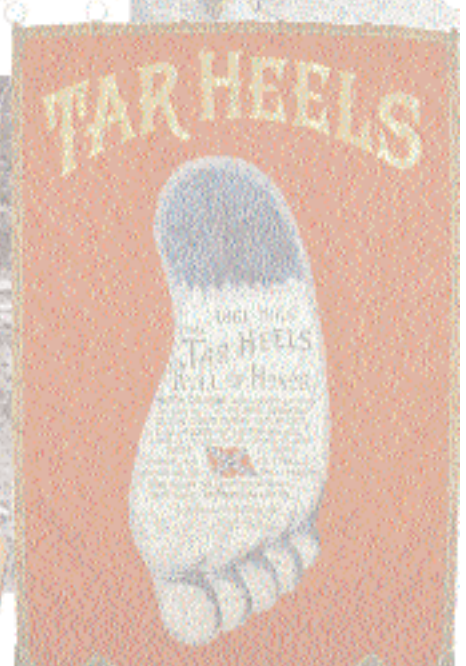


NORTH CAROLINA HISTORY HIGHLIGHTS

A TOUR RESOURCE GUIDE FOR THE
NORTH CAROLINA MUSEUM OF HISTORY



VOTES FOR WOMEN



NORTH CAROLINA
MUSEUM OF HISTORY

CONTENTS

TOUR OBJECTIVES AND MUSEUM TERMS.....	3
MUSEUM ACTIVITIES.....	4
Analyze an Artifact.....	4
History of the Future.....	5
GEOGRAPHY ACTIVITY.....	6
Map It Out.....	6
LANGUAGE ARTS ACTIVITIES.....	8
Agriculture and Industry Crossword.....	8
North Carolina and Civil Rights.....	10
Woman Suffrage and the ERA.....	12
Sequoyah and the Cherokee Syllabary.....	14
MATH ACTIVITIES.....	16
Flour Power (Fourth-Grade Activity).....	16
Food for Thought (Eighth-Grade Activity).....	17
Quilt Square Math (General)	18
FINE ARTS ACTIVITIES.....	20
Make a Thomas Day Bench.....	20
Pirate Flags.....	21
Beautiful Quilts.....	22
Toys and Games.....	24
ANSWER KEY.....	26
ADDITIONAL RESOURCES.....	28

TOUR OBJECTIVES AND MUSEUM TERMS

Thank you for choosing to tour the North Carolina Museum of History. Tours are designed to be an introduction to the museum and the artifacts on display, and will demonstrate how artifacts tell the stories of North Carolina.

When you arrive for your tour, please register at the information desk in the lobby. For a guided Highlights Tour, a docent will meet the group at the information desk and then lead it through the museum. For a Self-Guided Tour, groups are given maps and asked to break into smaller groups to tour the museum with chaperone assistance. For a Spotlight Tour, groups are asked to break into smaller groups of six to eight students, with a chaperone for each group. Each group will receive a map showing all exhibits and various spotlight stops on the tour. Groups should start in a different gallery and move through the museum looking for spotlights and enjoying all the exhibits at its own pace.

Some spotlight stops will contain video, audio, or interactive media and other stops will be manned by museum docents, so please stop and ask questions. Stops featuring docents also contain reproduction artifacts for visitors to touch. These artifacts will cover a wide range of topics and time periods and will highlight the stories of men, women, and children. Although it is impossible to tell every story, we hope that this tour will give your group a sense of the richness and diversity of North Carolina's history and motivate them to explore the state's past for themselves.

The Spotlight Tour has four objectives:

- 1) To help visitors understand why the museum collects and cares for objects.
- 2) To help visitors understand that history encompasses all of the people who have lived in North Carolina.
- 3) To help visitors understand that diverse groups have contributed to the state's history.
- 4) To help visitors view themselves as active participants in the history of North Carolina.

The purpose of this resource guide is to enhance your tour of the museum. The activities found in the guide relate to topics covered in your upcoming tour. Your group will see artifacts relating to some, but possibly not all of the topics covered in this guide. Feel free to pick and choose activities relating to your lesson plans and class schedule. You may use this guide before your visit to prepare students or after your visit to expand on their tour. Below are some terms to present to your class before your visit.

- 1) **artifact:** a man-made physical object. An artifact can be unusual or common, old or new, a whole item or part of an item.
- 2) **collection:** a group of objects that are gathered for study and exhibition.
- 3) **conservation:** a range of activities performed to stop an object's deterioration or damage and prevent further injury.
- 4) **curator:** a person responsible for developing, maintaining, and researching a museum's collections.
- 5) **docent:** a trained volunteer who facilitates tours.
- 6) **exhibition:** a public showing of objects.
- 7) **material culture:** the building, tools, and other artifacts that constitute the material remains of a society.
- 8) **museum:** an institution devoted to the acquisition, care, study, and exhibition of objects of lasting educational or aesthetic value.
- 9) **primary source:** a document or first-hand account created during a period being studied or after the period by individuals reflecting on their involvement in an event.
- 10) **restoration:** activities performed to return an object to its former condition.
- 11) **secondary source:** a record of an event created significantly long after it occurred by someone who was not present when it happened.

MUSEUM ACTIVITIES

ANALYZE AN ARTIFACT

Artifacts are items made or changed by people. Look at the artifact below. Study the shape and texture. Imagine how the artifact was used. After studying the artifact, answer the questions below.



1) What material is the artifact made of?

2) How would you describe the shape of the artifact to someone who cannot see it?

3) Do you think this artifact was made or used recently, or a long time ago? How long ago?

4) Can you name the artifact or tell how it was used?

5) Who would have used an artifact like this?

HISTORY OF THE FUTURE

Museums collect objects for several important reasons. One reason is to preserve items of everyday life from the past. Another is to preserve artifacts associated with important events. Museums collect objects in order to display them and teach people about history, science, and art. But museums also collect objects to learn about the past. We can learn a lot about the history of people and places through objects, even when we have no written records. Sometimes objects are the only way we can learn about people in the past, such as American Indians living in North Carolina before the arrival of European explorers. We learn about them through the things they left behind.

Historians gain a lot of information from studying objects. Think about the objects found in your home. Imagine a historian is going through your house 200 years in the future. You are not there to provide a history of your family. What could the historian learn about you and your family by looking at the things you left behind?

1. How will the historian determine how many people lived in your home?

2. How will the historian know what foods you ate?

3. What clues will the historian use to discover what the members of your family did for a living?

4. How will the historian find out what the children in your family did during the day?

5. How will the historian know what you did for fun?

6. How will the historian determine your standing in the community?

7. What can you do to leave a better record of your life?

*Activity adapted from "You Be the Historian," Smithsonian Institution,
<http://americanhistory.si.edu/kids.springer/index.htm>.*

GEOGRAPHY ACTIVITY

MAP IT OUT

Understanding the geography of the early 1860s is a very important part of understanding how the United States was divided during the Civil War. Use maps and other information to find out which states were members of the Confederate States of America (the Confederacy) and which were members of the United States of America (the Union).

PART 1

When the Civil War started, each state had to choose to remain joined with the United States of America (USA) or join the Confederate States of America (CSA). Identify each state listed below as either **USA**, if the state remained in the Union, or **CSA**, if the state seceded from the Union to join the Confederate States of America.

