

# Adviser Handbook





# Tar Heel Junior Historian Association Adviser Handbook

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NORTH CAROLINA  
MUSEUM OF HISTORY

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printed at a cost of \$759.77, or \$2.17 each.

# How to Use This Book

*HELP! I've just become a THJHA adviser, and I don't know what to do!*

This handbook is designed to assist teachers, parents, and other interested adults working with young people in the Tar Heel Junior Historian Association (THJHA). Each club in THJHA is self-governing and chooses its level of participation in the association. As an adviser, you determine what activities your club will be involved in and how your club will function (as an after-school activity, as an elective class, at home, etc.). Ideas in this handbook can serve as aids in deciding what *your* junior historian experience will be.

Suggestions in this handbook help advisers in THJHA work toward common goals. Resourceful advisers will be able to build upon the information provided. By taking into account the special interests of the club, advisers help junior historians better understand and appreciate the history of their families, communities, and state.

Participation in THJHA can be a rewarding and character-building experience for young people. Students learn to cooperate with one another by participating in group efforts. They learn the value of community through philanthropic projects and historical research. Participation in club and project management develops a sense of responsibility, self-discipline, and leadership skills.

THJHA is here to guide and serve you. Please contact THJHA staff for more information or for answers to specific questions about the junior historian experience or about North Carolina history.

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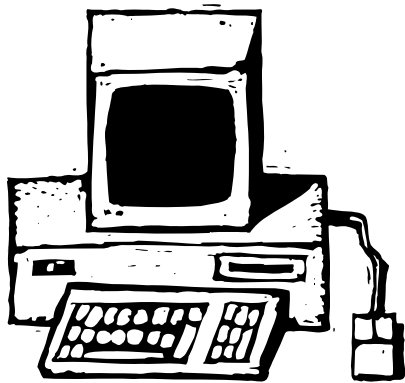
# THJHA FACTS

# Mission of the Tar Heel Junior Historian Association

The purpose of the Tar Heel Junior Historian Association is to encourage the study of local and state history and to help young people better understand and appreciate their place in history.

## Headquarters

THJHA offices are located in the North Carolina Museum of History building at 5 East Edenton Street in Raleigh. Mail inquiries to the Tar Heel Junior Historian Association, North Carolina Museum of History, 4650 Mail Service Center, Raleigh, North Carolina 27699-4650. Telephone THJHA at 919-807-7985, or fax 919-733-8655. E-mail inquiries to [thjhaclubs@ncmail.net](mailto:thjhaclubs@ncmail.net).



## Internet Access

Visit the Tar Heel Junior Historian Association via the North Carolina Museum of History Web page. Go to <http://ncmuseumofhistory.org> and click on "Junior Historians" to find information on the THJHA gallery, news for club advisers, a directory of currently active clubs, and other THJHA resources.

# Club Charters and Membership Cards

Once a club is established, it is issued a charter. The charter, signed by the director of the North Carolina Museum of History, gives the date of the club's affiliation with the association. The charter is an important document that many clubs frame and hang in their meeting rooms. Should a club decide to change its name, it can request a new charter.

An attractive membership card is issued to each club member. The card contains space for the student's name and the club name on the front. It also features the association emblem and the North Carolina State Toast on the back. When additional cards are needed, contact the THJHA office.

## THJHA Membership Card (front):

Tar Heel Junior Historian Association North Carolina Museum of History 4650 Mail Service Center, Raleigh, North Carolina 27699-4650	
MEMBER _____	
CLUB _____	
YEAR _____	
 NORTH CAROLINA MUSEUM OF HISTORY	

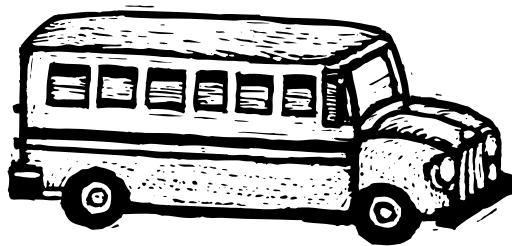
## THJHA Membership Card (back):

	<p style="text-align: center;">Tar Heel Toast</p> <p style="text-align: center;">Here s to the land of the longleaf pine, The summer land where the sun doth shine, Where the weak grow strong and the strong grow great, here s to Down Home, the Old North State!</p>
Adopted by the General Assembly of 1957 (Session Laws, 1957, c. 777)	

# Tar Heel Junior Historian Association Annual Convention

Each year in the late spring, the Tar Heel Junior Historian Association coordinates a convention for all of its members. Held at the North Carolina Museum of History or at a historic site, the one-day event brings together the state's junior historians and their advisers to recognize their contributions to the study of local and state history. During the convention, club members can have fun by exploring the host site, attending a meal with other junior historians, and discovering the state's past. Through participation in educational and historical workshops, junior historians get firsthand experience in such activities as playing colonial games, wearing Victorian clothing, dancing to West African music, and practicing American Indian cultural traditions.

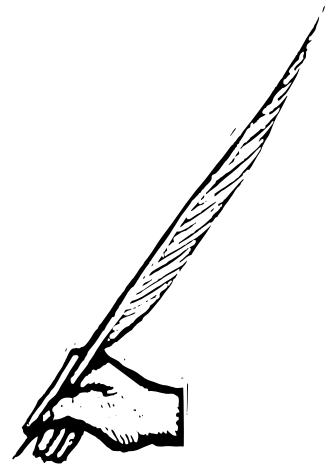
In early spring, information about the Annual Convention will be mailed to club advisers. Arrangements for meals and lodging, if necessary, can be made at that time.



Raleigh or bust!

# History of THJHA

The Tar Heel Junior Historian Association originated when William H. Cartwright, chairman of the Department of Education at Duke University, approached colleague J. C. McLendon in the 1950s to discuss the merits of establishing a junior historian organization in North Carolina. The two educators wrote to other states that had strong programs for teaching local history. They talked to Charles F. Carroll Jr., state superintendent of public instruction, and Christopher Crittenden, director of Archives and History, about the feasibility of establishing a junior historian organization.



Crittenden gave them strong support. On April 22, 1953, the General Assembly established the Tar Heel Junior Historian Association within Crittenden's department. From the beginning, the Department of Public Instruction strongly supported the program. Joye Jordan, administrator of the Hall of History (now the North Carolina Museum of History), assumed responsibility for getting the program under way. Only three clubs were formed the first year, 1953–1954. During 1961–1962, *Tar Heel Junior Historian* magazine was introduced.

The first project competition took place on May 20, 1962, at the Hall of History in Raleigh. That fall, the North Carolina Literary and Historical Association announced sponsorship of junior historian literary and art contests. The group presented awards during its December 6, 1963, annual meeting in Raleigh. Its support of the junior historian program has grown substantially over the years. Other historical organizations have supported the goals of THJHA by introducing

various awards. The North Carolina Museum of History Associates continue their strong support of THJHA. (Membership in the association has steadily grown since 1953 and now averages seven thousand members per year).

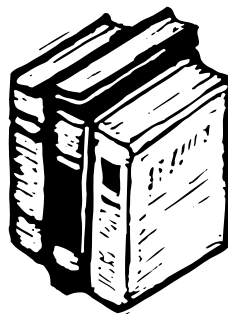
The new Tar Heel Junior Historian Association Gallery, located in the North Carolina Museum of History, opened in 1995. Designed to display each year's award-winning junior historian projects, the gallery is the only one of its kind in the country.

## National Recognition

North Carolina's junior historians have received national recognition for their outstanding achievements. On thirteen occasions (most recently in 2000), the American Association for State and Local History (AASLH) has honored chapters, individual members, and advisers of THJHA. In 1958, only five years after the establishment of THJHA, the Tar Heel Junior Historian Club of Goldsboro Junior High School received the AASLH Award of Merit. In 1996 Kate Burkart, a junior historian from P. S. Jones Middle School, Washington, received an Award of Merit from AASLH for her literary project, "Forgotten Legacy: African American Storm Warriors." Barbara Snowden, a longtime adviser of the Couratucke Junior Historians, received an AASLH Award of Merit in 2000 for outstanding contributions to the study and preservation of Currituck County history.

In addition to AASLH awards, the association has earned recognition from the National Trust for Historic Preservation. In 1979 the Martin '76ers received a Certificate of Recognition "for significant achievement in preserving our nation's heritage." Over a three-year period, the Raleigh club worked diligently to promote public awareness, raise money, and help restore the carousel at Pullen Park.

Other groups have applauded the efforts of our state's junior historians. The National Endowment for the Humanities and the America the Beautiful Fund awarded monetary grants to support a research and film project and an oral history project, respectively.



