

Lesson Plan: Settlement of North Carolina

Grades: 4–8

Overview: The English were not the only early inhabitants of North Carolina. This lesson enables students to discover other groups that contributed to North Carolina's early settlement.

Purpose: Students will gain an understanding of North Carolina's settlement by various groups, in different regions and during various periods of history.

Time: One block class period

Objectives: Social Studies Grade 4: 2.02, 2.03, 2.04, 3.02, 4.01
Social Studies Grade 8: 1.01, 1.05, 1.07, 3.02

Materials: North Carolina textbooks
Spring 2006 *Tar Heel Junior Historian* articles:
"Bath: North Carolina's First Town" by Bea Latham
"The Backcountry Grows Up" by Dr. Christopher E. Hendricks
"A Forced Migration" by Jennifer Farley
"The Great Philadelphia Wagon Road" by Michael O. Hartley and Martha B. Hartley
"From Caledonia to Carolina: The Highland Scots" by Kathryn Beach
"Language Tells North Carolina History" by Dr. Walt Wolfram and Dr. Jeffrey Reaser

- Procedure:
1. To check prior knowledge, ask which groups of people settled in North Carolina during the 1600–1700s.
 2. Introduce the various groups that settled in North Carolina: English, Scots-Irish, Germans (Moravians), Quakers, Africans, American Indians.
 3. Define key terms used in the readings: *headright system*, *indentured servants*, *immigration*, *migration*, *colonization*, *apprentice*, *proprietor*, *dissenter*, *slave*, *charter*, *tenant farmer*, *naval stores*. Have students create visual representations of the terms using the definitions given.
 4. Randomly assign the *Tar Heel Junior Historian* articles "Bath: North Carolina's First Town," "The Backcountry Grows Up," "A Forced Migration," "The Great Philadelphia Wagon Road," and

“From Caledonia to Carolina: The Highland Scots” to individual students. Students read and selectively highlight the main ideas.

5. Divide students into five groups according to the assigned readings and have groups create free-form maps on large sheets of paper or on overhead transparency sheets. Encourage students to include as much as possible in their presentations for the time period, area settled, and the group’s contributions.

Note: CRISS Strategy—Free-Form Mapping Group Directions:

- a. Discuss the article and the main ideas.
- b. Generate a list of the main ideas and decide how best to present them on paper or transparency through words, pictures, and diagrams.
- c. Create the free-form map on paper or transparency.
- d. Share maps with the class.

Free-form map objective: to represent main ideas and inter-relationships using words, pictures, phrases, circles, squares, or whatever creative endeavor best portrays the analysis. Each map will vary. The thinking process is most important, as students create unique illustrations.

Source: Santa, Carol M., Ph.D., Lynn T. Havens and Evelyn Maycumber. *Project CRISS—Creating Independence through Student-Owned Strategies*. 2nd ed. Dubuque, Iowa: Kendall/Hunt Publishing Company (1988): 65.

6. Groups of students should present their finished free-form maps to the class. The audience completes the “Settling North Carolina Chart” (in supplement) as information is shared.
7. Using North Carolina textbooks, students fill in any missing information.
8. Have students read “Language Tells North Carolina History” and create a dictionary of southern terms for a new arrival to the state. (This can be assigned for homework. Also, the dictionary can include words from the article and current terms spoken in North Carolina but not typically used in other United States regions.)

Extension Activities

1. Identify the location of each group settling in North Carolina on a blank map of the state.
2. Students conduct further research and create a children's book on each group settling in colonial North Carolina.
3. Research the Fundamental Constitutions of Carolina that approved slavery in 1669 and the establishment of the first slave code in 1715. Write a report about the findings.
4. Set up learning centers emphasizing colonial daily life in North Carolina. Stations for consideration include (a) orders of society, (b) housing, (c) food, (d) public accommodations, (e) religion and churches, and (f) schools and education. Contributions of Highland Scots, Scots-Irish, Germans, Moravians, and African Americans should be included.
Note: Chapter 5, "Colonial Society and Culture, 1729–1776," of William S. Powell's *North Carolina Through Four Centuries*, published by The University of North Carolina Press, offers background information.
5. Using the article "Bath: North Carolina's First Town," students
 - * Sketch a home as described
 - * Complete a reading guide focusing on the following:
 - (a) Challenges faced—*survival was dependent on the work of all family members; relocation of county government; labor-intensive crop production; headright system*
 - (b) Environmental adaptation—*moved further south for fertile soil*
 - (c) Social aspects—*mixed group: well-to-do-planters, laborers, religious dissenters, apprentices, convicts, indentured servants, tenant farmers; child laborers*
 - (d) Religion—*moved into area to escape persecution; dissenters*
 - (e) Education—*no public education*
 - (f) Economy—*land and water were the source of income; tobacco cultivation and European export; naval stores; fishing*
 - (g) Politics—*arrived to escape persecution; African enslavement*
 - * Synthesize the reading information into a sentence completion: "Life in Bath could be described as _____ because _____"
6. After reading the article "A Forced Migration," create a visual of the contributions of Africans to North Carolina society.
7. Hold a Colonial Life Day. Activities could include, but are not limited to, storytelling, bluegrass band performances, quilting, soapmaking,

* Research Blackbeard and his connection to Bath.

spinning, quill writing, and so forth. Be sure to include different ethnic groups and nationalities.

8. Research the different groups of immigrants in the 1900s and create a graphic representation showing them. Include country of origin and reason(s) for immigrating.
9. Create a graphic organizer showing the reasons that brought various ethnic groups to North Carolina over the centuries.
10. Create a talk show with students representing different nationalities of immigrants arriving in North Carolina in the mid-1700s. Discuss why the immigrants came and what they hope to find.
11. Write an essay on why someone should or should not settle in North Carolina in the late 1600s–early 1700s.

Activity Sheet: Settlement of North Carolina Chart

Groups	Time Period Settled	Area Settled	Contributions
English			
Scots-Irish			
Germans (Moravians)			
Quakers			
Africans			
American Indians			

Answer Sheet: Settlement of North Carolina Chart

Groups	Time Period Settled	Area Settled	Contributions
English	<i>Late 1500s 1600s 1700s</i>	<i>Coastal Plain, Piedmont</i>	<i>First colonization of New World; formed government; established church and townships; names; national language</i>
French Huguenots	<i>Starting 1705</i>	<i>Eastern NC (Bath, Pamlico region)</i>	<i>Names still found in the area; development of first town</i>
Scots-Irish	<i>Starting in about 1740s</i>	<i>Backcountry (including Charlotte, Fayetteville)</i>	<i>Naval stores and farming; Presbyterian Church; popular cultural events such as Highland Games</i>
Germans (Moravians)	<i>1750s</i>	<i>Backcountry (Salisbury, Forsyth County)</i>	<i>Religious diversity; crafts, education, and trades; farming</i>
Quakers	<i>1750s</i>	<i>Guilford County</i>	<i>Abolition movement</i>
Africans	<i>1600s</i>	<i>Coastal Plain, Piedmont</i>	<i>Labor force that permitted southern colonies to survive; essential to state's cash crop and economy; words; foods; musical instruments</i>
American Indians	<i>Prior to European settlement</i>	<i>Entire state</i>	<i>Established trails that permitted European settlement in the Piedmont; taught European colonists about local food sources and other resources</i>

Lesson Plan: The Fastest Growing Town In North Carolina

Grades: 4–8

Overview: In 1938 Valdese earned the label of the “Fastest Growing Town in North Carolina.” While Valdese today no longer holds this claim, valuable lessons can be learned from the early inhabitants’ struggle for survival—lessons important to today’s struggling areas as well as thriving communities.

Purpose: Students will discover the origins of Valdese and will explore the fastest growing area in North Carolina today.

Time: One class period

Objectives: Social Studies Grade 4: 1.05, 2.03, 2.04, 3.02
Social Studies Grade 8: 1.01, 1.05, 1.07, 3.02, 8.01

Materials: Spring 2006 *Tar Heel Junior Historian* article:
“The Waldenses of Valdese” by Fred Cranford
Computers with Internet access
North Carolina map

- Procedure:
1. Students will read the article “The Waldenses of Valdese” and answer the reporter’s questions of who, what, when, where, why, and how.
 2. Students share findings with a partner.
 3. With their partner, students research current demographic information on Valdese. Information can be found at http://www.ci.valdese.nc.us/valdese_demographics.pdf.
 4. Using the Profile of General Demographic Social Characteristics ancestry chart on the Web site, students create a pie graph of Valdese’s demographics according to the 2000 U.S. Census Report.
 5. Review the demographics for the current fastest growing city in North Carolina, Charlotte, at <http://charlotte.areaconnect.com/statistics.htm>.
 6. Note the demographic similarities and differences between Valdese and Charlotte.

7. Using a North Carolina map, students will note the geographic features of the Charlotte and Valdese areas and theorize how geography impacted settlement of these areas.
8. As an exit slip, students summarize the contributions of the Waldenses and identify the human lessons that can be learned from Valdese.

Extension Activities

1. Students write a script for a play depicting the life and contributions of the Waldenses. They can create paper puppets and perform for the class.
2. Create a six-sided tourist brochure for Valdese. Students should include the history of the founding of the town.
3. Students read the overview for the outdoor drama *From This Day Forward* telling the Waldenses' story at <http://www.hci.net/~ocp/ftdf.htm>. They then create a playbill for the drama, emphasizing the history of the founding of Valdese.

Activity Sheet: The WWWWWH of the Waldenses

Directions: As you read "The Waldenses of Valdese," answer the reporter's questions in the space provided.

Who?	
What?	
When?	
Where?	
Why?	
How?	

Answer Sheet: The WWWWWH of the Waldenses

Who?	Waldenses of southern France and the Piedmont region of Italy
What?	Emigrating from European countries to escape religious persecution; came to North Carolina after Morganton Land and Improvement Company agreed to sell a tract of a hundred thousand acres of land in western North Carolina on credit
When?	Starting in 1893
Where?	Western North Carolina (Burke County)
Why?	Religious freedom, land opportunity (land was growing scarce in their part of Europe)
How?	Determination, risk-taking; corporation formed to protect investment; millwork; farming

Lesson Plan: Searching for Gold

Grades: 4–8

Overview: In the 1800s the gold rush in North Carolina brought people from various areas to seek their fortunes. In turn, when other states and territories reported large gold finds, many left the state seeking to gain wealth elsewhere. Although many miners lived in the state for a short time, they made lasting contributions to North Carolina.

