took on new roles in the workforce and as nurses near the front lines. African Americans served in segregated units and faced discrimination despite their contributions to the war effort.

p. 94 Think Twice Prohibition reflected the ongoing debate about morality, individual freedom, and the role of government. It led to the rise of organized crime, a growing demand for alcohol, and a disregard for the law.

p. 98 Think Twice The Depression was particularly hard on marginalized groups, including African Americans and people in rural communities. While New Deal programs provided relief for some, they often excluded or discriminated against these groups.

Chapter 8

p. 106 Think Twice While the postwar boom brought economic growth and new opportunities, it also worsened existing inequalities. Discriminatory practices limited access to housing and wealth for minority groups, and adoption of new farm technology put many farm workers out of work.

p. 109 Think Twice The Cold War shaped North Carolina's economy and development in many ways. The space race led to increased investment in science and technology education and benefited Research Triangle Park. This spurred innovation and attracted technology companies to the state, diversifying the economy. The expansion of Fort Bragg and Camp Lejeune brought jobs and federal funding, contributing to the state's economic growth.

Chapter 9

p. 120 Think Twice The end of the Cold War brought relief over the end of the threat and satisfaction over winning that conflict. While base closures affected some states, they were not a problem for North Carolina.

p. 122 Think Twice The decline of traditional industries like textiles and furniture making due to increased competition rising from globalization led to widespread job losses and economic hardship in towns that relied on them, but the state's overall economy saw growth fueled by the development of new industries and the continued success of Research Triangle Park and Charlotte's banking industry.

p. 129 Think Twice All levels of government have some responsibilities regarding natural disasters and need to work together in a coordinated effort. The federal government should provide large-scale financial assistance, specialized search-and-rescue teams, and temporary housing. The state government should oversee the overall emergency response, mobilize resources like the National Guard for evacuations and debris removal, and work to repair major infrastructure like roads and bridges. Local governments are responsible for immediate, on-the-ground support, such as setting up shelters, distributing food and water, providing medical care, and assessing damage in their specific communities.

Chapter 10

p. 135 Think Twice A rural resident might emphasize job losses due to declining industries and a shrinking population. An urban resident might focus on issues like traffic congestion, the need for housing, and the need to accept diverse cultures.

p. 138 Think Twice Growing fields like technology, health care, and finance often require college or specialized training. Decisions about where to live and spending habits would contribute to the economic trends in different parts of the state.

p. 141 Think Twice Coastal residents might discuss the threat of rising sea levels and erosion to homes and businesses. Piedmont residents might consider water restrictions during droughts and the loss of farmland to increased development. Mountain residents might discuss the impact of flooding and landslides. All students should connect these to the cost of living, jobs, or recreation.

Chapter Assessments

Chapter 1

1. a 2. b 3. d 4. a 5. c 6. b 7. b 8. b 9. c 10. c

Chapter 2

1. a 2. b 3. a 4. d 5. d 6. d 7. b 8. a 9. a 10. c

Chapter 3

1. a 2. a 3. c 4. c 5. c 6. d 7. a 8. b 9. b 10. a 11. d 12. a

Chapter 4

1. a 2. d 3. b 4. a 5. a 6. b 7. a 8. d 9. c 10. d

Chapter 5

1. b 2. d 3. c 4. d 5. d 6. b 7. a 8. a 9. b 10. a

Chapter 6

1. c 2. a 3. d 4. b 5. a 6. a 7. b 8. d 9. a 10. a 11. d

Chapter 7

1. d 2. c 3. b 4. c 5. c 6. b 7. a 8. d 9. c 10. d

Chapter 8

1. b 2. b 3. a 4. a 5. d 6. b 7. b 8. d 9. a 10. d

Chapter 9

1. a 2. b 3. d 4. b 5. a 6. c 7. c 8. a 9. c 10. a

Chapter 10

1. c 2. a 3. d 4. a 5. d 6. b 7. a 8. d 9. d 10. b

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 (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)

- | | |
|--------------------|-------------------------|
| 1. barrier islands | 9. discrimination |
| 2. ecosystem | 10. infrastructure |
| 3. migration | 11. interstate highways |
| 4. municipality | 12. plateau |
| 5. federalism | 13. segregation |
| 6. sovereignty | 14. heritage |
| 7. activist | 15. grassroots movement |
| 8. reformers | |

Analyze an Image (AP 4.1) Chapter 4, page 38

1a. Yes

1b. It appears to be a textile mill or factory interior. There are rows of large machines with spools of thread or cotton, and a wooden ceiling with beams. The space looks industrial and possibly a bit dusty.

2a. Yes

2b. There are a few people in the image, likely workers, operating the machinery. In the foreground, a man and a child are standing near one of the large machines. Other figures are visible further back in the factory.