## THJHA Publications

### *Tar Heel Junior Historian*

The purpose of *Tar Heel Junior Historian* magazine is to present the history of North Carolina for this state's young people through a well-balanced selection of scholarly articles, photographs, and illustrations. The North Carolina Museum of History publishes *Tar Heel Junior Historian* two times each school year (fall and spring). Each issue of the magazine deals with a North Carolina history topic, and themes are announced in advance. The magazine is sent free of charge to junior historians. Libraries and individuals may purchase a one-year, two-issue subscription for eight dollars. In addition, certain back issues of the magazine are available for a nominal fee. Contact the association for available titles and prices or check the THJHA Web page at <http://ncmuseumofhistory.org>.

### *Adviser Supplement*

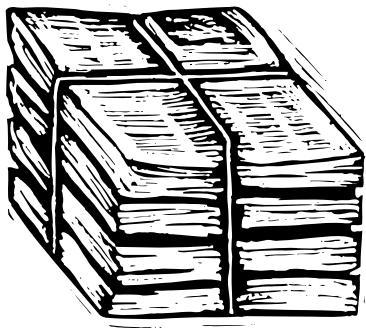
To assist advisers in using *THJH* magazine effectively, the association publishes an *Adviser Supplement* to serve as a teaching aid.

Each supplement contains activities and resources related to articles in the magazine. The activities are based on curriculum requirements established by the North Carolina Department of Public Instruction.

A supplement accompanies each issue of the magazine and is mailed to all club advisers. It is also made available online on the THJHA's Web page. Advisers have permission to copy materials in the supplement for use by *their* club members only. This material is copyrighted, and other uses are prohibited without written permission from the association.

### *Adviser Newsletter*

The *Adviser Newsletter* is sent out periodically during the school year as a source of communication between the THJHA program coordinator and club advisers. Also available on THJHA's Web page, this publication keeps advisers informed of association news, upcoming events, lesson ideas, and helpful hints. Advisers are encouraged to share their helpful hints by submitting ideas and activities to the association for publication in the *Adviser Newsletter*.



# THJHA Online Publications

To offset the high cost of printing, THJHA publishes a range of information on its Internet Web page at <http://ncmuseumofhistory.org/thjha/index.html>

Articles highlighting the previous spring's Annual Convention and winners of the THJHA contests can be found on the Web page, in addition to other resources that are helpful to club advisers.

THJHA publications found online:

*Adviser Supplement*

*Adviser Newsletter*

*Adviser Handbook*

*Club Directory*

The ease and adaptability of Web-based publications allow THJHA to update and add other articles, quizzes, and activities. Advisers are encouraged to check the THJHA Web page regularly for helpful information and club resources.

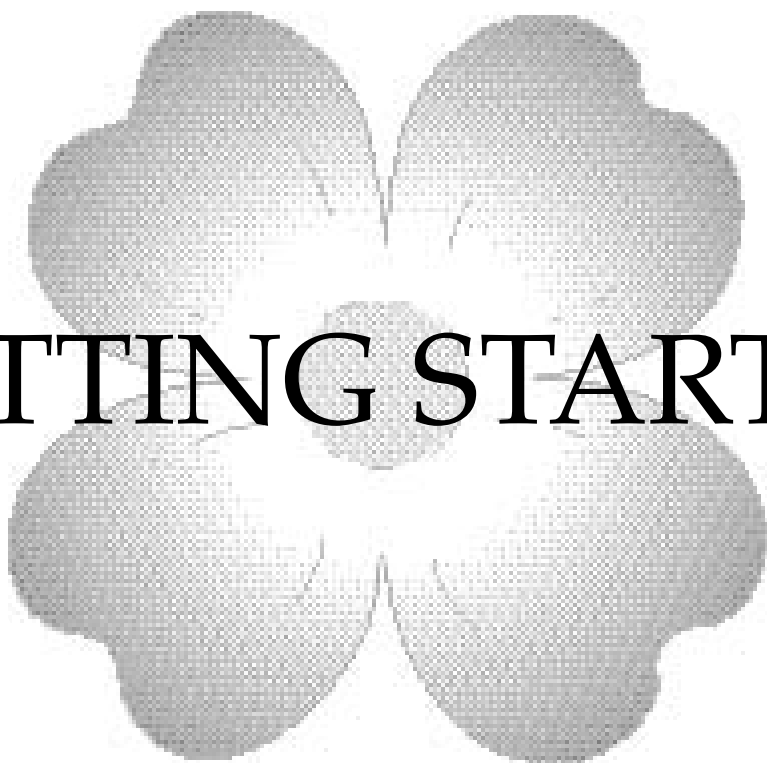
Additional THJHA resources found online:

*Club Registration Form (Renewal Form)*

*Back Issues of THJH Magazine Order Form*

*Tar Heel Talk About streamed video series*

*Talkin' Spot Message Board*



# GETTING STARTED

# Selecting a Club Name

What's in a name? Selecting a name for your club is important. An appropriate name gives your students a sense of identity and pride. You might select a name that symbolizes your school or community. Some very appropriate club names may lie hidden in your community's records and newspapers. Does your community have special characteristics or ties to a historical incident that set it apart from the rest of North Carolina? You might wish to honor the memory of men and women who have served your county and this state.

## Names of Some Existing and Past Clubs

- *WHY? (What Happened Yesterday?)*, Trent Park Elementary School, New Bern
- *Flora Macdonald Highlanders*, Flora Macdonald Academy, Red Springs
- *The History Makers*, Dana Elementary School, Dana
- *Couratucke*, Currituck High School, Barco
- *Academy Adventurers*, Waccamaw Academy, Whiteville
- *Rockingham Regulators*, Rockingham County Middle School, Wentworth
- *Beach Bums*, First Flight Middle School, Kill Devil Hills
- *The Abbott Amateur Archaeologists*, R. Max Abbott Middle School, Fayetteville
- *Ancient Appaloosas*, Anne Chesnutt Middle School, Fayetteville
- *Windjammers*, North Davidson Middle School, Lexington
- *North Carolina Pioneers*, Burnsville Elementary School, Burnsville
- *Pirates of Pitt*, E. B. Aycock Middle School, Greenville
- *Cub Pride History Club*, Bogue Sound Elementary School, Newport
- *Fantastic Fletcher Foxes*, Fletcher Elementary School, Fletcher

# Conducting Meetings

THJHA encourages advisers to run clubs in the most appropriate way for *their* group of young people. THJHA clubs exist in a variety of situations, from home schools to Scout troops to historical societies. The majority of clubs, however, exist in North Carolina's public and private schools. The following guidelines, based on parliamentary procedure, are suggested for orderly club meetings. All of these steps may not be necessary for your club. These guidelines can be adapted to suit individual needs. Clubs may also wish to establish a constitution, or set of rules, to help guide activities. A sample constitution is provided in Appendix A.

## Fundamentals of Parliamentary Law

- Offer justice and courtesy for all.
- Do only one thing at a time.
- The majority rules.
- The minority must be heard.
- Each proposition is entitled to a full and free debate.
- The desires of an individual must be merged into a larger organization.
- Facilitate action; do not obstruct it.

## Normal Order of Business

1. Call to order.
2. Read and approve minutes of previous meeting.
3. Review reports of officers and standing committees.
4. Review reports of special committees.
5. Present and discuss unfinished business.
6. Present and discuss new business.
7. Present program.
8. Adjourn.

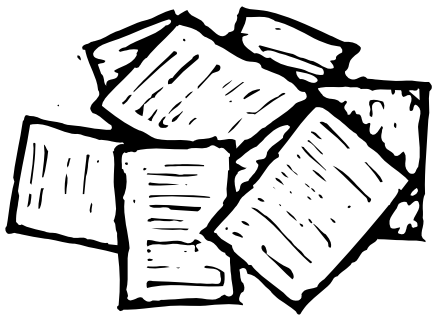


# Club Reports

A club report form is a special form used by an adviser or club secretary. It allows clubs to provide information about club meetings—attendance, discussion, actions taken, guest speakers or programs given, and other club news—to THJHA. THJHA posts these reports and photographs of club activities on the THJHA Web page.

Club reports are important! Often, these reports offer the only information that THJHA has concerning what members are doing at the local level. THJHA uses the information from these reports to solicit grants for programs, to promote the association and clubs, and to gauge areas of interest to our members.

Each club may determine how often these reports are submitted, but clubs should try to submit at least one during the fall and one during the spring. Copy the **Club News! form** on page 56 and send it to THJHA at the address provided, or submit club reports via e-mail to [thjhaclubs@ncmail.net](mailto:thjhaclubs@ncmail.net).



*Send in Your Club Reports!*

# Suggested Club Projects

Working on and completing club projects can provide junior historians with valuable learning experiences—sometimes without their realizing it! Participation in these activities provides an atmosphere in which students become better acquainted with the histories of their communities and the state of North Carolina, develop self-discipline and responsibility, and learn to cooperate and share information with others. Listed below are some suggested projects to get your club started on the path to discovering history. More suggestions are listed (in greater detail) in the How-to Section of this handbook.

## Collecting

- Assemble and arrange items to make a classroom or school museum. Some ideas for themes: farm, kitchen, or household tools; furniture or furnishings; portraits of people; vintage clothing and accessories; coins; and old schoolbooks and supplies.
- Collect and display facts pertaining to a particular building or locality.
- Investigate old newspapers for interesting advertisements or articles.
- Assemble a collection of pictures taken in your community during the past.