Purpose: Students gain an understanding of the impact of the gold rush on North Carolina's economy, geography, and society.

Time: One block class period

Objectives: Social Studies Grade 4: 1.01, 1.05
Social Studies Grade 8: 1.01, 3.02, 3.06

Materials: North Carolina textbook if reference is made to the state's gold rush (not found in McDougal)
Spring 2006 *Tar Heel Junior Historian* article:
"The North Carolina Gold Rush" by Rebecca Lewis
Copies of the downloaded "Reed Gold Mine" article from <http://statelibrary.dcr.state.nc.us/nc/ncsites/gold.htm>.
Copies of primary source assignments (in this supplement)

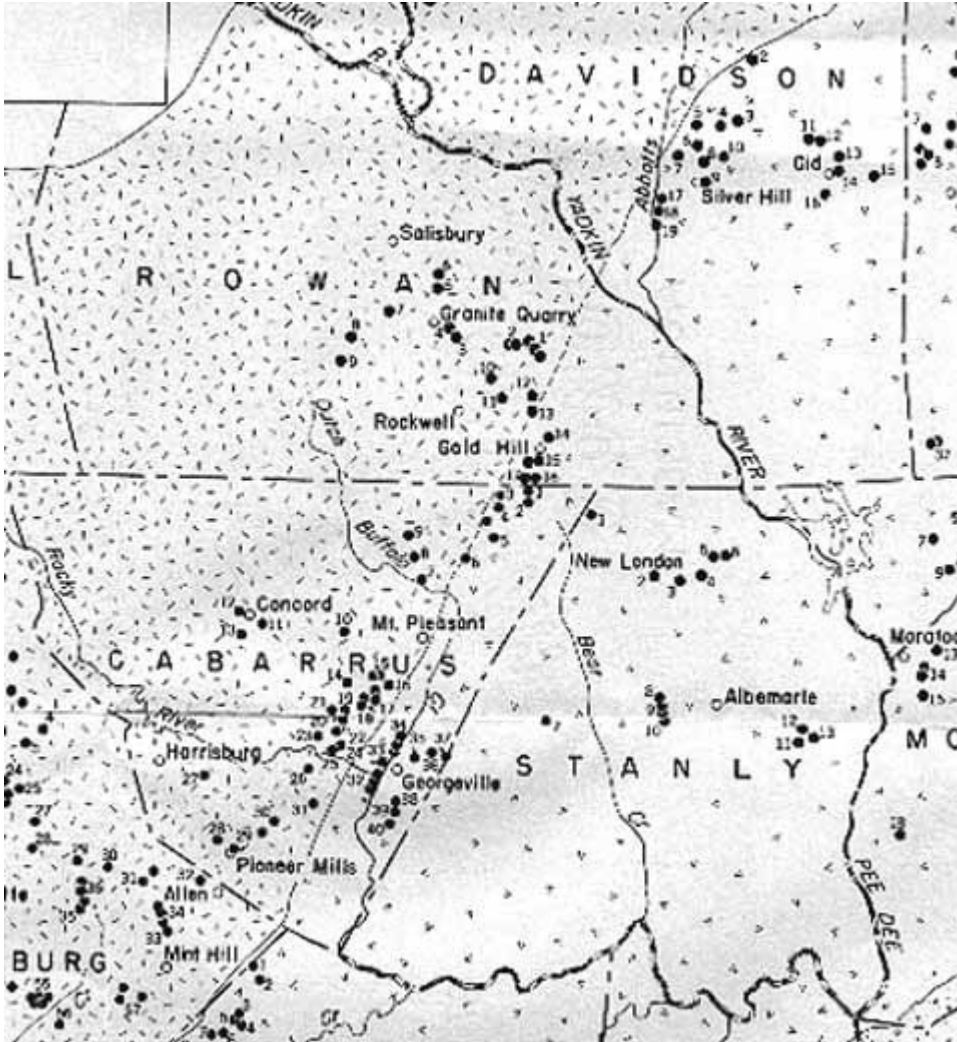
- Procedure:
1. Read independently, or as a whole class, the *Tar Heel Junior Historian* article and the "Reed Gold Mine" article.
 2. Group students and have them describe and evaluate the geographic, economic, and social implications of the North Carolina gold rush based upon the student textbook and articles.
 3. The whole class debriefs the implications.
 4. Distribute the attached primary sources and activity sheet. Have students interpret the primary source(s) relating to North Carolina's gold rush, as directed on the activity sheet. (Students may interpret one primary source or all sources, depending upon the time factor. If students interpret only one document, have them share their findings.
 5. On an exit slip, students answer the question, "How did the North Carolina gold rush change the state?"

Extension Activities

1. Review the 1850 census of Rowan County, found at <http://www.rootsweb.com/%7Encrowan/census/CENSINDEX.HTM>, and note the occupations and nationalities of the residents. Randomly select ten pages and compile a list of occupations. Create a pie graph reflecting the occupational makeup of the population.
2. Create a script between family members discussing their leaving North Carolina for another state after the decline of gold mining in the state. Discuss the pros and cons. Then decide whether to stay or go.
3. To integrate with language arts and to practice for the state reading EOG, complete the sample reading item, "Mining and Gems in Western North Carolina," available from the North Carolina Department of Public Instruction Web site <http://www.ncpublicschools.org/docs/accountability/testing/eog/g8/ReadingSamples/Fall2003Gr8RFormWS7.pdf>.

Primary Source #1

Map: Old mines and prospects in Cabarrus, Davidson, Rowan and Stanly counties (North Carolina)



Segment of a map from U.S Geological Survey Professional Paper 213,
“Gold Deposits of the Southern Piedmont,” by J.T. Pardee and C.F. Park Jr. (1948)

Identified mines:

Cabarrus County:

1. Union Copper
2. Troutman
3. McMakin (Whitney)
4. Isenhour (Whitney)
5. Hunnicutt
6. Coates
7. Hopkins No. 1
8. Cline (Cruse)
9. Hopkins No. 2
10. Heilig
11. Joel Reed
12. Montgomery
13. Allison
14. Faggart
15. Nash
16. Barnhardt and Quaker City
17. Charlie Bost and Arey
18. Widenhouse and Narville
19. Furniss
20. Phoenix
21. Gibb
22. Tucker
23. Sanders
24. Barrier
25. Furniss-Furr
26. Dan Boger
27. Harris
28. Spears
29. Pioneer Mills
30. Dixie Queen (Newell)
31. Allen Boger
32. Rocky River
33. Buffalo
34. Ellsworth and Crosby No.2
35. Nugget
36. Smith
37. Crayton
38. Allen Furr
39. Barber and Garman
40. Reed

Davidson County:

1. Black, Eureka, and Lalor (not shown, located just south of Thomasville)
2. Conrad Hill and Dodge Hill
3. Billy Allred
4. Baltimore
5. Morgan, Briggs, Plyler, and Liberty Mining Co.
6. Nooe
7. Welborn
8. Ida
9. Silver Hill
10. Secrest
11. Hepler and Claude Hepler
12. Silver Valley
13. Brown
14. Cid
15. Ward
16. Emmons (Hercules)
17. Peters
18. Hunt
19. Cross

Rowan County:

1. Dutch Creek mines
2. Gold Knob
3. Bullion
4. Reimer
5. Dunn's Mountain
6. New Discovery
7. Bame
8. Harrison
9. Southern Bells
10. Varnadore
11. Parks
12. Jacob Haltshauser and Graf (Bame)
13. Camp Ridge
14. Rumble
15. Gold Hill (Randolph) and Standard
16. Miller-Barnhardt
17. Union Copper (Honeycutt)

Stanly County:

1. Barringer
2. Mumford (placer)
3. Parker
4. Flint Springe (placer)
5. Crowell
6. Kimball Hall
7. Eudy
8. Lowder
9. Haithcock
10. Hearne
11. Ingram (Crawford) (placer)
12. Fesperman
13. Thompson

Source: <http://lightning.prohosting.com/~teylu/ncgold/minemap.html>

Primary Source #2 [Transcriptions of actual articles]

Carolina Observer

Fayetteville, N.C.

12 Jun 1823

Gold Mine In the county of Anson, N. C. two miles from Rocky river, and about thirty five miles from this place, there has been recently discovered an extensive Gold Mine; in excavating which, twelve workmen are now employed with very considerable success. We have conversed with a gentleman who a few days since visited this mine; from him we learn the ore is exceedingly pure, and sells readily in its *crude* state, at 91 cents the penny-weight. While he was present, *one piece* was dug up weighing forty ounces, equal to \$340 40 cts. One other piece had previously been found weighing twenty-two ounces, equal to \$728. Gold is not found deeper than than three and a half feet below the surface. There is a small creek running directly through this mine, the bottom of which is covered with millions of small particles of gold glittering through the running stream, presents a very interesting and beautiful appearance.

Carolina Observer

Fayetteville, N.C.

23 Jun 1825

GOLD IN NORTH CAROLINA

A correspondent of the National Intelligencer, who professes to reside in the neighborhood of the "Gold country" in this State, gives the following as the result of his enquiries and examination on a visit to the mines. We apprehend there is much truth in his statements.

"After examining the main area of the golden drama of north Carolina at Barringer's, and after comparing the different very contradictory reports concerning the same, we feel ourselves compelled to state it as our candid opinion, that it is exceedingly difficult to ascertain the truth of the matter, what quantity of gold, and on which particular spot, the same has been found. Strangers from a distance arriving on the spot, will frequently find persons there, who, after spending much labor on their pits and not having realized the least profits, feel completely discouraged about any final success. These persons, being on the eve of quitting in disgust this scene of their folly, have many times, it appears, pretended only to have found quantities of the metal, for the purpose of encouraging strangers to buy their interests in the pits, already opened, by which they would obtain at least some remuneration, even the most trifling one, for their labor. It is a fact, that at the time of our visit, even Barringer had quitted working the same pits, out of which, it was currently reported, he should have obtained considerable wealth. Several extravagant reports about large sums having, by strangers, been offered for the interest in several pits, proved, after being examined on the very spot, to be gross fabrications.