3a. Yes

3b. The primary objects are large industrial machines with numerous spindles and belts, likely for processing cotton or making thread, as suggested by the spools. There are also what appear to be large baskets or carts for materials.

4a. The image shows a factory from the First Industrial Revolution.

4b. The image shows that during this time period, factories like textile mills employed both adult men and women and children, and work involved large-scale machinery. This hints at the conditions of the First Industrial Revolution, when child labor was common in such settings.

Domain Vocabulary: Chapters 3–4 (AP 4.2)

ACROSS

- 2. divert
- 5. suffrage
- 6. plantation
- 8. innovation
- 9. ratify
- 10. sectionalism
- 12. resilience

DOWN

- 1. textile
- 3. urbanization
- 4. tyrannical
- 7. assimilate
- 11. literacy

Analyze an Image (AP 4.1) Chapter 5, page 64

1a. Yes

1b. The image shows a rural settlement next to a body of water, likely a river. There are wooden buildings, some appearing to be houses, and a railroad track running alongside the water. There's also a simple wooden bridge or walkway leading over the water. The landscape suggests a somewhat undeveloped area, possibly a newly established community.

2a. Yes

2b. There are people walking along the railroad track and the pathway beside the water. Some individuals appear to be fishing from a small boat near the shore. One group of people appears to be gathered near the railroad tracks, possibly interacting or traveling.

3a. Yes

3b. The railroad tracks are used for transportation. The buildings are used for shelter. The boat is used for fishing. There are also utility poles, likely for telegraph or telephone lines, which indicate communication infrastructure.

4a. The image shows the year 1866.

4b. The image shows that in 1866, communities of formerly enslaved people were being established in North Carolina after the Civil War. It also shows that railroads were an important part of the landscape and likely transportation, even in what appears to

be a more rural or newly developed area. The simple structures and basic activities reflect the challenges and new beginnings of the Reconstruction era for these communities.

Domain Vocabulary: Chapters 5–6 (AP 6.1)

Civil War and Reconstruction	Industrialization and Big Business	Social Structures and Rights
Black Codes	corruption	autonomy
blockade	entrepreneur	disenfranchise
lynching	mass production	equitable
secede	monopoly	hierarchy
sharecropping		segregation
tenant farming		
white supremacist		

Analyze an Image (AP 8.1) Chapter 8, page 111

- 1a. Yes
- 1b. The image shows the inside of a lunch counter. There’s a long counter with stools, a menu board displaying food items like cheeseburgers, and a bakery sign. It appears to be a public dining area within a store.
- 2a. Yes
- 2b. There are several young men sitting at the lunch counter. Some are looking forward, one is looking at another, and one is writing. In the background, other people, possibly employees, are standing behind the counter.
- 3a. Yes
- 3b. The counter and stools are for dining. The menu board displays food prices. There are also bowls, trays, and other kitchen/dining equipment. One person is using a pen and paper to write.

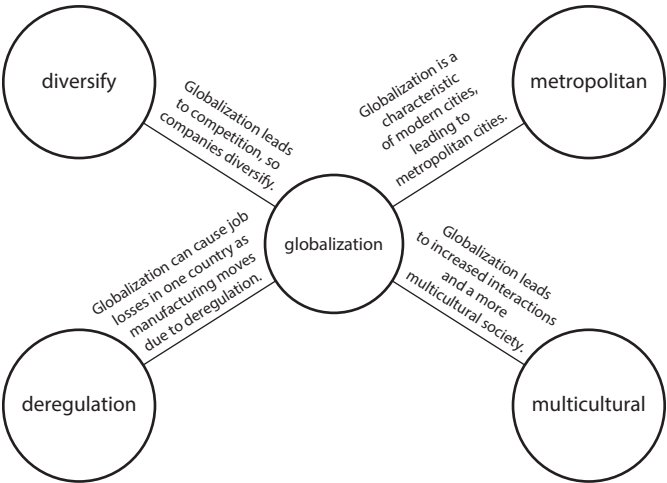
- 4a. The image is a photograph from 1960.
- 4b. The image shows that in 1960, lunch counters were segregated, with specific areas or counters designated for “whites only.” It also illustrates the nonviolent protest strategy of sit-ins used by students to challenge segregation during the civil rights movement.

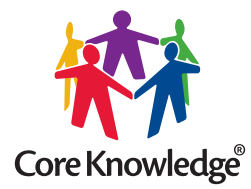
Domain Vocabulary: Chapters 7–8 (AP 8.1)

1. i
2. k
3. b
4. f
5. c
6. d
7. n
8. h
9. g
10. j
11. e
12. l
13. a
14. m

Domain Vocabulary: Chapters 9–10 (AP 10.1)

Answers will vary. One possible response:





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