

Adviser Supplement
What's in a Name? North Carolina Places and Their Names
Tar Heel Junior Historian, Spring 2005

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Lesson Plan: Name That Town

Grades: 4–12

Overview: Both native North Carolinians and visitors traveling in North Carolina have looked at state road maps and wondered where many of the town names come from. Students studying North Carolina history may wonder as well. The Tar Heel State has many interesting place names, and quite a few places are named after people from its history.

Purpose: Students will conduct research on social and political leaders from North Carolina and determine which individuals are most worthy of having towns named after them. This is a good opportunity to incorporate information about contemporary North Carolinians into the curriculum. Students will develop their persuasive writing skills by preparing presentations for the class.

Time: Two to three class periods, depending on the availability of classroom resources and the amount of research required by the teacher.

Objectives: Social Studies Grade 4: 4.01, 4.03, 4.04, 4.05; Grade 8: 1.02, 1.07, 2.02, 3.03, 4.04
United States History: 2.04, 2.05, 3.03, 5.02, 6.01, 6.02, 6.03, 7.03, 7.04, 9.04, 10.02, 11.03, 11.06

Materials: Class textbook and computer with Internet access
Spring 2005 *Tar Heel Junior Historian* articles:
“Will We Ever See an Easleyville?” by Michael Hill
“Why Glasgow Became Greene,” by Russell Koonts
“Lords Proprietors and Colonial Place Names,” by RaeLana Poteat
Twentieth Century Tar Heels, by Jan Broadfoot
Dictionary of North Carolina Biography, by William S. Powell

Procedure: 1. Teacher explains the research project and timeframe, allowing students to work independently or in groups.

2. Teacher assigns subjects or lets the students choose their own subjects. Choosing their own will require more time but will allow them to learn about other North Carolina leaders in the process.

3. Each student or group performs the following activities:
a. Select a political or social leader from North Carolina.

- b. Write a biographical sketch about that person. Include the person's significant contributions to the local community, North Carolina, the nation, etc.
 - c. Determine the appropriate location for the town to be established. Explain why that location was chosen.
 - d. Prepare a presentation explaining why the person should be the namesake of a town.
4. The students make their presentations to the class. The teacher should encourage the students to be creative in promoting their candidates.
5. The students take a class vote on the most persuasive presentations or invite people outside the class to attend the presentations and choose the winning proposals.

Expanded Activities

1. After completing the original lesson, students may submit the winning proposals to the Governor's Office or General Assembly.
2. The teacher may instruct students to research specific North Carolina towns named after important leaders and to give presentations explaining why the town names should stay the same or be changed.

Lesson Plan: Touring North Carolina

Grade: 4–12

Overview: Spring break or summer vacation usually inspires a reason to travel. It could be for a family vacation or to visit family members. Successful traveling requires thorough planning and the skill of being able to read and understand maps. Recording experiences in a diary or scrapbook while traveling creates a lasting memory of the trip and may provide insight for future generations to come.

Purpose: Students will use their map skills to take an imaginary trip through North Carolina's three regions. Along the way, they will research the names of places they stop and record their research in individual travel journals. By planning their trip through North Carolina and its three regions, students will explore geographic regions, landforms, climate, and resources of the state. While researching the names of places they stop on their trip, students will learn about how these areas affect the state's social, economic, and political institutions and how these institutions respond to the needs of North Carolinians. Furthermore, students examine the roles of people, events, and issues in North Carolina history that have contributed to the unique character of the state today.

Time: One to three class periods, depending on the amount of research required by the teacher.

Objectives: Social Studies Grade 4: 1.01, 1.02, 1.03, 1.04, 1.05, 3.03, 4.01, 4.05, 5.03
Social Studies Grade 8: 1.01, 1.07, 2.02, 3.03, 4.04

Materials: North Carolina road map (laminated map preferred)
Class textbook and a computer with Internet access
Web site: <http://www.lib.ncsu.edu/stacks/gis/webmap.html>
Spring 2005 *Tar Heel Junior Historian* articles:
“Will We Ever See an Easleyville?” by Michael Hill
“Why Glasgow County Became Greene,” by Russell Koonts
“How a North Carolina Railroad Town Was Named,” by Walter Turner
“Lords Proprietors and Colonial Place Names,” by RaeLana Poteat
The North Carolina Gazetteer, by William S. Powell
Guide to North Carolina Highway Historical Markers, edited by Michael Hill

Procedure: 1. Teacher asks the students to plan an imaginary trip across North Carolina and divides them into groups.