“At Parker's plantation, distant about five miles from Barringer's. which also was visited by us, it is reported that gold to the value of several thousand dollars, has, within one year's time, been procured by the process of washing the soil, consisting of a reddish clay. But the information which we gained, partly on this very place and partly in this vicinity, proved to us so much that even here hundreds, perhaps thousands, of men, had been laboring; that the plurality of these did not find any gold at all; that some succeeded in finding a little; but that very few could boast of having realized considerable profits. Many, by exposure to wet and cold, suffered in their healths, without gain to their pockets.

“We also deem it our duty to state one particular characteristic of the gold mania, containing, to refecting minds, a weighty though indirect proof: when returning home, in the same proportion as we left the famous gold regions at a distance behind us, we found that the reports concerning immense gains realized in the gold region, increased again in extravagance, which gains, after instituting our observations, we were convinced, dwindle down to either a mere insignificance, or still more probably to an actual loss of labor.

“After summing up the whole evidence collected by us, we hope we shall _____ before our readers, when we state, that gold, to an unknown amount, has actually been found in North Carolina, but only in detached parcels, somehow in an accidental manner, and that, to the best of our knowledge, no real vein of gold ore has yet been discovered in our State, which would justify, on rational principles, the commencing of regular mining operation. As long as such veins have not been discovered, it will in our opinion remain probable, that, by some violent convulsion of our globe, instigated either by Neptune or Vulcan, or derivable perhaps from the conflicting efforts of both water and fire, some metallic particles were separated from their main masses, and deposited in our gold region, coming perhaps from a distance of many thousand miles.”

Carolina Observer

Fayetteville, N.C.

21 Feb 1828

THE GOLD MINES

The Southern Review gives the following account of the first discovery of Gold in this State: “A young lad, a son of Mr. Reed, shooting with a bow and arrows at fish, in Meadow creek, struck a lump of gold, which, from the description given of it, must have weighed several ounces. Attracted by the lustre, he picked it up and carried it home. His father, not more skilled in metals than the son, yet, thinking it might be valuable, wrapt it up, and put it away in one of the crevices of his rude habitation. Between the logs of his coarse dwelling it remained for three years, but business then accidentally calling Reed to Raleigh, his wife persuaded him to take that “lump of shining stuff” with him, and see if any one at Raleigh could tell him what it was. Reed applied in that town to a silversmith, who, as he said, gave him a trifle (_3) for it, but honestly told him it was gold and very pure.

Reed's discovery gave him much embarrassment, He was a Hessian by birth, one of the soldiers, we believe, whom the British brought over to this country in our Revolutionary war; honest, but unlearned. He became uneasy lest his neighbours might suspect and persecute him, as for illicit practices, if he should acquire sudden wealth. --When his apprehensions became known they were soon relieved and a small association was made up, consisting of Colonel Ffyfer, of Concord, Mr Love, a preacher, in the neighbourhood, and a brother-in-law of Reed's, whose name we have forgotten. These three were to find labourers, and dig for metal, allowing Reed one fourth of the ore they should obtain. The work, however, was prosecuted very feebly, although their success might, apparently, have justified great exertions."

Carolina Observer

Fayetteville, N.C.

28 Aug 1828

NEWS FROM THE GOLD MINES!

A letter from Col. Wm. Dismukes, of Anson county, gives us the following account of the operations at one of the Gold Mines in that county:

"The Anson Gold Mine is situated on Richardson's creek, 23 miles west of Wadesborough, and owned by Col. Jacob Austin, the heirs of Jonathan Austin, dec'd, and myself. Very little work has been done here for several years past, until four or five weeks ago, since which I have attended it myself, and have had from 20 to 80 hands at work on shares, who have accounted for upwards of 600 dwts., in different sizes, from the smallest particles to 130 dwts. And this morning a solid piece was found weighing *thirteen pounds seven ounces*, in its rough state, and it is supposed will net about *twelve and a half pounds*, and worth from 2,500 to 3,000 dollars. This is the largest lump that I ever heard of, except for the one found in Cabarrus county some years ago weighing 28 lbs. Several large pieces have heretofore been taken from this mine weighing from 1 to 5 lbs. Its extent is not known, but it is supposed to cover 15 or 20 acres of land, and only about three fourths of an acre has yet been worked. The workmen receive one half of all pieces weighing 1 dwt. and upwards, and two thirds of all under. Any number of hands can be employed, and the proprietors are willing to engage as many as possible, provided they can come well recommended."

Activity Sheet: Gold Rush Primary Sources

Directions: Review the primary sources provided and complete the form as directed.

Interpreting a Document/Primary Source

Title: _____ Author (if applicable) _____

1. Using the document/primary source, complete the following graph:

Form/type of document:	Audience:
Topic:	Purpose:

When was the document created? Cite evidence from the source to support your answer.

What is the most important historical information this source provides? Be sure to cite specific evidence from the source.

Source: Maryland Historical Society

Answer Sheet: Gold Rush Primary Sources

Interpreting a Document/Primary Source: Primary Source #1

Title: _____ *“Gold Deposits of the Southern Piedmont” map segment* _____
Author (if applicable) _____ *J.T. Pardee and C.F. Park Jr., published* _____

Using the document, complete the following graph:

Form/type of document: <i>Segment of a map</i>	Audience: <i>Geologists, interested persons</i>
Topic: <i>Gold mine locations</i>	Purpose: <i>To list the locations and identities of North Carolina gold mines</i>

When was the document created? Cite evidence from the source to support your answer.

Published in 1948, as reflected in the document

What is the most important historical information this source provides? Be sure to cite specific evidence from the source.

The various locations and names of gold mines in North Carolina, by county

Answer Sheet: Gold Rush Primary Sources

Interpreting a Document/Primary Source: Primary Source #2

Title: Carolina Observer news articles: untitled, "Gold in North Carolina," "The Gold Mines," and "News from the Gold Mines!"
Author (if applicable) newspaper reporters

Using the document, complete the following graph:

Form/type of document: <i>Newspaper articles</i>	Audience: <i>Newspaper readers</i>
Topic: <i>Gold mine reports</i>	Purpose: <i>To describe value and stories of North Carolina gold mines</i>

When was the document created? Cite evidence from the source to support your answer.

June 12, 1823
June 23, 1825
February 21, 1828
August 28, 1828

As reflected in the documents

What is the most important historical information this source provides? Be sure to cite specific evidence from the source.

The value of various gold mines in North Carolina during the early 1800s

Lesson Plan: Traveling Across North Carolina Over Time

- Grades: 4–8
- Overview: North Carolina’s geographic features influenced early travel into and across the state, limiting settlement in certain areas. Over time, however, transportation developments allowed for easier travel.
- Purpose: Students will explore the various means of transportation that emerged over the centuries, resulting in increased immigration into and movement across North Carolina.
- Time: 30 minutes
- Objectives: Social Studies Grade 4: 1.01, 1.02, 1.03, 1.04, 3.04
Social Studies Grade 8: 1.01, 3.02, 5.04, 7.05
- Materials: North Carolina map
North Carolina student textbook
Spring 2006 *Tar Heel Junior Historian* article: “How Did We Get Here From There? Advances in North Carolina Transportation” by Larry K. Neal Jr.
- Procedure:
1. On a blank state map, students identify the three geographic regions of North Carolina using their textbook as a reference. Then students create a map key and identify the topography of the various regions.
 2. Using the completed map, students theorize about how North Carolina’s geography limited early travel to the state. The discussion should include the limited natural ports, the dangerous coastline (barrier islands—“Graveyard of the Atlantic”), the river system, and the mountains.
 3. Students read the article “How Did We Get Here From There? Advances in North Carolina Transportation,” and using the activity sheet, chart the various means of transportation.
 4. Have students share responses with peers.

Extension Activities

1. Research Archibald Murphey. Write a report on his role in reforming North Carolina and how his blueprint eventually led to an increase in state population.
2. Have students imagine that they are passengers on a Conestoga wagon migrating to North Carolina on the Great Philadelphia Wagon Road. Write a letter home describing the experiences on the journey. The letter should include a description of the wagon, facets of daily life, challenges faced, the environment, and adaptations.
3. Research the Raleigh and Gaston Railroad and the Wilmington and Weldon Railroad. In a report, explain how these were important additions to the state's overall transportation system.
4. On a blank map of North Carolina and the eastern United States, students should trace the Great Philadelphia Wagon Road from Pennsylvania to Georgia, labeling the specific areas where travelers stopped and settled in North Carolina.

Activity Sheet: Traveling Across North Carolina Over Time

Directions: As you read the article “How Did We Get Here From There? Advances in North Carolina Transportation,” complete the following chart and answer the question that follows:

Time Period	Means of Transportation	Travel Time	Impact on North Carolina’s Development
Early Settlement (1600s–mid-1700s)			
Late 1700s			
Mid-1800s			
Early 1900s			

Which means of transportation do you think made the greatest impact on North Carolina? Support your answer with factual information.

Answer Sheet: Traveling Across North Carolina Over Time

Time Period	Means of Transportation	Travel Time	Impact on North Carolina's Development
Early Settlement (1600s–mid-1700s)	<i>Ships</i>	<i>Average 75 days from England to Outer Banks</i>	<i>Slow settlement with shallow ports; many settlers came from other colonies instead of from Europe</i>
Late 1700s	<i>Wagons on plank roads and boats</i>	<i>5 to 25 miles per day</i>	<i>Boosted backcountry population via travel along Great Philadelphia Wagon Road</i>
Mid-1800s	<i>Steam—railroads</i>	<i>50 miles per hour (1860s) to 100 miles per hour (1900s)</i>	<i>Transporting of goods to ports and city markets; people could travel much easier but were tied to schedules</i>
Early 1900s	<i>Auto</i>	<i>Much shorter</i>	<i>Flexible travel (when and where); congestion; environmental impact increasing</i>
	<i>Plane</i>	<i>7 days from England to Outer Banks</i>	<i>Fastest travel yet, to anywhere in world</i>

Which means of transportation do you think made the greatest impact on North Carolina? Support your answer with factual information.