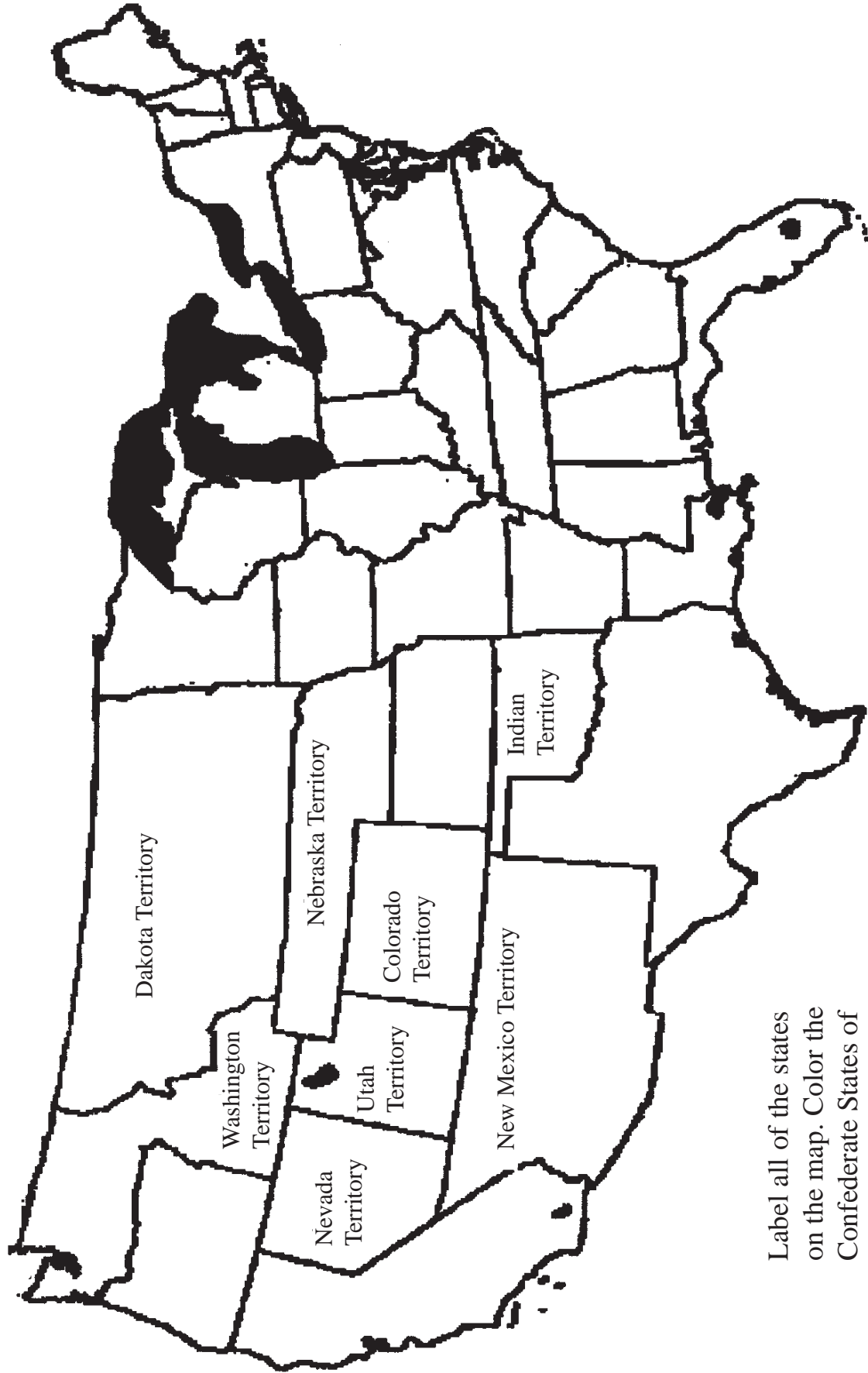
PART 2

Using the list below, label all of the states on the map on the next page. Color the Confederate States of America gray and the United States of America blue.

Alabama	_____	Louisiana	_____	North Carolina	_____
Arkansas	_____	Maine	_____	Ohio	_____
California	_____	Maryland	_____	Oregon	_____
Connecticut	_____	Massachusetts	_____	Pennsylvania	_____
Delaware	_____	Michigan	_____	Rhode Island	_____
Florida	_____	Minnesota	_____	South Carolina	_____
Georgia	_____	Mississippi	_____	Tennessee	_____
Indiana	_____	Missouri	_____	Texas	_____
Iowa	_____	New Hampshire	_____	Vermont	_____
Kansas	_____	New Jersey	_____	Virginia	_____
Kentucky	_____	New York	_____	Wisconsin	_____

Why are all fifty states not listed? What happened to the remaining seventeen states during the Civil War?

UNITED STATES OF AMERICA 1860

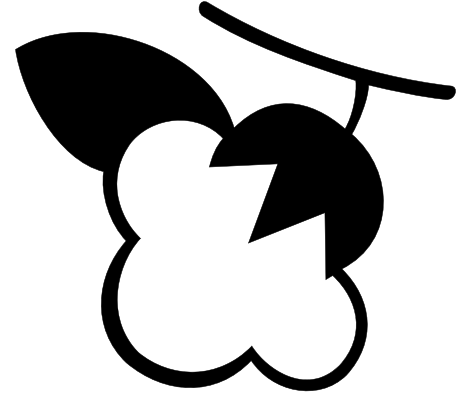


Label all of the states on the map. Color the Confederate States of America gray and the United States of America blue.

LANGUAGE ARTS ACTIVITIES

AGRICULTURE AND INDUSTRY CROSSWORD

In colonial North Carolina, agriculture was the dominant economic activity. In the nineteenth century, manufacturing played an increasingly prominent role in our state's economy. Using the clues below, complete the crossword puzzle on the next page to learn more about North Carolina's agricultural and industrial history.

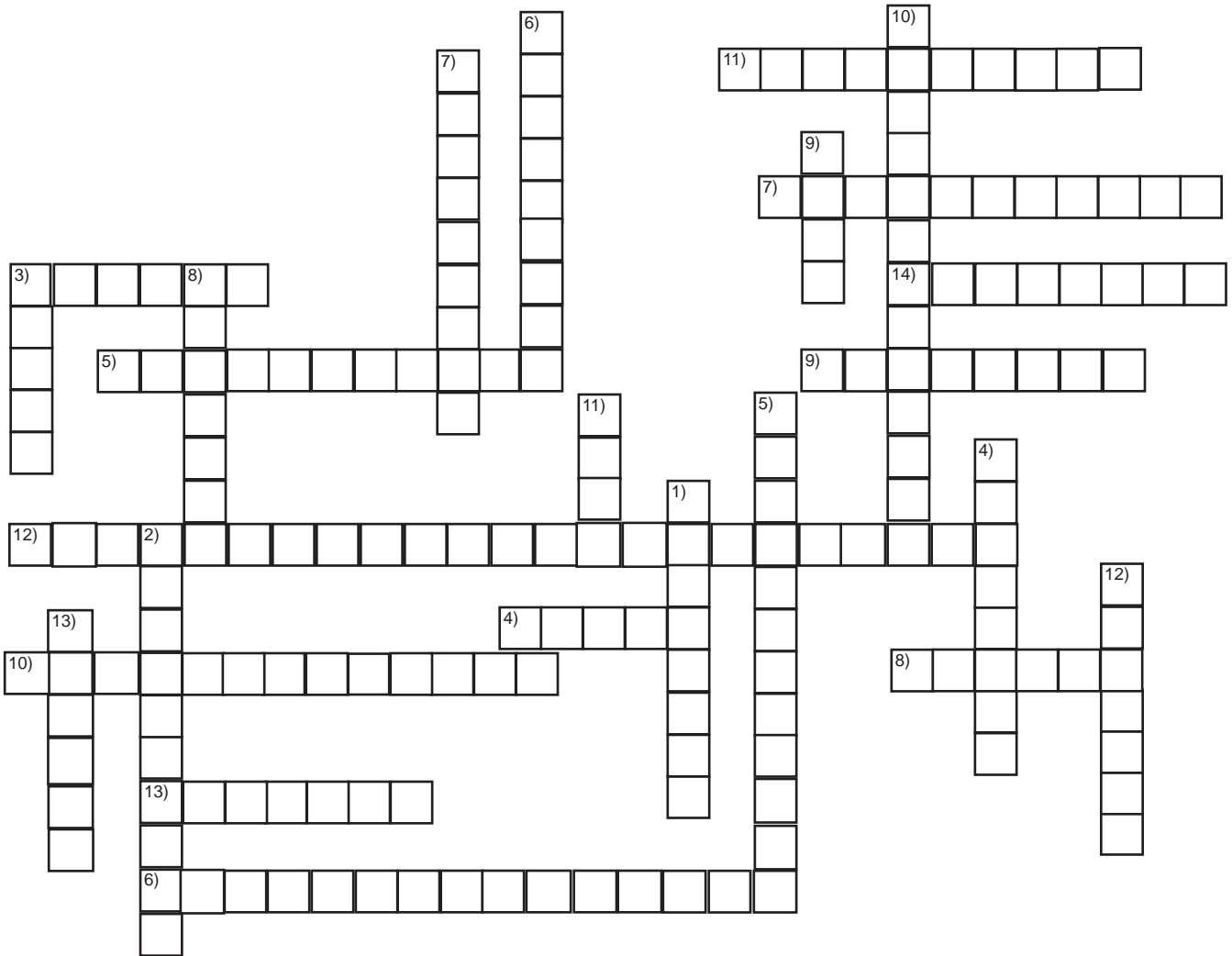


Across

- 3) In the colonial period, more than _____ percent of North Carolinians were farmers.
- 4) Although some colonists, especially in the eastern part of the state, had large amounts of land and many slaves, most farmers owned _____ farms.
- 5) Most families practiced _____ farming, meaning they needed nearly everything they produced to survive.
- 6) Most crops, including corn, tobacco, peas, and beans, were introduced to early European settlers by _____.
- 7) The most important exports from North Carolina were _____.
- 8) _____ farmers were white subsistence farmers who worked small farms of fifty to one hundred acres and owned fewer than twenty slaves.
- 9) Farmers who owned twenty or more slaves were called _____. Although they made up a minority, they exercised greater political influence than farmers with no slaves.
- 10) After the Civil War, _____ began to replace farming.
- 11) Farmers across America were hurt by a major agricultural _____ and were deeply in debt.
- 12) Many farmers joined the _____ and pushed for reform of the credit system that kept them in poverty.
- 13) Farmers failed to gain the _____ they wanted. Their failure signaled the fading power of agriculture in North Carolina.
- 14) People who were involved with _____ grew important and powerful.

Down

- 1) Industry was able to flourish because of an improved _____ system that allowed companies to ship their goods across and out of the state.
- 2) By the 1920s, North Carolina had become the leading _____ state in the Southeast.
- 3) Before the Civil War, most large cotton mills were in the _____. After the war many emerged in the South.
- 4) In North Carolina, the textile industry was concentrated in the _____.
- 5) Many North Carolinians left their farms to work in textile mills and live in _____.
- 6) _____ became the state's biggest industry, after textiles and tobacco.
- 7) By 1924 North Carolina had become so famous for its furniture that manufacturers began operating their own furniture market at _____.
- 8) _____ was the biggest money maker in the state in 1900.
- 9) Until the 1960s, tobacco was raised and processed primarily by _____, which was a very time-consuming process.
- 10) One result of _____ is that it takes fewer farmers to grow crops, which results in the decline of farm communities and the way of life.
- 11) In 2003, only _____ percent of North Carolinians lived on farms.
- 12) Today _____, tourism, and even hog farming have replaced tobacco, textiles, and furniture as North Carolina's most important industries.
- 13) Even though the number of farms has decreased, agriculture remains the backbone of North Carolina's economy because the remaining farms are _____ and more productive.