2. Students in each group should write a contract that divides the work equally. Each student should sign the contract pledging what he or she will do to help complete the project.
3. Students take an imaginary ten-day trip through North Carolina using the following criteria:
 - a. Stop in each of the three regions.
 - b. Visit at least nine towns and record the following information at each stop:
 - origin of the town name
 - significance of the name
 - date the town was founded
 - significant contribution to society and importance to North Carolina of the town's namesake (if the town was named for a person)
 - c. Include pictures from each city or town, if possible. (Pictures can be photocopied from books or taken from brochures.)
 - d. Visit a local museum or historical society in each town.
4. Students record their findings in individual travel diaries. If time allows and materials are available, they can use a scrapbook format to record their trips. For an example of a scrapbook, see: <http://ncmuseumofhistory.org/scrapbook/index.html>.

Expanded Activity

1. The teacher may give the students a budget of \$1,500 for lodging and tourist stops along the way and have them research the travel costs. Students may also be required to give specific travel directions.

Lesson Plan: North Carolina A–Z

Grades: 4–8

Overview: How a town is named and what or whom it is named for can reveal interesting facts about its history. Many places in North Carolina are named for people important to their past, but others have more unusual names.

Purpose: Students will use a road map and other resources to generate a list of North Carolina place names that start with each letter of the alphabet. Using the alphabet is a fun way for students to discover places in North Carolina that are not as prominent as some of the larger cities such as Raleigh or Charlotte.

Time: One to two class periods if students work in groups. Allow more time if students work individually. To reduce the amount of class time devoted to this activity, students may work at home.

Objectives: Social Studies Grade 4: 1.01, 1.02, 1.03, 1.04, 1.05, 3.02, 4.01, 4.05, 5.03; Grade 8: 1.02, 1.07, 2.02, 3.03, 4.04

Materials: Class textbook and a computer with Internet access
Spring 2005 *Tar Heel Junior Historian* articles:
“Will We Ever See an Easleyville?” by Michael Hill
“Why Glasgow County Became Greene,” by Russell Koonts
“How a North Carolina Railroad Town Was Named,” by Walter Turner
“Lords Proprietors and Colonial Place Names,” by RaeLana Poteat
“Dotting the Map with *The North Carolina Gazetteer*,” by Kevin Cherry
“A School by Any Other Name . . .” by Cris Crissman, PhD
“Who Did That Sign Say?” by RoAnn Bishop
“Haywood: A Lost Town Named for Treasurer John Haywood,” by Dennis Daniels
The North Carolina Gazetteer, by William S. Powell
North Carolina Is My Home, by Charles Kuralt
Guide to North Carolina Highway Historical Markers, edited by Michael Hill

Procedure: 1. Teacher informs students of the project and its timeframe.

2. Students compile a list of place names in North Carolina starting with each letter of the alphabet. First or last names can be used, but the teacher may want to discourage using the same name twice, unless necessary (i.e., Zebulon Vance).

3. Students include a two- to three-sentence explanation of each place name and a picture of the place or the person for whom it was named.

Expanded Activities

1. To help students complete the alphabet, the teacher may decide whether places are limited to cities, towns, and counties or expanded to include state parks, military bases, and monuments.
2. The teacher may divide the class into three groups and assign each group a region: Mountains, Piedmont, or Coastal Plain. Each group should work together to find places in their region to fill in the alphabet.

Lesson Plan: Class Gazetteer

Grades: 4–8

Overview: William S. Powell is a well-known and prolific North Carolina historian. He has written several books about his native state and its inhabitants. In 1951 Powell came across the names of several small communities that did not appear on maps of the state. This inspired him to begin compiling a geographical dictionary, or gazetteer. He recorded gazetteer entries for about fifteen years, dropping them into a card file. His collection of place names and geographical information was published in 1968 as *The North Carolina Gazetteer*.

Purpose: Students will research the Tar Heel cities and towns they have lived in or traveled to and publish their own gazetteer. Students will develop an understanding of how to organize their research before compiling it into a document. Furthermore, they will understand that good organization will lend itself to creating a well-organized finished product.

Time: Two to three class periods, plus additional research time. Class time can be used for starting the project and compiling research.