## Constructing

- Make and dress dolls in various fashions worn since the founding of your community.
- Build a replica of one of the first buildings in your community: a church, business, school, courthouse, or residence.



- Construct a model of a mode of transportation used at a particular time in your community: a wagon, canoe, flatboat, canal boat, stagecoach, or train.
- Develop a map of a local town illustrating how it appeared at different times in its history. Designate the sites of homes, meetinghouses, mills, roads, farming lands, woods, and other geographic landmarks.
- Make a present-day community map illustrating residential areas and the locations of major industries.

## Taking Field Trips

- Make field trips to the following: local museums; site of first meetinghouse or governmental building; sites of earlier schools; monuments; old homes; important landmarks of the community; local industries or businesses; and old cemeteries.
- Visit with an elderly community resident and report his or her memories of the community.

## Dramatizing

- Give a short dramatization of what might have taken place in a colonial school classroom.
- Produce a play about an important event in your community or the life of some noteworthy individual.
- Present a mock session of the state legislature.



## Writing

- List places of historic interest in your community.
- Create a series of imaginary letters to men or women serving their country during each of our major wars to remind them of life at home.
- Research a series of brief biographies of famous people who have lived in your community.
- Publish a newspaper typical of an earlier period.

## Conducting Discussions

- Arrange discussions about local customs or traditions.
- Discuss the effects of the Great Depression, wars, and other national events on your community.
- Discuss current problems for a presentation on radio or television.
- Invite authorities to lead discussions on significant problems.



# CONTESTS AND AWARDS

Please see Contest Entry Packet that will arrive in  
the Fall





# HOW-TO SECTION

# Introduction

The How-to Section of the *Adviser Handbook* is not meant to dictate the type of projects undertaken or the methods that advisers should use in undertaking them. It is provided to give new and experienced THJHA advisers ideas and, possibly, inspiration. Some of the ideas can be applied to the THJHA contests mentioned in the previous section, and some cannot. All can be adapted to meet the needs of individual clubs.

Advisers should contact THJHA if they have questions about the types of projects listed in the How-to Section. THJHA will gladly give advice on historical projects and research methods, including those not found here.

## How to Find Historical Information

The following general guidelines about where to start looking for information have been modified from original information contributed by Elizabeth Roberson, Williamston Junior High School, Martin County.

### Written Sources

- published state, county, and local histories
- business records
- biographies of community leaders
- old newspapers, records, programs, maps
- letters, diaries, account books
- gazetteers or atlases
- markers, tombstones
- deeds, land grants, wills, censuses
- church records, family Bibles
- records of organizations such as Rotary Club, Daughters of the American Revolution
- historical societies, museums

### Oral Sources

- interviews with senior citizens in the

- community
- local historians
- songs that have been handed down
- folklore, legends, superstitions, customs

### Structures and Personal Effects

- town halls, courthouses, meetinghouses, churches, schools
- historic sites
- old mills, stores, factories
- old furniture, clothing, tools, jewelry, machinery, toys, coins
- museums
- monuments

### Pictorial Sources

- photographs
- slides
- movies
- maps
- drawings or illustrations
- paintings



### Published References

See pages 50–51 in the Resources section of this handbook.

## How to Conduct an Oral History Interview

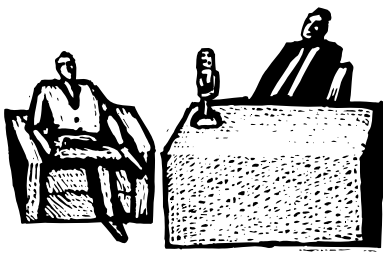
The use of oral history interviews can reveal much about the social, political, economic, and cultural history of a community at the grassroots level. Oral history should be used along with the more traditional tools of research—documents, records, newspapers, and so on. Traditional research should be completed before beginning an oral history. This research will help to develop skillful interviewing techniques that limit questions to particular subjects or topics so that the most valuable information may be obtained. Great care must be taken to find the person who can give the information needed. Transcripts of the taped interviews should be made, along with an index and a cross-reference. Two

books published by the American Association for State and Local History (AASLH) give procedures for gathering general oral histories:

*Transcribing and Editing Oral History*, by Willa K. Baum

*A Primer for Local Historical Societies*, by Dorothy Weyer Creigh

A price list is available from AASLH. See page 48 for contact information.



## Tips for Conducting and Recording Oral History Interviews

- Use the best quality equipment and tapes available. Bring extra tapes and batteries (or an AC adapter).
- Make your interviewee comfortable before you begin. Realize that many people are naturally nervous around tape recorders and video cameras. Calm their fears as best as you can.
- Do the interview in a place with no distractions (appliances, pets, children), and turn off that phone!
- Place the microphone (tape recorder or video camera) at an equal distance from yourself and your interviewee so that both voices can be heard easily (or slightly closer to the person with the softer voice).
- Test equipment right before the interview to make sure that it is working. Label both sides of the tape.
- At the beginning of the recording, identify

everyone involved in the interview (including yourself), as well as the date and place of the interview.

- Speak slowly and clearly. Do not allow your voice to “trail off” at the end of phrases or sentences.
- Multiple voices lead to confusing tapes. Limit the interview to yourself and one person.
- Spell aloud any proper names mentioned, especially unusual names or names easily mistaken for other names (e.g., “Did she say Dan or Don?”).
- Leave the tape visible in the tape recorder or use a timer so that you will know when the tape is running out.
- Limit the length of your interview (an hour or less). It is better to have several short interviews than one long one.
- Don’t let the tape control the interview. It is okay to allow long pauses for thinking and remembering.
- Make sure that you and the interviewee both understand how the tape is to be used to avoid misunderstandings and bad feelings later. Allowing yourself to be interviewed is putting your trust in someone. Don’t break that trust.
- Have FUN, and thank your interviewee at the end of each session.

## How to Stage a Historical Drama



The staging of a historical drama may be as simple or as complex as the group desires. Contacting persons with expertise in all areas of production will be of great help. Consider the following points as you plan your production.

### *Building/Location*

In choosing a site for your production,

consider audience potential, accessibility, and budget.

### *Financing*

Talk to people who have worked with plays in your area to get an idea of potential costs. The costs of promoting, scripting, and producing must be considered.

### *Promotions*

Many services may be donated by groups within your community. Talk to civic groups, businesses, school personnel, publishers of newspapers, printers, beauticians, and theater personnel. Ask for their advice and help. This will also generate a potential audience.

### *Script Development*

Consider using local history, a folk legend, ballad, novel, local event, or life of an individual as a basis for dramatic interpretations. Students may have ideas about writing the script. One suggestion might be to involve the class in a role-playing situation that can be taped. A script may be written from the tape.

### *Production*

You will need to provide for the following resources: producer, choreographer, director, set designer, technical director, properties, costumes, makeup, cast, tickets, publicity, ushers, crew, and ample rehearsal time. Several talented individuals may take on a combination of these roles.

## How to Make a Video

*Lights! Camera!*

*Action!* Get your club together, get

creative, and produce a video about your special corner of North Carolina! Since many different jobs are necessary to produce a good



video, you will learn teamwork and have fun at the same time. The suggestions and hints below may help your club to produce a quality video. As a group, review this list. Watch a movie or sitcom and identify the different parts of the production. (Pay special attention to the credits at the end!) Assign tasks to members of your team or ask for volunteers.

### *Step 1. Select a topic.*

Remember to look at the history of your community for possibilities. This is also the time to select a producer or coproducers. These are the people who will be your project's team leaders and who are responsible for keeping your project on schedule, resolving any conflicts within the team, and directing the overall production.

### *Step 2. Research the topic.*

Your researcher or research team should give you thorough information about the topic. Remember, the video does not have to cover a whole topic; it can focus on part of it. Keep your production manageable in length.

### *Step 3. Write and edit an outline or script.*

Decide what you want your video to contain, what kind of scenes you need to include, and in what sequence you want to tape them. Consider time limits when developing your program.

### *Step 4. Think visually about your outline or script.*

Consider stage movements, location, historical time period, costumes, and scenery. Assign a "props" person or team to borrow, make, or buy the needed materials and assemble them on the day of the taping.

### *Step 5. Select your location.*

Assign a "scout" or team to investigate various options for a taping location. Be sure to make notes about lighting needs, traffic noise, and whom to contact for permission to use the site.

### *Step 6. Select your actors or actresses.*

Give all of your characters production copies of the script with their lines highlighted.

# How to Prepare an Exhibit or Display

## *Step 7. Select the cameraperson.*

This person should be familiar with how the camera works.

## *Step 8. Practice taping.*

This is your team's chance to test the camera and to iron out technical difficulties before the final taping. To avoid a "jumpy" picture, you may want to practice how to stop taping to change scenes, or how to "cut" from one view to another within the same scene. If possible, use a tripod with the camera to ensure its steadiness. Consider your sound quality at this time—for example, how far away can someone stand and still be heard, and how loud or soft should sound effects be?

