

NORTH CAROLINA STATE HISTORIC SITES: THE COASTAL REGION

ACTIVITIES AND RESOURCES

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NORTH CAROLINA

MUSEUM OF HISTORY

North Carolina State Historic Sites: The Coastal Region

Activities are designed to supplement and reinforce information presented in North Carolina State Historic Sites: The Coastal Region. To borrow the video, go to <http://ncmuseumofhistory.org/collateral/OrderVideos.pdf>. Some activities may be used without viewing the video. Not all activities are appropriate for all grade levels, but with some adjustments, most activities can be adapted to meet the needs of your students.

Video Description

Students will learn about eight historic sites in the coastal region of North Carolina.

Curriculum Goals

Grade 4: Social Studies Goals 3, 4, 5

Grade 8: Social Studies Goals 1, 3, 4, 6, and 7

Preview Activities

Vocabulary

Please review the following words with your class before showing the video.

adaptive reuse – the use of a historic structure for a purpose other than that for which it was originally designed.

archaeology – the systematic recovery and study of material evidence remaining from past human life and culture, such as graves, buildings, tools, and pottery.

architecture – the art and science of designing and erecting buildings; a style and method of design and construction.

artifact – any object made or modified by humans, such as a tool or weapon, that survives from the past.

earthwork – an embankment or structure made of earth.

erosion – the process of wearing away.

excavate – to dig out or remove.

free black – an African American living before the Civil War who was not enslaved.

history – a narrative of events or a story; a chronological record of events of the life or development of a people or an institution, often including an explanation of or commentary on those events; the brand of knowledge that records and analyzes past events.

interpretation – the process or result of interpreting or supplying an explanation; a description of the meaning of a work of art, an activity, or an object as presented by an example or performance.

preservation – the protection of a historic resource, such as a building or object, through maintenance and repair.

reconstruct – to establish or assemble again.

restore – to return a historic resource to its past condition by making repairs and replacing missing features.

As You Watch

Introduce the video using the following important points as a guide.

- A. North Carolina’s historic sites offer visitors a look at places important to the state as they once were.
- B. Keeping up historic sites is no easy task. Notice how the sites have been excavated, restored, preserved, and reused.
- C. The coastal region contains some of the oldest historic sites in the state. Why is this so?
- D. The eight sites cover the coastal region’s history from the colonial period to the Civil War era.

History Comes Alive

Learning as a Group

Use these questions in a class discussion to assess your students’ understanding of the information presented in the video and to encourage original and critical thinking about the topic.

- A. How long did it take workers to build the reconstruction of the *Elizabeth II*? What materials were used?
- B. What is first-person interpretation? Name a few of the challenges this kind of interpretation presents to the interpreter. What might be some risks in interpreting historic sites using the first-person perspective?
- C. What is the oldest incorporated town in North Carolina?
- D. What was the first capital of North Carolina?
- E. Give an example of adaptive reuse described in the video.
- F. Where did the first armed resistance to British rule take place?
- G. What town had the largest free black population in North Carolina?

- H. Where can you see excavations of original slave buildings?
- I. Why was the CSS *Neuse* sunk?
- J. What town was Fort Fisher built to protect?

Writing

Integrating language arts into the curriculum helps students interpret, analyze, and respond to historical information.

Visit a historic site in North Carolina. It can be one of the state historic sites featured in the video, a county or city historic site or museum, a national historic site, or a privately operated museum or historic site. Take photographs of your visit and assemble a history scrapbook. Include brochures, postcards, written or typed descriptions of the experience, and small mementos of your visit. Share the scrapbook with your classmates as you talk about your visit. **TO THE TEACHER:** If the class takes a field trip to a historic site, have the students as a group design a bulletin board around their trip. Each photograph or piece of artwork should have a brief description, along with historical information learned during the visit. As an alternative, ask each student to illustrate one fact learned on the field trip.

Select one of the eight historic sites discussed in the program. Using the first-person interpretation method, write a letter to a friend describing a typical day in your life. For example, you may choose to be a soldier stationed at Fort Fisher in 1865 or an enslaved cook at Somerset Place. Remember that the information in your letter must reflect the time period of that site.

Map Study

Find the following towns on a map of North Carolina. Give the name of the historic site(s) located at or near each town.

Town

- Bath
- Creswell
- Edenton
- Halifax
- Kinston
- Manteo

Historic Site(s)

Game

Take a trip through North Carolina’s coastal region as you play a game. The questions that follow relate to the historic sites featured in the video. Ask a student to cut apart the questions (you may first want to glue the question sheets to lightweight cardboard). Students are to devise their own game pieces, such as four paper clips with different colors of paper attached; four coins—penny, nickel, dime, and quarter; or four buttons of different colors or shapes. Copy the question sheets and game board (provided on page 7) for each set of players.