WORD BANK

- | | | | | |
|----------------------------|---------------|---------------|-----------|------------------|
| Piedmont | reforms | subsistence | banking | naval stores |
| small | Depression | railroad | planters | industrial |
| tobacco | ninety | mill villages | industry | American Indians |
| yeoman | mechanization | High Point | furniture | hand |
| larger | four | manufacturing | North | |
| National Farmers' Alliance | | | | |

NORTH CAROLINA AND CIVIL RIGHTS

After the Civil War and the end of slavery, three $\frac{1}{1} \frac{13}{13} \frac{5}{5} \frac{14}{14} \frac{4}{4} \frac{13}{13} \frac{5}{5} \frac{14}{14} \frac{20}{20} \frac{19}{19}$ to the United States Constitution declared African Americans' rights as American citizens. The $\frac{20}{20} \frac{8}{8} \frac{9}{9} \frac{18}{18} \frac{20}{20} \frac{5}{5} \frac{5}{5} \frac{14}{14} \frac{20}{20} \frac{18}{18}$ Amendment (1865) abolished $\frac{19}{19} \frac{12}{12} \frac{1}{1} \frac{22}{22} \frac{5}{5} \frac{18}{18} \frac{25}{25}$ and involuntary servitude. The Fourteenth Amendment (1868) recognized blacks as $\frac{3}{3} \frac{9}{9} \frac{20}{20} \frac{9}{9} \frac{26}{26} \frac{5}{5} \frac{14}{14} \frac{19}{19}$ and outlined basic rights. The Fifteenth Amendment (1870) granted African American men the right to $\frac{22}{22} \frac{15}{15} \frac{20}{20} \frac{5}{5}$.

For about thirty years, African Americans did enjoy greater $\frac{6}{6} \frac{18}{18} \frac{5}{5} \frac{5}{5} \frac{4}{4} \frac{15}{15} \frac{13}{13}$, and African American men were $\frac{5}{5} \frac{12}{12} \frac{5}{5} \frac{3}{3} \frac{20}{20} \frac{5}{5} \frac{4}{4}$ to numerous North Carolina political offices. Beginning in 1898, however, North Carolina and other southern states passed $\frac{19}{19} \frac{5}{5} \frac{7}{7} \frac{18}{18} \frac{5}{5} \frac{7}{7} \frac{1}{1} \frac{20}{20} \frac{9}{9} \frac{15}{15} \frac{14}{14}$, or racial separation, laws that limited African Americans' $\frac{3}{3} \frac{9}{9} \frac{22}{22} \frac{9}{9} \frac{12}{12} \frac{18}{18} \frac{9}{9} \frac{7}{7} \frac{8}{8} \frac{20}{20} \frac{19}{19}$. The earliest laws legalized segregation in trains and other public $\frac{20}{20} \frac{19}{19} \frac{1}{1} \frac{14}{14} \frac{19}{19} \frac{16}{16} \frac{15}{15} \frac{18}{18} \frac{20}{20} \frac{1}{1} \frac{20}{20} \frac{9}{9} \frac{15}{15} \frac{16}{16}$ where blacks and whites mingled. Eventually a complex web of $\frac{12}{12} \frac{1}{1} \frac{23}{23} \frac{19}{19}$ created a color line that separated the races. These statutes came to be known as $\frac{10}{10} \frac{9}{9} \frac{13}{13} \frac{3}{3} \frac{18}{18} \frac{15}{15} \frac{23}{23}$ laws. The name came from a song in minstrel shows that portrayed blacks in a negative, stereotypical manner. Jim Crow separated the races in every setting, from hospitals to $\frac{19}{19} \frac{3}{3} \frac{8}{8} \frac{15}{15} \frac{15}{15} \frac{12}{12} \frac{19}{19}$ to cemeteries. Segregation was enforced by $\frac{3}{3} \frac{15}{15} \frac{21}{21} \frac{18}{18} \frac{20}{20} \frac{19}{19}$, political parties, and violence.

In addition to laws separating the races, many social $\frac{3}{3} \frac{21}{21} \frac{19}{19} \frac{20}{20} \frac{15}{15} \frac{13}{13} \frac{19}{19}$ enforcing segregation developed. These included the ways blacks and whites $\frac{19}{19} \frac{16}{16} \frac{15}{15} \frac{11}{11} \frac{5}{5}$ to each other and the practices of blacks entering shops through the $\frac{2}{2} \frac{1}{1} \frac{3}{3} \frac{11}{11}$ door and waiting for whites to be $\frac{19}{19} \frac{5}{5} \frac{18}{18} \frac{22}{22} \frac{5}{5} \frac{4}{4}$ first. The Jim Crow system of laws and customs was designed to tell African Americans they were second-class citizens and to keep them that way.

Naturally, many African Americans were not happy with segregation. They desired $\frac{5}{5} \frac{17}{17} \frac{21}{21} \frac{1}{1} \frac{12}{12}$ citizenship, and many $\frac{16}{16} \frac{19}{19} \frac{15}{15} \frac{20}{20} \frac{5}{5} \frac{19}{19} \frac{20}{20} \frac{5}{5} \frac{4}{4}$ their treatment. The 1960s saw the emergence of a $\frac{14}{14} \frac{1}{1} \frac{20}{20} \frac{9}{9} \frac{15}{15} \frac{14}{14} \frac{1}{1} \frac{12}{12}$ Civil Rights movement, where blacks and other groups experiencing discrimination

fought for equal $\frac{12}{12} \frac{5}{5} \frac{7}{7} \frac{1}{1} \frac{12}{12}$ rights and $\frac{19}{19} \frac{15}{15} \frac{3}{3} \frac{9}{9} \frac{1}{1} \frac{12}{12}$ treatment. An important event in this struggle took place in North Carolina.

On February 1, 1960, four black $\frac{19}{19} \frac{20}{20} \frac{21}{21} \frac{4}{4} \frac{5}{5} \frac{14}{14} \frac{20}{20} \frac{19}{19}$ from North Carolina Agricultural and Technical State University in $\frac{7}{7} \frac{18}{18} \frac{5}{5} \frac{5}{5} \frac{14}{14} \frac{19}{19} \frac{2}{2} \frac{15}{15} \frac{19}{19} \frac{15}{15}$ defied segregation by sitting down and asking for service at a “whites only” $\frac{12}{12} \frac{21}{21} \frac{14}{14} \frac{3}{3} \frac{8}{8} \frac{3}{3} \frac{15}{15} \frac{21}{21} \frac{14}{14} \frac{20}{20} \frac{5}{5} \frac{18}{18}$ in Woolworth’s. The store refused to serve them. Blacks were allowed to buy goods from other parts of the store, but if they bought food, they had to take it $\frac{1}{1} \frac{23}{23} \frac{1}{1} \frac{25}{25}$ or $\frac{19}{19} \frac{20}{20} \frac{1}{1} \frac{14}{14} \frac{4}{4}$ along the walls.

On February 2, twenty-five additional students sat down with the original four. On the third day, there were eighty-five, and by February 4, there were more than $\frac{6}{6} \frac{15}{15} \frac{21}{21} \frac{18}{18} \frac{8}{8} \frac{21}{21} \frac{14}{14} \frac{4}{4} \frac{18}{18} \frac{5}{5} \frac{4}{4}$ supporters. The protests in Greensboro lasted $\frac{19}{19} \frac{9}{9} \frac{24}{24} \frac{13}{13} \frac{15}{15} \frac{14}{14} \frac{20}{20} \frac{8}{8} \frac{19}{19}$ and ended when a United States $\frac{19}{19} \frac{21}{21} \frac{16}{16} \frac{18}{18} \frac{5}{5} \frac{13}{13} \frac{5}{5} \frac{3}{3} \frac{15}{15} \frac{21}{21} \frac{18}{18} \frac{20}{20}$ decision declared segregated lunch counters unconstitutional. On July 25, 1960, Woolworth’s opened its lunch counter to $\frac{1}{1} \frac{6}{6} \frac{18}{18} \frac{9}{9} \frac{3}{3} \frac{1}{1} \frac{14}{14} \frac{1}{1} \frac{13}{13} \frac{5}{5} \frac{18}{18} \frac{9}{9} \frac{3}{3} \frac{1}{1} \frac{14}{14} \frac{19}{19}$.

Within ten days of Greensboro’s $\frac{19}{19} \frac{9}{9} \frac{20}{20} - \frac{9}{9} \frac{14}{14}$, six other North Carolina cities experienced similar protests. Within sixty days, fifty-four cities in nine states had seen them. Black $\frac{3}{3} \frac{15}{15} \frac{12}{12} \frac{12}{12} \frac{5}{5} \frac{7}{7} \frac{5}{5}$ students led this movement, which attracted youths and adults of all ages. White $\frac{19}{19} \frac{25}{25} \frac{13}{13} \frac{16}{16} \frac{1}{1} \frac{20}{20} \frac{8}{8} \frac{9}{9} \frac{26}{26} \frac{5}{5} \frac{18}{18} \frac{19}{19}$ joined, too. They marched, sang, and $\frac{16}{16} \frac{9}{9} \frac{3}{3} \frac{11}{11} \frac{5}{5} \frac{20}{20} \frac{5}{5} \frac{4}{4}$ segregated places. By the end of 1960, sit-in demonstrations had evolved into protests against segregation at beaches, libraries, parks, pools, restaurants, and other public places. The protesters were committed to peaceful and $\frac{14}{14} \frac{15}{15} \frac{14}{14} \frac{22}{22} \frac{9}{9} \frac{15}{15} \frac{12}{12} \frac{5}{5} \frac{14}{14} \frac{20}{20}$ demonstrations, even when crowds were rowdy and violent toward them. Slowly, some stores and businesses began to change their policies, but most continued to treat blacks in an inferior and $\frac{21}{21} \frac{14}{14} \frac{10}{10} \frac{12}{12} \frac{19}{19} \frac{20}{20}$ way.