Will vary

Lesson Plan: The Effects of Immigration and Migration

- Grades: 4–8
- Overview: Factors such as the environment, geography, war, the economy, Urbanization, and industrialization relate positively and negatively to North Carolina’s immigration and migration.
- Purpose: Students will consider the causes and effects of immigration to and migration within North Carolina.
- Time: One class period
- Objectives: Social Studies grade 4: 2.02, 2.03, 2.04, 4.01
Social Studies grade 8: 8.01, 8.04, 9.01
- Materials: North Carolina student textbook
Spring 2006 *Tar Heel Junior Historian* articles:
“Recent Population Change in North Carolina” by Dr. Alfred W. Stuart
“A New Home” by Rebecca Muller
“Studying and Applying Population Data” in Activities Section
“The Great Migration and North Carolina” by Dr. Shepherd W. McKinley and Cynthia Risser McKinley
“Quaker Out-Migration”
Computers with Internet Access OR copies of the downloaded
“Population Growth Rates 1790-1998 Chart” from
www.ncatlasrevisited.org
- Procedure:
1. Students imagine they are immigrants moving to North Carolina today. They write letters to a friend explaining why they are moving into the state.
 2. Using information generated from student letters, create, as a whole class, a graphic organizer showing the various reasons why immigrants came to North Carolina.
 3. Students read independently “Recent Population Change in North Carolina,” and create a bar graph of North Carolina’s population growth for Asians, Hispanics, and non-Hispanic whites. The chart and graph should show the population increases for 1990 and 2004.
 4. Answer the questions that Dr. Alfred Stuart asks in his article:

- a) Are the newcomers taking jobs from natives and driving down wages or serving as critical, hard-working employees in industries with a labor shortage?
- b) Are they draining state resources or living out the American dream of building better lives for their families?
- c) Is there a need for reform, better security in light of terrorism, or safeguards against exploitation of immigrants?
- d) What about the language barriers?

Note: Depending upon the students and the size of the class, students can “think-pair-share,” whole class discuss, or independently write responses with the teacher providing written feedback. Be sensitive to class members!

5. Read the article by Rebecca Muller and, as described, compare and contrast her life in Vietnam and life in the United States.
6. Reference that a number of Vietnamese arrived in North Carolina immediately following the fall of Saigon. Ask what other historical events may have impacted the state’s population.
7. Have students review the Population Growth Rates 1790–1998 Chart and compare/contrast populations in connection with major events of the 1900s: World War I, the Great Migration period, the Great Depression, World War II, the Civil Rights era, the Vietnam War era, and so forth.
8. Inform students of the population changes that occurred during earlier times, related to the:
 - (a) Colonization era, with large numbers of arrivals—Ask how the large numbers of immigrants in the 1700s helped weaken ties with England.
 - (b) American Revolution, with some Loyalist settling in Canada, and runaway slaves joining the British or leaving for Sierra Leone
 - (c) North Carolina gold rush
 - (d) Rip Van Winkle era, when residents left the state due to the lack of attention given to education, agricultural reform, and internal improvements such as roads
 - (e) Civil War and antebellum periods, with abolitionists, runaways slaves, and Quakers departing
 - (f) Jim Crow era
 - (g) Great Migration of African Americans out of the South
9. List the positive and negative impacts of immigration and migration on North Carolina.

10. For homework (several nights will be needed for students to complete activity), interview a new arrival to North Carolina, identifying the reason(s) for the immigration and the challenges faced.

Extension Activities

1. Research the Research Triangle Park and the growth of new companies in the area. Compare findings to census reports for the Raleigh-Durham area and theorize how the two relate.
2. Research census data of student's own community and North Carolina. Compare and contrast in a Venn Diagram.
3. Research the ten North Carolina municipalities with the smallest populations and the ten North Carolina municipalities with the largest populations. Attention should be given to possible reasons for the population size. Such reasons could include income level and average salaries, location and geographic features, cost of living, job offerings, recreational activities, and so forth. Have students hypothesize the reason(s) why people choose to live in particular areas.
4. Debate the benefits of living in smaller municipalities versus larger municipalities.
5. Research census reports from 1950 to 2000. Describe the demographics of the state at the various times and the population trends.
6. As a language arts extension, propose a solution to the situation as described in Dr. Stuart's article that "Hispanics cost the state more than they pay," and write an essay.
7. Research Levi Coffin, sometimes referred to as "president of the Underground Railroad," and write a report on his contributions to the abolitionist movement.
8. Conduct a mock commission meeting discussing ways to maintain the population base in five rural counties in northeastern North Carolina expected to lose people over the next few years.
9. For language arts integration, students write on the prompt, "North Carolina does/does not have overpopulation here." (Students should reference the following statement made by State Demographer Bill Tillman in the "Studying and Applying Population Data" article: "If North Carolina closed its border, because women here have fewer than two

babies on average, our population would decline. If immigration stopped, our population would go south quickly.”)

10. Skim current newspapers for articles pertaining to Hispanics/Latinos, and identify the main ideas of the articles. Then write a summary of the article(s). (An example of an editorial, “Politics, migration tangle” by Rob Christensen, can be found at <http://www.newsobserver.com/622/story/198880.html>.)

Activity Sheet: Interview Assignment

Directions: You are to interview someone who has moved to North Carolina within the past five years. Issues should include, but are not limited to, the following:

1. Person's name
2. When the person arrived in North Carolina
3. Why and how he or she moved here
4. Why he or she ended up in North Carolina
5. What challenges and stereotypes he or she has faced
6. How his or her daily life contrasts with life in the previous home
7. His or her best and worst experiences thus far

Education Resources on Immigration and Migration in North Carolina

Films

Journey to Freedom: The Immigrant Experience (13 minutes)

www.unitedstreaming.com

This clip covers immigration from the initial settlement of the United States through immigration after World War I.

The New Americans, PBS series

The film follows new arrivals entering the United States and their challenges.

Web Sites

<http://ncmuseumofhistory.org>

The Web site of the North Carolina Museum of History. Information about North Carolina history and people is located here, including a time line of important events, as well as wonderful teacher development opportunities and ideas.

<http://www.itpi.dpi.state.nc.us/reed/>

In conjunction with the State Library of North Carolina, the National Park Service, and the Department of Archives and History, this North Carolina Department of Public Instruction site offers important information on gold mining in North Carolina, including old photographs to analyze, and various student activities.

<http://www.bergen.org/AAST/Projects/Immigration>

The American Immigration Web site—sponsored by Bergen County Academies, New Jersey—provides information on why immigrants came to America and the treatment received once they arrived.

<http://www.oldsalem.org/about/history.htm>

This site offers the history of Old Salem and the Moravians. Another section includes information about archaeology at Old Salem. Other Moravian-related sites include www.bethabarapark.org (Historic Bethabara Archaeological Park, Winston-Salem); and www.moravianarchives.org (the Moravian Archives hold more than one million pages of historical documents).

<http://www.ncatlasrevisited.org/>

With the assistance of the Department of Geography and Earth Sciences at the University of North Carolina at Charlotte, this Web site lists ethnic population change and population changes in North Carolina since 1790. Also included is information on the state's history, transportation, and more.

<http://www.waywelivednc.com>

This Web site features *The Way We Lived in North Carolina*, a publication by the North Carolina Office of Archives and History and the University of North Carolina Press. The publication offers an overview of the state's history and historical places.

<http://quickfacts.census.gov/qfd/states/37000.html>

Quick facts about North Carolina are reported by the U.S Census Bureau. Other demographic information and summaries can be found at <http://demog.state.nc.us>, the site of the state demographer.

<http://www.ncpublicschools.org/curriculum/socialstudies/elementary>

The *Trekking NC Book* is a resource that includes research information and activities geared for fourth grade, but easily adapted for middle school students. Pages 71–76 feature activities that specifically address Scots-Irish immigration to North Carolina and this group's influence on the cultural and economic development of the state.

<http://www.pbs.org/independentlens/newamericans/>

"The New Americans" PBS Web site permits students to follow five immigrants and refugees as they leave their homes and families to come to the United States, and to learn what it means to be new Americans in this century.

<http://www.inmotionaame.org/home.cfm>

"In Motion: The African-American Migration Experience" Web site from the New York Public Library (Schomburg Center) documents the *many* waves of black migration—into the U.S. and around the U.S.—from the transcontinental slave trade to the present day. Images, text, maps, and lesson plans are offered.

<http://www.migrationinformation.org/index.cfm>

This site from Migration Policy Institution provides migration data and information from around the world.

<http://www.historync.org/>

The history of various means of transportation, including North Carolina railroads, is featured on this Web site with the overall focus of business.

<http://www.wilmingtonrailroadmuseum.org>

The Wilmington Railroad Museum traces the historical development of railroads in the Wilmington area.

<http://www.ncsu.edu/linguistics/>

Offers information on research about linguistics and dialects across North Carolina and the implications, including a link to the N.C. Language and Life Project.

<http://cnnc.uncg.edu>

The Center for New North Carolinians, a program of the University of North Carolina at Greensboro, offers information on the Greensboro area's and the state's immigrant communities.

<http://www.nps.gov/elis>, <http://www.ellisland.com>,

<http://www.historychannel.com/ellisland>

These sites offer lots of information, lesson plans, and more, all related to the New York site (now a national park) where an estimated twelve million people entered the United States between 1892 and 1954. It includes much summary information about the national immigration picture over time.

<http://www.beardenfoundation.org>

This site offers information, artwork, and even lesson plans related to the African American artist Romare Bearden, who moved as a child from North Carolina to Harlem, New York City, with his family during the Great Migration.

<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/118trail/118trail.htm>

This National Park Service site offers lesson plans for teaching about the Trail of Tears.

<http://www.nps.gov/fora/>

This National Park Service site offers information, children's activities, and lesson plans about Fort Raleigh and the first English attempts to colonize the New World.