## *Step 9. Rehearse the program.*

Walk through the scenes before the actual taping begins. You do not have to rehearse at the site of the taping, but you may want to have at the rehearsal certain props that will be used in the final taping. You may discover that you need extra people to help with equipment, props, or costumes.

## *Step 10. Have a backup plan.*

Do not wait until the last minute to tape your program. Plan ahead for unforeseen problems such as bad weather or the absence of team members.

## *Step 11. Tape your program.*

Remember to be aware of camera steadiness and background noises and to check sound quality throughout the taping.

## *Step 12. Do a final edit.*

Decide what you want the final video production to look like. Title and credit screens are part of a quality production.

## *Last, but not least!*

Think of creative ways to thank all of those people who helped you with your project. An extra special way to do this would be to invite them to a premiere showing of the video, complete with popcorn and drinks!

## *Step 1. Pick a subject.*

Be careful not to pick a topic too broad or too narrow for your display. Adjust the subject so that an adequate presentation may be made.

## *Step 2. Determine the project's scope.*

Decide how much money to budget, how much time is available, what materials are accessible, who can help, where space is available, what audience you want to reach, the size of the exhibit, and how long it will be displayed.

## *Step 3. Organize and outline.*

Develop a story line, and detail what sections your display will cover. Put yourself in the viewer's place and make sure objects are clearly labeled and in proper sequence.

## *Step 4. Catalog materials you borrow.*

Keep an accurate record of all materials you borrow to ensure their proper return and to help you remember what was in the exhibit.

## *Step 5. Choose audiovisual tools.*

Use audiovisuals to their best advantage, but do not crowd too much information into one section.

## *Step 6. Acknowledge participants and contributors or donors.*

Credit lines should be displayed in your exhibit. An opening reception is a nice way to thank lenders and contributors while drawing public attention at the same time.

## *Step 7. Plan security.*

Protect your display against theft and damage. Attach photographs securely and consider a clear, protective display cover to protect contents against excessive handling.

For more information on creating exhibits in the classroom, read the November 1999 issue

of *Smithsonian in Your Classroom*, "Creating a Classroom Exhibit." To receive a free subscription to *Smithsonian in Your Classroom*, contact learning@si.edu or the Smithsonian Office of Education, Arts and Industries Building 1163, Washington, DC 20560-0402.

## How to Cut Window Mats by Hand

Window mats can be used to protect fragile and important documents or photographs from mishandling while providing an attractive display.

### Getting Started

- Prepare the cutting surface by securing a large piece of cardboard or scrap mat board to the table you will be working on. This prevents broken knife blades and scratches to the table!
- Cut the mat board to size using a utility knife and straightedge or ruler. To make a clean cut, the tip of the blade should extend *just* beyond the thickness of the board.

### Measuring and Cutting the Window

- As a general rule, mat borders should be at least two inches wide. The width of the top and the two sides of a window mat should be the same; the bottom should be  $\frac{1}{4}$  to  $\frac{1}{2}$  an inch wider.
- Carefully measure the image size. Make the window measurements slightly smaller than the image ( $\frac{1}{8}$  inch) to prevent the photograph from popping out of the window.
- Mark on the back of the mat the four edges of the window. These will be your guidelines for cutting.
- Align the straightedge along the guideline and cut slightly *past* the corner. Repeat the procedure for each side, going in a clockwise direction. Carefully remove the center part of the mat. If your overcuts in the corners were too short, it may be

necessary to cut through the corners with a razor blade.

### Assembling the Mat

- Hinge the window mat to the backing board, which will support the photograph with wide tape (so it opens like a book).
- Attach the photograph to the backing board, using corners or another mounting technique.

## How to Plan and Construct a Model

Building models is an exciting and educational activity. In planning a model, the student must research the project, paying strict attention to many small details. During the building process, this information is used repeatedly.

Expensive materials and tools are not necessary when building models. In fact, someone else's discarded "trash" and recyclable materials may often prove to be a model builder's treasure. Many models can be made by simply using cardboard from boxes. Before starting work, be sure to think about how your model will be built. A clear understanding of the following terms is needed: model, replica, facsimile, and reproduction. Careful attention must be given to the size of the model, particularly if a scale is to be used. During planning, details should be determined, such as whether certain parts of a model (doors, windows, etc.) will be operative.



## Suggestions for Materials to Use in Model Construction

(Reprinted with permission from *Heritage*)

*Roundup Student Handbook*, Education  
Division, Oklahoma Historical Society, 1977)

MAKE SURE ALL MATERIALS ARE CLEAN!

#### *Sawdust*

Dye different colors. Use as ground cover or for tree foliage.

#### *Caps and lids*

Toothpaste caps can be used as car headlights. Shiny can lids become fountains and lakes.

#### *Electrical wire*

Strip rubber covering from the inside wires and separate wires to resemble tree branches. Wires may be dipped in glue and then sawdust. Wires may also be covered with clay and then painted.

#### *Newspapers*

Tear in strips, cover wire sculptures, adhere with paste (papier-mâché). Tear newspaper in enough strips to fill a pail, then cover with water overnight. Knead soaked mass; squeeze out excess water by straining pulp through sieve or stocking. Add enough paste to hold moisture together and shape as you would clay.

*Lint* (from clothes dryers is often available from commercial laundries)  
Stuffing for dolls, furniture

*Soap flakes or powder (white only)*  
Snow

*Metal film containers*  
"Pots" for trees

*Spools and buttons*  
Wheels

*Popsicle sticks*  
Shingles, clapboards  
*Milk cartons*  
"Prefab" houses

*Window screening*  
Base for relief map or landscape

*Ground-up eggshells*  
Ground cover

*Pinecones*  
Shingles for buildings. Pull off the individual pieces of a cone and glue to solid foundation.

## How to Write Historical Fiction

Pull out your history books, set your imagination to a historical era in North Carolina, and give it a try! Tell other junior historians what it was like to "live" during a particular time in history.

**Personal facts + Period  
details + Imagination =  
Historical fiction!**

#### *Personal facts*

Historical fiction is a way to think historically and write about what happened in the past as if you had lived in that different time. It focuses on the facts of a person's life—What years did she live? What kind of work did he do? Was he rich or poor? Where did she live? Could he read and write? Research the person you are writing about to discover the accomplishments that made him or her important. These facts, combined with period details and your imagination, create a fuller picture of what that person's life was like.

#### *Period details*

Find out about historical lifestyles—How did people dress? How did they travel? What kinds of food did they eat? What kinds of houses did they live in? What were the weather conditions? Facts about a person's surroundings are important, useful elements

for writing the “historical” part of historical fiction.

### *Imagination*

Now that you know the facts about the person’s life and details about period lifestyles, you can begin work on the “fiction” part of your essay. Use your imagination to make events come to life. Add your own details to create a story. This is where your “historical” imagination is important—keep your details historically appropriate and historically possible. Do not forget that emotion is an important element in any story. Think about how the character in your essay may have reacted to a particular event in his life. How do you think it made him feel?

## How to Make a Time Capsule



Create a historical treasure for future generations by making a time capsule. Choose things to put into the capsule that have special meaning to your club—personal objects, items related to club or school activities, or objects from your community. These things should be able to tell future generations about

YOU. Be sure to include some commonplace items, too. By including printed advertisements or ticket stubs, future historians will be able to see how day-to-day activities and the economy change over time. The following tips were adapted from the *Goldfinch*, a historical magazine for young people in Iowa.

### Tips for Making a Time Capsule

1. Select a container that is leakproof, non-corrosive, and airtight!
2. Fill your container as full as you can. Air can destroy paper and media such as videotape, so the less air the better. It’s a good idea to select what you want in your capsule first so that you can choose a container that best fits your items.
3. Make sure items are clean and dry.
4. Black-and-white photographs last longer than color. Sandwich photographs between layers of acid-free tissue paper so they don’t stick together.
5. Newspaper deteriorates and destroys other papers around it! Photocopy newspaper articles on high-quality paper.
6. Use pencil to label items in the capsule instead of ink, which fades over time.
7. Label the outside of the capsule with a permanent marker.
8. Make an inventory of everything in the time capsule that explains the contents (what they are, why you chose them). Put one copy of the inventory inside the time capsule. Keep another copy in a safe place, with directions for opening the capsule. Include in the directions where it is located and at what time the capsule should be opened. Give a specific date or year.
9. Make a detailed map of the time capsule’s location in case the surrounding area changes over time. Try to pick a location that won’t be the site of any *major* construction in the next twenty-five, fifty, or one hundred years!
10. If you are burying the capsule, make sure the ground is dry when you dig and make a hole that is twelve to eighteen inches deep.
11. Mark the area where the capsule is buried with a plaque or large stone.