Game Rules

1. Four players per game board.
2. The youngest player goes first.
3. The person to the right of the first player reads the question. If the player answers the question correctly, he or she moves his or her game piece the number of spaces indicated on the question card. If the player does not answer the question correctly, the person to the player's right (the one who read the question) plays next by trying to answer the question missed. Each player gets one chance to answer a question.
4. More than one player may land on the same space.
5. The first player to reach the end wins the game.

True or false: Enslaved Africans lived at Somerset Place. Answer: True (2 spaces)	True or false: We know nothing about the enslaved Africans who lived at Somerset Place. Answer: False (1 space)
Where did the Collins family go during the Civil War? Answer: Hillsborough (2 spaces)	Who was the first governor of the independent state of North Carolina? Answer: Richard Caswell (2 spaces)
True or false: The CSS <i>Neuse</i> fought in many battles. Answer: False (1 space)	What branch of the military does the CSS <i>Neuse</i> represent? Answer: Navy (1 space)
True or false: Fort Fisher was attacked on Christmas Eve in 1864. Answer: True (2 spaces)	What is the term that means “to return something to a past condition ”? Answer: Restoration (3 spaces)
True or false: If you visit Fort Fisher today, you will see the entire fort. Answer: False (2 spaces)	The capture of what city in 1865 helped bring the Civil War to an end? Answer: Wilmington (3 spaces)
A visit to all eight historic sites will cover how many years of history? Answer: Over 400 (3 spaces)	What is an object from the past made by humans called? Answer: Artifact (3 spaces)
The protection of a historic building or object is called what? Answer: Preservation (3 spaces)	Can you learn about people when you visit a historic site? Answer: Yes (3 spaces)
What is the name of the ship located at Manteo? Answer: <i>Elizabeth II</i> (2 spaces)	What event did the women of Edenton attend in 1775? Answer: Edenton Tea Party (1 space)
True or false: Sir Walter Raleigh sailed the original <i>Elizabeth</i> . Answer: False (3 spaces)	Name two crops grown at Somerset Place. Answer: Corn, rice (3 spaces)

Where in North Carolina is the oldest church in continuous use? Answer: Bath (1 space)	True or false: The CSS <i>Neuse</i> was a Confederate gunboat. Answer: True (1 space)
What is the oldest incorporated town in North Carolina? Answer: Bath (1 space)	What revolutionary document was produced at Halifax? Answer: Halifax Resolves (2 spaces)
What is the last name of the governor who was born in Edenton? Answer: Iredell (2 spaces)	What is the name of the family that built Somerset Place? Answer: Collins (3 spaces)
True or false: Brunswick Town was a thriving town in the 1800s Answer: False (1 space)	What kind of studies were done to learn about Brunswick Town? Answer: Archaeological studies (2 spaces)
What two activities were centered in Halifax? Commerce (trading), politics (3 spaces)	What town had the largest free black population in North Carolina before the Civil War? Answer: Halifax (3 spaces)
True or false: Fort Fisher was a Union fort. Answer: False (2 spaces)	True or false: Fort Fisher was built of bricks and stone. Answer: False (2 spaces)
How many historic sites were once port towns? Answer: Four (3 spaces)	True or false: Everyone has a history. Answer: True (3 spaces)
True or false: The <i>Elizabeth II</i> is made of metal and was built using the original plans for the <i>Elizabeth</i> . Answer: False (2 spaces)	True or false: The town of Bath has expanded far beyond its original survey boundaries. Answer: False (1 space)
What town was the first capital of the province of North Carolina? Answer: Edenton (2 spaces)	The Zeigler House is an example of what architectural style? (two correct answers) Answer: Victorian/Eastlake (3 spaces)
True or false: Brunswick Town was the site of one of the first acts of armed resistance to British rule. Answer: True (2 spaces)	Fort Anderson was built to protect what waterway and city? Answer: Cape Fear River, Wilmington (3 spaces)
Why did Halifax's prosperity end? Answer: The new railroad bypassed the town. (2 spaces)	Where was the first state constitution drafted and approved? Answer: Halifax (3 spaces)

Primary Sources

Below is a transcription of an entry in a Civil War logbook found at Fort Fisher. Read the entry and describe your reaction as one of the following people.

- A. As a private in the army, you have just been read these orders by your commanding officer. You are writing a letter home or you are writing an entry in your personal journal.
- B. As the commanding officer, you have just read these orders to your men. You are writing a letter to a friend or you are writing an entry in your personal journal.

Head Quarters Defences Mouth Cape Fear River
Smithville August 22, 1864

Circular

Indications are that the enemy have made preparations to attack this point. Commanding Officers are called upon to place their works and command in condition at once to resist and repel attacks. They will in person inspect every gun and see that it be in working order. Great watchfulness must be kept-up and all unusual movements of the enemy immediately reported

By Command of Brig Genl
Louis Herbert

Going Further with Resources

I. Books

Barrett, John G. *North Carolina as a Civil War Battleground, 1861–1865*. Raleigh: Division of Archives and History, 1980.