The $\frac{3}{3} \frac{9}{9} \frac{22}{22} \frac{9}{9} \frac{12}{12} \frac{19}{19} \frac{9}{9} \frac{7}{7} \frac{8}{8} \frac{20}{20} \frac{19}{19} \frac{1}{1} \frac{3}{3} \frac{20}{20}$ of 1964, passed under President Lyndon B. Johnson, finally $\frac{16}{16} \frac{18}{18} \frac{15}{15} \frac{8}{8} \frac{9}{9} \frac{2}{2} \frac{9}{9} \frac{20}{20} \frac{5}{5} \frac{4}{4}$ the segregation of public facilities.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

WOMAN SUFFRAGE AND THE ERA

Women have made up the majority of North Carolina's population since the 1830s. Though women outnumbered men, they did not have equal rights under the law. Two constitutional amendments tried to change this situation, but only one succeeded in becoming law.



The suffrage movement was a national campaign to give women the right to vote. It resulted in the passage of the Nineteenth Amendment to the U.S. Constitution, nicknamed the Susan B. Anthony Amendment in honor of the pioneer suffragist. Although Congress passed the amendment, thirty-six states needed to ratify, or approve, it in order for it to become law. It had been ratified by thirty-five states when the North Carolina legislature met on August 17, 1920.

It was uncertain how North Carolina would vote. The state had a strong antisuffrage movement, led by Mary Hilliard Hinton. Antisuffragists did not want women to have voting rights. Many feared that giving women the vote would disrupt family life, expose the "fairer sex" to corruption, give power to African Americans and the lower class, and allow females to influence issues that they did not fully understand.

The North Carolina Senate voted to postpone making a decision until the next session of the legislature. This meant that the Nineteenth Amendment was effectively dead in the state. But the next day Tennessee became the thirty-sixth state to ratify it. Women throughout the nation, including North Carolina, now had the right to vote. North Carolina did not ratify the amendment until 1971.



An amendment that was not ratified by enough states to become law was the Equal Rights Amendment, or ERA. This amendment was a proposed change in the Constitution that would give women the same rights as men. Written in 1921, it guaranteed that "Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex." It was introduced in Congress in 1923 and was defeated repeatedly for nearly fifty years. But in 1972 the Senate overwhelmingly passed the amendment and sent it to the states for ratification. Thirty-five states ratified it, but when the deadline came, it still needed the approval of three more states.

One of the amendment's strongest opponents was Senator Sam Ervin, Jr. of North Carolina. From 1973 to 1982, the ERA sparked a lively debate across the state. During that time, the North Carolina General Assembly defeated it six times. There were many concerns about how far-reaching the ERA would be. Would women be drafted into the military and sent into combat? Would men and women be forced to use the same public restrooms, and would male and female high school athletes be required to share dressing rooms? When the North Carolina Senate tabled any discussion of the ERA's ratification during its 1982 session, it played a major role in the national defeat of the amendment.



Find all of the words relating to woman suffrage and voting in the word search below. They may be horizontal, vertical, diagonal, forwards, or backwards.

E	G	A	R	F	F	U	S	I	T	N	A	K
P	V	L	S	S	A	P	X	D	P	O	B	T
S	A	M	E	N	D	M	E	N	T	T	Y	S
T	M	Q	N	Y	C	G	S	E	J	N	U	N
L	E	T	A	B	E	D	U	Q	F	I	Q	O
S	P	F	T	M	H	S	S	U	V	H	L	I
T	D	V	O	C	T	P	A	A	C	D	F	T
S	Y	E	R	A	N	T	N	L	S	R	A	U
I	C	P	S	O	E	F	B	R	M	A	U	T
G	V	C	A	J	E	M	A	I	Y	I	R	I
A	F	S	M	E	T	I	N	G	J	L	N	T
R	R	D	E	F	E	A	T	H	S	L	I	S
F	A	S	R	T	N	T	H	T	G	I	D	N
F	B	T	V	G	I	P	O	S	U	H	Z	O
U	U	J	I	O	N	V	N	V	P	Y	U	C
S	M	V	N	F	U	F	Y	A	T	R	O	S
Q	I	G	J	A	Y	T	E	M	C	A	K	V
Y	T	I	R	O	J	A	M	W	O	M	E	N

WOMEN
 EQUAL RIGHTS
 NINETEENTH
 RATIFY
 PASS
 MAJORITY

AMENDMENT
 SUFFRAGISTS
 ANTISUFFRAGE
 ERA
 DEFEAT
 CONSTITUTION

VOTE
 MARY HILLIARD HINTON
 SUSAN B. ANTHONY
 SENATOR SAM ERVIN JR.
 DEBATE

SEQUOYAH AND THE CHEROKEE SYLLABARY



Sequoyah, also called George Gist, was born around 1770 in Taskigi, North Carolina and raised by his mother in the Tennessee country (his mother was Cherokee and his father probably a British trader).

Sequoyah was an accomplished silversmith, painter, and warrior. He believed that written language gives whites power his people did not yet possess—the chance to accumulate and transmit more knowledge than was possible for those who depended on memory and word of mouth.

Sequoyah worked on a system of writing for the Cherokee for twelve years, believing it would help them maintain their independence from the whites. With his daughter's help he identified syllables in spoken Cherokee. He then adapted letters from English, Greek, and Hebrew to represent them. In 1821 Sequoyah finished a system of 86 symbols so easy to learn that his daughter and other young people of the tribe learned it quickly. Soon Cherokee throughout the nation were learning it in schools and using it to publish books and newspapers.

Try sounding out your name. What symbols in the Cherokee syllabary (on the next page) represent each syllable of your name? Write down those symbols. For example, Erica becomes **ROO** (eh-wih-caw). There are several important things to keep in mind during this activity:

- 1) The symbols are not an alphabet. They represent sounds, or syllables, not letters. That is why it is known as the Cherokee syllabary and not the Cherokee alphabet.
- 2) Write your name using the symbols that **sound** like the syllables of your name, not the symbols that **look** like the letters of your name.
- 3) You are not translating your name into Cherokee. You are simply writing down the symbols that produce the same sounds as your name. This is known as **transliteration**. For example, if you wanted to transliterate the word “cat,” you might write **OW**. When spoken, these symbols sound similar to the English word cat, but they do not mean cat in Cherokee. The Cherokee word that means cat is written **WH**, pronounced we-sa.
- 4) Not all names can be transliterated into Cherokee. There are some sounds in the English language that do not have a symbol in the syllabary. If you can't transliterate your name, try some other common word.

a	e	i	o	u	v [ə]
D a	R e	T i	Ꭰ o	Ꭱ u	Ꭲ v
Ꭶ ga Ꭷ ka	Ꭸ ge	Ꭹ gi	Ꭺ go	Ꭻ gu	Ꭼ gv
Ꭽ ha	Ꭾ he	Ꭿ hi	Ꮀ ho	Ꮁ hu	Ꮂ hv
Ꮃ la	Ꮄ le	Ꮅ li	Ꮆ lo	Ꮇ lu	Ꮈ lv
Ꮉ ma	Ꮊ me	Ꮋ mi	Ꮌ mo	Ꮍ mu	
Ꮎ na Ꮏ hna Ꮐ nah	Ꮑ ne	Ꮒ ni	Ꮓ no	Ꮔ nu	Ꮕ nv
Ꮖ qua	Ꮗ que	Ꮘ qui	Ꮙ quo	Ꮚ quu	Ꮛ quv
Ꮝ s Ꮞ sa	Ꮟ se	Ꮠ si	Ꮡ so	Ꮢ su	Ꮣ sv
Ꮤ da Ꮥ ta	Ꮦ de Ꮧ te	Ꮨ di Ꮩ ti	Ꮪ do	Ꮫ du	Ꮬ dv
Ꮮ dla Ꮯ tla	Ꮰ tle	Ꮱ tli	Ꮲ tlo	Ꮳ tlu	Ꮴ tlv
Ꮖ tsa	Ꮗ tse	Ꮘ tsi	Ꮙ tso	Ꮚ tsu	Ꮛ tsv
Ꮖ wa	Ꮗ we	Ꮘ wi	Ꮙ wo	Ꮚ wu	Ꮛ wv
Ꮝ ya	Ꮞ ye	Ꮟ yi	Ꮠ yo	Ꮡ yu	Ꮢ yv

PRONUNCIATION OF VOWELS

<http://www.omniglot.com/writing/ Cherokee.htm>

a as in father or rival

e as in met or the a in hate

i as in pique or pit

o as in note, approaching the aw sound in law

u as in pull or the oo in fool

y as the u in but, nasalized

PRONUNCIATION OF CONSONANTS

h, k, l, m, n, q, s, t, w, and y pronounced the same as in English.

g pronounced nearly the same as in English, but approaching the k sound.

d pronounced nearly the same as in English, but approaching the t sound.

SOUNDS NOT FOUND IN THE CHEROKEE SYLLABARY

B, C, J, R, V, F, P

long i (as in “Mike”)

short a (as in “Cathy”)

th or st

ending consonants

MATH ACTIVITIES

FLOUR POWER (FOURTH-GRADE)

During the Civil War, North Carolinians suffered from food shortages. Families on the home front and soldiers at war had to make do with whatever food they could find. Flour for making bread was scarce and expensive. The word problems below will help you understand how flour was measured and used to make food during the Civil War.