## Some Items to Include in Your Time Capsule

- predictions of the future
- coins
- photographs of your club, school, home, family, pet, friends
- class projects or samples of schoolwork
- trading cards
- certificates or awards
- original artwork or a poem
- souvenir from a community event or party
- grocery store receipt or catalog (to indicate prices of things)
- a copy of *Tar Heel Junior Historian!*

*Did you know that the first time capsule, in 1938, was a 7½-foot torpedo?!*

*THJHA does not recommend that item!*

## How to Mark Places of Historical Interest

The North Carolina Historical Marker Program was established by the General Assembly in 1935. Requests for historical markers must be properly presented. Citizens requesting markers should submit their requests in writing to the Office of Archives and History and include proper documentary evidence.

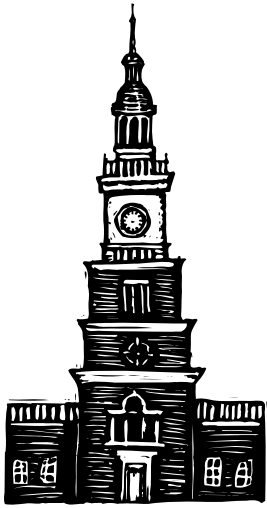


A brochure that outlines the necessary procedure is available upon request by writing to the Research Supervisor, Office of Archives and History, Department of Cultural Resources, 4614 Mail Service Center, Raleigh, NC 27699-4614.

## Criteria for Approval of Highway Markers

1. All markers are authorized by the Highway Historical Marker Advisory Committee.
2. All markers shall designate places or persons of statewide historical significance.
3. All marker inscriptions are drafted or approved by the advisory committee. The heading or title consists of one or two lines of approximately sixteen letters and spaces to the line; the text is usually not more than five lines of approximately twenty-three letters and spaces each.
4. A waiting period of twenty-five years after death is necessary for the marking of any individual except for governors of North Carolina, federal cabinet members, and United States senators.
5. Churches in the Coastal Plain usually are not marked unless established prior to 1776. Churches in the Piedmont region must date prior to 1800, and in the Mountain region prior to 1820. Similar criteria are applied to schools and academies. In addition, all subjects must be of statewide historical significance.
6. Markers for cemeteries usually are not approved.
7. Sites of former county seats, abandoned courthouses, jails, or post offices usually are not marked.
8. Only the earliest and most important roads and trails will be marked.
9. Marker requests will be rejected when it is impossible to authenticate any alleged information.

# How to Nominate a Structure to the National Register of Historic Places



Below is abbreviated information describing what kinds of structures can be nominated to the National Register of Historic Places. Select a structure in your area that you feel should be nominated. Then write a paragraph to the State Historic Preservation Office (4617 Mail Service Center, Raleigh, NC 27699-4617) stating

why your structure should be placed on the National Register.

## Criteria for Evaluation

The quality of significance in American history, architecture, archaeology, and culture is present in districts, sites, buildings, structures, and objects that possess integrity of location, design, setting, materials, workmanship, feeling, and association, and that

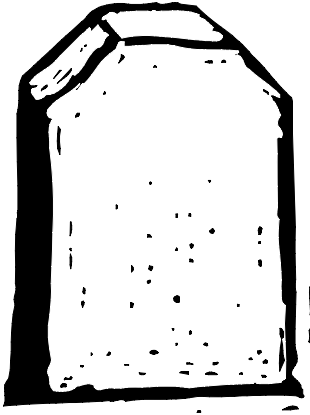
- are associated with events that have made a significant contribution to the broad patterns of our history; or
- are associated with the lives of persons significant to our past; or
- embody the distinctive characteristics of a type, period, or method of construction; represent the work of a master; possess high artistic values; represent a significant and distinguishable entity whose parts may lack individual distinction; or
- have yielded, or may be likely to yield, information important in prehistory or history.

The two principal issues to consider in determining eligibility for the National Register are “significance” and “integrity.” A National Register nomination must demonstrate how a property is significant in at least one of the four areas listed above. If a property is less than fifty years old, it can be nominated only if a strong argument can be made for exceptional significance. Properties are nominated at either a local, state, or national level of significance depending on the geographic range of the importance of a property and its associations. The level of significance must be justified in the nomination. The majority of properties are listed at the local level of significance.

A property must also have “integrity” of “location, design, setting, materials, workmanship, feeling, and association.” This means that the property must retain enough of its historic physical character (or in the case of archaeological sites, intact archaeological features) to represent its historic period and association adequately. The degree to which more recent, incompatible, or nonhistoric alterations are acceptable depends on the type of property, its rarity, its period, and its area of significance.

## How to Survey an Abandoned Cemetery

The North Carolina Cemetery Survey Form is designed to aid individuals who are gathering information on cemeteries in North Carolina, especially cemeteries that are old and apparently abandoned or in danger of becoming abandoned. Untold numbers of graveyards have been lost, and numerous others are on the verge of disappearing. It is crucial that a thorough search be made to locate them and to record individuals’ names and dates from their tombstones. This is the chief focus of the North Carolina Cemetery



Survey. A cordial and earnest invitation is extended to everyone interested to participate in this worthwhile project.

General instructions are provided below. Please make sure

that information listed is both accurate and as complete as possible. If some bit of information is not known and cannot be easily obtained, simply write "NOT KNOWN," or leave the area blank. In cases where additional information is available and is included to explain or clarify a certain point, list it under item number 10 and refer to the item number being explained or clarified. If the information is more general than specific in nature, write it under item number 10 without referring to an item number.

The following is an item-by-item enumeration of instructions for completing the North Carolina Cemetery Survey Form. The survey form may be found at Web site [http://www.ah.dcr.state.nc.us/archives/NC\\_Cemetery\\_Survey\\_form.pdf](http://www.ah.dcr.state.nc.us/archives/NC_Cemetery_Survey_form.pdf). A copy of the form also follows these instructions.

#### 1. Location

- a. Provide the name or names applied to the graveyard over the years, beginning with the present. For instance, use the most commonly known name, the most prevalent family name, the church name, "unknown," or "slave."
- b. Self-explanatory
- c. Self-explanatory
- d. Give detailed directions to the location of the cemetery or graveyard, using road names and numbers, recognizable landmarks, and mileage to and from the site.
- e. List the owner of the property on which the cemetery is located, including any

deed references. Many cemeteries have reservation or exemption clauses inserted in deeds.

#### 2. Classification

- a. Self-explanatory
- b. Self-explanatory
- c. Self-explanatory
- d. Indicate if count is actual or estimated. Also indicate the size of the cemetery in acres or give the dimensions in linear feet.
- e. Self-explanatory

#### 3. Accessibility

Is the cemetery open to visitors, restricted to family members, or is visiting forbidden entirely?

#### 4. Condition

Select the choice that best describes the condition of the graveyard. Although tradition indicates that graves did exist at one time, in some cases there may be no physical evidence of a burial site. Record as much information as you can collect from owners, neighbors, relatives, etc.

#### 5. Enclosure

Indicate the approximate dimensions of the enclosure in linear feet.

#### 6. Tombstones or Markers

Tombstones or markers vary in physical type. They may be a loose pile of fieldstones, a single fieldstone at the head or foot, wooden markers, metal funeral home markers with typed cards, or family name stones. If only sunken areas or depressions exist, give an approximate number.

#### 7. Hazards

Many cemeteries are on the verge of being lost because of road construction, lake construction, shopping center or residential construction, farm or industrial operations, or some other reason. Please list the specific hazard if any exists.

## 8. *Listings*

Self-explanatory

## 9. *Special Significance*

In this category, graves of prominent people such as Revolutionary or Civil War soldiers, statesmen, industrialists, inventors, or other individuals who excelled or were well known in their profession should be noted. In addition to the famous, the infamous may be worthy of note as well.

## 10. *Other Information*

This item should be used for general remarks as well as for specific ones. If the remarks are continuations from other items, please list the item number to which they refer. Family relationships, when known, should be given along with source information. General family information can be given under this item or on an attached sheet(s).

Attach a separate sheet giving the vital statistics information from the individual tombstones. Bracket any data that does not come from the markers (for example, names or dates that come from family Bible records). If possible, include a map or sketch of the cemetery's layout, noting any unmarked graves. Also, photographs, if available, would be useful. Please provide your name, address, phone number, and the date of the survey for future reference.

Should you have any questions about the cemetery survey process, please consult your county coordinator or the state coordinator at the address listed on the survey form.