Student-Centered Web Sites

<http://ojeez.tripod.com/movingtoamerica/index.html>

"Moving to America" Web quest for eighth-graders. Based upon their research, students create a presentation encouraging others to come to America in 1909.

http://memory.loc.gov/learn/features/immig/immigration_set2.html

The multipart presentation from the Library of Congress American Memory Learning Page addresses the largest groups of people that have immigrated to the United States.

Field Trip Ideas

Coastal Plain

Historic Bath State Historic Site

P.O. Box 148, Bath

Hours: April 1 through October 31, Monday–Saturday, 9:00 a.m.–5:00 p.m., and Sunday, 1:00–5:00; November 1 through March 31, Tuesday–Saturday, 10:00 a.m.–4 p.m., and Sunday, 1–4 p.m. (closed Monday).

Admission: Adults, \$2; students, \$1 (house tours).

252-923-3971

www.ah.dcr.state.nc.us/sections/hs/bath/bath.htm

Visit North Carolina's first incorporated town, which features Palmer-Marsh House, Bonner House, and the state's earliest church still in continuous use.

Moore's Creek National Battlefield

N.C. 210, three miles west of U.S. 421; twenty miles northwest of Wilmington

Hours: Daily, 9:00 a.m.–5:00 p.m.

Free admission.

910-283-5591

www.nps.gov/mocr/

The park offers a one-mile trail with wayside exhibits leading through the 1776 battlefield and across Moore's Creek; the historic bridge site is located along the trail. Tour the spot where many Highland Scot Loyalists met the Patriots in a British defeat, causing many to flee North Carolina.

Somerset Place State Historic Site

2572 Lake Shore Road, Creswell

Hours: April 1 through October 31, Monday–Saturday, 9:00 a.m.–5:00 p.m., and Sunday, 1:00–5:00 p.m.; November 1 through March 31, Tuesday–Saturday, 10:00 a.m.–4:00 p.m., and Sunday, 1:00–4:00 p.m.

Free admission.

252-797-4560

www.ah.dcr.state.nc.us/sections/hs/somerset/somerset.htm

Somerset Place offers a view of life in the 1800s on a large North Carolina plantation, including the lives of enslaved persons of African descent—some of whom were brought directly from their West African homelands.

Wilmington Railroad Museum

511 Nutt Street, Wilmington

Hours: March 15 through October 14, Monday–Saturday, 10:00 a.m.–5:00 p.m., and Sunday, 1:00 p.m.–5:00 p.m.; October 15 through March 14, Monday–Saturday, 10:00 a.m.–4:00 p.m. (closed Sunday).

Admission: Adults, \$5; children (ages two to twelve), \$3.

910-763-2634

www.wilmingtonrailroadmuseum.org/

This museum traces the historical development of the railroads in the Wilmington area.

Wright Brothers National Memorial

1401 National Park Drive, Manteo

Hours: Summer, 9:00 a.m.–6:00 p.m.; 9:00 a.m.–5:00 p.m. the rest of the year.

Admission: \$3 per person.

252-441-7430

www.nps.gov/wrbr/

Visit the site of the first successful powered airplane flights.

Piedmont

Historic Stagville State Historic Site

528 Old Oxford Highway, Durham

Hours: Tuesday–Saturday, 10:00 a.m.–4:00 p.m.

Free admission.

919-620-0120

www.historicstagvillefoundation.org

This historic site teaches about southern plantation life and North Carolina material culture.

North Carolina Museum of History

5 East Edenton Street, Raleigh

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

Free admission.

919-807-7900

<http://ncmuseumofhistory.org>

Numerous exhibits align with the state social studies curriculum. *From Horses to Horsepower* emphasizes the history of North Carolina's transportation, for example, and *From the Museum's Attic* displays artifacts of various groups moving into North Carolina.

North Carolina Transportation Museum

411 South Salisbury Avenue, Spencer

Hours: November through March, Tuesday–Saturday, 10 a.m.–4:00 p.m., and

Sunday, 1:00–4:00 p.m. (closed Monday); April through October, Monday–

Saturday, 9:00 a.m.–5:00 p.m., and Sunday, 1:00–5:00 p.m.

Admission: Free admission; small fee for train rides.

704-636-2889, ext. 232, or 1-877-628-6386

<http://www.nctrans.org/>

This museum highlights transportation in North Carolina over time.

Old Salem Museums and Gardens

900 Old Salem Road, Winston-Salem

Hours: Visitors Center, April through December, Monday–Saturday, 9:00 a.m.–5:30 p.m., and Sunday, 1:00–5:00 p.m.; January through March, Tuesday–Saturday, 9:00 a.m.–5:30 p.m., and Sunday, 1:00–5:00 p.m. Some buildings' hours vary.

Admission: For an “All In One” package that includes several historic buildings and museums, Adults, \$21; children (ages six to sixteen), \$10.

1-800-441-5405, 336-721-7343, 336-721-7345 group sales

www.oldsalem.org/

An authentic and comprehensive historical attraction that focuses on the Moravians who settled in our state. School group tours include an introductory film, historic building and town visits, and tours with hands-on experiences.

Reed Gold Mine State Historic Site

9621 Reed Mine Road, Midland

Hours: Spring and summer, Tuesday–Saturday, 9:00 a.m.–5:00 p.m.; rest of year, Tuesday–Saturday, 10:00 a.m.–4:00 p.m.

Admission: No fee is charged for admission or tours of the mine; a group rate for gold panning is \$1.50 per pan.

704-721-4653

<http://www.ah.dcr.state.nc.us/sections/hs/reed/reed.htm>

Visit the site of the first documented gold find in the United States.

Mountains

Great Smoky Mountains Railroad

Mitchell Street, Bryson City

Hours: Check excursion schedule online.

Admission: \$10 per student; two teachers per ten students may ride at the rate of \$10, with other adult chaperones charged \$19 per person.

800-872-4681

www.gsmr.com

The scenic train journeys across the valleys, through tunnels, and across river gorges. There is a range of packages and times.

Museum of the Cherokee Indian

U.S. 441 and Drama Road, Cherokee

Hours: Daily, 9:00 a.m.–7:30 p.m.

Admission: Adults, \$9; children (ages six to thirteen), \$6; group rates available.

828-497-3481

www.cherokeemuseum.org

This museum recounts the story of the Cherokee people, including the forced migration known as the Trail of Tears.

Mountain Heritage Center, Western Carolina University

150 H.F. Robinson Building, WCU campus, Cullowhee

Hours: Monday–Friday, 8:00 a.m.–5:00 p.m.; June through October, also open Sunday, 2:00–5:00 p.m.

828-227-7129

www.wcu.edu/mhc/

The center celebrates the culture and natural heritage of the Appalachian Mountain region. Permanent exhibits include one focusing on the migration of the Scots-Irish people.

Oconaluftee Indian Village

44 North, 2.5 miles north of Cherokee

Hours: May 15 through October 25, daily, 9:00 a.m.–5:30 p.m.

Admission: Adults, \$13; children (ages six through thirteen), \$6.

828-497-2315, 828-487-2111 (offseason)

<http://oconalufteevillage.com>

A replica of a Cherokee community ca. 1700s, with buildings, arts and crafts, costumed interpreters, and more.

Outdoor Historical Dramas

Year-round school possibilities on immigration or migration themes.

From this Day Forward—Valdese

www.oldcolonyplayers.com

Horn in the West—Boone

<http://horninthewest.com>

Lost Colony—Manteo

www.thelostcolony.org

Unto These Hills—Cherokee

www.untothesehills.com

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Primary Documents

Documenting the American South, based at the University of North Carolina at Chapel Hill Libraries, provides a collection of primary sources that may be beneficial in a study of immigration and migration in North Carolina at <http://docsouth.unc.edu/nc>.

Examples include:

Journal of a Lady of Quality; Being the Narrative of a Journey from Scotland to the West Indies, North Carolina and Portugal, in the Years 1774 to 1776 by Janet Schaw (1731–1801) (emphasis on Scots-Irish in North Carolina)
<http://docsouth.unc.edu/nc/foote/menu.html>

A Guide to Capitalists and Emigrants by the North Carolina Land Company (focus on internal migration in North Carolina)
<http://docsouth.unc.edu/nc/capital/menu.html>

Sketches of North Carolina, Historical and Biographical, Illustrative of the Principles of a Portion of Her Early Settlers, by the Reverend William Henry Foote
<http://docsouth.unc.edu/nc/schaw/menu.html>

Additional Material

[*THJH* editor's note: This is material that did not fit in the spring magazine, as well as other primary source material that may be useful for these lessons and other activities.]

“A New Home: Spotlight on Gerardo Sosa”

by Rebecca Muller

Gerardo Sosa (who goes by “Sosa”) came to Greensboro from Oaxaca, Mexico, in September 1999 looking for better work, a better salary, and a better quality of life. Although he was eventually able to find all three, he also found himself suddenly immersed in a language completely different from his own. “When I wanted to go to the store, or I needed to buy something, I didn’t understand anything people were saying,” he said. Sosa soon found out about English classes being offered at the Glenwood Public Library in Greensboro, which offers many programs focusing on immigrants and cultural diversity. “It took me about a year to learn to speak to people” Sosa said.

Once he had learned conversational English through ESOL (English for Speakers of Other Languages) classes at the library, Sosa found life much easier, not only in his ability to buy things he needed at the store or find out how to get directions to a place, but also in his interaction with others including those he meets in his construction work. “At first, I worked only with other Mexicans, but then I started to work with an American guy. Sometimes I would worry that it was difficult for him to have someone who didn’t speak English working with him. Now that I speak English I can meet people from other cultures.”

Sosa is also able to appreciate the job security that he didn’t have before. “In Mexico sometimes they give you money but sometimes it can be two or three months without earning anything. Here it is better for me—things here are cheap.” He also appreciates the relative social freedom here. “If you want to go to a café, a club or a restaurant here, anybody can go. In many cafes and clubs in Mexico, you can only go if you are wealthy.”

Although there are many things that Sosa misses about his homeland, including the food, his family is at the top of the list. “Two of my family members are teachers in Mexico and two have clothing stores,” he said.