Blumenson, John J. G. *Identifying American Architecture: A Pictorial Guide to Styles and Terms, 1600–1945*. Nashville: American Association for State and Local History, 1981.

Johnson, Charles F. *The Long Roll: Impressions of a Civil War Soldier*. 1911. Reprint, Shepherdstown, WV: Carabelle Books, 1986.

Johnston, Frances Benjamin, and Thomas T. Waterman. *The Early Architecture of North Carolina: A Pictorial Survey*. Chapel Hill: University of North Carolina Press, 1947.

Lee, E. Lawrence. *New Hanover County: A Brief History*. Raleigh: Division of Archives and History, 1971.

Powell, William S. *Annals of Progress: The Story of Lenoir County and Kinston, N.C.* Raleigh: State Department of Archives and History, 1963.

Rankin, Hugh F. *The Pirates of Colonial North Carolina*. 1960. Reprint, Raleigh: Division of Archives and History, 1986.

Redford, Dorothy Spruill. *Somerset Homecoming: Recovering a Lost Heritage*. New York: Doubleday, 1988.

Reeves, Linda. *Bath Towne*. Raleigh: Division of Archives and History, 1977.

Reeves, Linda. *Historic Halifax*. Raleigh: Division of Archives and History, 1976.

Stick, David. *Dare County: A History*. Raleigh: Division of Archives and History, 1970.

II. Articles from the *State Magazine*

Blackwelder, Jerry. "The Fall and Rise of a Confederate Ship." *State* 58 (September 1990): 23–24.

Cochran, Hamilton. "Blackbeard." *State* 44 (July 1976): 20–23.

Knapp, Richard. "Discovery on Lot 52." *State* 52 (November 1984): 22–25.

Marsh, Blanche. "Tales From the Coast." *State* 45 (June 1977): 21.

McCall, Marguerite. "The Unfired Cannons of Edenton." *State* 51 (March 1984): 15–17.

Phillips, Paul. "Discover Pettigrew State Park." *State* 43 (July 1975): 30–31.

Strother, Jake. "A Unique Leader." *State* 51 (August 1983): 16.

Trudge, Old. "Spring Travel Notes." *State* 51 (April 1984): 78.

III. Articles from *Tar Heel Junior Historian Magazine* (available at <http://nchistoryresources.org/>)

Bishir, Catherine W. "Introduction: Historic Preservation—What? Who? When? Where?" *Tar Heel Junior Historian* 29 (Fall 1989): 12.

Branch, Paul. "Coastal Fortresses: Did They Really Defend the Coast?" *Tar Heel Junior Historian* 28 (Spring 1989): 22–25.

Clauser, John W., Jr. "How Do You Know It Looked Like That: Archaeology Aids Historic Preservation." *Tar Heel Junior Historian* 29 (Fall 1989): 33–35.

Howard, J. Myrick. "How Do You Save a House From Being Torn Down: The Preservation of the Historic Weil Houses." *Tar Heel Junior Historian* 29 (Fall 1989): 40–42.

Warren, Harry. "When Waterways Were Highways: The Cape Fear River as a Transportation Link." *Tar Heel Junior Historian* 28 (Spring 1989): 17–19.

Watson, Alan D. "Go East Young Man! The Development of North Carolina's Coastal Counties." *Tar Heel Junior Historian* 28 (Spring 1989): 39.

IV. Informational Sources

Department of Cultural Resources
109 E. Jones Street
4601 Mail Service Center
Raleigh, NC 27699-4601
919-807-7385

Preservation North Carolina.
220 Fayetteville Street, Suite 200
P.O. Box 27644
Raleigh, NC 27611-7644
919-832-3652

V. Places to Visit

Historic Bath
P.O. Box 148
Bath, NC 27808
252-923-3971

Historic Halifax
P.O. Box 406
Halifax, NC 27839
252-583-7191

Brunswick Town
8884 St. Philip's Road SE
Winnabow, NC 28479
910-371-6613

Fort Fisher
P.O. Box 169
Kure Beach, NC 28449
910-458-5538

CSS Neuse
2612 W. Vernon Avenue
P.O. Box 3043
Kinston, NC 28502
252-522-2091

Somerset Place
2572 Lake Shore Road
Creswell, NC 27928
252-797-4560

Elizabeth II
1 Festival Park
Manteo, NC 27954
252-475-1500

Museum of the Albemarle
501 S. Water Street
Elizabeth City, NC 27909
252-335-1453

Historic Edenton
P.O. Box 474
Edenton, NC 27932
252-482-2637

Museum of the Cape Fear
P.O. Box 53693
Fayetteville, NC 28305-3693
910-486-1330

Visit our Web site at <http://ncmuseumofhistory.org>. Find more North Carolina history resources at <http://nchistoryresources.org>. The North Carolina Museum of History is part of the Division of State History Museums, Office of Archives and History, an agency of the Department of Cultural Resources, www.ncculture.com.