Objectives: Social Studies Grade 4: 1.01, 1.02, 1.03, 1.04, 1.05, 3.02, 4.05, 5.03; Grade 8: 1.02, 1.07, 2.02, 3.03, 4.04

Materials: Index cards
Construction paper or computer paper
Leather strips or yarn for binding pages together
Class textbook and a computer with Internet access
Spring 2005 *Tar Heel Junior Historian* articles:
“Will We Ever See an Easleyville?” by Michael Hill
“Why Glasgow County Became Greene,” by Russell Koonts
“How a North Carolina Railroad Town Was Named,” by Walter Turner
“Lords Proprietors and Colonial Place Names,” by RaeLana Poteat
“Dotting the Map with *The North Carolina Gazetteer*,” by Kevin Cherry
A School by Any Other Name . . .” by Cris Crissman, PhD
“Who Did That Sign Say?” by RoAnn Bishop
“Haywood: A Lost Town Named for Treasurer John Haywood,” by Dennis Daniels
The North Carolina Gazetteer, by William S. Powell

Procedure: 1. Teacher explains gazetteer project and its timeframe.

2. Class compiles a list of the places in North Carolina they have lived or visited.
3. Teacher divides the places among the students.
4. Each student writes the name of a place on an index card.
5. The following information will be added to the index card:
 - a. absolute and relative locations
 - b. how the place got its name
 - c. population
 - d. two or three places of interest in the town or city
6. Students compile their data and create a class gazetteer using construction or computer paper and yarn.

Expanded Activities

1. Students may write letters to the chambers of commerce of the cities in their gazetteer for additional information.
2. Instead of using yarn and construction paper, students may convert their data into a PowerPoint presentation.

What's in a Name? North Carolina Places and Their Names

Education Resources

Web Sites

UNC University Libraries, "Talk Like a Tar Heel: North Carolina Place Names"
<http://www.lib.unc.edu/ncc/ref/resources/tlth.html>
A fun site that pronounces the names of various North Carolina places.

State Library of North Carolina, "County Histories"
<http://statelibrary.dcr.state.nc.us/NC/CNTYOUT/CTYCOVER.HTM>
The history of all one hundred counties in North Carolina.

General North Carolina Resources (a collaboration of the Center for the Public Domain and UNC-Chapel Hill)
<http://www.ibiblio.org/nc/regionalinfo.html>
This Web page offers links to numerous city and county sites and other general information.

North Carolina
<http://ncnet.com/ncnw/nc-map-c.html>
Links to the Web pages of North Carolina's major cities.

Wikipedia, "North Carolina"
http://en.wikipedia.org/wiki/North_Carolina
A brief but informative history of the settlement of North Carolina as well as information on major cities.

NCSU Libraries, "Interactive Mapping Sites"
<http://www.lib.ncsu.edu/stacks/gis/webmap.html>
Check out this Web site for city, county, regional, and state maps.

NC Wise Owl
<http://www.ncwiseowl.org>
This Web site has several subscription databases and is a great resource for both teachers and students.

UNC–Chapel Hill School of Education, "LEARN NC: The North Carolina Teachers' Network"
www.learnnc.org
Lesson plans about North Carolina places include:

- The Road Taken, by Margaret Bryant
Grade: 4; Subject: Social Studies
This lesson will introduce and reinforce main transportation routes for people and goods in North Carolina. Students will enhance map skills including using

cardinal and intermediate directions, using a mileage chart, and planning transportation routes.

- North Carolina Place Names, by UNC Archaeology
Grade: 8; Subject: Social Studies
This lesson contrasts and compares the names native peoples of North Carolina gave to places with the names given by later settlers.
- A Visit to Colonial North Carolina, by Meghan Mcglinn
Grade: 8; Subject: Social Studies
This lesson plan extends student learning about the colonial period in North Carolina history by incorporating primary sources from the Documenting the American South collection. After reading firsthand accounts of travelers to colonial America, students will create their own travel brochure advertising North Carolina.
- Finding Your Way In North Carolina, by Teachers Connect
Grade: 4; Subjects: Social Studies, English Language Arts
Students will become familiar with the regions and local features of North Carolina and be able to write directions for others to find these features on a map.
- Strategy Lesson—KWL, by Bill Wisser
Grade: 4; Subject: English Language Arts
This lesson activates students' prior knowledge about famous North Carolinians and helps them organize thoughts and questions before they read biographies.
- North Carolina Regions, by Patricia Britt
Grade: 4; Subjects: Information Skills, Social Studies
Working in cooperative groups, students will learn about their assigned regions of North Carolina. A list of questions will be generated. When the research is completed, the students will design a way to orally present the information to the class.
- North Carolina Regional Travel Brochure, by Deborah Harrell
Grade: 4; Subjects: English Language Arts, Visual Arts Education, Social Studies, Computer Technology Skills
The students will cooperatively design travel brochures that describe major physical and cultural characteristics of the regions in North Carolina.

