

Settlement of North Carolina

Competency Goals

Grade 4: Social Studies 2, 3, 4

Grade 8: Social Studies 1, 3

Objectives

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

Materials

North Carolina Textbooks

Spring 2006 *Tar Heel Junior Historian* articles (available in Education Resources database):

"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-From 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-from map on paper or transparency.
- d. Share maps with the class.

Free-form map objective: to present main ideas and interrelationships 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” 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 focused 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 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 _____."

*Research Blackbeard and his connection to Bath.

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, 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	Late 1500s 1600s 1700s	Coastal Plain, Piedmont	First colonization of New World; formed government; established church and townships; names; national language
Scots-Irish	Starting in about 1740s	Backcountry (including Charlotte, Fayetteville)	Naval stores and farming; Presbyterian Church; popular cultural events such as Highland Games
Germans (Moravians)	1750s	Backcountry (Salisbury, Forsyth County)	Religious diversity; crafts, education, and traces; farming
Quakers	1750s	Guilford County	Abolition Movement
Africans	1600s	Coastal Plain, Piedmont	Labor force that permitted southern colonies to survive; essential to state's cash crop and economy; words; foods; musical instruments
American Indians	Prior to European settlement	Entire state	Established trails that permitted European settlement in the Piedmont; taught European colonists about local food sources and other resources