## North Carolina Cemetery Survey Form

[http://www.ah.dcr.state.nc.us/sections/archives/arch/NC\\_Cemetery\\_Survey\\_form.pdf](http://www.ah.dcr.state.nc.us/sections/archives/arch/NC_Cemetery_Survey_form.pdf)

Comments or questions concerning North Carolina archaeology, or reports of sites and artifacts, can be sent via e-mail to [archaeology@ncmail.net](mailto:archaeology@ncmail.net) or mail to:

Office of State Archaeology  
4619 Mail Service Center  
Raleigh, NC 27699-4619  
919-733-7342  
Fax: 919-715-2671

### 1. Location

- a) Name or names of cemetery \_\_\_\_\_ b) County \_\_\_\_\_
- c) City, town, community, or township \_\_\_\_\_
- d) Specific location \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- e) Property owned by \_\_\_\_\_
- f) U.S.G.S. Topographic Map: Quadrangle \_\_\_\_\_
- 1) Cemetery coordinates: Latitude \_\_\_\_\_ ° ' " Longitude \_\_\_\_\_ ° ' "
- 2) Cemetery number on map \_\_\_\_\_

### 2. Classification

- a) Public: \_\_\_\_\_ Municipal \_\_\_\_\_ County \_\_\_\_\_ State \_\_\_\_\_ Federal
- b) Private: \_\_\_\_\_ Family \_\_\_\_\_ Church (denomination \_\_\_\_\_) \_\_\_\_\_ Fraternal  
\_\_\_\_\_ Other; please explain \_\_\_\_\_
- c) Status: \_\_\_\_\_ Abandoned \_\_\_\_\_ Maintained, but not used \_\_\_\_\_ Currently being used
- d) Size: Approximate number of graves \_\_\_\_\_ Approximate size of cemetery \_\_\_\_\_
- e) Type: \_\_\_\_\_ American Indian \_\_\_\_\_ Black \_\_\_\_\_ Slave \_\_\_\_\_ White  
\_\_\_\_\_ Other; please explain \_\_\_\_\_

### 3. Accessibility to Public

- a) \_\_\_\_\_ Unrestricted \_\_\_\_\_ Restricted; explain \_\_\_\_\_

### 4. Condition

- a) \_\_\_\_\_ Well maintained and preserved      b) \_\_\_\_\_ Poorly maintained
- c) \_\_\_\_\_ Overgrown, easily identifiable      d) \_\_\_\_\_ Overgrown, not easily identifiable
- e) \_\_\_\_\_ Not identifiable as a burial site, but known to exist through tradition or other means.

Explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Cemetery Enclosure

- a) Is the cemetery enclosed by a wall, fence, hedge, etc.? \_\_\_\_\_  
If yes, specify how it is enclosed \_\_\_\_\_
- b) State condition of wall, fence, hedge, etc. \_\_\_\_\_

6. Tombstones or Markers

- a) Are stones or markers present? \_\_\_\_\_ b) If yes, are they inscribed? \_\_\_\_\_
- c) Number of readable stones or markers \_\_\_\_\_ d) Date of last known burial \_\_\_\_\_
- e) Date of earliest known burial \_\_\_\_\_ f) Are there unusual stones? \_\_\_\_\_  
Describe them \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- g) Have markers been damaged? \_\_\_\_\_ If yes, by farm animals? \_\_\_\_\_  
Vandalism? \_\_\_\_\_ Farming operations? \_\_\_\_\_ Industrial operations? \_\_\_\_\_  
Custodial care? \_\_\_\_\_ Other means? \_\_\_\_\_ Explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

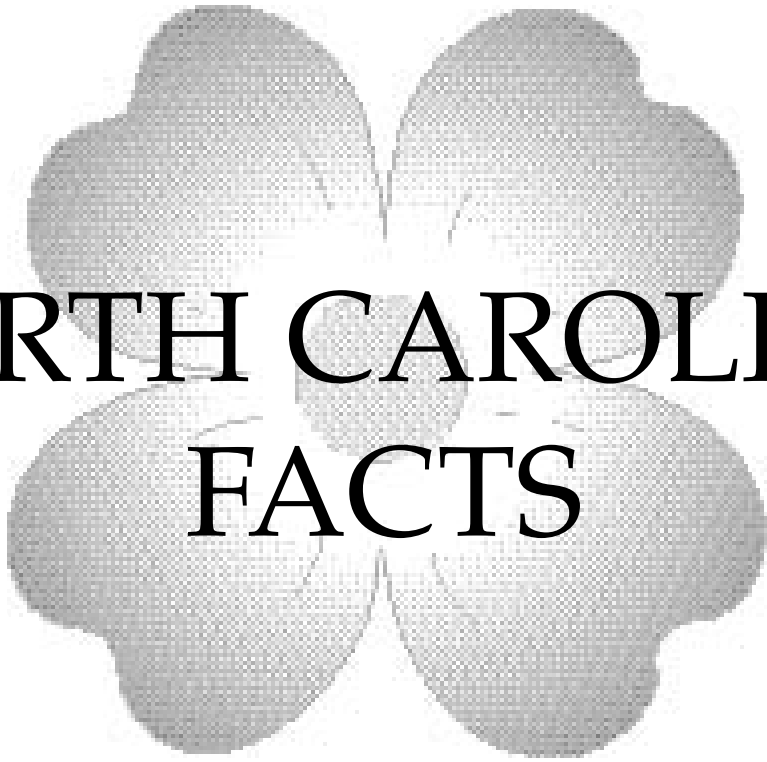
7. Note any hazards imperiling the cemetery's existence \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Has this cemetery been listed in an existing published or unpublished cemetery survey? \_\_\_\_\_  
If yes, explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Historical or other special significance of cemetery, if any \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. Any other information \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Canvasser \_\_\_\_\_ Date \_\_\_\_\_  
Organization \_\_\_\_\_  
Address \_\_\_\_\_  
\_\_\_\_\_



# NORTH CAROLINA FACTS

# Quick and Simple Facts about North Carolina

## Population

8,683,242 (2005 estimate)

## Capital

Raleigh, established 1792

## Area

52,712 square miles

## Name Origin

From Latin *Carolus*, in honor of King Charles I of England

## Nickname

Tar Heel State  
Old North State

## Motto

*Esse Quam Videri*  
"To Be Rather Than to Seem"

## The State Nickname: Why "Tar Heels"?

North Carolina's nickname can be traced to the production of naval stores—tar, pitch, and turpentine—during the colonial period. Few people realize that from 1720 to 1870, North Carolina led the world in the production of naval stores. An abundance of longleaf pines made this achievement possible.

Raw turpentine was collected from the pines. When dry pinewood was cut into small strips and burned in an earthen kiln, tar was produced. The boiling of tar in open pits or iron cauldrons yielded pitch. Tar and pitch were used extensively in shipbuilding to chink cracks between the boards of ships'

hulls to make them watertight and to protect ropes from water damage and rotting. Great Britain prized naval stores greatly since the country possessed a strong navy.

Naval stores came to symbolize not only North Carolina but also its inhabitants. Newspapers of the 1700s document the claim that North Carolinians were called both "tar-burners" and "tar boilers." One unconfirmed story relates that the British began using the expression "tar heel" prior to the Revolutionary War. Some say the name may have originated because naval-store laborers who worked around the kilns would naturally have tar stuck to their shoes.

As North Carolina writer Richard Walser said, "Fortunately, perhaps, the origin of the term is beautifully hidden in mystery, tradition, and legend." Still, many stories claim to reveal why North Carolinians bear the nickname "tar heels." Tradition tells us that during the Revolution, Lord Cornwallis's troops forded a river where naval stores had been dumped by the Americans to prevent capture. Upon crossing the river, the British discovered tar on their feet. The river that they crossed is known as the Tar River.

Another popular Civil War story relates that North Carolina troops were asked by a soldier from another Confederate state if there were any tar left in the Old North State. "No, not a bit. President Jeff Davis has bought it all up." "Is that so? What is he going to do with it?" The North Carolinians rejoined, "He's going to put it on your heels to make you stick better in the next fight." And, as the story goes, General Robert E. Lee, upon hearing of the incident, said, "God bless the Tar Heel boys."

# Official State Symbols

## Flower

Dogwood

## Tree

Longleaf pine

## Shell

Scotch bonnet

## Bird

Cardinal



## Mammal

Gray squirrel

## Saltwater Fish

Channel bass (red drum)

## Colors

Blue and red



## Reptile

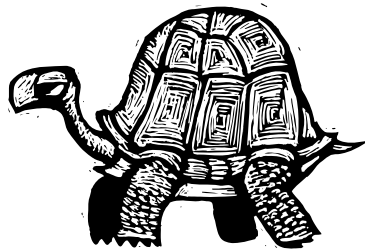
Turtle

## Dog

Plott hound

## Insect

Honeybee

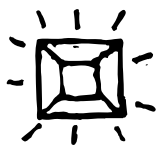


## Precious Stone

Emerald

## Rock

Granite



## Boat

Shad

## Beverage

Milk

## State Fruit

Scuppernong grape

## State Red Berry

Strawberry



# The State Toast

The words to the State Toast were composed in 1904 by Leonora Martin and Mary Burke Kerr. The toast was officially adopted by the General Assembly of 1957.