SALLY SUE'S SITUATION



Problem 1

During the mid-1800s, flour was stored, sold, and purchased in barrels. There are 196 pounds of flour in one barrel. Sally Sue has just purchased one barrel of flour and is preparing to bake some bread. Her recipe calls for cups, not pounds, of flour. If there are four cups in one pound of flour, how many cups are in one barrel of flour?

Problem 2

Sally Sue found out how many cups of flour are in one barrel, and now she can follow her recipe to bake bread. Sally's friend Cora May tells her that there are hungry Confederate troops camping just outside town. Sally Sue decides to use all of her flour to bake them bread. If Sally Sue's bread recipe calls for three cups of flour, how many loaves can she bake with one barrel of flour? If each soldier requires half a loaf of bread to satisfy his hunger, how many soldiers can Sally Sue feed with the loaves of bread?

HARD TIMES AND HARDTACK

Hardtack crackers were a basic food item for soldiers during the Civil War. Soldiers were given hardtack as a part of their daily ration. Hardtack got its name because after the crackers were baked, they got very dry and hard and had to be softened in a stew, milk, coffee, or other liquid before being eaten. Each soldier received about one pound or ten pieces each day.

Using the recipe below, if each member of your class is a soldier, how many batches of hardtack must you make for each person to have enough hardtack for one week? How many hours would it take one person to bake all the hardtack needed to feed your entire class?

Ingredients: 4 cups flour

4 teaspoons salt

Water (about 2 cups)

Makes about 10 pieces

Preheat oven to 375 degrees Fahrenheit. Mix flour and salt together in a bowl. Add just enough water (less than 2 cups) to make the mixture stick together. Mix the dough by hand. The dough should not be sticky. Shape it into a rough rectangle about ½-inch thick. Cut the dough into 3 x 3 inch squares. Using a nail, press nine small holes into the dough to resemble the pattern on a saltine cracker; do not press all the way through the dough. Place on an ungreased cookie sheet. Bake for 30 minutes, then turn each piece over and bake for another 30 minutes. The crackers should be slightly brown on both sides.



FOOD FOR THOUGHT (EIGHTH-GRADE)

The Civil War caused food shortages throughout North Carolina and many other states. With many farmers fighting in the war, there were fewer people producing food. Those who raised crops had to give a portion to the Confederate agents for use in the war, which further reduced supplies on the home front. The demand for this diminished food supply raised prices drastically. Some cities experienced protests and bread riots as well.

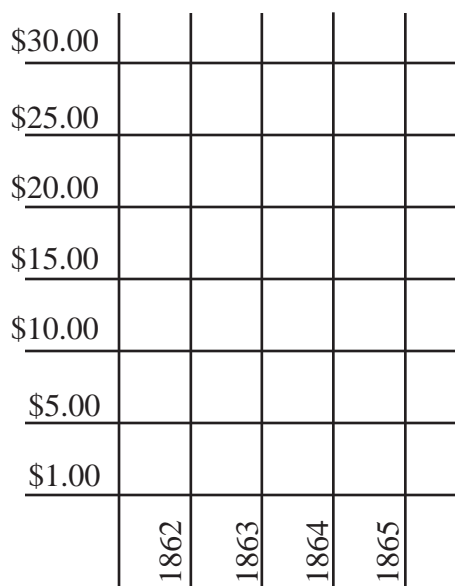
RALEIGH FOOD PRICES, 1862–1865

	1862	1863	1864	1865	
Bacon (lb.)	\$.33	\$1.00	\$5.50	\$7.50	
Beef (lb.)	.12	.50	2.50	3.00	
Pork (lb.)	-----	1.60	4.00	5.50	lb. = pound
Sugar (lb.)	.75	1.00	12.00	30.00	
Corn (bu.)	1.10	5.50	20.00	30.00	bu. = bushel
Meal (bu.)	1.25	5.50	20.00	30.00	
Potatoes (bu.)	1.00	4.00	7.00	30.00	bb. = barrel
Yams (bu.)	1.50	5.00	6.00	35.00	
Wheat (bu.)	3.00	8.00	25.00	50.00	
Flour (bb.)	18.00	35.00	125.00	500.00	

From William K. Boyd, "Fiscal and Economic Conditions in North Carolina during the War," *North Carolina Booklet*, 1915.

Math Problems

- By what percent did the price of a bushel of wheat increase from 1862 to 1864? _____ %
Between 1862 and 1865? _____ %
- Graph the change in price of a bushel of corn between 1862 and 1865.



- A pound of bacon costs about \$3.15 today. If the price of bacon rose by the same percent that it rose between 1862 and 1865, what would the price be three years from now?

QUILT SQUARE MATH

? Count the patches of the “quilt” on the next page. How many are there?

? What are the three types of angles?

? How many patches would you color to make $\frac{1}{2}$ of the quilt red?

? Find the angles in the quilt.



? How many patches would you color to make $\frac{1}{4}$ of the quilt blue?

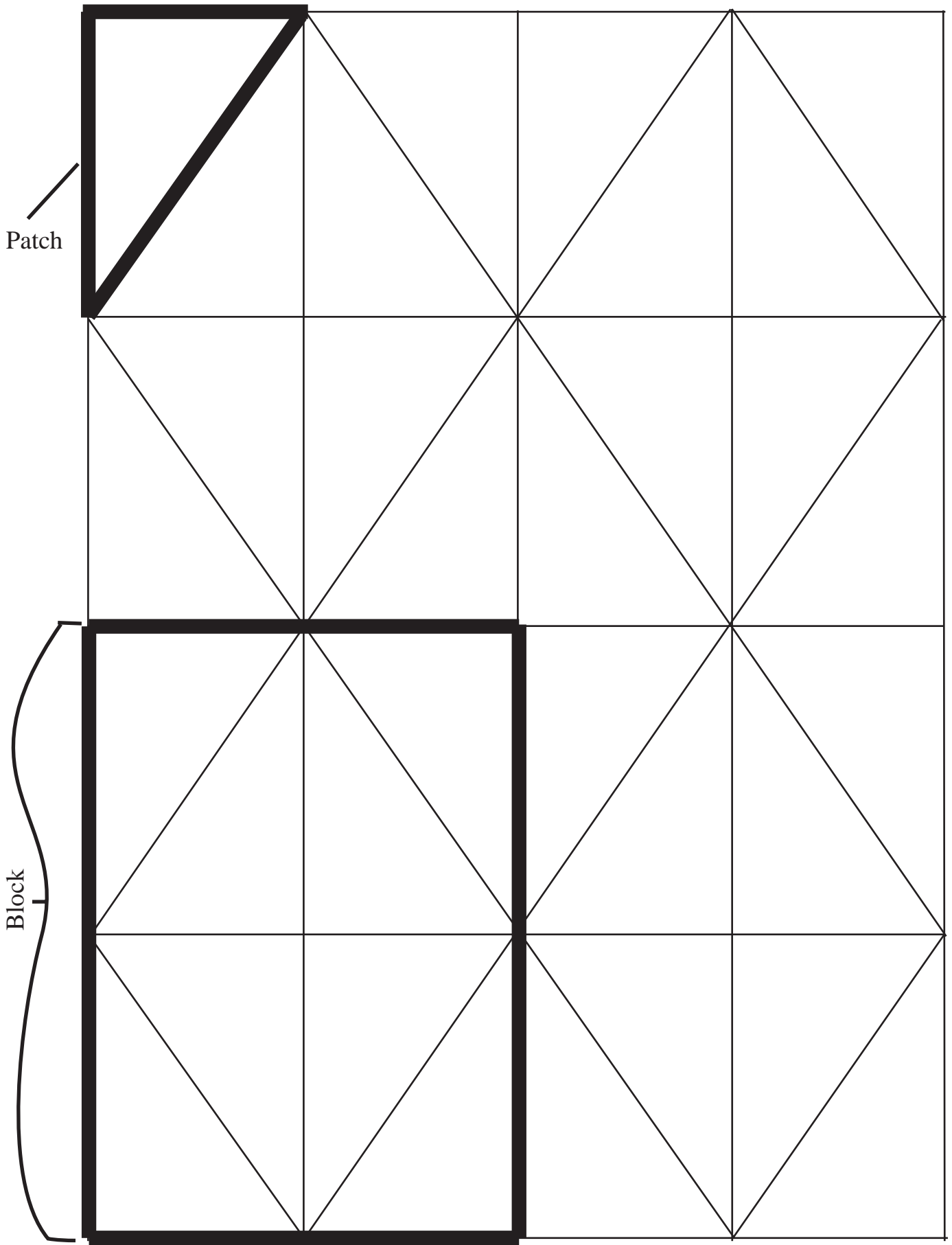
? Outline all obtuse angles in red and all right angles in green. Color the inside angle of the acute angles with blue.

COLOR YOUR QUILT

Fabric needed:	BLOCKS	BORDERS	TOTAL PATCHWORK COLORS
TWIN 57 inches wide by 95 inches long	15	3½ yards	1¾ yards
DOUBLE 76 inches wide by 95 inches long	20	4½ yards	3 yards
QUEEN 95 inches wide by 114 inches long	30	7 yards	3¾ yards

You must make new quilts for three beds. One quilt will be queen size and will use the colors red, yellow, green, orange, and black. The other two quilts will be twin size and will use the colors red, green, and blue. How many feet of fabric of each color will you need to buy?