In the years since he arrived in North Carolina, Sosa has noticed an increase in the number of immigrants here, not only from Mexico but from other Central and South American countries. He appreciates the other immigrant communities and the common bond they share, and said he likes to share his culture and learn about those of others. “I feel lucky to be here,” he said.

“A New Home: Spotlight on Eugene Washington”

by Rebecca Muller

In 1990 Eugene Washington was a warehouse manager in High Point. Through a temporary agency, several men from an indigenous tribe native to Vietnam called Montagnard Dega had been hired to come to the warehouse and test components. “I had only briefly read several articles in *The News & Record* before then about them and their struggle, but I hadn’t personally met any of them,” Washington said. He soon befriended Y Bim Nie, a Montagnard who suffered from seizures: “I saw him have a seizure and went to pick him up; after that we became friends. He didn’t speak much English but he did speak enough so that I could understand.” When Washington had health problems of his own, including a heart attack a few years ago, he said that he assessed his life and where he wanted to go. “I was already worshipping with the Montagnards, and myself and two other Montagnards shared an apartment, so it seemed to be a natural fit for me to become more involved,” he said.

Washington—who is now involved in programs based at the Center for New North Carolinians started by the University of North Carolina at Greensboro—began to help Montagnard children with school enrollment and with their homework, while helping adults who needed Medicaid and food stamps. He visited homes to learn about needs and helped take immigrants to the hospital. About seven hundred Montagnard families came to Greensboro in 2002, and Washington provided school supplies for about eight children. He feels that the fact that he is an African American offers a good influence for Montagnard children. “They need to be exposed—they are going to be around white kids, Hispanic kids, black kids—and I’ve never told one of them to back away from an issue. . . .If you look at me as an African American, someone at some point reached out and extended to us a hand on our way up. Not saying that we are where we would like to be, but we are much further than we used to be.”

Several Montagnard young people have lived temporarily with Washington upon arriving in the United States. He is now hosting one young man. “Da is 14 and will be 15 on May 4. I am literally the alpha dad. The same way I advise him on things, adults come to me to seek advice and help from me, anything from finding an apartment and answering a letter to helping them to understand bank statements and doing anything literally that they can’t do that I do,” said Washington, who is engaged to be married to a Montagnard woman who arrived in Greensboro last year.

He feels that Americans should put themselves in the shoes of those who are in need, particularly those in immigrant communities. “If I was in a like situation in Vietnam and not knowing customs, culture, and how to navigate the system, I would want someone to reach out and help me. If I can do that for someone here, it is certainly worth my time.”

Threads of Scottish Ancestry

by Matthew Newsome, curator of the Scottish Tartans Museum

The Scottish Tartans Museum in Franklin is a unique cultural treasure. According to the Governor's Office, North Carolina has a higher proportion of people of Scottish descent than any other state. (There are more people of Scottish descent in the state than in Scotland!) North Carolina is home to one of the oldest continuing celebrations of Scottish heritage in the country: the Grandfather Mountain Highland Games, which celebrates its fiftieth anniversary in 2006. In addition to this "grandfather" of Scottish festivals, there are no fewer than ten other Scottish festivals held annually in our state.

The Scottish Tartans Museum has been in North Carolina since 1988. It is the only museum in the United States dedicated to the history of Scottish Highland dress (the tartan and the kilt). In America, we typically refer to tartan as "plaid." Different tartan designs represent clans, families, districts, and even businesses. North Carolina has its own tartan—the Carolina tartan, which we share with South Carolina. The town of Franklin, where the museum has been located since 1994, has its own tartan. Some colleges and universities in our state also have tartans.

In our museum, you can see how the kilt has evolved since its beginnings nearly five hundred years ago. Some of the kilts in our collection are nearly two hundred years old and we are proud to have some of the oldest ones on display outside of Scotland. You can view tartan being woven on our old farm loom, see a kilt being made, and even hear the sound of bagpipes. We have well over five hundred tartans on display in our gallery, and our computer database contains over four thousand unique tartan designs. If you want to research which tartan best represents your heritage, this is the place. We also offer exhibits—as well as online information—detailing Scottish migrations to North Carolina. Visit us the next time you are in the Smoky Mountains or visit us online at www.scottishtartans.org.

There are many other museums across the state helping to tell the story of North Carolina history. One way to find out more about them is to access the Web site of North Carolina ECHO (Exploring Cultural Heritage Online) at www.ncecho.org.

Primary Source: Early Settler

The conventional depiction of the history of America's frontier settlements is a story of the determination, as well as the independence and self-reliance of men and women willing to forego the comforts of an established community in order to establish new ones. For the earliest pioneers in North Carolina, land was ample and productive, but labor was scarce. Frontier families had to work until they were almost exhausted to produce the bare necessities of life. One such North Carolina family was headed by the Reverend John Urmstone, who on July 7, 1711, addressed the following letter to the secretary of the Society for Propagating the Gospel. It is an illuminating account of man's ability to provide for himself.

Transcription from: Francis L. Hawks, History of North Carolina, Vol. II, Fayetteville, N.C., 1858: 215.

Workmen are dear and scarce. I have about a dozen acres of clear ground, and the rest woods; in all, 300 acres. Had I servants and money, I might live very comfortably upon it, raise good corn of all sorts, and cattle, without any great labor or charges, could it once be stocked; but for want thereof shall not make any advantage of my land. I have bought a horse some time ago; since that, three cows and calves, five sheep, and some fowls of all sorts, but most of them unpaid for, together with fourteen bushels of wheat, for all which I must give English goods.

At this rate I might have had anything that either this government or any of the neighboring colonies afford; but had I stock, I need not fear wanting either butter, cheese, beef, or mutton, of my own raising, or good grain of all sorts. I am forced to work hard with axe, hoe, and spade. I have not a stick to burn for any use but what I cut down with my own hands. I am forced to dig a garden, raise beans, peas, etc., with the assistance of a sorry wench my wife brought with her from England. Men are generally of all trades, and women the like within their spheres, except some who are the posterity of old planters and have great numbers of slaves, who understand most handicraft. Men are generally carpenters, joiners, wheelwrights, coopers, butchers, tanners, shoemakers, tallow-chandlers, watermen, and what not; women, soap-makers, starch-makers, dyers, etc. He or she that cannot do all these things, or has not slaves that can, over and above all the common occupations of both sexes, will have but a bad time of it; for help is not to be had at any rate, everyone having business enough of his own. This makes tradesmen turn planters, and these become tradesmen.

To cite this page: John Urmstone, "Self-Reliance on the Frontier," *Annals of American History*. <http://nclive.lib.ncsu.edu/2220/america/article?articleId=385064&query=Fayetteville> [Accessed March 9, 2006].

Primary Source: Scots

Under the encouragement of Royal Governor Gabriel Johnston, a native Scot, and others, more immigrants from Scotland were arriving in North Carolina in the 1730s. In 1740 a group landed in Wilmington, subsequently moving to present-day Fayetteville area because, some say, those already living there made fun of their language and dress.

Transcription from: William C. Saunders, ed. *The Colonial Records of North Carolina*, Vol. 4. Raleigh, North Carolina: P.M. Hale, 1886. (1993 edition by Broadfoot Publishing Co., Wilmington): 489–490. The February 26, 1740, proceedings of the General Assembly's Upper House, meeting in New Bern.

M^r [John] Montgomery & M^r [John] Starky brought up the following Message with the Petition of divers Scotch men— viz^t

This House having read the Petition of Dugald McNeal, and Col : McAlister in behalf of themselves, and others which Petition we herewith send you to which we refer. And have resolved to concur with your Honours as far as lyes in our power to give such encouragement to the Petitioners as you shall think proper.

On reading the above Message the House took under their consideration the same and ordered the said Petition to be read. Which accordingly was in these words.

To &c

The Petition of Dugald McNeal and Col : McAlister in behalf of themselves and several other Scotch Gentlemen and several poor People brought into this Province

Setting forth that they arrived into this Province in the month of September, with about three hundred and fifty people from Scotland to settle in this Province

And if proper encouragement be given them, that they'l invite the rest of their friends & acquaintances over

And prays for such encouragement as they think proper.

The House on reading the above Petition came to the following Resolutions—viz^t

Resolved that the Persons mentioned in the said Petition, shall be free from payment of any Publick or County tax for Ten years next ensuing their Arrival.

Resolved that towards their subsistance the sum of one thousand pounds be paid out of the Publick money, by his Excellency's warrant to be lodged with

Duncan Campbell, Dugald McNeal, Daniel McNeal, Coll. McAlister and Neal McNeal Esq^{rs} to be by them distributed among the several families in the said Petition mentioned.

Resolved that as an encouragement for Protestants to remove from Europe into this Province, to settle themselves in bodys or Townships, That all such as shall so remove into this Province, Provided they exceed forty persons in one body or Company, they shall be exempted from payment of any Publick or County tax for the space of ten years, next ensueing their Arrival.

Resolved that an address be presented to his Excellency the Governor to desire him to use his Interest, in such manner, as he shall think most proper to obtain an Instruction for giving encouragement to Protestants from foreign parts, to settle in Townships within this Province, to be set apart for that purpose after the manner, & with such priviledges and advantages, as is practised in South Carolina.

On Reading the Message from the Lower House, regarding their Resolve for allowance to the Commissioners for reviseing the Laws,

It was Resolved that they not having laid before this House for their opinion the said revised Laws, the House deferr'd the consideration thereof until next Session of Assembly, when they upon the same being laid before them will take the same into their consideration.

Then the House adjourned until 3 o' the Clock in the afternoon

Primary Source: Scots

James Murray (1713–1781), a native of Unthank, Scotland, left home for London, England, at age nineteen to apprentice and learn trade and business. On November 27, 1735, Murray was part of a group arriving in Charleston, South Carolina. He had secured letters of recommendation to Governor Gabriel Johnston of North Carolina—a native Scotchman who had once been a professor at St. Andrews University—and knew of some influential former Scotsmen in the Wilmington area, and decided to take inheritance from his father and seek his fortune in that colony. This passage is taken from a letter written in London to his uncle Andrew Bennet on May 13, 1735.