*Here's to the land of the longleaf pine,  
The summer land where the sun doth shine,  
Where the weak grow strong and the strong  
grow great,  
Here's to "Down Home," the Old North State!*

*Here's to the land of the cotton bloom white,  
Where the scuppernong perfumes the breeze at  
night,  
Where the soft southern moss and jessamine  
mate,  
'Neath the murmuring pines of the Old North  
State!*

*Here's to the land where the galax grows,  
Where the rhododendron's rosette glows,  
Where soars Mount Mitchell's summit great,  
In the "Land of the Sky," in the Old North  
State!*

*Here's to the land where maidens are fair,  
Where friends are true and cold hearts rare,  
The near land, the dear land, whatever fate,  
The blest land, the best land, the Old North  
State!*

# The State Song

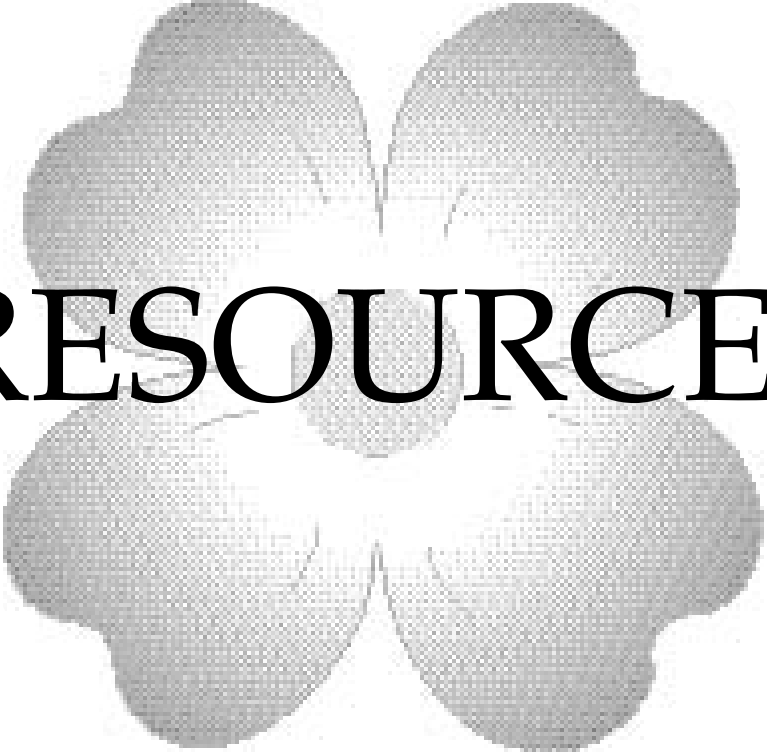
“The Old North State” was written by William Gaston. It was adopted as the official state song by the General Assembly of 1927.

Carolina! Carolina! heaven’s blessings attend her,  
While we live we will cherish, protect and defend her,  
Tho’ the scorner may sneer at and wiflings defame her,  
Still our hearts swell with gladness when ever we name her.  
Hurrah! Hurrah! the Old North State forever,  
Hurrah! Hurrah! the good Old North State.

Tho’ she envies not others, their merited glory,  
Say whose name stands the foremost, in liberty’s story,  
Tho’ too true to herself e’er to crouch to oppression,  
Who can yield to just rule a more loyal submission.  
Hurrah! Hurrah! the Old North State forever,  
Hurrah! Hurrah! the good Old North State.

Then let all those who love us, love the land that we live in,  
As happy a region as on this side of heaven,  
Where plenty and peace, love and joy smile before us,  
Raise a-loud, raise together the heart thrilling chorus.  
Hurrah! Hurrah! the Old North State forever,  
Hurrah! Hurrah! the good Old North State.





# RESOURCES

**This section of the handbook contains listings of state agencies and other organizations that can assist you and your junior historians, and additional resources to help in your pursuit of historical knowledge.**

## State Agencies

### Division of State History Museums

For information on establishing a museum; creating an exhibit; identifying, preserving, and cataloging artifacts; or developing educational programs:

**North Carolina Museum of History, Raleigh:**  
919-807-7900

**Museum of the Albemarle, Elizabeth City:**  
252-335-1453

**Mountain Gateway Museum, Old Fort:**  
828-668-9259

**Museum of the Cape Fear, Fayetteville:**  
910-486-1330

**North Carolina Maritime Museum, Beaufort:**  
252-728-7317

### Office of Archives and History

Highway Historical Marker Program:  
Raleigh, 919-733-9375

Eastern Regional Office, Greenville:  
252-830-6580

Western Regional Office, Asheville:  
828-274-6789

#### Archives and Records Division

Questions relating to public state records, private manuscripts, deeds, court records, old maps, and photographic negatives should be directed to:

General Information (state nature of inquiry),  
Raleigh, 919-807-7310 or [archives@ncmail.net](mailto:archives@ncmail.net)

#### Historical Publications Section

Questions relating to county histories,

documentaries, pamphlets, periodicals, and reference aids published by the section should be directed to 919-733-7442.

#### Archaeology and Historic Preservation Section

For information about National Register nominations, architectural surveys, land or marine archaeology, and restoration procedures, contact:

Administration Branch, Raleigh,  
919-733-4763

Archaeology Branch, Raleigh, 919-733-7342

Restoration Branch, Raleigh, 919-733-6547

Survey and Planning Branch (including National Register nominations), Raleigh,  
919-733-6545

Underwater Archaeology Branch, Kure Beach,  
910-458-9042

#### State Capitol and Raleigh Visitor Services

To schedule a tour of Raleigh historic sites and museums, call:

Capital Area Visitor Center, Raleigh,  
919-807-7950

For questions relating to the State Capitol, call  
919-733-4994

#### Tryon Palace Historic Sites and Gardens

For questions regarding research or tours relating to Tryon Palace in New Bern, call 252-514-4900 or 1-800-767-1560.

#### Roanoke Island Festival Park and *Elizabeth II*

For questions about research or tours regarding the *Elizabeth II*, call  
252-475-1500.

#### Historic Sites Section

For information relating to programs and services of a state-owned and -operated historic site, call 919-733-7862.

To arrange a tour of one of the state historic sites on the following page, contact the site manager ahead of time to make arrangements.

Alamance Battleground  
Burlington  
336-227-4785 or alamance@ncmail.net

Charles B. Aycock Birthplace  
Fremont  
919-242-5581 or aycock@ncmail.net

Historic Bath  
Bath  
252-923-3971 or bath@ncmail.net

Bennett Place  
Durham  
919-383-4345 or bennett@ncmail.net

Bentonville Battlefield  
Four Oaks  
910-594-0789 or bentonville@ncmail.net

Brunswick Town/Fort Anderson  
Winnabow  
910-371-6613 or brunswick@ncmail.net

Charlotte Hawkins Brown Museum  
Sedalia  
336-449-4846 or chb@ncmail.net

CSS Neuse  
Kinston  
252-522-2091 or cssneuse@ncmail.net

Duke Homestead  
Durham  
919-477-5498 or duke@ncmail.net

Historic Edenton  
Edenton  
252-482-2637 or edenton@ncmail.net

Fort Dobbs  
Statesville  
704-873-5866 or fortdobbs@ncmail.net

Fort Fisher  
Kure Beach  
910-458-5538 or fisher@ncmail.net

Historic Halifax  
Halifax  
252-583-7191 or halifax@ncmail.net

Horne Creek Farm  
Pinnacle  
336-325-2298 or hornecreek@ncmail.net

House in the Horseshoe  
Sanford  
910-947-2051 or horseshoe@ncmail.net

USS *North Carolina* Battleship  
Wilmington  
910-251-5797 or ncbb55@battleshipnc.com

North Carolina Transportation Museum  
Spencer  
704-636-2889 or nctrans@ncmail.net

James K. Polk Memorial  
Pineville  
704-889-7145 or polk@ncmail.net

Reed Gold Mine  
Midland  
704-721-4653 or reed@ncmail.net

Somerset Place  
Creswell  
252-797-4560 or somerset@ncmail.net

Historic Stagville  
Durham  
919-620-0120 or stagville@ncmail.net

Town Creek Indian Mound  
Mount Gilead  
910-439-6802 or towncreek@ncmail.net

Zebulon B. Vance Birthplace  
Weaverville  
828-645-6706 or vance@ncmail.net

Thomas Wolfe Memorial  
Asheville  
828-253-8304 or wolfe@ncmail.net

**See <http://www.ah.dcr.state.nc.us/sections/hs/>  
for more information on all of the state-run  
historic sites.**

## State Library of North Carolina

For questions or information about published genealogies, census records, government publications, call:  
Information Services Section, Raleigh,  
919-807-7450.

To receive *Tar Heel Junior Historian* on audio-tape (for the visually impaired), call:  
Special Services Section, Raleigh,  
919-733-4376.

## North Carolina Arts Council

For information about North Carolina traditional culture, call:  
Folklife Program,  
Raleigh, 919-733-7877.

## North Carolina State Parks

In addition to the recreational opportunities and natural history lessons they afford, some of North Carolina's state parks offer cultural and historical resources as well.

### Mount Mitchell

Thirty miles northeast of Asheville off the Blue Ridge Parkway on N.C. 128  
828-675-4611

Visit the museum and learn about the natural and cultural history of North Carolina's first state park.