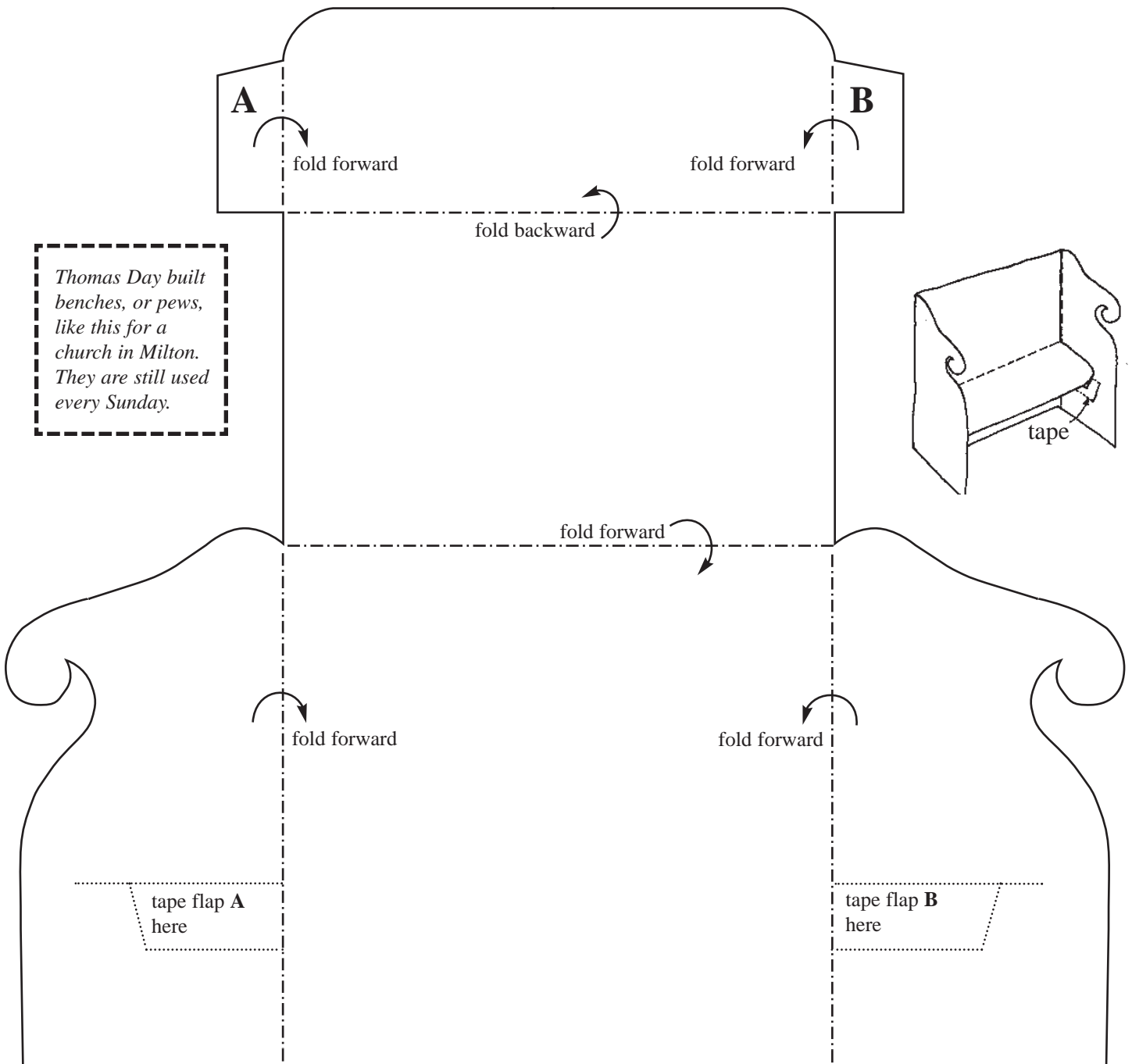
Clue: Divide the patchwork total by the number of colors you plan to use.



FINE ARTS ACTIVITIES

MAKE A THOMAS DAY BENCH

Thomas Day (1801–1861), a free black, operated a successful cabinetmaking business in Milton, Caswell County, from the 1830s through the 1850s. Although free blacks enjoyed higher status than enslaved workers, laws passed by the North Carolina General Assembly restricted their activities. Despite these restrictions, Day flourished as a craftsman in the antebellum period. Because of his excellent craftsmanship and outstanding character, he gained acceptance by the white population. He produced high quality furniture and interior architectural elements that were stylish and in demand. Day sold furniture to many prominent North Carolinians, and by 1850 was operating the largest cabinetmaking business in the state. He had both whites and blacks working under him and even owned slaves. Before his death in 1861, he had successfully mechanized his operations by adopting steam-powered equipment in his shop.



PIRATE FLAGS

One of the most well-known and dreaded pirates was Blackbeard, whose real name was Edward Teach or Thatch. Although a pirate captain for only a year, Blackbeard became the most infamous buccaneer during the Golden Age of Piracy. To scare people, Blackbeard tucked burning ropes of hemp under his hat. In 1718 he died in a brief but bloody battle.

Pirates flew flags to frighten the ships they intended to rob. The sight of a pirate flag, commonly known as the “Jolly Roger,” caused such fear in the ship’s crew that they often surrendered immediately.

Today a black flag featuring a skull and crossbones is the stereotypical image of a pirate flag. However, real pirate flags were diverse in appearance. Each symbol on the flag had a specific meaning. Check out the meanings of the symbols below.



Torment



Your time is running out



A slow, painful death awaits you



We are ready to kill you



A violent death awaits you



Death

Can you decode the messages of these flags?



Calico Jack's Flag

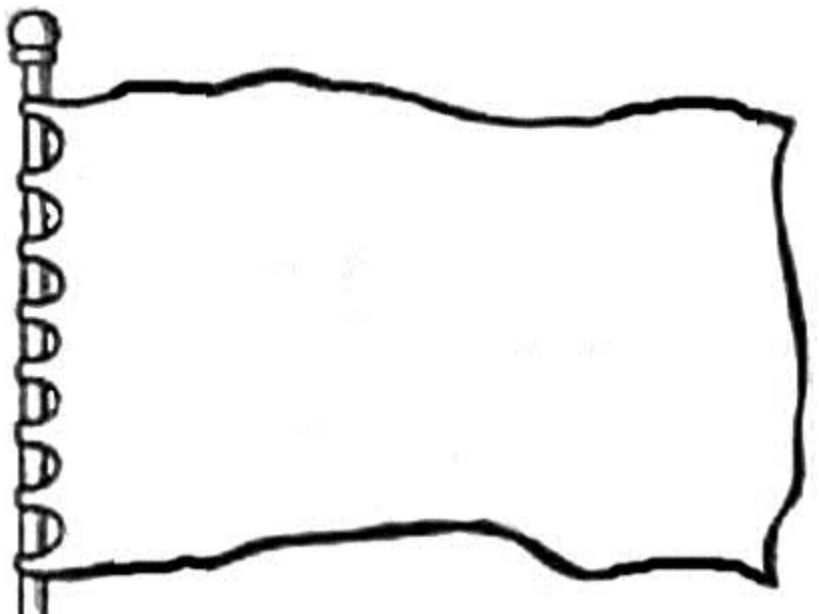


Blackbeard's Flag



Christopher Condent's Flag

Using the symbols above and ones you make up yourself, design your own pirate flag. Take turns sharing with the rest of your class and explain what each element of your flag means.



BEAUTIFUL QUILTS

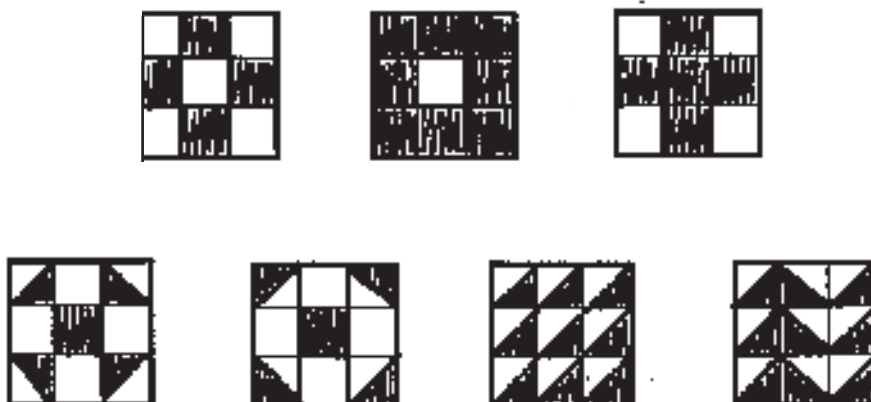
Patchwork quilts are often made to commemorate important public events and family occasions such as births, weddings, and anniversaries. But what gives them their unique look? Color, fabric, and imagination play important roles.

A pieced quilt is formed by stitching together pieces of fabric that have been cut into geometric shapes. When the shapes are joined, they form a pattern. Color distinguishes one pattern from another in quilts made up of the same geometric shapes. For instance, Log Cabin quilts, composed of fabric strips sewn together into squares, have different looks and names depending on the placement of light and dark colors. Creative quilters often developed new patterns. Sometimes unique designs depended on what fabrics were available.

Until the mid-twentieth century, most women in North Carolina made clothing for their families. Scraps of fabric left over from sewing projects often found their way into quilts. The sturdy parts of old clothing were also used. Cotton, wool, and silk, and occasionally linen and rayon, were the only fabrics available from the mid-1800s through the 1940s. Quilters pieced together cloth of various shapes, colors, and sizes to make patchwork quilts. The variety of textiles gave patchwork quilts their unique look. When quilters have a good eye for color and pattern, the results delight the senses.



Try your hand at designing quilt squares. These drawings represent nine-patch quilt squares. People have sewn quilts using nine-patch squares for a long time. The designs look simple, but you can make many different shapes using these patterns. Try some! Copy the designs or create your own patterns using the quilt squares on the back. See how using different colors affect the look of the pattern. Try filling up a full sheet of paper using one type of square. Do the squares combine to form any larger pattern?