Field Trips

Biltmore Estate

1 Approach Road, Asheville

Hours: January 1–March 14, 9:00 a.m.–4:00 p.m.; March 15–December 31, 8:30 a.m.–5:00 p.m. Open daily.

Fee: Call for specific pricing for adult or student group visits.

School programs: 877-245-0654

<http://www.biltmore.com/special/educational/schoolprograms.shtml>
Biltmore Estate takes visitors back to the late nineteenth century, where they learn about history, art, architecture, plant life, and more by seeing and experiencing it all firsthand.

Mountain Gateway Museum

102 Water Street, Old Fort

Hours: Monday, noon–5:00 p.m.; Tuesday–Saturday, 9:00 a.m.–5:00 p.m.;

Sunday, 2:00 p.m.–5:00 p.m.

Free admission

828-668-9259

Mountain Gateway Museum promotes the understanding of regional history and culture and their relationship to the world at large for the benefit of visitors and residents. Through museum services to historical organizations, collections management, interpretive exhibits, and public events, Mountain Gateway Museum encourages the preservation and understanding of local, state, and regional history for future generations.

Museum of the Albemarle

1116 U.S. 17 South, Elizabeth City

Hours: Tuesday–Saturday, 9:00 a.m.–5:00 p.m.; Sunday, 2:00 p.m.–5:00 p.m.

Free admission

252-335-1453

www.museumofthealbemarle.com

Serving thirteen counties in northeastern North Carolina, the Museum of the Albemarle invites visitors to explore the history of the oldest section of North Carolina. Learn about the state's original inhabitants and the arrival of the first English settlers to America; the proprietary and colonial periods, including the Golden Age of Piracy; the wars that have shaped our state, from the Revolutionary War to the present; and the many industries of the region, including agriculture, logging, hunting and fishing, and lifesaving.

Museum of the Cape Fear Historical Complex

801 Arsenal Avenue, Fayetteville

Hours: Tuesday–Saturday, 10:00 a.m.–5:00 p.m.; Sunday, 1:00 p.m.–5:00 p.m.

Free admission

910-486-1330

The Museum of the Cape Fear Historical Complex collects, preserves, and interprets the cultural history of southern North Carolina from prehistory to the present. Two floors of exhibits showcase the history of the twenty counties of southeastern North Carolina. Guided tours of the 1897 Poe House, a late-Victorian residence, are offered. Arsenal Park, a four-and-one-half-acre site, contains the remnants of the United States Arsenal, built in 1836.

North Carolina Maritime Museum

315 Front Street, Beaufort

Hours: Monday–Friday, 9:00 a.m.–5:00 p.m.; Saturday, 10:00 a.m.–5:00 p.m.; Sunday, 1:00 p.m.–5:00 p.m.

Free admission

252-728-7317

<http://www.ah.dcr.state.nc.us/sections/maritime/default.htm>

The North Carolina Maritime Museum preserves and interprets all aspects of North Carolina's rich maritime heritage through educational exhibits, programs, and field trips.

North Carolina Maritime Museum at Southport

116 North Howe Street, Southport

Hours: Tuesday–Saturday, 9:00 a.m.–5:00 p.m.

Fee: Ages 16–61, \$2; ages 62+, \$1; children, free

910-457-0003

The North Carolina Maritime Museum's Southport branch houses a collection of memorabilia pertaining to the vast nautical history of the lower Cape Fear area of southeastern North Carolina. Self-guided tours are offered.

North Carolina Maritime Museum on Roanoke Island

106 Fernando Street, Manteo

Hours: April 1–October 31: Monday–Saturday, 10:00 a.m.–6:00 p.m.; November 1–March 31: Thursday–Saturday, 10:00 a.m.–5:00 p.m.

Free admission

252-475-1750

The North Carolina Maritime Museum's Roanoke Island branch opened in 1998, twenty-five years after the founding of the museum in Beaufort. Its mission is to preserve the maritime history and culture of Roanoke Island and the surrounding region in northeastern North Carolina by collecting, exhibiting, and interpreting the material culture and history of its people.

Tryon Palace Historic Sites and Gardens

Hours: Monday–Saturday, 9:00 a.m.–5:00 p.m.; Sunday, 1:00 p.m.–5:00 p.m.