Murray boarded the ship *Catherine* on September 20, 1735. Upon arriving in Charleston, some of his party remained in South Carolina. Murray headed to the Cape Fear region and the town of Brunswick; ten days after arriving he wrote a cousin that, "If I may judge from ye short trial I have had of this country, I think it is a very agreeable one, particularly at this season, and ye people seem very friendly among themselves and kind to strangers." He would eventually become

a prosperous merchant and planter, and in the 1760s he moved to Boston, Massachusetts.

Transcription from: Nina M. Tiffany, ed. Letters of John Murray, Loyalist. Printed in Boston, Massachusetts, in 1901.

... The small encouragement that I have to stay here and not so much as the prospect of doing better has determined me to accept of the first good opportunity to push my fortune in any other part of the world; which I told a particular friend of mine here. ... He has since had Letters from the Governor of North Carolina (with whom he is very intimate) acquainting him of the growing State of that province and of his intention to remove his court to part of it where there is a fine navigable river lying in a convenient place for trade call'd Cape Fare River. There I intend to go some time in August next. I am not able in the compass of a letter to give you all the reasons for such a choice, but for your satisfaction shall give you a few of the most material.

1. It is a climate as healthy as England.
2. It is cheaper living there than anywhere in Scotland.
3. Land which may now be bought there for 1^s or 18^{ps} acre will in all probability double the value every year, the place growing daily more populous as the Land Lower down in that River has already done. This determines me to go so soon as August, that I may be there and purchase about one thousand acres before it is known that the Governor intends to remove thither.
4. I am sure of the Governor's interest to support me.
5. My own fortune is sufficient both to buy a handsome plantation and carry on as large a trade as I have occasion for; the profits of which I may expect will at least defray the charges of settling me the first two years and afterwards lay up £200 sterling pr. An.
6. The place by its situation is entirely out of the power of a foreign enemy, which is no small advantage in these uncertain times.
7. I have the advantage of two faithful correspondents, Gentⁿ of Substance and Experience, one in England and another in the West Indies, who are willing to join Interests with me so far as our little trade requires it. . . . All the merchants that I have talked to that have any knowledge of these parts say it is the best thing that I can do; but, truly, My good friend and Master, who knows little or nothing of the plan, from an excess of Zeal, either for my interest or his own or perhaps both, is vastly out of humour about it and says it is a surprise upon him what he did not expect, as I seem satisfied with the offers he made me before I went to Scotland, tho' I said not a word to them either pro or con, I thought them so small,—not that I had any intention to leave him.

Songs Left Behind

Some of the best-loved American folk songs were originally sung in the southern hills of the Appalachians, which were settled by Scottish, Irish, and English immigrants. One of the most famous of their songs is a lover's lament, "On Top of Old Smoky," Old Smoky being a hill near Asheville, North Carolina. When the mountaineers joined the great westward movement along the Southwest Trail in the 1800s, the tune gained wide popularity.

Source: American Broadside, ca. 1850–1870, Music Division, New York Public Library.

ON TOP OF OLD SMOKY

On top of old Smoky, all covered with snow,
I lost my true lover from a-courting too slow.

For courting is pleasure and parting is grief,
And a false-hearted lover is worse than a thief.

A thief will just rob you and take what you have
But a false-hearted lover will lead you to the grave.

And the grave will decay you and turn you to dust;
Not one boy in a hundred a poor girl can trust.

They'll hug you and kiss you and tell you more lies
Than the cross-ties on the railroad or the stars in the skies.

So come all you young maidens and listen to me:
Never place your affection on a green willow tree.

For the leaves they will wither and the roots they will die;
You'll all be forsaken and never know why.

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<http://nclive.lib.ncsu.edu:2220/america/article?articleId=385657&query=immigrant>
[Accessed March 9, 2006].

Time Line Related to Immigration and Migration

By 15,000 BC People migrate to North America from Asia at irregular intervals by way of the Bering Land Bridge.

By 10,000 BC Paleo-Indians, the ancestors of today's American Indians, live a nomadic life, hunting large animals as a primary food source.

1540 A Spanish expedition led by Hernando de Soto explores the western portions of present-day North Carolina, looking for gold. Other Spanish expeditions visit over the next three decades.

1584 The first English explorers arrive at Roanoke Island seeking a site for permanent settlement. More than thirty tribes of American Indians live in present-day North Carolina.

1585 The first English settlement in America is founded at Roanoke Island, with Ralph Lane as governor. The next year, most of the colonists return to England with Sir Francis Drake.

1587 Sir Walter Raleigh sends explorer and artist John White to Roanoke Island as leader of a new group. The colonists find bones of the fifteen men left behind in 1586. White enlists the help of Manteo to build relationships with Roanoke and Croatoan Indians but most of the Native peoples decide to let the colonists fend for themselves. Later in the year, White leaves for England to get supplies. With England and Spain at war, he cannot return immediately. While he is gone, Virginia Dare becomes the first English child born in the New World.

1590 White finally returns to find the Roanoke Island colony deserted, with little evidence of what happened. He attempts to sail to Croatoan Island in hopes of finding some of the colonists but severe weather prevents him from reaching the island. He never returns. The Roanoke settlement is known afterward as the Lost Colony.

1606 King James I grants a charter to the Virginia Company of London for the region that includes present-day North Carolina.

1629 King Charles I grants land south of Virginia to Sir Robert Heath and names the region Carolina, or Carolana, for himself.

1650 White settlers begin to move into Indian lands along the coastal sounds and rivers.

1650–1820 Present-day North Carolina serves as a haven for runaway slaves. Many flee to the Great Dismal Swamp, and some establish communities.

1655 Nathaniel Batts is recorded as a temporary resident of Carolana, settling along the Chowan River in a building that serves as his home and a trading post. Four years later, John Harvey and his family may be the first permanent English inhabitants. Several hundred settlers move from Virginia into the Albemarle region (northeastern North Carolina) by the 1660s.

1661 King Kilcoanen of the Yeopim Indians grants land to George Durant in the earliest grant on record in the colony.

1663 In the Carolina Charter, King Charles II of England grants Carolina to eight supporters called the Lords Proprietors. The region, which includes present-day North and South Carolina, stretches from Albemarle Sound in the north to present-day Florida in the south and west to the Pacific Ocean. The Proprietors divide this land into three counties: Albemarle, Clarendon, and Craven. Scottish merchant William Drummond is appointed governor of Albemarle, the only county with colonists.

1665 The Lords Proprietors' charter is amended to include settlements in the Albemarle region previously considered part of Virginia. The Albemarle County Assembly, North Carolina's earliest legislative assembly, meets.

1669 Laws reducing the land tax and giving settlers five years' immunity from suits over former debts encourage immigration. Trying to tighten control over unruly Albemarle colonists, the Lords Proprietors issue the Fundamental Constitutions of Carolina, written by John Locke. The document increases the power of appointed officials, decreases the power of elected officials, and makes ownership of fifty acres of land a requirement for voting. Slavery is officially recognized in the colony.

1672 George Fox, founder of the Society of Friends (Quakers), and missionary William Edmundson visit Albemarle and convert many colonists to Quakerism. Edmundson preaches the first sermon in the colony near the site of Hertford. Quakers will become the first religious body to obtain a foothold in Carolina and the only religious community of importance before 1700.

1675 Chowanoc Indians attack white settlements in Carolina in an uprising quelled with the "loss of many men." Around this time, factionalism emerges between newer residents, who favor Proprietary rule, and older settlers, who disagree with the way that the Proprietors operate.

1691–1710 Immigrants from the Albemarle, Virginia, Maryland, and the New England colonies—primarily English settlers, some of whom bring indentured servants and African slaves—begin crossing the Albemarle Sound to settle in the middle Coastal Plain.

1696 Albemarle County establishes a new settlement south of Albemarle Sound on land taken from the Pamlico Indians. It becomes Bath County.

1701 Settlers begin moving west and south of the Albemarle area. By year's end, Chowan Parish is organized, followed by Pasquotank and Perquimans parishes.

1705 French and English settlement near the Pamlico River leads to the creation of Bath, North Carolina's first incorporated town. The location offers easy access to both the river and the Atlantic Ocean, about fifty miles away at Ocracoke Inlet.

1710 New Bern, named after the Swiss city of Berne, is established after Protestant settlers arrive by ship from Switzerland and Germany. The town, founded at the junction of the Trent and Neuse rivers, displaces an American Indian town named Chattoka. That summer, Tuscarora Indians on the Roanoke and Tar-Pamlico rivers send a petition to the government of Pennsylvania protesting the seizure of their lands and enslavement of their people by Carolina settlers.

1711–1715 In a series of uprisings, the Tuscarora attempt to drive away white settlement. The tribe is upset over the practices of white traders, the capture and enslavement of Indians by whites, and the continuing encroachment of settlers onto Indian hunting grounds. In 1715, a treaty is signed and the Tuscarora are placed on a reservation along the Pamlico River. By the end of the century, most of the tribe has moved north to join the Iroquois.

1712 Carolina is officially now two colonies, North Carolina and South Carolina.

1715 An act of assembly declares the Church of England the established church of the colony and adopts plans to build roads, bridges, ferries, sawmills, and gristmills. North Carolina adopts its first slave code, in an attempt to define the social, economic, and physical place of enslaved people.

mid-1720s and 1730s The first permanent immigrants settle along the lower Cape Fear River. They include English planters who emigrate from South Carolina with indentured servants

and African slaves. Others are Highland Scots, people from the mountains of Scotland, who arrive in Wilmington and settle in the “backcountry” area now known as Fayetteville. So many Scottish families settle there that the area becomes known as “Little Scotland.”

1728 Surveyors begin plotting the North Carolina–Virginia line.

1730 North Carolina’s population numbers about 35,000, but a new wave of immigration is beginning. During the decade, Welsh immigrants living in Pennsylvania begin to move south and settle mainly along the Northeast Cape Fear River (in present-day Pender County). The area becomes known as the Welsh tract.