TOYS AND GAMES

Toys and games have been around as long as children have. Today's toys are very different from those in the past. Looking at old toys and games can tell us a lot about the lifestyles of the children from those times.

When you want a new toy, you probably go to the store to buy it. But in the past, kids often played with homemade toys. Some families did not have the money to purchase toys for their children. Others did not have stores nearby that they could get to easily. Many children invented their own toys and games just because it was fun. Before the 1960s and the Civil Rights movement, few companies in the United States made dolls with the features of African Americans, Asians, Hispanics, or other races.

Children in North Carolina have used many different things to make their own toys. They've made beanbags out of beans; dolls out of potatoes, corncobs, or cucumbers; and whizzers out of bullets. Though children in the past didn't have as much free time or resources as children today, they still found ways to create toys and games from objects around them. This sheet has several examples of toys and games that North Carolina children have enjoyed. Try them and see for yourself how much fun they still are!

CHEROKEE BEAN GAME

For many generations, Cherokee of all ages have enjoyed this game. Players compete one-on-one or in teams, tossing split butterbeans in a flat basket or box and keeping score with corn kernels.

To Play

Color one side of 6 butterbeans, leaving the other side plain. Take turns flipping the box, gently tossing the butterbeans within it. Score your toss according to how the beans land:

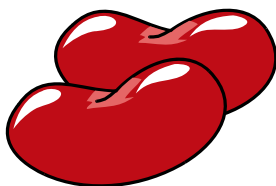
All six beans colored side up...6 points

All six beans plain side up...4 points

Five beans the same side up and one bean the other...2 points

All other combinations...0 points

A turn consists of ONE toss and ONE catch of the beans. No second chances or box jiggling allowed!



WHIRLIGIG

Whirligig toys made of hammered lead musket balls or coins too old and thin to be of value have been excavated from early American town, plantation, and military camp sites. Mentioned in English literature as early as 1686, these toys have also been found in Native American cliff ruins. The buzzing sound of the whirling disk lent this toy its other names—buzzer, buzz-saw, and whizzer.

To Make

- 1) Use a compass, plastic lid, or can to draw a circle 4-inches across on stiff cardboard.
- 2) Cut out the circle and color it as desired. Experiment with different geometric patterns, spirals, and colors.
- 3) Punch out two small holes in the circle, about 3/8 inch from the center.
- 4) Thread about 2½ feet of string through the holes and tie the ends together.
- 5) Holding the string between the thumb and index fingers of both hands, twirl the circle until the string is twisted tight. Then, stretch it out and pull your hands apart to make the whizzer spin. Continue alternating pulling and relaxing the string. See how long you can keep it going!

VARIATION

Instead of a cardboard circle, you can use a large 2- or 4-holed button.

PATRIOTS AND REDCOATS

The game of Patriots and Redcoats is a variation of a strategy game called Fox and Geese that has been popular for hundreds of years. In this version played during the American Revolution, one side represents the American colonists and the other the British army. In the game the Redcoats, or British, far outnumber the Patriots, or Americans, just as they did in nearly every battle during the real American Revolution.

MATERIALS

white poster board
stiff cardboard (optional)

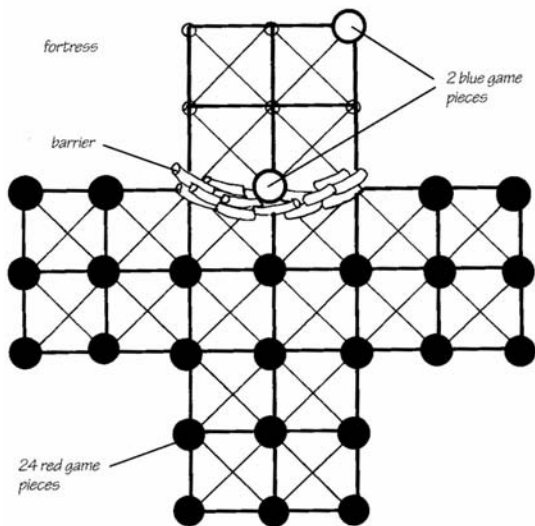
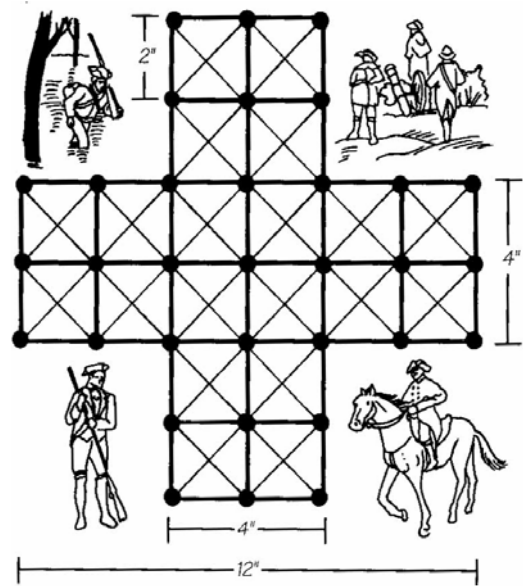
pencil
glue (optional)

ruler
2 blue buttons

marker
24 red buttons

MAKING THE GAME BOARD

- 1) Lay the poster board flat on the ground. If it doesn't lie quite flat, glue some stiff cardboard to the back.
- 2) Using the pencil and ruler, draw a rectangle 12 inches by 4 inches in the middle of the poster board. Draw another rectangle the same size that cuts through the middle of the first rectangle to form a + sign.
- 3) Make a mark every 2 inches on each side of both rectangles. Don't forget to mark the corner of each rectangle. There should be a total of 33 marks.
- 4) With the marker, trace over the rectangles and enlarge the 33 marks into circles. These are the spaces for your game pieces.
- 5) Connect all the circles with lines. Your board will now have 20 squares, each with an X inside.
- 6) Draw a barricade of logs or stones across one end of the board to set off four squares (9 game spaces) as the Patriots' fortress.
- 7) Decorate the corners of your board with scenes from the war.



PLAYING THE GAME

1) Place the 24 Redcoats on the game board as shown. Put the 2 Patriots on any of the nine spaces in the fortress.

2) The object of the game for the Redcoats is to trap the Patriots, either in the fortress or anywhere on the "battlefield." The Redcoats can also win by occupying every space in the fortress so the Patriots can't get in. The goal for the person playing as the Patriots is to capture Redcoats. You capture a Redcoat by jumping the game piece, as in checkers. A Patriot can make as many jumps as possible, as long as there is a free space to land on, and the jumped Redcoats are removed from the board. The Redcoats *cannot* jump—neither a Patriot nor a Redcoat. The Redcoat player should surrender when he or she only has 4 or 5 game pieces left, since that isn't enough to trap the Patriots.

3) The Patriots move first, one game at a time, in any direction on connecting lines to an empty space. Patriots must make a jump if there is one open, even if it puts the game piece in danger of being jumped.

4) The Redcoats can move in any direction except back. Remember that Redcoats cannot capture a Patriot or jump any piece.

ANSWER KEY

ANALYZE AN ARTIFACT (P. 4)

- 1) iron; handle made of wood
- 2) answers will vary
- 3) artifact dated to 1910–1920
- 4) a sewing machine
- 5) Most likely women would have used this machine. Until quite recently, most North Carolinas made their own clothes. A male tailor, however, would also have used a sewing machine.

MAP IT OUT (P. 6)

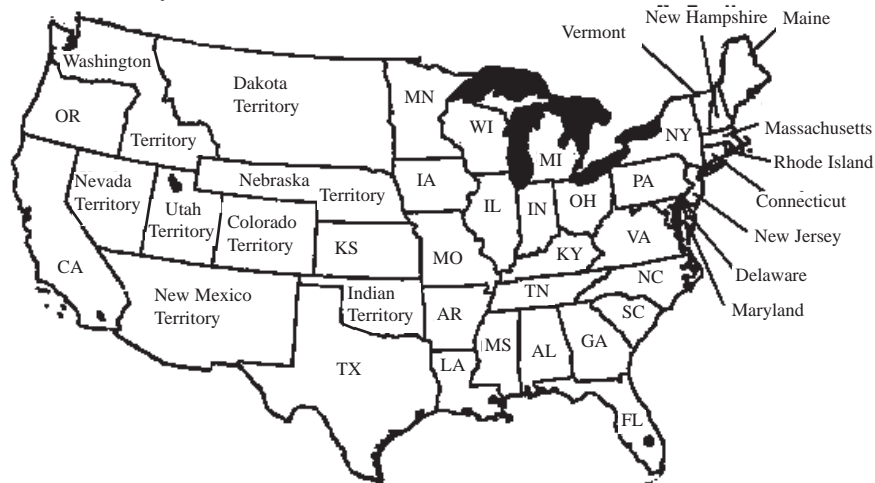
Confederate States

Alabama
Arkansas
Florida
Georgia
Louisiana
Mississippi
North Carolina
South Carolina
Tennessee
Texas
Virginia

Union States

California
Connecticut
Delaware
Illinois
Indiana
Iowa
Kansas
Kentucky
Maine
Maryland
Massachusetts
Michigan
Minnesota
Missouri
New Hampshire
New Jersey
New York
Ohio
Oregon
Pennsylvania
Rhode Island
Vermont
Wisconsin

The country had not been divided into fifty states at the time of the Civil War. Much of the land was still comprised of territories.