### Boone's Cave

Fourteen miles west of Lexington via U.S. 64 and N.C. 150  
704-982-4402  
Explore Boone's Cave, also known as Devil's

Den. Legend has it that Daniel Boone used this small cave as a hideout.

### Morrow Mountain

Five miles east of Albemarle off N.C.  
24/27/73/740 on Morrow Mountain Road  
704-982-4402

Visit the historic Kron House, greenhouse, and hospital of an early-nineteenth-century physician.

### Fort Macon

Two miles east of Atlantic Beach on  
Highway 58  
252-726-3775

Take a tour of the restored fort that stood guard over Beaufort Harbor during the Civil War.

A complete list of North Carolina's state parks is available from the North Carolina Division of Parks and Recreation. To request a copy of the brochure *Yours to Discover*, call 919-733-7275, or visit the state parks' Web site at <http://ils.unc.edu/parkproject/ncparks.html>. To reach the main office in Raleigh, call 919-733-4181.



## National Organizations

### American Association for State and Local History (AASLH)

The American Association for State and Local History (AASLH) publishes inexpensive technical leaflets that deal with such topics as:

- tape-recording local history
- newsletters
- publishing
- historic houses as learning laboratories
- projects for young people
- planning tours
- collecting artifacts
- appraisal of objects

To request a complete listing of AASLH publications, call 615-320-3203, or visit the Web site at <http://www.aaslh.org>.

## National Council for History Education

The National Council for History Education (NCHE) was founded in 1990 as the successor to the Bradley Commission on History in Schools. The council's mission is to promote the importance of history in schools and society. Its goal is to bring together all those interested in promoting history—educators and historians—to tackle the issues that concern them. NCHE looks at such issues as curricular design through standards and requirements; teacher education, certification, and professional development; and the implications of new technologies and school restructuring. NCHE links history in the schools with many activities sponsored by state and local organizations. It provides a network for all advocates of history education in schools, colleges, universities, museums, and historical societies.

The membership of NCHE consists of individuals, not organizations. Members include historians and history teachers, school administrators, authors, historical association and history museum personnel, and anyone who loves history. For information on how to join NCHE, contact:

**The National Council for History Education**  
26915 Westwood Road, Suite B-2  
Westlake, Ohio 44145  
440-835-1776  
Fax: 440-835-1295  
E-mail: [nche@nche.net](mailto:nche@nche.net)  
Visit the NCHE Web site at  
<http://www.garlandind.com/nche>

## Association for Living History, Farm and Agricultural Museums

ALHFAM is the museum organization for those involved in living historical farms, agricultural museums, outdoor museums of history and folklife, and those museums that use living history programming. The ALHFAM Web site at <http://www.alhfam.org> includes information on using living history and on historic clothing, as well as links to more than eighty international living history Web sites. Contact Judi Sheridan, [sheridan@orwell.net](mailto:sheridan@orwell.net) or 8774 Route 45 NW, North Bloomfield, OH 44450, 440-685-4410, or visit the Web site for membership information.

## Smithsonian Institution

The Smithsonian Institution has many resources for classroom activities, including the publication *Smithsonian in Your Classroom*. To receive a free subscription to *Smithsonian in Your Classroom*, contact:

**Smithsonian Office of Education**  
Arts and Industries Building 1163  
Washington, DC 20560-0402  
<http://www.si.edu>  
E-mail: [learning@si.edu](mailto:learning@si.edu)

# Published Resources

- Butler, Lindley S., and Alan D. Watson, eds. *The North Carolina Experience: An Interpretive and Documentary History*. Chapel Hill: University of North Carolina Press, 1984.
- Cashion, Jerry, ed. *Guide to North Carolina Highway Historical Markers*. Raleigh: Historical Publications Section, North Carolina Division of Archives and History, 1990.
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- Dial, Adolph L. *Indians of North America: The Lumbee*. New York: Chelsea House Publishers, 1993.
- Fenn, Elizabeth A., and Peter H. Wood. *Natives and Newcomers: The Way We Lived in North Carolina before 1770*. Chapel Hill: University of North Carolina Press, 1983.
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- Taylor, Michael W. *“Tar Heels”: How North Carolinians Got Their Nickname*. Raleigh: Historical Publications Section, North Carolina Division of Archives and History, 1999.
- Walser, Richard. *Literary North Carolina*. Raleigh: Historical Publications Section, North Carolina Division of Archives and History, 1970.
- Watson, Alan D. *Society in Colonial North Carolina*. Revised edition. Raleigh: Historical Publications Section, North Carolina Division of Archives and History, 1996.
- Watson, Harry L. *An Independent People: The Way We Lived in North Carolina, 1770–1820*. Chapel Hill: University of North Carolina Press, 1983.





# APPENDICES

# Appendix A: Miscellaneous THJHA Forms

Advisers: The following forms are provided for your convenience. Please copy them as often as needed, retaining the originals for future use.

Note: The **THJHA Membership Application Form** is used to renew club memberships every year. **YOU MUST RENEW YOUR MEMBERSHIP EVERY YEAR TO REMAIN ACTIVE IN THJHA!** Copy this form from the Adviser Handbook, print it from the THJHA Web site, or complete the online registration form, and send it in to the association (with new membership numbers) every August. Membership in THJHA runs from July through June of the succeeding year.

## **ADVISERS, SPREAD THE WORD!**

Now that you have discovered what THJHA can do for the young people in your life, please help us spread the word about our programs to family, friends, acquaintances, and colleagues! THJHA will send a free sample of *Tar Heel Junior Historian* and the accompanying *Adviser Supplement* (back issues as available) to interested individuals. Or, individuals may fill out the enclosed application form and get started right away!

# Sample Constitution

Creating a constitution provides an opportunity for hands-on learning experiences that may help students understand governmental, civic, and organizational processes. The following constitution is provided as a sample. The general wording for this constitution was furnished by the Vance County Junior Historians Club. Each club is free to create its own constitution and to elect officers according to its individual needs.

## I. Name of the Organization

This organization shall be known as the \_\_\_\_\_  
(club) of \_\_\_\_\_ (town, school, or organization).

## II. Purpose of the Organization

The purpose of this organization shall be to promote a study of the history of  
\_\_\_\_\_  
\_\_\_\_\_ County, and North Carolina.

## III. Meetings of the Organization

Regular meetings shall be held on \_\_\_\_\_ (day) at \_\_\_\_\_ (time).

These meetings shall be held at \_\_\_\_\_ (location).  
Other "called" meetings will be held when necessary at an announced time and hour. All announcements will be made at least \_\_\_\_\_ days prior to the meeting.

## IV. Requirements for Membership

Membership of this organization shall be open to any student or group in grades four through twelve, or the corresponding age range.

## V. Officers of the Organization

This organization shall have the following officers: president, vice president, secretary-treasurer, and historian.

The president of the club shall be in charge of each meeting and conduct business at each meeting according to the rules of parliamentary procedure.

The vice president shall take complete charge of the club in the absence of the president.

The secretary-treasurer shall keep neat and accurate minutes of each meeting of the club, keep a detailed check of the roll, keep accurate records of the club treasury, and record all club transactions.

The historian shall assist the secretary-treasurer and shall record decisions and activities of the club.

## VI. Policies of the Organization

1. All members shall be expected to attend every meeting unless excused by the club president or an adviser.
2. Any member having two or more unexcused absences will be removed from the club membership roll.
3. Membership dues of twenty-five cents per member will be collected weekly to cover expenses of the club.
4. Any person failing to pay club dues for two weeks shall lose his right to vote at a meeting. Anyone failing to pay club dues for three weeks shall have his name removed from the club roll. (Anyone having difficulty in meeting this requirement should meet with an adviser.)
5. All members are expected to be quiet and orderly at meetings. Any member not complying with this rule will be removed from the club.
6. In order to attend any outside club function, a new member must attend two regular meetings or called meetings prior to the event.
7. It shall be the policy of this club to defend the right of each person to express his or her opinion at all meetings. A person disagreeing with another shall do so respectfully, and in all cases the will of the majority shall determine the actions of the club.
8. This constitution is flexible and is to be changed as the needs of the club change. It may be amended by a majority vote of the club.

# THJHA Club News!



Club Name \_\_\_\_\_

School Name \_\_\_\_\_

City \_\_\_\_\_

Adviser(s) \_\_\_\_\_

Submitted by \_\_\_\_\_

Date \_\_\_\_\_

MINUTES OF RECENT MEETING :

SPEAKER, PROGRAM, ACTIVITIES OR CLUB PROJECTS, FIELD TRIPS, OR INTERESTING TOPICS STUDIED :

PLEASE RETURN TO :

THJHA Program Coordinator  
North Carolina Museum of History  
4650 Mail Service Center  
Raleigh, NC 27699-4650  
Fax: 919-733-8655  
E-mail: thjhaclubs@ncmail.net



# Notes