Fee: Adults, \$12; students, \$5. One comp ticket per twelve students (ask group sales coordinator for details).

1-800-767-1560 or 252-514-4935

<http://www.tryonpalace.org>

Tryon Palace was originally built between 1767 and 1770, as the first permanent capitol of the Colony of North Carolina and a home for the Royal Governor and his family. In February of 1798, fire started in the cellar and quickly devastated the main building. The Kitchen and Stable Offices were saved. In 1945, the legislature created the Tryon Palace Commission and charged it with the reconstruction of the original Palace from its original plans on its original foundation. Guides in period dress conduct tours of the building. Both floors are open, as well as the cellar, which has recently been reinterpreted according to descriptions contained in some of architect John Hawk's letters.

Bibliography

Broadfoot, Jan. *Twentieth Century Tar Heels*. Wendell, N.C.: Broadfoot's of Wendell, 1997.

Brief biographical sketches of prominent twentieth-century North Carolinians and lists of winners of various North Carolina awards and elected officials.

Corbitt, David L. *The Formation of the North Carolina Counties, 1663–1943*. Raleigh: State Department of Archives and History, 1969.

This useful volume is a basic resource for genealogical research and the study of state and local history. It contains the date and history of the formation of each North Carolina county; a description, taken from the laws, of boundary lines; and maps (1700–1912) that show the development of the state from northeast to southeast and then westward.

Crow, Jeffrey J., Paul D. Escott, and Flora J. Hatley. *A History of African Americans in North Carolina*. Rev. ed.. Raleigh: Division of Archives and History, Department of Cultural Resources, 2002.

The history of African American North Carolinians from colonial times to 2001.

Gille, Frank H., ed. *Encyclopedia of North Carolina*. St. Clair Shores, Mich.: Somerset Publishers, 1999.

Two-volume set with basic facts about the state, a chronology of historical events, and brief biographies of North Carolina governors through James G. Martin.

Fradin, Dennis. *North Carolina Colony*. Chicago: Children's Press, 1991.

A short illustrated history of the colonial period in our state, including a time line and biographical sketches of important people of the time.

Hill, Michael, ed. *Guide to North Carolina Highway Historical Markers*. Raleigh: Division of Archives and History, Department of Cultural Resources, 2001.

This guide contains the inscriptions found on the 1,434 markers erected across the state from 1935 to 2001. County maps and 119 illustrations (not in previous editions) are included.

Parramore, Thomas C. *Express Lanes and Country Roads: The Way We Lived in North Carolina, 1920–1970*. Chapel Hill: University of North Carolina Press, 1983.

This volume in the series *The Way We Lived in North Carolina*, published in association with the Division of Archives and History, is useful for its focus on social history and its information on state historic sites.

Powell, William S. *The North Carolina Gazetteer*. Chapel Hill: University of North Carolina Press, 1968.

Alphabetical listing of North Carolina place names and their geographical descriptions.

Powell, William S. *Dictionary of North Carolina Biography*. Chapel Hill: University of North Carolina Press, 1979.

This four-volume set includes biographies of prominent North Carolina citizens who have made a difference in the state.

Rafle, Sarah. *North Carolina: The Tar Heel State*. World Almanac Library of the States. World Almanac Library, 2002.

This colorful, up-to-date book covers all aspects of the state, from history and government to economy and lifestyle. A time line is included.

Sateren, Shelley Swanson. *North Carolina Facts and Symbols*. Capstone Press, 2003.

This book is a good beginning resource for highlighting the state and its features. The “Fast Facts” section highlights the state capital city, the largest city, physical size, population, natural resources, farm products, and primary manufactured goods. Population figures from the 2000 census are included.

Schulz, Andrea. *North Carolina*. Hello USA. Lerner, 2002.

A storehouse of information about North Carolina, with historical highlights; facts about the population, the economy, and the environment; maps; and photographs.

Taylor Michael W. *Tar Heels: How North Carolinians Got Their Nickname*. Raleigh: Division of Archives and History, Department of Cultural Resources, 2001.

One of the most frequently asked questions about North Carolina is, how did its residents become known as “Tar Heels”? This entertaining paperback explains how the unusual nickname originated and how and when it gained acceptance.

Tetterton, Beverly, and Glenn Tetterton. *North Carolina County Fact Book*. 2 vols. Wendell, N.C.: Broadfoot’s of Wendell, 1998–1999.

Descriptions of every county, including location, origin, physical features, industries, agricultural products, parks, landmarks, and notable people.