CROSSWORD PUZZLE (P. 8)

Down

- 3) ninety
- 4) small
- 5) subsistence
- 6) American Indians
- 7) naval stores
- 8) yeoman
- 9) planters
- 10) manufacturing
- 11) depression
- 12) National Farmers' Alliance
- 13) reforms
- 14) industry

Across

- 1) railroad
- 2) industrial
- 3) North
- 4) Piedmont
- 5) mill villages
- 6) furniture
- 7) High Point
- 8) tobacco
- 9) hand
- 10) mechanization
- 11) four
- 12) banking
- 13) larger

NORTH CAROLINA AND CIVIL

RIGHTS (P. 10)

1. amendments
2. Thirteenth
3. slavery
4. citizens
5. freedom
6. elected
7. segregation
8. civil rights
9. transportation
10. laws

11. Jim Crow
12. schools
13. courts
14. customs
15. spoke
16. back
17. served
18. equal
19. protested
20. national
21. legal
22. social

23. students
24. Greensboro
25. lunch counter
26. away
27. stand
28. four hundred
29. six months
30. Supreme Court
31. African Americans
32. sit-in
33. college
34. sympathizers

35. picketed
36. nonviolent
37. unjust
38. Civil Rights Act
39. prohibited

FLOUR POWER (P. 16)

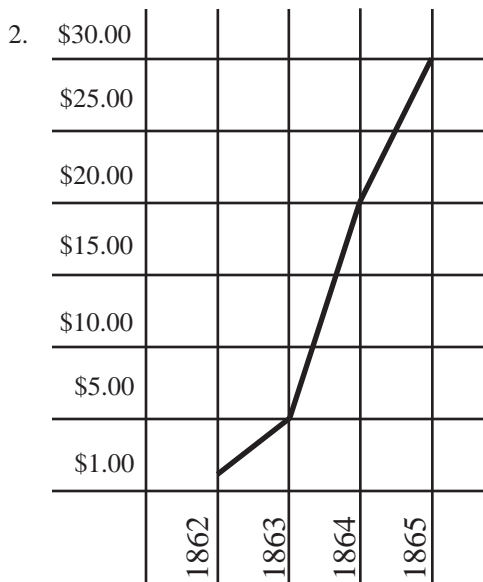
1. There are 784 cups in one barrel of flour. 196 (number of pounds in one barrel)
 $\times 4$ (number of cups in one pound)
 784 (number of cups in one barrel)

2. Using 3 cups per loaf, Sally Sue can bake 261 loaves of bread with 784 cups of flour. $\frac{784}{3} = 261$
 Sally can feed 522 soldiers with her 261 loaves of bread. $261 \times 2 = 522$

FOOD FOR THOUGHT (P. 17)

1. Percent increase from 1862 to 1864 = $\frac{\text{Cost in 1864} - \text{Cost in 1862}}{\text{Cost in 1862}} = \frac{25-3}{3} = \frac{22}{3} = 733\%$

Percent increase from 1862 to 1865 = $\frac{\text{Cost in 1865} - \text{Cost in 1862}}{\text{Cost in 1862}} = \frac{50-3}{3} = \frac{47}{3} = 1567\%$



3. Percent increase from 1862 to 1865 =

$$\frac{\text{Cost in 1865} - \text{Cost in 1862}}{\text{Cost in 1862}} = \frac{7.50 - 0.33}{0.33} = 21.73 = 22173\%$$

The price in 3 years = $(3.15 \times 2173\%) + 3.15 = \71.60

QUILT SQUARE MATH (P. 18)

- 1) 32 patches
- 2) 16 patches
- 3) 8 patches
- 4) right, acute, and obtuse angles

Color Your Quilt Activity

Queen-size quilt: 3.75 yards x 3 ft/yard= 11.25 ft total. 11.25 ft/5 colors=2.25 ft/color

Twin-size quilts: 1.75 yards/quilt x 2 quilts= 3.5 yards. 3.5 yards x 3 ft/yard=10.5 ft total. 10.5 ft/3 colors=3.5 ft/color.

<u>Red</u>	<u>Yellow</u>	<u>Green</u>	<u>Orange</u>	<u>Black</u>	<u>Blue</u>
2.25	2.25 ft	2.25	2.25 ft	2.25 ft	3.5 ft
<u>+3.5</u>		<u>+3.5</u>			
5.75 ft		5.75 ft			

ADDITIONAL RESOURCES

BOOKS TO READ

Rodney Barfield, *Thomas Day, Cabinetmaker*

Albert Coates, *By Her Own Bootstraps: A Saga of Women in North Carolina*

Mary Cobb, *The Quilt-Block History of Pioneer Days: With Projects Kids Can Make*

Jeffrey J. Crow, Paul D. Escott, and Flora J. Hartley, *A History of African Americans in North Carolina*

Lenwood G. Davis, *A Travel Guide to Black Historical Sites and Landmarks in North Carolina*

Walter Hazen, *Everyday Life: The Civil War*

Sarah H. Hill, *Weaving New Worlds: Southeastern Cherokee Women and Their Basketry*

David King, *Civil War Days: Discover the Past with Exciting Projects, Games, Activities, and Recipes*

Kevin McGuire, *Woodworking for Kids: Forty Fabulous, Fun, and Useful Things for Kids to Make*

Joe A. Mobley, ed., *The Way We Lived in North Carolina*

Kay Moore, *If You Lived at the Time of the Civil War*

Linda Garland Page and Hilton Smith, eds., *Foxfire Book of Appalachian Toys and Games*

Daniel W. Patterson and Charles G. Zug III, eds., *Arts in Earnest North Carolina Folklife*

Theda Perdue, *Native Carolinians: The Indians of North Carolina*

Margaret Supplee Smith and Emily Herring Wilson, *North Carolina Women: Making History*

Jim L. Sumner, *A History of Sports in North Carolina*

Mary C. Turck, *The Civil Rights Movement for Kids: A History with 21 Activities*

WEB SITES TO EXPLORE

African American History Timeline: teacher.scholastic.com/activities/bhistory/timeline/game.htm

The American Civil War: americancivilwar.com/civil.html

Celebrate Tobacco Barns: www.hpo.dcr.state.nc.us/ctb/ctb.htm

Cherokee Heritage Trails: cherokeeheritagetrails.org

Civil War Women: scriptorium.lib.duke.edu/collections/civil-war-women.html

Discover Craft North Carolina: www.discovercraftnc.org

Encyclopaedia Britannica's Guide to Black History: search.eb.com/blackhistory/home.do

History of African Americans in the Civil War: www.itd.nps.gov/cwss/history/aa_history.htm

National Women's History Project: www.nwhp.org

North Carolina African American Cultural Tour: ncculturetour.org

North Carolina and the Civil War: members.aol.com/jweaver303/nc/nccwhp.htm

North Carolina Arts Council: ncarts.org

North Carolina Historic Sites: www.ah.dcr.state.nc.us/sections/hs/default.htm

Thomas Day Education Project: www.thomasday.net

Women in American History: search.eb.com/women

PLACES TO VISIT

African American Cultural Complex
119 Sunnybrook Rd.
Raleigh, NC 27610
919-231-0625
www.aaccmuseum.org

Afro-American Cultural Center
401 N. Myers St.
Charlotte, NC 28202
704-374-1565
www.aacc-charlotte.org

Bennett Place
4409 Bennett Memorial Rd.
Durham, NC 27705
919-383-4345
www.ah.dcr.state.nc.us/sections/hs/bennett/bennett.htm

Bentonville Battleground
5466 Harper House Rd.
Four Oaks, NC 27524
910-594-0789
www.ah.dcr.state.nc.us/sections/hs/bentonvi/bentonvi.htm

Charlotte Hawkins Brown Museum
P.O. Box B
Sedalia, NC 27342
336-449-4896
www.ah.dcr.state.nc.us/sections/hs/cgb/chb.htm

Duke Homestead
2828 Duke Homestead Rd.
Durham, NC 27705
919-477-5498
www.ah.dcr.state.nc.us/sections/hs/duke/duke.htm

Greensboro Historical Museum
130 Summit Ave.
Greensboro, NC 27330
336-373-2043
www.greensborohistory.org

Horne Creek Living Historical Farm
308 Horne Creek Farm Rd.
Pinnacle, NC 27043
336-325-2298
www.ah.dcr.state.nc.us/sections/hs/horne/horne.htm

House in the Horseshoe
324 Alston House Rd.
Sanford, NC 27330
910-947-2051
www.ah.dcr.state.nc.us/sections/hs/horsesho/horsesho.htm

Mountain Gateway Museum
102 Water St.
Old Fort, NC 28762
828-668-9259

The Museum of the Native American Resource Center
PO Box 1510
Pembroke, NC 28372-1510
910-521-6282
www.uncp.edu/nativemuseum

The North Carolina Maritime Museum
315 Front St.
Beaufort, NC 28516
252-728-7317
www.ah.dcr.state.nc.us/sections/maritime

North Carolina Transportation Museum
P.O. Box 165
Spencer, NC 28159
1-877-NCTMFUN or 704-636-2889
www.nctrans.org

Old Salem
900 Old Salem Rd.
Winston-Salem, NC 27101
1-888-653-7253 or 336-721-7350
www.oldsalem.org

Qualla Arts and Crafts Mutual, Inc.
P.O. Box 310
Cherokee, NC 28719
828-497-3103
www.insidenc.com/mountain/quallascoop.htm

The Schiele Museum of Natural History
1500 E. Garrison Blvd.
Gastonia, NC 28052
704-866-6900
www.schielemuseum.org

Somerset Place
2752 Lake Shore Rd.
Creswell, NC 27928
252-797-4560
www.ah.dcr.state.nc.us/sections/hs/somerset/somerset.htm

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