1730s–1750s Settlers from the northern colonies begin using the Great Wagon Road and the Great Indian Trading Path to reach the Piedmont. One of the first groups to arrive from Pennsylvania and neighboring states is the Scots-Irish, so called because their ancestors were Scots who were living in Ireland before moving to North America. Immigrants of German descent from Pennsylvania also settle the Piedmont. By 1790 there are an estimated eight thousand German immigrants in the colony. A few immigrants come directly from Europe.

1735 Surveyors begin defining the North Carolina–South Carolina border.

1747 A new wave of Highlanders begins arriving after a failed revolt in Scotland in 1746. Forced from their homelands, these immigrants settle mainly in the Cape Fear Valley.

1750s Armed conflicts arise between the Cherokee Indians and white colonists, who continue to settle farther west.

1752 Orange County is established in an area of heavy immigration. It encompasses all or parts of the present-day counties of Alamance, Caswell, Chatham, Durham, Guilford, Orange, Person, Randolph, Rockingham, and Wake. Its county seat, Hillsborough, soon will become known as the “capital of the backwoods.”

1753 Moravians from Pennsylvania purchase a hundred-thousand-acre tract in present-day Forsyth County from Earl Granville. They name the area Wachovia, which means “peaceful valley,” and establish the settlement of Bethabara. Over the next thirteen years, many other Piedmont villages—including Hillsborough, Charlotte, Bethania, Salem, and Salisbury—are established.

1756 Fort Dobbs, built near Statesville to house settlers during times of war, is completed. The Moravians build a fort around the village of Bethabara.

1761 An army of British regulars, American militia, and Catawba and Chickasaw Indians under Colonel James Grant defeats the Cherokee and destroys fifteen villages, breaking Cherokee resistance. In December, the tribe signs a treaty ending the war with the colonists.

1763 King George III issues a proclamation that demarcates the western edge of settlement. This “proclamation line” through western North Carolina is meant to separate American Indians and newer settlers. The Treaty of Paris ends the Seven Years’ War in Europe and the French and Indian War in North America.

1775 Approximately seventy thousand slaves are living in North Carolina.

1776 North Carolina has a population some have estimated at 250,000, which would make it the fourth most populous mainland British colony. Between 10 and 30 percent of the backcountry population is of German descent, and most other white settlers in the region are Scots-Irish. In eastern North Carolina, the population mainly consists of English colonists and enslaved African Americans. The Treaty of Sycamore Shoals (now Elizabethton, Tenn.), between

Richard Henderson of the Transylvania Company and the Cherokee people, is signed. It opens for settlement the area from the Ohio River south to the Watauga settlement. The Shawnee people, who inhabit the lands, refuse to accept the terms of the treaty, leading to more conflict.

1777 As settlement continues to expand westward, North Carolina recognizes settlements in what is now Tennessee as Washington County. Six years later Davidson County, including present-day Nashville, is formed in the Cumberland River valley. An exodus of British sympathizers (mostly Highland Scots) to England, Scotland, Canada, Nova Scotia, Florida, and the West Indies follows the enactment of punitive laws by the assembly.

1780–1783 North Carolina enacts legislation that provides lands in present-day Tennessee to Revolutionary War veterans. Despite the 1777 treaty, the assembly declares lands open for settlement as far west as the Pigeon River. By the mid-1780s, permanent white settlers arrive in present-day Buncombe County in the Mountain Region.

1785 The State of Franklin secedes from western North Carolina, but Congress refuses to recognize it, and the statehood effort collapses. Four years later, North Carolina's western lands are ceded to the United States, forming what will become Tennessee.

1790 When the federal government takes the first census of the United States, North Carolina is the third most populous state, with 393,751 residents.

1799 Gold is discovered on John Reed's farm in Cabarrus County, starting North Carolina's gold rush. The state becomes the primary supplier of gold for the United States until 1849. By the mid-1820s, hundreds of miners are being drawn to the state. (In 1824 gold is discovered in Rowan County in an area that becomes known as Gold Hill. Extensive mining begins in 1843, creating a short-lived boomtown.)

1800–1835 Largely as the result of its do-nothing state government, North Carolina is nicknamed the "Rip Van Winkle State." Some dissatisfied whites move west seeking new opportunities.

1807 A federal law is passed to end the legal importation of enslaved Africans the next year. African people are still smuggled into the country, and internal slave trading continues.

1827 Completion of the Buncombe Turnpike increases commercial traffic in the Mountains.

1833 A mile-long experimental railroad is built in Raleigh to move granite from a quarry to the site of the new Capitol. The legislature charts another line, the Wilmington and Weldon Railroad, as the era of railroad construction opens. When the Wilmington and Weldon Railroad is completed in 1839, at 161.5 miles, it is the longest railroad in the world.

1835 A constitutional convention equalizes power in state government between the eastern Coastal Plain and the Piedmont and Mountain regions to the west. The state constitution is extensively revised, with amendments approved by the voters that provide for the direct election of the governor and more democratic representation in the legislature. New laws also take voting rights away from American Indians and free blacks. (Women cannot vote.)

1838 Some 17,000 Cherokee are forcibly removed from the state to Indian Territory (present-day Oklahoma) on what becomes known as the Trail of Tears. About a fourth die. Other Cherokee, refusing to be rounded up and transported, hide and evade federal soldiers. Eventually, the federal government establishes a reservation for what becomes the Eastern Band of the Cherokee Indians.

1849 Construction begins on a toll plank road to connect major market towns and make transport of agricultural and other goods easier. When this Bethania-to-Fayetteville road opens in

1854, it will be the longest plank road in the world. Fayetteville becomes the terminal point of five commercial plank roads chartered between 1849 and 1852.

1860 On the eve of the Civil War, North Carolina is the twelfth-most populous state. Although industry is growing, the state remains essentially rural. Wilmington, the largest and most cosmopolitan city, has only 9,542 inhabitants.

1863 President Abraham Lincoln signs the Emancipation Proclamation, freeing slaves in the Confederate states including North Carolina.

1865 In April, General Joe Johnston surrenders his Confederate army to General William Sherman at James and Nancy Bennett's farm, now known as Bennett Place, near Durham, in the Civil War's final major troop surrender. That autumn, a North Carolina convention votes to repeal the Ordinance of Secession and end slavery. On November 28, the General Assembly ratifies the 13th Amendment to the United States Constitution, which officially abolishes slavery.

1893 A small group of Waldensian immigrants, part of a religious group founded during the Middle Ages, arrives in Burke County from Italy. They will form the town of Valdese.

1898 The Wilmington Race Riot occurs when white Democrats overthrow Wilmington's legally elected Republican government. The riot, in which at least eleven African Americans are killed and an African American newspaper's offices are burned, causes black and white Republicans to resign. The Democrats install a white supremacist government. Such developments encourage many African Americans to leave the state over the next few decades. Many African Americans move from the South as part of what becomes known as the Great Migration. Between 1910 and 1950, nearly 280,000 are estimated to have left North Carolina.

1900 The state has 217 textile mills and 101 tobacco factories. By 1919, North Carolina is the second-most-industrialized state in the South, with an output of a billion dollars per year. The state's top industrial goods are textiles, tobacco products, and furniture. Many families move to textile mill villages and other places to find work.

1902 The state's first automobile registration takes place in Charlotte. The North Carolina Good Roads Association is founded to promote a highway commission to maintain roads.

1917–1918 Three military training camps are established in the state: Camp Bragg as a field artillery training center near Fayetteville, Camp Greene as an infantry training center in Charlotte, and Camp Polk as a tank training center in Raleigh. The latter two close at the end of the war, but Camp Bragg (renamed Fort Bragg) remains open and will develop into a major military base. The American military becomes an important factor in North Carolina.

1921 Largely because of extensive lobbying undertaken by Harriet M. Berry of the North Carolina Good Roads Association, the General Assembly passes a law aimed at improving North Carolina's roads. The state begins building a highway system that will connect each county seat with its neighboring county seats via macadam, or blacktop, roads.

1950–1960 Out-migration continues, with 300,000-plus more people leaving the state than moving in.

1954 North Carolina ranks as the South's industrial leader and the twelfth-most-industrialized state in the nation.

1957 Research Triangle Park opens in Durham County, drawing workers from several other states.

1960s The Civil Rights movement and the repeal of Jim Crow laws, as well as the growth of jobs and hopes for a better life, lay the groundwork for a return of many African Americans.

1970s Many immigrants from Southeast Asia, especially Vietnam and Cambodia, begin to settle in North Carolina, in some cases with the assistance of faith communities.

1980 The portion of North Carolina's workforce employed in industry has increased to 33 percent from 29 percent in 1950. Agriculture, which employed one-fourth of the state's population in 1950, now employs only 3.6 percent of the workforce. The number of family farms has dropped by more than half during that time.

1982 A *Fortune* magazine survey of top executives ranks North Carolina second in the nation (behind Texas) as a location for companies wanting to build new plants.

1980s Groups such as Lutheran Family Services, based in Greensboro, and Catholic Social Services, based in Charlotte, establish contracts with the state to provide services for refugees to help them become self-sufficient. Asian refugees, such as the Hmong from the mountains of Laos, begin to arrive in larger numbers, and smaller groups come from Eastern Europe, Africa, and Cuba. North Carolina becomes home to the largest community of Montagnards (tribal peoples from the highlands who fought alongside the United States in the Vietnam War) outside of Vietnam.

1980–1990 North Carolina has a net in-migration of almost 375,000 people. These immigrants come from very different cultures and countries.

1990s An estimated 50,000 Hispanic seasonal workers come to eastern North Carolina each year from April to October. Soon more and more Hispanic immigrants arrive for jobs in a range of fields. By the end of the decade, the U.S. Census recognizes North Carolina as the fastest growing Latino in-migration state in the country. In the wake of wars and political shifts, immigrant groups arrive from places such as Bosnia, Kosovo, Russia, Rwanda, and Somalia, establishing communities in towns such as Asheville. More ethnic businesses and a variety of faith communities begin to appear and flourish.

2002 In the wake of the September 11, 2001, terrorist attacks in the United States, the Patriot Act, homeland security, and other factors increase antagonism by some people against immigrants in general. The use of human services and schools, and other financial costs related to illegal immigrants, begin to get more attention as the country struggles with its immigration policies, human rights, the need for labor, and fears about terrorism and crime by illegals.